Preface
Diagnostic Test
1. Reading Comprehension: An Introduction
2. Speed Reading
3. Different Approaches to Reading Comprehension
4. Assess Yourself Learning Objective
Answer Key
Explanations

Dear Student,

The journey to achieve success has begun. The CL Educate team brings to you an offering, which incorporates **theme based learning** that revolves around different concepts with **diverse applications**. The outcome is an enriching learning experience.

Our integrated thematic methodology is driven by latest research, undertaken to enhance learning. Numerous practice exercises and tests have been incorporated to reinforce the conviction in one's ability. Our teaching experience coupled with extensive research has lent credence to our conviction that learning is at its best when concept based understanding and applications go hand in hand.

To enhance your learning and assimilation of relevant concepts, our attempt has been to identify the basic concepts (or themes) that are required to solve different questions in MBA entrance examinations. Our class exercises integrate the different types of questions requiring application of these concepts. Each set of concepts along with relevant question types therefore, forms a module. At the end of each module we expect the student to:

1) Clearly understand a concept through its repeated application in different question types.

2) Quickly and effectively apply the relevant concept to different question types in a time-bound examination scenario.

Armed with the latest tools for success, along with your diligence and positive attitude, you have begun your march towards success. Have faith in yourself!

The woods are lovely, dark and deep,

But I have promises to keep,

And **miles togo before I sleep**,

And **miles to go before I sleep**

(Robert Frost)

How to use this book

Dear Student,

The journey to achieve success has begun. The CL Educate team brings to you an offering, which incorporates **theme based learning** that revolves around different concepts with **diverse applications**. The outcome is an enriching learning experience.

Our integrated thematic methodology is driven by latest research, undertaken to enhance learning. Numerous practice exercises and tests have been incorporated to reinforce the conviction in one's ability. Our teaching experience coupled with extensive research has lent credence to our conviction that learning is at its best when concept based understanding and applications go hand in hand.

To enhance your learning and assimilation of relevant concepts, our attempt has been to identify the basic concepts (or themes) that are required to solve different questions in MBA entrance examinations. Our class exercises integrate the different types of questions requiring application of these concepts. Each set of concepts along with relevant question types therefore, forms a module. At the end of each module we expect the student to:

1) Clearly understand a concept through its repeated application in different question types.

2) Quickly and effectively apply the relevant concept to different question types in a time-bound examination scenario.

Armed with the latest tools for success, along with your diligence and positive attitude, you have begun your march towards success. Have faith in yourself!

The woods are lovely, dark and deep,

But I have promises to keep,

And **miles togo before I sleep**,

And **miles to go before I sleep**

(Robert Frost)

How to use this book

1. Before you enter the class, read the topics that are to be covered beforehand. This will help you immensely in being able to understand the concepts when they are taught in the class.

2. After each class, once again go through the relevant topics very carefully, in order to understand the concepts and relate them to what was taught in the class.

3. Practice the relevant concepts. For example 'reading without regression' etc.

4. Solve the exercises that are relevant to the topics.

5. Develop relevant 'frames of reference' by reading from different sources.

The Reading Habit

Independent Strategies

by Jill Marie Warner

When I get stuck on a word in a book,

There are lots of things I can do.

I can do them all, please, by myself;

I don't need help from you.

I don't need help from you.

I can look at the picture to get a hint.

Or think what the story's about.

I can "get my mouth ready" to say the first letter.

A kind of "sounding out".

I can chop up the words into smaller parts,

Like on or ing or ly,

Or find smaller words in compound words

Like raincoat and bumblebee.

I can think of a word that makes sense in that place,

Guess or say "blank" and read on

Until the sentence has reached its end,

Then go back and try these on:

"Does it make sense?"

"Can we say it that way?"

"Does it look right to me?"

Chances are the right word will pop out like the sun

In my own mind, can't you see?

If I've thought of and tried out most of these things

And I still do not know what to do,

Then I may turn around and ask

For some help to get me through.

Reading a book can be an exciting journey that leads you to discover interesting new people, places and ideas. Reading as a skill is also required to excel at any management entrance exam. But as the poem suggests you are likely to hit a few roadblocks along the way. This book is designed to help you navigate these so that you gradually begin to enjoy the process. We hope you find the experience enriching!

- CL Educate

Diagnostic Test Instructions:

• You are in an experiment where you benchmark your comprehension. Hence, do not set a time limit.

• Read the text carefully. Then answer the questions (MCQs) that follow. You may have to reread passage while answering the questions. Do that. At the end you should be certain about your answer choice.

• Note the time you have taken to do the entire exercise — reading and answering the questions. You may do this exercise in five minutes or one hour. Ensure that your answer choices are right according to your understanding of the passage.

Start Time: _____

When Deng Xiaoping died a few months ago, the Chinese leadership barely paused for a moment before getting on with the business of governing the country. Contrast that with the chaotic contortions on India's political stage during the past month, and it is easy to conclude that democracy and democratic freedoms are serious obstacles to economic progress.

When the Chinese leadership wants a power plant to be set up, it just goes ahead. No fears of protracted litigation, of environmental protests, or of lobbying by interested parties. It - or the economy - is not held to ransom by striking truckers or air traffic controllers. Certainly, there is much that is alluring about an enlightened dictatorship.

But there the trouble begins. First, there is no guarantee that a dictatorship will be an enlightened one. Myanmar has been ruled by a dictator for decades, and no one would claim that it is better off than even Bangladesh which has itself suffered long stretches of dictatorship. Nor can Mobuto Sese Seko, much in the news these days, be described as enlightened by any reckoning. The people of Israel, almost the only democracy in a region where dictatorships (unenlightened ones) are the norm, are much better off than their neighbours.

Second, dictatorships can easily reverse policies. China was socialist as long as Mao Zedong was around. When Deng Xiaoping took over in what was essentially a palace coup, he took the country in the opposite direction. There is little to ensure that the process will not be repeated. In India such drastic reversals are unlikely.

Six years ago Indian politicians agreed that industries should be de-licensed, that imports should be freed or that investment decisions should be based on economic considerations. Now few think otherwise. Almost all politicians are convinced of the merits of liberalisation though they may occasionally lose sight of the big picture in pandering to their constituencies. India has moved slower than China on liberalisation, but whatever moves it has made are more permanent.

Democracies are also less likely to get embroiled in destructive wars. Had Saddam Hussain been under the obligation of facing free elections every five years, he would have thought ten times before entangling his people in a long confrontation with the West. Germany, Italy and Japan were all dictatorships when they launched the World War II. The price was paid by the economies.

Democracies make many small mistakes. But dictatorships are more susceptible to making huge ones and risking everything on one decision - like going to war. Democracies are the political equivalent of free markets, Companies know they can't fool the consumer too often; he will simply switch to the competition. The same goes for political parties. When they fail to live up to their promises in government, the political consumer opts for the competition.

Democratic freedoms too are important for the economy, especially now that information is supreme. Few doubt that the Internet will play an important part in the global economy in the decades to come. But China, by preventing free access to it, is already probably destroying its capabilities in this area. As service industries grow in importance, China

may well be at a disadvantage though that may not be apparent today when its manufacturing juggernaut is rolling ahead.

India has stifled its entrepreneurs through its licensing policies. That was an example of how the absence of economic freedom can harm a country. But right-wing dictatorships like South Korea erred in the opposite direction. They forced their businesses to invest in industries, which they (the dictators) felt had a golden future. Now many of those firms are trying to retreat from those investments. Statism is bad, no matter what the direction in which it applies pressure. At this moment, China and other dictatorships may be making foolish investment decisions. But as industries are subsidized and contrary voices not heard, the errors will not be realised until the investments assume gargantuan proportions.

India's hesitant ways may seem inferior to China's confident moves. But at least we know what the costs are. That is not the case with China. It was only years after the Great Leap Forward and only such experiments that the cost in human lives (millions of them) became evident to the world. What the cost of China's present experiments is we may not know for several years more. A nine per cent rate of growth repeated year after year may seem compelling. But a seven per cent rate of growth that will not falter is more desirable. India seems to be on such a growth curve, whatever the shenanigans of our politicians.

1. According to the passage,

(*a*) India needs a benevolent dictatorship.

(*b*) India has failed as a democracy.

(*c*) India should go the way of China.

(*d*) None of these

2. The passage says that

(*a*) benevolent dictators are not easy to find.

(*b*) not all dictators will be enlightened.

(*c*) dictators can make or break a country.

(*d*) an enlightened dictatorship is better than a corrupt democracy.

3. It can be implied from the passage that

(*a*) a lower rate of growth is preferred to a higher rate of growth.

(*b*) a higher rate of growth is preferred to a lower rate of growth.

(*c*) a low but stable rate of growth is preferred to a high rate of growth.

(*d*) a low but faltering rate of growth is a sign of stability amidst growth.

4. Vis-a-vis democracies, dictatorships run the risk of

(*a*) losing all for a single mistake.

(*b*) making bigger mistakes.

(*c*) making huge mistakes and risking everything.

(*d*) None of these

5. The writer's conclusion in the passage is that

(*a*) under no circumstances should a country encourage a corrupt democrat.

(*b*) under no circumstances should statism be a welcome move.

(*c*) a statist will not give due importance to the voice of the people.

(*d*) a statist will always look to his own welfare.

End Time: _____

(*b*) not all dictators will be enlightened.

(*c*) dictators can make or break a country.

(*d*) an enlightened dictatorship is better than a corrupt democracy.

3. It can be implied from the passage that

(*a*) a lower rate of growth is preferred to a higher rate of growth.

(*b*) a higher rate of growth is preferred to a lower rate of growth.

(*c*) a low but stable rate of growth is preferred to a high rate of growth.

(*d*) a low but faltering rate of growth is a sign of stability amidst growth.

4. Vis-a-vis democracies, dictatorships run the risk of

(*a*) losing all for a single mistake.

(*b*) making bigger mistakes.

(*c*) making huge mistakes and risking everything.

(*d*) None of these

5. The writer's conclusion in the passage is that

(*a*) under no circumstances should a country encourage a corrupt democrat.

(*b*) under no circumstances should statism be a welcome move.

(*c*) a statist will not give due importance to the voice of the people.

(*d*) a statist will always look to his own welfare.

End Time: _____

Reading Comprehension: An Introduction

In this chapter you will become aware of the importance of reading from different subject areas, which is covered in the topic `Eclectic Reading'. At the same time the importance of vocabulary in comprehension has been stressed upon.

Summary writing is another important tool for developing proficiency in reading and comprehending.

The basic approach of this chapter will be to develop various `frames of reference', which implies developing the habit of reading and gaining familiarity with varied contexts.

Eclectic Reading and the Importance of Vocabulary

Solving Reading Comprehension questions is the litmus test for the Business School aspirants. As a matter of fact, these questions have proved to be tricky and demanding for most of the students. Extensive reading coupled with conceptual clarity of the subject matter, goes a long way in helping the students achieve the coveted scores in various examinations. At the same time certain techniques and skills, which can be mastered by practice, make the journey to success, enriching and worthwhile. A well planned study schedule and lots of practice are the two important aids to score well in reading comprehension.

Eclectic Reading

Eclectic Reading involves reading on a variety of areas of interest. This helps broaden our scope of knowledge and increases our familiarity with various topics.

CAT paper in 2006 had a passage on `Communism' that actually did not deal with the concept in a traditional manner. Rather it dealt with the fear in the minds of a section of elite regarding the re-emergence of `communism'. To understand such a passage and to infer the ideas that are implied by the author become much easier if one already has some familiarity with the topic.

CAT as well as other examinations has evolved over a period of time and specifically English as a section has reached a level that requires understanding of the various nuances of the language. The kind of reading comprehension text that used to come in earlier papers had more or less one or two ideas running through the text and some supporting or opposing arguments running alongside. In the current trend, we see a passage defined in terms of a variety of currents and crosscurrents of ideas, supported or opposed by theories, examples, philosophies and so on and so forth.

So, in order to enhance your comprehension skills it is important that you not only read better authors than you are currently reading but also start reading on different topics.

Importance of Grammar and Vocabulary for Reading Comprehension

The B-School entrance examinations require good verbal skills because, as a manager one would be required to go through a variety of text, which may require a high level of comprehension and analytical skills. But these skills cannot be sharpened if one is not comfortable enough with the grammatical structure of the language as well as vocabulary.

For instance take a phrasal verb `break in'. It has a specific meaning, i.e. `unauthorized entry'. If someone is not aware of the meaning, he/she might end up getting an entirely different interpretation of the entire text.

The Write-up given below has been picked from one of the newspapers. Go through it and try to infer the meaning of the underlined phrases.

Victory in the Indy Japan 300 saw Danica Patrick become the first female winner in IndyCar history, snatching the lead with just two laps to go after her rivals were forced to pit.

"Danica is such a fantastic person and I'm thrilled for her that the monkey is finally off of her back," said Michael Andretti, co-owner of Patrick's team Andretti Green Racing. "We

have all believed in her and she proved today that she is a winner. Frankly, I think this is the first of many."

Patrick, who started from the third row and made her final pit stop on lap 148, stayed close to the leaders throughout the race. Patrick went from fourth to second on lap 197 after Wheldon and Kanaan went into the pits on lap 196. She was as low as eighth place on the 189th lap.

"I knew there was a good reason for coming to Japan," Patrick said. "I want to thank my team, the fans and everyone who supported me." Dixon was third, 10.0559 seconds behind Patrick. Wheldon was fourth, and Kanaan finished fifth.

Castroneves, awarded pole position after qualifying was rained out Friday, said Patrick ran a great race.

"With five laps to go, I was saving fuel," Castroneves said. "When Danica passed me, I realized she was the leader. She did a great job, passed me fair and square and that shows you how competitive our series is."

Patrick finished a career-best seventh in the season standings last year, and was second in the race at Detroit's Belle Isle. At the 2005 Indy 500, she nearly took pole and became the first female driver to lead the race en route to a fourth-place finish. It was the best finish by a woman at Indy, and helped her take rookie of the year honors.

Meanings of the underlined parts:

Snatching the lead - to take the leadership position away from others.

forced to pit - forced to refuel

throughout- from the beginning to the end of

fair and square - honestly; justly

took pole - took lead

rookie of the year - new entrant or novice of the year

It is obvious that insufficient knowledge of grammatical structures may distort the comprehension. Therefore it is absolutely essential to be able to understand the meanings and implications of the language in its proper context.

Perfect Vocabulary: A Challenge!

Everyone from beginners in English to veterans in journalism—knows the frustration of not having *the right word* immediately available in that lexicon one carries between one's ears. Sometimes it's a matter of not being able to recall the right word; sometimes we never knew it. It is also frustrating to read a newspaper or homework assignment and come across words whose meanings elude us. Building a vocabulary that is adequate to the needs of one's reading and self-expression has to be a personal goal for every writer and speaker.

The requirement of a rich vocabulary is essential to crack the CAT questions which are of high difficulty level.

FAQs about Vocabulary

What is meant by activating the `schema'?

The word `schema' means: an outline, or an organized way of perceiving and responding to a situation or stimuli. How do you respond to reading? The more familiar you are with the subject matter the more quickly you read, and understand the author's ideas. If you are an engineer, who is asked to read something in medical science, you will find that the reading is slow, and grasping difficult. The importance of developing background knowledge and vocabulary cannot be overemphasized. Remember the quote from Bill Gates: "read widely and read a lot."

What you read and study in your academics is different from what you read in competitive examinations. The desired level of comprehension differs in each case. Also, think of the way you read just before your examination. You took less time, input was

faster, and comprehension was much better; and the familiarity that you had built up over the subject matter over a semester or a year helped a great deal.

Is vocabulary the key to speed reading?

No matter how quickly you can read — 500 or 5000 words per minute, if you don't understand the words that you are reading, your comprehension is affected accordingly. Hence, the answer to the question is an emphatic Yes. Vocabulary is the key not merely to speed reading but to reading as well! And here, we are caught in a circle: the more you read, the better your vocabulary becomes; the better your vocabulary, the better is your speed and comprehension.

For example, if you are a chemical engineer and are reading a paper on botany many of the words you will encounter will be unknown. Even though you are well educated with a high vocabulary, your familiarity with botanical terms would most likely be small. You will be forced to stop during your reading of this selection to look up the botanical words so that you can get the meaning from the text.

Are there short cuts to overcome vocabulary constraints?

The only way to overcome vocabulary constraints is to develop a good vocabulary. There are ways to develop a good vocabulary. But there aren't short cuts. There are several good books, which will help you work into vocabulary building systematically. Then, there are word lists too. All these do help. But unless backed by the healthy habit of reading, all these efforts would fail miserably. One must have the thirst for knowledge backed by the energy and discipline required to remain constantly in the process of acquiring knowledge. Hence, read widely; and read deeply into the subject that you like.

How do I develop a good vocabulary?

Building a good vocabulary is one's personal goal. It cannot be forced upon anyone, even by the requirements of an exam. One has to love words. Purchase a good dictionary and a thesaurus. Consult online dictionaries. The following might also help.

A. Read **newspapers and books** that challenge you in terms of vocabulary. Note down the difficult words. Refer to the dictionary later and note down the meaning and an example sentence. Thus build your own word list. Keep learning these words. You will be surprised that you find these words again and again in use. What's happening is not that, all of a sudden, people are using words you never saw before, but that you are now reading and using words that you had previously ignored.

B. Pick up some **books on vocabulary building**.

Some newspapers carry word games, and cross word puzzles. Take interest in them. Some of these words may not be useful in your day-to-day use of the language. You may never find them again in articles. But knowing these can be fun!

C. Play **word games** with your friends and siblings.

If somebody uses a word that puzzles you, ask the meaning! Some of the professors may appreciate your attentiveness. Some may be annoyed; in that case write it down and learn it later.

D. Learn the **word roots**. At least half of the words in the English language are derived from Greek and Latin roots. Knowing these roots helps us grasp the meaning of words before we look them up in the dictionary. It helps us guess the meaning of several words.

E. Learning **Prefixes and Suffixes**. Knowing the Greek and Latin roots of several prefixes and suffixes (beginnings and endings attached to words) can also help us determine the meaning of words.

F. Use Your **Dictionary**: The dictionary should be one of the most often used books in your home. A well worn dictionary is a beautiful thing.

G. Use the **Internet**. Resources on the net are unlimited. Some are suggested below. Suggestions are: **hangman**, **scrabbleflash-cards**

Exercise - 1

The following passages have been selected from various walks of life to give you an idea of eclectic reading . As you read , try to guess the meaning of words in bold and write them in the margin. Check the meaning of these words from the dictionary only after you have completed the entire exercise.

Politics

The European Union of today is the result of a process that began half a century ago with the creation of the European Coal and Steel Community. Those two industries then still provided the industrial muscle for military power; and Robert Schuman, the French Foreign Minister, **affirmed** on 9 May 1950 in his declaration which launched the project that `any war between France and Germany' would become `not merely unthinkable, but materially impossible'.

It may not be easy, at today's distance, to **appreciate** how much this meant, only five years after the end of the war of 1939- 45 which had brought such terrible suffering to almost all European countries. For France and Germany, which had been at war with each other three times in the **preceding** eight decades, finding a way to live together in a **durable** peace was a fundamental political priority that the new Community was designed to serve.

Economics

The New Deal Congresses reacted to the **widespread** belief that the bankers and brokers had caused the crash by giving Roosevelt and his appointees extraordinary **discretion** to manipulate money and banking, which if they had used **recklessly** might have damaged the financial industry and the American economy.

In addition to the Emergency Banking Act and the Thomas **Amendment**, the Securities Exchange Act of 1934 created the Securities and Exchange Commission (SEC), broadly empowered to regulate Wall Street by preventing traders' misuse of insider information.15 The Banking Act of 1935 put control of the Federal Reserve System in its board of presidentially appointed governors, rather than in the system's bankers.16 Roosevelt managed to avoid some of the potential **opprobrium** from business by judicious use of power and by careful appointments, as when he reassured nervous bankers by appointing veteran trader Joseph Kennedy the first chairman of SEC. Within a few years businessmen gave only SEC among New Deal regulatory agencies a greater than 50 percent approval rating.

Philosophy

Suffering is one very long moment. We cannot divide it by seasons. We can only record its moods, and **chronicle** their return. With us time itself does not progress. It revolves. It seems to circle round one centre of pain. The paralysing immobility of a life every circumstance of which is regulated after an unchangeable pattern, so that we eat and drink and lie down and pray, or kneel at least for prayer, according to the inflexible laws of an iron formula: this immobile quality, that makes each dreadful day in the very minutest detail like its brother, seems to communicate itself to those external forces the very essence of whose existence is **ceaseless** change. Of seed-time or harvest, of the reapers bending over the corn, or the grape gatherers threading through the vines, of the grass in the orchard made white with broken blossoms or **strewn** with fallen fruit: of these we know nothing and can know nothing.

For us there is only one season, the season of sorrow. The very sun and moon seem taken from us. Outside, the day may be blue and gold, but the light that creeps down through the thickly-**muffled** glass of the small iron-barred window beneath which one sits is grey and **niggard.** It is always twilight in one's cell, as it is always twilight in one's heart. And in the sphere of thought, no less than in the sphere of time, motion is no more. The thing that you personally have long ago forgotten, or can easily forget, is happening to me now, and will happen to me again to-morrow. Remember this, and you will be able to understand a little of why I am writing, and in this manner writing.

Literature

Books, I fancy, may be conveniently divided into three classes:—

1. Books to read, such as Cicero's *Letters*, Suetonius, Vasari's *Lives of the Painters*, the *Autobiography of Benvenuto Cellini*, Sir John Mandeville, Marco Polo, St. Simon's *Memoirs*, Mommsen, and (till we get a better one) Grote's *History of Greece*.

2. Books to re-read, such as Plato and Keats: in the sphere of poetry, the masters not the minstrels; in the sphere of philosophy, the seers not the *savants*.

3. Books not to read at all, such as Thomson's *Seasons*, Rogers's *Italy*, Paley's *Evidences*, all the Fathers except St. Augustine, all John Stuart Mill except the essay on *Liberty*, all Voltaire's plays without any exception, Butler's *Analogy*, Grant's *Aristotle*, Hume's *England*, Lewes's *History of Philosophy*, all argumentative books and all books that try to prove anything.

The third class is by far the most important. To tell people what to read is, as a rule, either useless or harmful; for, the appreciation of literature is a question of **temperament** not of teaching; to **Parnassus** there is no **primer** and nothing that one can learn is ever worth learning. But to tell people what not to read is a very different matter, and I venture to recommend it as a mission to the University Extension Scheme.

Indeed, it is one that is **eminently** needed in this age of ours, an age that reads so much, that it has no time to admire, and writes so much, that it has no time to think. Whoever will select out of the **chaos** of our modern **curricula** `The Worst Hundred Books,' and publish a list of them, will **confer** on the rising generation a real and lasting benefit.

Art

To begin with, such an expression as English art is a meaningless expression. One might just as well talk of English mathematics. Art is the science of beauty, and Mathematics the science of truth: there is no national school of either. Indeed, a national school is a **provincial** school, merely. Nor is there any such thing as a school of art even. There are merely artists, that is all.

And as regards histories of art, they are quite valueless to you unless you are seeking the **ostentatious** oblivion of an art professorship. It is of no use to you to know the date of **Perugino** or the birthplace of Salvator Rosa: all that you should learn about art is to know a good picture when you see it, and a bad picture when you see it. As regards the date of the artist, all good work looks perfectly modern: a piece of Greek sculpture, a portrait of **Velasquez** - they are always modern, always of our time. And as regards the nationality of the artist, art is not national but universal. As regards **archaeology**, then, avoid it altogether: archaeology is merely the science of making excuses for bad art; it is the rock on which many a young artist founders and shipwrecks; it is the **abyss** from which no artist, old or young, ever returns. Or, if he does return, he is so covered with the dust of ages and the **mildew** of time, that he is quite unrecognisable as an artist, and has to conceal himself for the rest of his days under the cap of a professor, or as a mere illustrator of ancient history. How worthless archaeology is in art you can estimate by the fact of its being so popular. Popularity is the crown of laurel which the world puts on bad art. Whatever is popular is wrong.

The first step in the direction of developing an effective comprehension is to start with writing summaries of passages from different topics. This helps in developing a focused approach towards reading.

A **summary** is a shortened version of the original.

The main purpose of such a simplification is to highlight the major points from the given text.

There is no doubt that a topic that is familiar and at the same time has a simple language, is easier to comprehend, whereas an abstruse topic with difficult words becomes a puzzle for the reader.

In the exercise that follows you are expected to read the given passage without any time constraint. Once you have finished reading, please write the summary.

The following might help -

1. Mark the important ideas/facts while reading the passage .

2. Organise these ideas after you ave finished reading.

3. write a summary using the above structure created by you.

Practice Exercise - 1

Passage - 1

Start Time: _____ Word Count = 1450

Rockville Center, Long Island, a small, pleasant suburb thirty-eight minutes by train from New York City, isn't known as a cradle of invention. Dean was born there in 1951 and endured its educational system through high school. Like many restless, energetic boys, he was an indifferent student. School bored him. Once, in elementary school, his teacher told the class that every number divided by itself was one: 7/7 = 1, 9/9 = 1, and so on. Dean liked the clean certainty of that. But what about zero divided by zero? "One" didn't seem right, so he raised his hand. The question irritated his teacher, who accused him of not paying attention. That was generally true, but not this time, so Dean retorted that her maths made no sense. She called Dean's mother, herself a teacher, who told Dean to apologize. He refused. He knew he was right.

In seventh grade, Dean's teacher complained to his parents that he must be cheating in math, because he got the right answers but didn't show any calculations. Dean explained that he could see the steps, so writing them down was pointless. Nevertheless, he felt stupid throughout much of his schooling on Long Island, especially compared to his brother Bart, two and a half years older, who excelled at academics and would be named a Westinghouse scholar as a high school senior. (He is now a distinguished pediatric oncologist.)

At the start of high school, weighing in at 105 pounds, Dean went out for football. He quickly abandoned that experiment and joined the wrestling team instead. Academically he remained bored, with marginal grades. When his friends got 90s and 100s on their maths tests, he would retort that that was easy and challenge them to do what he did—purposefully get a 57. He swears this is true.

Then he discovered primary scientific texts such as Newton's Principia and Galileo's works. Vistas opened. He calls these pioneering scientists his real teachers. They would inspire many of his later inventions.

By the middle of high school Dean was playing around with the latest developments in electronics, powerful semiconductors and solid state super transistors called SCRs and Triax. He made a light box that could be plugged into a stereo so the lights pulsed with the music, and began putting on shows for friends in his parents' basement.

Soon after turning sixteen and getting a driver's licence, he took a summer job working for a man who designed slide shows and wanted Dean to build cabinets for his projectors. It was mindless work, but it offered the excitement of driving into Manhattan, where one of the man's clients was the Museum of Natural History. Dean had a pass that let him into the museum's restricted underground garage.

He quit after a few weeks, bored. But he had a plan. He had noticed that the lighting system in the museum's Hayden Planetarium was old and bulky, so one day he drove into New York and waited to see the museum's chairman. When he was finally admitted, he told the chairman that he wanted to upgrade the museum's lighting system using state-of-the-art transistors and semiconductors. The chairman saw a cocky, scrawny, sixteen-year-old kid. He blew him off.

That provoked Dean. He took the money made from building cabinets, $80 or so, and spent it on parts at Radio Shack. For the next couple of weeks he worked day and night in his basement, designing a light show. Then he used his pass to enter the museum and wired his box into the planetarium's light system. Just like that. He found the chairman and gave him the news. You've done what? said the chairman. Before he could be thrown out, Dean convinced the chairman to come take a look. When Dean flipped the switch, the rotunda burst into illumination. The chairman looked around slowly, then invited Dean to his office and asked a question: How much would this system cost the museum?

Dean was a kid. It seemed to him that his whole future depended on his answer, because he had quit his summer job and risked all his earnings. Working in the basement, he had dreamed about pocketing the immense sum of $1,000. So he swallowed hard and, characteristically, asked for twice that much.

The chairman walked around his desk. On one condition, he said: Dean had to do the same thing for the other three museums under the chairman's care. Four museums for $2,000, thought Dean, deflated. Not much profit. But before he could say OK, the chairman finished the math: The fee would be $8,000. Dean's gamble had paid off.

By the time he graduated from high school, he was selling light boxes to local rock bands and building customized audiovisual presentations that synchronized multiple slide projectors. He started college at Worcester Polytechnic Institute in Massachusetts, but ignored requirements and disregarded grades. Instead, he sat in on classes that interested him and chatted with professors about physics, engineering, and his heroes: Galileo, Archimedes, Newton, and Einstein. Besides, he didn't have much time for academic drudgery. He was driving home every weekend to work on his basement business, which he called Independent Prototype. He was making about $60,000 a year, good money in the early seventies, and exceptional for a college student. He sank it all back into the business, moving his mother's washer and dryer upstairs to make room in the basement for a lathe, a band saw, a milling machine, and an oscilloscope.

A man named William Murphy, the founder of a medical company called Cordis, had admired the show at the Hayden. Murphy wanted to hire whoever had done it to design an audiovisual presentation that would introduce Cordis's new programmable pacemaker at a big trade show in California. Someone from Cordis left a message on Independent Prototype's answering machine. Dean agreed to a fee for a twenty-four-screen show. Cordis sent a team to explain their needs. Dean arranged to meet them in New York City, figuring it was best to avoid the basement at this point in the relationship.

His age rattled them. "But I convinced them in the usual way that I could do the job," he recalled, "before they could realize that the entire company was one employee and he was in high school" (Dean's younger brother Mitch). After completing the project, Dean invited the Cordis people to come see it. Once they got over the shock of descending into a suburban basement to preview their expensive show, they were thrilled.

Some weeks later, Dean got a frantic call from California. The trade show opened in two days but the presentation wasn't working. Dean was sure he could fix anything wrong and agreed to fly to Anaheim that evening. The Cordis people who picked him up complained to him that Independent Prototype should have sent an engineer, not a kid.

Dean crawled under the stage and saw that someone had installed the transformer backwards, reversing the connections and melting the power supply. He pointed this out to the Cordis people, noted that it wasn't his fault, and wished them luck. Hysteria. So he called Long Island, woke up Mitch, and told him to start building a new power board.

Dean caught the red-eye home, finished and tested the board that afternoon, and caught the same flight back to California that he had taken the evening before. The Cordis people were frantic, certain that this kid could not possibly salvage the presentation before tomorrow morning's opening. Dean crawled under the stage and started soldering in the new board—ten connections, twenty connections, thirty. By the time he finished it was 5 a.m. and he was alone in the hall. He hadn't slept in days and decided to grab a few winks right where he lay, on the soft carpet beneath the stage.

When he woke up he saw feet everywhere. He crawled out into a pod of Cordis people, who besieged him with questions. A tall, dignified man approached, listened, and said that the solution was to turn on the presentation and see what happened.

It ran perfectly. That tall man, Cordis founder William Murphy, invited Dean to breakfast. Between bites, Dean informed Murphy that Cordis employed a lot of dunces. Murphy listened, amused and intrigued by this cocky young man who had crossed the country three times in twenty-four hours to fix his presentation. When Murphy traveled to New York a few weeks later, he surprised Dean by coming to visit. Dean showed him his basement workshop and his newest project, a device suggested by his brother Bart, a

medical student at Harvard. Murphy examined the invention. It confirmed his hunch about Dean.

My Reading Speed:

End Time:_____ _____words/min.

Write it now.

Summary

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Passage - 2

Start Time: _____ Word Count = 889

Alfonso Quanturnernit Dowdell, Frumenti, Ohio, writes to know something of the effects of alcohol on the brain of an adult, being evidently apprehensive that some day he may become an adult himself. He says:

"I would be glad to know whether or not you think that liquor stimulates the brain to do better literary work. I have been studying the personal history of Edgar A. Poe, and learned through that medium that he was in the habit of drinking a good deal of liquor at times. I also read that George D. Prentice, who wrote *The Closing Year*, and other nice poems, was a hearty drinker. Will you tell me whether this is all true or not, and also what the effect of alcohol is on the brain of an adult?"

It is said on good authority that Edgar A. Poe ever and anon imbibed the popular beverages of his day and age, some of which contained alcohol. We are led to believe these statements because they remain as yet undenied. But Poe did a great deal of good in that way, for he set an example that has been followed ever since, more or less, by quite a number of poets' apprentices who emulated Poe's great gift as a drinker. These men, thinking that poesy and delirium tremens went hand in hand, became fluent drunkards early in their career, so that finally, instead of issuing a small blue volume of poems they punctuated a drunkard's grave.

So we see that Poe did a great work aside from what he wrote. He opened up a way for these men which eradicated them, and made life more desirable for those who remained. He made it easy for those who thought genius and inebriation were synonymous terms to get to the hospital early in the day, while the overworked waste-basket might secure a few hours of much needed rest.

George D. Prentice has also done much toward weeding out a class of people who otherwise might have become disagreeable. It is better that these men who write under the influence of rum should fall into the hands of the police as early as possible. The police can handle them better than the editor can.

Do not try, Alfonso, to experiment in this way. Because Mr. Poe and Mr. Prentice could write beautiful and witty things between drinks, do not, oh do not imagine that you can begin that way and succeed at last.

The effect of alcohol on the brain of an adult is to congest it finally. Alcohol will sometimes congest the brain of an adult under the most trying and discouraging circumstances. I have frequently known it to scorch out and paralyse the brain in cases where other experiments had not been successful in showing the presence of a brain at all.

That is the reason why some people love to fool with this great chemical. It revives their suspicions regarding the presence of a brain.

The habits of literary men vary a good deal, for no two of them seem to care to adopt the same plan.

I have taken the liberty of showing here my own laboratory and methods of thought. This is from a drawing made by myself, and represents the writer in his study and in the act of thinking about a poem.

Last summer I wrote a large poem entitled, *Moanings of the Moist, Malarious Sea*. I have it still. The back of it has a memoranda on it in blue pencil from the leading editors of our broad land, but otherwise it is just as I wrote it.

The engraving represents me in the act of thinking about the poem, and what I will do with the money when I get it.

I am now preparing a poem entitled, *The Umbrella*. It is a dainty little bit of verse, and my hired man thinks it is a gem. I called it *The Umbrella* so that it would not be returned.

By looking at the drawing you will see the rapid change of expression on the face as the work goes on.

I give the drawing in order also, to show the rich furniture of the room. All poets do not revel in such gaudy trappings as I do, but I cannot write well in a bare and ill-furnished room. In these apartments there is also a window which does not show in the engraving. I have tried over and over again to write a poem in a room that had no window in it, but I cannot say that I ever wrote one under such circumstances that I thought would live.

You can do as you think best about furnishing your room as I have mine. You might, of course, succeed as well by writing in a plainer apartment, but I could not. All my poetical work that was done in the cramped and plainly furnished room that I formerly occupied over Knadler's livery stable, was ephemeral.

It got into a few of the leading autograph albums of the country, but it never got into the papers.

I would not use alcohol, however. Poe and Prentice could use it, but I never could. After a long debauch, I could always work well enough on the street but I could not do literary work.

(Eccentricities of Genius-from Remarks by Bill Nye)

My Reading Speed:

End Time:_____ _____words/min.

<u>Write it now</u>

Summary

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Pick up newspaper editorials and write summaries for practice. This will make you adept at getting the main idea or gist of any passage that comes your way and thus facilitate comprehension.

Now read the following passage and figure out the content and write the main points in the given box.

Passage - 3

Start Time: _____Word Count = 700

If we reflect on experience in general, what we cannot deny is that experience is conditioned by time. Every experience, necessarily, takes place in the present. In the present experience, there is the kernel or point of the now. What is happening right now is a kind of event, different from every other now I have ever experienced. Yet, also in the present, I remember the recent past and I anticipate what is about to happen. The memory and the anticipation consist in repeatability. Because what I experience now can be immediately recalled, it is repeatable and that repeatability therefore motivates me to anticipate the same thing happening again. Therefore, what is happening right now is also *not* different from every other now I have ever experienced. *At the same time*, the present experience is an event and it is not an event because it is repeatable. This "at the same time" is the crux of the matter for Derrida. The conclusion is that we can have no experience that does not essentially and inseparably contain these two agencies of event and repeatability.

This basic argument contains four important implications. *First*, experience as the experience of the present is never a simple experience of something present over and against me, right before my eyes as in an intuition; there is always another agency there. Repeatability contains what has passed away and is no longer present *and* what is about to come and is not yet present. The present therefore is always complicated by non-presence. Derrida calls this minimal repeatability found in every experience "the trace." Indeed, the trace is a kind of proto-linguisticality (Derrida also calls it "arche-writing"), since language in its most minimal determination consists in repeatable forms. *Second*, the argument has disturbed the traditional structure of transcendental philosophy, which consists in a linear relation between foundational conditions and founded experience. In traditional transcendental philosophy (as in Kant for example), an empirical event such as what is happening right now is supposed to be *derivative* from or founded upon conditions which are not empirical. Yet, Derrida's basis argument demonstrates that the empirical event is a non-separable part of the structural or foundational conditions. Or, in traditional transcendental philosophy, the empirical event is supposed to be an accident that overcomes an essential structure. But with Derrida's argument, we see that this accident cannot be removed or eliminated. We can describe this second implication in still another way. In traditional philosophy we always speak of a kind of first principle or origin and that origin is always conceived as self-identical (again something like a Garden of Eden principle). Yet, here we see that the origin is immediately divided, as if the "fall" into division, accidents, and empirical events has always already taken place. In *Of Spirit*, Derrida calls this kind of origin "origin-heterogeneous": the origin is heterogeneous immediately (*Of Spirit*, pp. 107-108). *Third*, if the origin is always heterogeneous, then nothing is ever given *as such* in certainty. Whatever is given is given as other than itself, as already past or as still to come. What becomes foundational therefore in Derrida is this

"as": origin as the heterogeneous "as." The "as" means that there is no knowledge as such, there is no truth as such, there is no perception as such. Faith, perjury, and language are already there in the origin. *Fourth*, if something like a fall has always already taken place, has taken place essentially or necessarily, then every experience contains an aspect of lateness. It seems as though I am always late for the origin since it seems to have always already disappeared. Every experience then is always not quite on time or, as Derrida quotes Hamlet, time is "out of joint." Late in his career, Derrida will call this time being out of joint "anachronism" (see for instance *On the Name*, p. 94). As we shall see in a moment, anachronism for Derrida is the flip side of what he calls "spacing" (*espacement*); space is out of place. But we should also keep in mind, as we move forward that the phrase "out of joint" alludes to justice: being out of joint, time is necessarily unjust or violent.

My Reading Speed:

End Time:_____ _____words/min.

Write it now.

Summary

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Passage - 4

Start Time: _____Word Count = 1791

In those days, nurses had to monitor hospital IVs constantly to make sure they were working correctly. Bart had encouraged Dean to design something that would free nurses for other duties by automatically delivering precise doses of drugs at precise intervals. If the device was portable, so much the better, because that would liberate people who were otherwise healthy but tethered to hospitals and clinics by IVs.

Dean thought about the problem and then bought some inexpensive parts straight off the shelf-timers, counters, motors, batteries, circuit boards. He taught himself how to mill components out of aluminum. When he finished, he had invented the first drug-infusion pump. It was simple, portable, and precise. Bart showed it to people at Harvard Medical School, who suggested a few modifications. When the *New England Journal of Medicine* did a story about the pump, doctors called from all over the world. The National Institutes of Health ordered a hundred pumps at $2,000 each.

It was Dean's first big break. His younger brother Mitch and Mitch's friends became assemblers. His mother tested the circuit boards and kept the books. His father drew the illustrations for the manual. Dean named his new company AutoSyringe Inc. He was twenty years old.

To meet the =demand for pumps, he needed more equipment, but some of it was too big to fit down the basement steps. So he sent his parents on a vacation and had a construction crew jack up the house, break through the foundation with bulldozers, and expand the basement deep into the backyard. A crane deposited large pieces of equipment, including lathes, a grinder, and a full-sized Bridgeport milling machine. Then the house was lowered back onto its foundation. When his parents returned, they were delighted with their new patio, the above ground evidence of the underground expansion.

Dean also expanded his workforce, raiding Worcester Polytechnic for professors and students to help him improve his original design. He and his engineers created infusion pumps for chemotherapy, neonatology, and labor. Next, they designed the first portable insulin pump, which delivered a precise flow of insulin and thus freed diabetics from the debilitating fluctuations of their disease.

AutoSyringe eventually outgrew its basement headquarters and moved into an industrial space on Long Island. Dean continued to live with his parents. After paying tuition at Worcester Polytechnic for five years, he finally dropped out.

In 1979, fed up with New York's taxes and bureaucracy, he saw a New Hampshire license plate with the motto "Live Free or Die" and thought, "That's the place for me." New Hampshire had other attractions too: cheap real estate, no state income tax, hands-off government, and an underemployed workforce. Dean relocated AutoSyringe and convinced twenty employees to move with him. For the first time, he got his own apartment.

His pumps had become standard hospital equipment, and he couldn't keep up with the demand. His one hundred employees weren't enough. Competitors were pushing into the market. He faced a choice: expand into serious manufacturing or sell out to a bigger company.

The drudgery of manufacturing didn't interest Dean. William Murphy, from Cordis, had introduced him to people at Baxter Healthcare, the medical conglomerate. In 1982 Dean sold AutoSyringe to Baxter, reputedly for $30 million. The handful of people who had invested to fund AutoSyringe received a substantial return.

At age thirty-one he was an unemployed multimillionaire. He bought a pleasant house on several wooded acres in Bedford, New Hampshire, outside Manchester. When his parents visited, he drove them to the house next door and said, "How do you like your new home?" They moved from Long Island.

He rewarded himself with a small plane and a helicopter, and learned to fly both. He especially loved the helicopter. "I remember lying in bed as a kid," he said later, "thinking how neat it would be to just hang there and defy gravity, and to be in a machine as agile as I am. Then I got older and saw helicopters."

He called the helicopter his magic carpet, and decided to buy a magic kingdom to go with it — an island in Long Island Sound called North Dumpling. Its three acres were landscaped with flowers, willows, mountain laurel, and Japanese black pines. There was a lighthouse in addition to a roomy modern house.

North Dumpling brought out the whimsical side of Dean's habitual insubordination. On the island he called himself Lord Dumpling. He drafted a North Dumpling Constitution and appointed friends and family to the Cabinet, which included ministers of Brunch and Nepotism. Ben Cohen and Jerry Greenfield of Ben & Jerry's served as Joint Ministers of Ice Cream, a vital office considering Dean's appetite for the confection.

"We went off gold and went on the ice cream standard," he once said. "As long as we keep it below 32 degrees, our currency is rock solid." The kingdom's postage featured a turtle. Its currency bills had the value of pi. (Dean kept one of the bills in his wallet and sometimes amused himself by offering it as legal tender on the mainland.) The national anthem, sung to the tune of "America the Beautiful," expressed some of Lord Dumpling's deepest convictions:

North Dum-pling, North Dum-pling,

Keep lawyers far from thee!

And MBAs, and bureaucrats,

That we may all be free!

When the state of New York objected to the wind turbine he built to provide power on the island, Lord Dumpling threatened to secede from the United States. He decreed a territorial limit of 200 inches and signed a nonaggression, mutual-defense pact with President George Bush (George W.'s father), whom he knew through John Sununu, former governor of New Hampshire and President Bush's chief of staff. Dean hung an aerial photo of North Dumpling in his office with the caption, "The Only 100% Science-Literate Society. . . America Could Learn a Lot From Its Neighbour."

Nevertheless, in an aggravating assertion of state's rights, New York insisted on sending an inspector to look at the turbine. Dean arranged for the local Coast Guard commander, whom he had befriended, to transport the bureaucrat to the island and play along with the idea of Dumpling independence. As the commander and crew approached the island, they startled the inspector by shouting, "Permission to enter international waters!" When they prepared to step ashore, Lord Dumpling asked them to leave their guns on board, because visitors to Dumpling could bare legs but couldn't bear arms. The Coast Guard contingent also submitted to the Lord's visa process, in which an official paper was stamped Dumpling Bozo or Dumpling Bimbo. The inspector wasn't amused. After examining the turbine, he pointed to the lines going into the house and said he needed to see where they ended. Lord Dumpling regretfully informed him that that was a Dumpling state secret. The inspector left in a huff, but Lord Dumpling had no more trouble about the turbine.

Dean visited the island only once or twice a year, and never for more than a day or two. Leisure made him jumpy. Nevertheless, he kept the island. "The psychic security of knowing that as everything goes to hell I have a place where nobody can bother me," he once said, "makes it worth it."

Dean didn't spend all his new money on expensive whimsies. He also bought a long stretch of Manchester's old Amoskeag Millyard along the Merrimack River-more than 500,000 square feet of brick factory buildings. At the end of the nineteenth century, these sixty-four textile mills comprised the world's largest industrial complex and were the pumping heart of Manchester. By the early 1980s, they had deteriorated into an eyesore. But they were also cheap and structurally sound, a bargain for someone with vision. To Dean they symbolized a time when American engineering and technology had led the country to greatness and changed the world. That was the spirit he wanted for his new R&D company, which he named after himself: DEKA (DEan KAmen).

While the first mill buildings were renovated, DEKA operated out of Dean's house, where Dean had added a full machine shop just off the living area. He liked to relax late at night by fabricating parts. The rehabbed mill buildings needed to be heated and cooled, but Dean considered the available systems deplorable, so he designed his own, controlled by personal computers. He patented his innovations and started a spin-off company, Teletrol, that installed climate-control systems for large commercial and industrial buildings, including the Sydney Opera House in Australia, Disney's Parisian headquarters, and NASA's Mission Control in Houston.

DEKA eventually occupied 70,000 square feet in two of the mill buildings. As Dean rehabbed more buildings, new tenants moved in, reviving this formerly run-down area on the edge of downtown. Dean's real estate holdings alone would have assured his continued wealth.

Commuting to work in his Enstrom helicopter, he couldn't help noticing a few ways to improve the machine, so he bought Enstrom and soon owned a number of helicopter patents.

All this economic activity and dramatic heli-commuting made a big splash in the small pond of New Hampshire. It helped that Dean was young, brash, and quotable. He dated several women, including a former Miss New Hampshire, before meeting a waitress named K. C. Connors in January 1994. Fifteen years younger than Dean, K. C. soon

moved in with him and went to work for FIRST. Warm, outgoing, and devoted to Dean, she would live with him for nearly eight years.

By the mid-1990s Dean's local celebrity was such that Manchester's newspaper, the *Union Leader*, ran a story when he shaved his beard. He became friends with some of the local movers and shakers, including the governor, John Sununu, a former engineer, who would give Dean entrée into the first Bush White House.

Not everyone found Dean charming. One of his wealthy neighbors in Bedford complained about the helicopter's noise. When the town supported Dean, the homeowner sued. The case went all the way to the state Supreme Court. By that point Dean had fired two law firms because they were willing to settle for a variance, which offended his sense of rightness. He argued his own case and won.

His helicopter also caused a dispute between two bureaucracies, the sort of battle that Dean entered with grim glee. Manchester's municipal regulations required a 30-inch fence around all helipads, but the Federal Aviation Authority's regulations said that anything above 10 inches would be illegal on DEKA's roof. He managed to obey and flout the rules by buying an orange mesh fence, 30 inches high, and laying it flat around his rooftop helipad. The city inspector objected. "You said I needed a 30-inch fence," replied Dean. "You didn't say it had to be standing up." He won.

...

My Reading Speed:

End Time:_____ _____words/min

Write it now

Summary

_____

_____

_____

_____

_____

_____

_____

_____

_____

Things to do:

New reader (average accuracy less than 50%):

Start with the newspaper *(Times Of India)*, read as quickly as possible, for 10 to 15 minutes everyday. In two weeks there will be a marked increase in your speed and comprehension levels. Pick up books *Adventures of Hardy Boys, Famous Five, Secret Seven,* etc. and read as fast as possible

Occassional reader (average accuracy between 50% and 70%):

Pick up *Economic Times, Business Standard* and try to improve your speed with these. Read

fiction books by Sydney Sheldon, Robert Ludlum, John Grisham or any other bestseller. The

idea is to try to read these very fast.

Veteran Reader (average accuracy above 70%):

Suggested reading: Aesop *(Aesop's Fables)*, Frank Baum, Charles Dickens, Arthur Conan Doyle, Kenneth Grahame, Nathaniel Hawthorne, O. Henry, Washington Irving, W.W. Jacobs, Rudyard Kipling, Norse Mythology, Robert Louis Stevenson, Mark Twain, Jules Verne, H.G. Wells,Oscar Wilde. You may have to use the dictionary while reading.

_____
_____
_____
_____
_____
_____
_____
_____

Things to do:

New reader (average accuracy less than 50%):

Start with the newspaper *(Times Of India)*, read as quickly as possible, for 10 to 15 minutes everyday. In two weeks there will be a marked increase in your speed and comprehension levels. Pick up books *Adventures of Hardy Boys, Famous Five, Secret Seven,* etc. and read as fast as possible

Occassional reader (average accuracy between 50% and 70%):

Pick up *Economic Times, Business Standard* and try to improve your speed with these. Read

fiction books by Sydney Sheldon, Robert Ludlum, John Grisham or any other bestseller. The

idea is to try to read these very fast.

Veteran Reader (average accuracy above 70%):

Suggested reading: Aesop *(Aesop's Fables)*, Frank Baum, Charles Dickens, Arthur Conan Doyle, Kenneth Grahame, Nathaniel Hawthorne, O. Henry, Washington Irving, W.W. Jacobs, Rudyard Kipling, Norse Mythology, Robert Louis Stevenson, Mark Twain, Jules Verne, H.G. Wells,Oscar Wilde. You may have to use the dictionary while reading.

Speed Reading

In this chapter we will look at one of the worst time killers in our reading. `Skip-back' or `regression', which is skipping back to the text that you have already read, acts as a speed breaker. You may be speeding at 120 kmph, but the speed breaker forces you to come close to zero. Regression is when you re-read knowingly or unknowingly. Knowingly you will re-read for a better understanding of the phrase or the sentence. Unknowingly it happens on a sub-conscious level when your eyes move back and forth in the text. You may think that it does not impact the speed very much. However, an average reader regresses approximately 10 to 15 times for every 100 to 150 words. If you consider about 400 words on page there may be 30 to 40 regressions in a page. Look at the amount of time wasted and the amount of extra work your eyes have to do. Wouldn't you then like to carry on with your reading rather than go through this painful process of three-steps-forward-and-two-steps-back kind of reading, which is a great waste of time?

Comprehension and Speed

Comprehension and Speed are both important while attempting Reading Comprehension questions. Speed alone is not enough. There are several ways of improving speed .We shall discuss some of these techniques in forthcoming chapters. Also, as you progress through this book, you will realize that comprehension and speed go hand in hand. Your reading speed will automatically improve with improvement in your ability to comprehend the text.

Five factors that adversely affect comprehension and speed-

1. Poor Vocabulary.

2. Difficulty in understanding idiomatic and figurative usages

3. Inability to relate two sentences or ideas

4. inability to organize information

5. Lack of concentration.

To jump into a car and drive at breakneck speed to your destination without first learning how to drive properly is foolhardy. Similarly, it is important to understand the mechanics of reading and various techniques of effective reading before we move ahead.

Let us look at the approach that we must have while attempting a passage in order to become an effective reader.

Before Reading:

• We must have prior acquaintance with the subject matter .This will help in comprehension as we read the passage.

• We need to have a clear understanding of the objective with which we approach a particular text.

• We must have practiced the appropriate strategy that we want to employ while reading.

During Reading:

• Concentrate on the text and not on the speed.

• Use the structure of the passage to understand how and why the author has developed an idea.

• As you read, organize information and link it to previous paragraphs to form a clear picture of what is being said.

• If possible, mark important information in the passage.

After Reading:

- Summarize the primary ideas given in various parts of the passage.
- Reflect on the author's opinion and purpose.

Regression and Vocabulary

What is Regression or Skip-back?

Regression is moving your eyes back over words you have already seen and re-reading them. Depending on how tired and bored you are, you may regress twice or even three times over the same words. In fact, you may be re-reading as much as 20% of the words on every page.

Is regression also unconscious?

Regression or skip-back happens also at a subconscious level when the eyes move back and forth in the same text. Sit opposite somebody and watch his eyes as he reads. He doesn't move his eyes smoothly left to right; they jump back and forth. High-speed camera tests have shown that the eye can regress up to 18 times per minute.

But I need regressions because I am not sure of what I have just read.

This is not true. You regress for reasons related to vocabulary constraints, inadequate concentration (you were thinking about something else), you are not interested in the subject matter that you are reading, the subject matter is difficult for your level, you are bored and tired, etc. You get the feeling that you are not getting anywhere in your reading. You move backwards and re-read what you have already read. This makes your reading slow. Then, because the reading is slow more regressions happen. This results in further decrease in the reading speed. It results in more boredom, and loss of concentration. It is a vicious circle. All efforts spent in the direction to stop regression is really worth it, if your aim is to be an efficient reader.

How can I stop regressions but still have great concentration and comprehension?

You know that it is the mind that reads and not the eyes. Hence, you have to ask this question and generate an answer right now. Is it the eyes or the mind that regresses? The answer is both.

In order to stop the eyes from regressing you have to exercise a little control over the fixation. We can achieve this by using a pointer to guide the eyes to move only forward and never backward. Pacing is to train your eyes to move more rapidly through the text. This helps reduce/get rid of regression. Pacing is done using a pointer by moving it along the line of the text rapidly as you read so that the eyes follow the movement of the pointer.

All regression from now on will be conscious - i.e. when you cannot comprehend for reasons other than the loss of concentration, you will regress consciously to study it. Otherwise, with the text where no such problem exists, you should be able to move on without regressing. Practise with easy texts and get rid of the habit of regression. And then regress consciously to improve your comprehension, or to study a word, or to answer a specific question. You should not stop this kind of regression. If you stop, your reading will not achieve what you intend to achieve by reading.

Are pointers (finger/pencil, etc.) useful in reading?

Yes. They are very effective in controlling regression. Pointers are called `pacers'. They can be used in various ways to guide the eyes to move only in a particular direction. The eyes are forced to follow the pacer without giving them the freedom to move back. The eye is drawn to motion; the pacing techniques put that motion on the page. Many successful rapid readers consider their hand to be the ideal pacer. You can vary the speed of your hand at will, change the pattern of movement, and it is a free pacer that is always with you! However, an ideal pacer would be a pointer, which is thin and long. Ideally it should be a pencil.

Is Speed Reading difficult to master?

Not at all. Observe the way you are reading this text. We think that we read word by word like we used to read when we were just beginning to learn the language. But, we do not read in this manner any longer. Since we cannot observe the movement of our eye muscles ourselves, the best way is to look at the eyes of a friend who is reading. You will then see that she fixes her eyes on one block of words for sometime and then moves her eyes on to the next block of words. In other words she does not read word by word but reads a group of words at one time. You may also observe that the movement of her eyes from one block to the next is not uniform or constant or smooth. She often moves her eyes backward to the preceding block of words.

Eyespan

The number of words that you take in (read) at one glance depends on your `eyespan'. The eyespan too differs from person to person and automatically improves when speed improves. The period of time during which the eye rests on one word (or group of words) is called a `fixation'. The backward movement of the eyes to the preceding word or to the preceding block of text is called `regression' or `skip-back'.

Enhancing your eyespan:

This means trying to read more number of words at one time. This will improve with practice. You could also experiment by holding the text a little farther from the normal distance you keep between your eyes and the text. The span will immediately increase. Practise like this for a little while, then move the text back to the normal distance. You can expect an increase in your eyespan after some practice. The more words you read in a single fixation, the faster you will be able to read.

Fixation

A speed reader will read several words in one fixation (typically from five words to perhaps an entire line). She will only fixate for a very short period of time (maybe, one-fifth of a second), and will move on with very little or no regression. This minimizes the amount of work that her eyes have to do. She is able to examine a large amount of information in a short period. Since she has covered a larger area, her understanding of what she has read is better. From a purely examination point of view she is in a position to attempt a greater number of questions.

Reducing the fixation time:

Try to reduce your fixation time on a word or a group of words (text block) consciously. It is said that one fixates for a minimum of one fifth of a second on a text block. Push yourself to reduce this. With some practice combined with confidence you may be able to reduce your fixation time. Try this. You will immediately experience great speed in reading.

Speed Breakers

What should I do if I have to move my lips while reading?

Make a decision to give up this habit right now and give it up!

There is a limit to the speed at which you can move your lips. One can only speak/move one's lips around 150-200 words per minute. That means if you move your lips while reading 150-200 wpm is the maximum speed in reading that you can attain. Do you want to test whether you have this habit? Just grip a pencil between your lips and read an interesting article for about two or three minutes. If the pencil falls, you are moving your lips. Get rid of this habit. It doesn't require any effort. Just become aware of the habit and stop it. I think I should mention this too: some of us even move the head from side to side. This also can be quickly overcome after becoming aware of it.

What are `Vocalizing' and `Sub vocalizing'?

Whispering the words audibly while one is reading is termed as Vocalizing. This does slow you down because you are then limited to word-by-word reading.

However, sometimes vocalizing is used intentionally to process unusually difficult passages. Reading Jean Paul Sartre may require vocalization. Also, reading aloud had

helped me avoid distractions. However, you have to understand as a habit vocalizing seriously hampers your speed and you must try to eliminate vocalizing.

Do you hear the words in your mind as you read silently? This is called sub-vocalizing. This also slows you down. Is it necessary to say the word in your mind? Or is it only necessary to see the word to understand its meaning? For example: look at the word `telecommunications'. Is it necessary to say `tele-com-mu-ni-ca-tions' in your mind to understand its meaning? Be careful of subvocalizing too. It slows you down. As you become more involved in the reading, the process of reading will shift from `mental reading of the word' to `mental reading of the idea'. The reading from "see-say-understand' will become "see-understand". Hence, do not do anything on subvocalizing as yet. Or, the idea may be to master different methods of reading, some of which may contain subvocalizing, and some of which may not.

What else can I do to practise soft focus and to reduce my fixation time?

Read the newspapers. You know that all newspapers are printed in columns. The columnar width fits into the eyespan of everyone. It is possible to read the line in a column in a single fixation again, by soft focusing just above the line of the text. Then you shift focus to the next line of text. Since the text in a particular line may be a fragmented idea unit, it will not make sense. The mind, which is reading, will demand that the eyes move quickly downward to pick up the idea unit. You will experience dramatic increase in your reading speed and concentration if you practise this way of reading, beginning with the newspapers.

EXERCISE - 1

Now try it out here: (Remember to soft focus just above the line of the text and float downward)

Quick Thinking

Shortly after the publication of

Elements of Criticism, Henry

Kames met an old rival, Lord

Monboddo, in an Edinburgh

street. Kames inquired whether

Lord Monboddo had read his

book. "I have not, my lord," he

replied. "You write a great deal

faster than I am able to read."

Read Idea Units: The newspapers are thus the best instruments that you can use to improve your speed. You may now rightly ask that most of what you generally read is not printed in the columnar fashion, so what is the use practising with the newspapers only? The speed and the skill that you pick up by practising with the newspapers will be automatically transferred to the other texts that you read. Another useful practice is the phrasing habit when it comes to text that is wide.

What are phrasing habits? How does it improve my reading?

Phrasing habit refers to putting in slash (/) marks to separate phrases or idea units. This helps to improve your eyespan. For example, observe how easy it becomes to read when the idea units are separated using slash.

When you practise this way of reading

for sometime, you will see that you are automatically dividing the sentences into idea units in your mind, and do not require the slash marks any more. Your recognition

span improves, fixations reduce, and

reading becomes faster. And since there is no preoccupation with words, but a preoccupation with the ideas, your comprehension improves.

EXERCISE - 2

Read this passage by breaking it into idea units and then taking the whole idea unit in a single fixation.

The scene is a busy street/ in one of the busiest parts of the town./ The police are chasing/ a shabby little tramp./ Though dirty/ the tramp has strangely dignified look./ He is wearing/ a pair of baggy trousers,/ shoes rather large for his feet,/ a tightly buttoned jacket,/ and a bowler hat too small for his head./ Closely pursued by the police,/ he slips into an expensive car /parked on the side /and gets out on the other side.

EXERCISE - 3

(Don't forget to soft focus just above the line of the text and float to the next group of words, without straining your eyes.)

One day an employee sends a letter to his boss to increase his salary

Dear Bo$$

In thi$ life, we all need $ome thing mo$t de$perately. I think you $hould be under$tanding of the need$ of u$ worker$ who have given $o much $upport including $weat and $ervice to your company.

I am $ure you will gue$$ what I mean and re$pond $oon

Your$ $incerely,

Norman $oh

The next day, the employee received this letter of reply:

Dear ***NO***rman,

I k***NO***w you have been working very hard. ***NO***wadays, ***NO***thing much has changed. You must have ***NO***ticed that our company is ***NO***t doing ***NO***ticeably well as yet.

NOw the newspaper are saying the world`s leading eco***NO***mists are ***NO***t sure if the United States may go into a***NO***ther recession. After the ***NO***vember presidential elections things may turn bad.

I have ***NO***thing more to add ***NO***w. You k***NO***w what I mean.

Yours truly,

Manager

Factors that slow you down

Now you must reflect on your experience with the above four passages. Did you feel unduly pressurized? Or was the reading at around 450 words per minute comfortable? Go through what some authorities have to say on the factors that reduce reading rate:

(*a*) limited perceptual span i.e., word-by-word reading

(*b*) slow perceptual reaction time, i.e., slowness of recognition and response to the material

(*c*) vocalization, including the need to vocalize in order to achieve comprehension

(*d*) faulty eye movements, including inaccuracy in placement of the page, in return sweep, in rhythm and regularity of movement, etc.

(*e*) regression, both habitual and as associated with habits of concentration

(*f*) faulty habits of attention and concentration, beginning with simple inattention during the reading act and faulty processes of retention

(*g*) lack of practice in reading, due simply to the fact that the person has read very little and has limited reading interests so that very little reading is practised in the daily or weekly schedule.

(*h*) fear of losing comprehension, causing the person to suppress his rate deliberately in the firm belief that comprehension is improved if he spends more time on the individual words

(*i*) habitual slow reading, in which the person cannot read faster because he has always read slowly

(*j*) poor evaluation of which aspects are important and which are unimportant

(*k*) the effort to remember everything rather than to remember selectively

Since these conditions act also to reduce comprehension, increasing the reading rate through eliminating them is likely to result in increased comprehension as well. This is an entirely different matter from simply speeding up the rate of reading without reference to the conditions responsible for the slow rate. In fact, simply speeding up the rate especially through forced acceleration, may actually result, and often does, in making the real reading problem more severe. In addition, forced acceleration may even destroy confidence in ability to read.

The obvious solution then is to increase rate as a part of a total improvement of the whole reading process. (Source: RSSL, University of Maryland.)

You may now rightly ask the question: what is the ideal speed?

The answer is: there is no ideal speed. The faster the better. However, when we asked you to experiment with a speed of 450 words per minute and stopped, you should have gathered that 450 wpm is somehow important. You are right. A minimum speed of 400 to 450 words per minute is essential in competitive exams like CAT where time is the greatest constraint.

Practice Exercise - 2

DIRECTIONS for Questions 1 to 25: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

To the extent that Foucault fits into the philosophical tradition, it is the critical tradition of Kant, and his project could be called a Critical History of Thought. This should not be taken to mean a history of ideas that would be at the same time an analysis of errors that might be gauged after the fact; or a decipherment of the misinterpretations linked to them and on which what we think today might depend. If what is meant by thought is the act that posits a subject and an object, along with their possible relations, a critical history of thought would be an analysis of the conditions under which certain relations of subject to object are formed or modified, insofar as those relations constitute a possible knowledge. It is not a matter of defining the formal conditions of a relationship to the object; nor is it a matter of isolating the empirical conditions that may, at a given moment, have enabled the subject in general to become acquainted with an object already given in reality. The problem is to determine what the subject must be, to what condition he is subject, what status he must have, what position he must occupy in reality or in the imaginary, in order to become a legitimate subject of this or that type of knowledge. In short, it is a matter of determining its mode of "subjectivation", for the latter is obviously not the same, according to whether the knowledge involved has the form of an exegesis of a sacred text, a natural history observation, or the analysis of a mental patient's behavior. But it is also and at the same time a question of determining under what conditions something can become an object for a possible knowledge, how it may have been problematized as an object to be known, to what selective procedure it may have been subjected, the part of it that is regarded as pertinent. So it is a matter of determining its

mode of objectivation, which is not the same either, depending on the type of knowledge that is involved.

This objectivation and this subjectivation are not independent of each other. From their mutual development and their interconnection, what could be called the "games of truth" come into being-that is, not the discovery of true things but the rules according to which what a subject can say about certain things depends on the question of true and false. In sum, the critical history of thought is neither a history of acquisitions nor a history of concealments of truth; it is the history of "veridictions", understood as the forms according to which discourses capable of being declared true or false are articulated concerning a domain of things. What the conditions of this emergence were, the price that was paid for it, so to speak, its effect on reality and the way in which, linking a certain type of object to certain modalities of the subject, it constituted the historical (a priori) of a possible experience for a period of time, an area and for given individuals.

Now, Michel Foucault did not pose this question-or this series of questions, which are those of an "archaeology of knowledge"-and does not wish to pose it concerning just any game of truth, but concerning only those in which the subject himself is posited as an object for possible knowledge: What are the processes of subjectivation and objectivation that made it possible for the subject qua subject to become an object of knowledge, as a subject? Of course it is a matter not of ascertaining how a "psychological knowledge" was constituted in the course of history but of discovering how various truth games were formed through which the subject became an object of knowledge. Michel Foucault attempted to conduct his analysis in two ways. First, in connection with the appearance and insertion of the question of the speaking, labouring, and living subject, in domains and according to the form of a scientific type of knowledge. This had to do with the formation of certain "human sciences", studied in reference to the practice of the empirical sciences, and of their characteristic discourse in the seventeenth and eighteenth centuries. Foucault also tried to analyse the formation of the subject as he may appear on the other side of a normative division, becoming an object of knowledge-as a madman, a patient or a delinquent, through practices such as those of psychiatry, clinical medicine and penalty.

Foucault has now undertaken, still within the same general project, to study the constitution of the subject as an object for himself: the formation of procedures by which the subject is led to observe himself, analyse himself, interpret himself, recognize himself as a domain of possible knowledge. In short, this concerns the history of "subjectivity", if what is meant by the term is the way in which the subject experiences himself in a game of truth where he relates to himself. The question of sex and sexuality appeared in Foucault's view, to constitute not the only possible example, certainly, but at least a rather privileged case. Indeed, it was in this connection that through the whole of Christianity and perhaps beyond, individuals were all called on to recognize themselves as subjects of pleasure, of desire, of lust, of temptation and were urged to deploy, by various means (self-examination, spiritual exercises, admission, confession), the game of true and false in regard to themselves and what constitutes the most secret, the most individual part of their subjectivity.

In sum, this history of sexuality is meant to constitute a third segment, added to the analyses of relations between the subject and truth or, to be exact, to the study of the modes according to which the subject was able to be inserted as an object in the games of truth.

1. What, according to the author does not constitute a part of Foucault's Critical History of thought?

(*a*) An analysis of the conditions under which subject-object relations are formed or modified.

(*b*) Isolating the empirical conditions that enable a subject in general to become acquainted with an object already given in reality.

(*c*) An analysis of errors linked to the history of ideas and their possible misinterpretations.

(*d*) Both (*b*) and (*c*)

2. The history of `veridictions' as mentioned in the passage comes closest to:

(*a*) The history of the process of discovery and concealment of truth in a domain of various things.

(*b*) The history of emergence of games of truth, concerning the rules according to which what a subject says depends upon the question of truth and falsehood.

(*c*) The history of the forms according to which discourses between subject and object, which are capable of being declared true or false are articulated in the area of philosophy.

(*d*) A study of the emergence of `subjectivation' and `objectivation' in formal discourse

3. Michel Foucault was concerned with which of the following?

(*a*) Validating the fact that what the subject says about the object depends on games of truth.

(*b*) The formation of the subject becoming an object of truth.

(*c*) Proving that the mode of objectivization of a subject remains same under various conditions.

(*d*) Studying procedures which were responsible for the subject becoming an object for himself.

4. According to the passage, how is Foucault's earlier approach to the project different from the later one?

(*a*) Both approaches are inherently same and have not been modified in any way.

(*b*) Foucault's approach to the project depends upon the availability of the subject and the study of their subjectivity in relation to the game of truths.

(*c*) Foucault modified his earlier approach and included, in the second one, the study of the composition of the processes through which the subject experiences himself.

(*d*) Foucault's earlier approach was restricted to the study of the object in isolation with the concerned subject, however the latter one included the study of the subject in isolation with the object.

5. It can be inferred from the passage that as a philosopher Foucault would subscribe most easily to the views of

(*a*) Philosophers who are interested in propounding truth.

(*b*) Philosophers who bring a spirit of critical enquiry into the examination of things.

(*c*) Philosophers who are out to gain more and more knowledge.

(*d*) Philosophers who take the world as created by a Deity.

Passage - 2

Up until this point, everything that has been said would, in principle, be consistent with the view that natural selection has endowed us with certain natural and inescapable views on right and wrong, which allow us to resolve discrete classes of social contract problems that we faced recurrently in ancestral circumstances. A number of people working in evolutionary game theory, such as Brian Skyrms and Robert Sugden, have recently begun to suggest specific game theoretic explanations for the emergence of particular norms, such as those of private property. There is also some evidence that certain normative commitments appear broadly and cross-culturally in human life. Hart, for example, once suggested that while the moral and legal codes in particular societies can vary a great deal, there is still a set of minimal normative commitments that all societies share, which he identifies as containing norms of "protection for persons, property and promises." Hart says that "Such rules do in fact constitute a common element in the law and conventional morality of all societies which have progressed to the point where these are distinguished as different forms of social control." For a number of reasons, however, it

would appear to be a mistake to view the contents of our sense of obligation as hard-wired at the level of content. As an initial matter, it must be conceded that for any given candidate universal norm, there is genuine controversy over its claim to cultural universality. To the extent that cultures converge on specific kinds of norms, a close examination often reveals that there are numerous and noteworthy distinctions between the precise content and status of these norms in different cultural settings. For example, for those who think that practices of contract and promise-keeping are absolutely central to human social life, Marcel Mauss's classic work *The Gift* is instructive because it indicates that in many so-called "primitive" societies, goods have rarely been exchanged by means of explicit contacts or other reciprocal promises in market transactions. Goods have instead typically been exchanged by means of intricate systems of reciprocal gift-giving, in which the owners of property are viewed as obliged to give gifts to those with whom they associate, thereby generating a shared sense of obligation to reciprocate. The conditions under which violence is tolerated (and sometimes even expected) is also something that can differ vastly from culture to culture, as anthropological studies of aggression have shown. Sometimes, finally, the surface universality of a candidate norm lies at a level of generality that is one step removed from its precise content. If, for example, property norms are defined in the paradigm case as norms that give individuals or collective bodies various bundles of rights to use, to exclude others from the use, or to transfer certain goods, then every culture probably has property norms of some sort, which more or less closely resemble this paradigm. But cultures differ so radically over what goods can be acquired; what precise bundles of rights come with the acquisition; and how specific property rights are created, varied, limited, extinguished, and apportioned among individuals or groups that the search for universal property norms would appear to be in vain. Of course, the fact that there are controversies over the universality of any given normative commitment does not mean that there is no fact of the matter, and one might try to resolve some of this initial class of problems in favor of a narrower set of core normative commitments that are in fact universal in the relevant sense. Still, even if there is some such set, the ethnographic record displays such a surprisingly wide array of norms in our moral and legal codes that the set of remnant commonalities—if indeed there are any—clearly comprises a very small, and arguably negligible, portion of our normative practices. There is, moreover, another important reason to think that even universal human agreement in views about the right would not render these views inescapable, one which relates more centrally to the logic and nature of our normative practices. When we accept propositions about what is right, we sometimes express our acceptance by making judgments that prescribe certain courses of action or conduct. It is a well-known fact, however—at least since G.E. Moore framed his famous "open question" argument — that when we make such judgments, we can always meaningfully ask whether the actions or courses of conduct that we disapprove of are, genuinely, wrong. Related to this is another well-known fact: for any moral judgment that we make, it is always possible for others coherently and meaningfully to disagree with the assessment. Where there is the possibility of disagreement, it is plausible to think that there is the possibility of persuasion or conversion. Indeed, modern psychological research suggests that we are sometimes subject to persuasion or conversion of this kind in contexts of discussion with perceived peers, even when those changes are not traceable to reasons that we antecedently accept. Our moral and legal judgments are thus apparently essentially contestable, even if widely or universally shared, and this essential contestability is an ineliminable feature of the attitudes we express with these judgments.

6. Which of the following statements can be said to be closest to Hart's view on normative commitments as regards private property?

(A) The content of our sense of obligation may not necessarily remain the same in various contexts.

(B) Game theoretic explanations for private property are valid in the modern times.

(C) There are some rules which in fact suggest commonality between law and morality of all societies.

(D) It is possible to define rules which are based on "protection for persons , property and promises" - rules which are part of the minimal normative components shared by societies.

(*a*) (*A*) and (*C*)

(*b*) (*C*) and (*D*)

(*c*) Only (*C*)

(*d*) Only (*D*)

7. Which of the following statements can be inferred from the passage?

(*a*) There exist valid reasons to counter any given candidate universal norm which makes their universality circumspect and unequivocal.

(*b*) There does not exist any evidence to support the universality of a particular candidate universal norm.

(*c*) Different cultural contexts necessarily result in numerous distinctions between the precise content and status of candidate universal norms.

(*d*) None of the above.

8. The tone of the author in the passage can be said to be

(*a*) Prejudiced

(*b*) Argumentative

(*c*) Objective

(*d*) Apprehensive

9. Which of the following statements is closest to one that the author accepts as an initial premise?

(*a*) Many times when we make judgements , the course of conduct we disapprove may not be genuinely wrong.

(*b*) Persuasion is at times resorted to even when the disagreement is not morally contestable.

(*c*) Universal views will always have to face counter arguments even if true.

(*d*) Universal views or norms face controversies which cannot be dismissed as frivolous.

Passage - 3

When K. Eric Drexler popularized the word `nanotechnology' in the 1980's, he was talking about building machines on the scale of molecules, a few nanometers wide—motors, robot arms, and even whole computers, far smaller than a cell. Drexler spent the next ten years describing and analyzing these incredible devices, and responding to accusations of science fiction. As nanotechnology became an accepted concept, the meaning of the word shifted to encompass the simpler kinds of nanometer-scale technology. The U.S. National Nanotechnology Initiative was created to fund this kind of nanotech: their definition includes anything smaller than 100 nanometers with novel properties.

Much of the work being done today that carries the name `nanotechnology' is not nanotechnology in the original meaning of the word. Nanotechnology, in its traditional sense, means building things from the bottom up, with atomic precision. This theoretical capability was envisioned as early as 1959 by the renowned physicist Richard Feynman Based on Feynman's vision of miniature factories using nanomachines to build complex products, advanced nanotechnology, sometimes referred to as molecular manufacturing will make use of positionally-controlled mechanochemistry guided by molecular machine systems. Shortly after this envisioned molecular machinery is created, it will result in a manufacturing revolution probably causing severe disruption. It also has serious economic, social, environmental, and military implications

Mihail (Mike) Roco of the U.S. National Nanotechnology Initiative has described four generations of nanotechnology development. The current era, as Roco depicts it, is that of passive nanostructures, materials designed to perform one task. The second phase

introduces active nanostructures for multitasking; for example, actuators, drug delivery devices, and sensors. The third generation is expected to begin emerging around 2010 and will feature nanosystems with thousands of interacting components. A few years after that, the first integrated nanosystems, functioning much like a mammalian cell with hierarchical systems within systems, are expected to be developed.

Unfortunately, conflicting definitions of nanotechnology and blurry distinctions between significantly different fields have complicated the effort to understand the differences and develop sensible, effective policy.

The risks of today's nanoscale technologies (nanoparticle toxicity, etc.) cannot be treated the same as the risks of longer-term molecular manufacturing (economic disruption, unstable arms race, etc.). It is a mistake to put them together in one basket for policy consideration—each is important to address, but they offer different problems and will require different solutions As used today, the term nanotechnology usually refers to a broad collection of mostly disconnected fields. Essentially, anything sufficiently small and interesting can be called nanotechnology. Much of it is harmless. For the rest, much of the harm is of familiar and limited quality. But molecular manufacturing will bring unfamiliar risks and new classes of problems.

Like electricity or computers before it, nanotech will offer greatly improved efficiency in almost every facet of life. But as a general-purpose technology, it will be *dual-use*, meaning it will have many commercial uses and it also will have many military uses—making far more powerful weapons and tools of surveillance. Thus it represents not only wonderful benefits for humanity, but also grave risks.

A key understanding of nanotechnology is that it offers not just better products, but a vastly improved manufacturing *process*. A computer can make copies of data files—essentially as many copies as you want at little or no cost. It may be only a matter of time until the building of products becomes as cheap as the copying of files. That's the real meaning of nanotechnology, and why it is sometimes seen as "the next industrial revolution."

Nanotechnology not only will allow making many high-quality products at very low cost, but it will allow making new nanofactories at the same low cost and at the same rapid speed. This unique (outside of biology, that is) ability to reproduce its own means of production is why nanotech is said to be an *exponential* technology. It represents a manufacturing system that will be able to make more manufacturing systems—factories that can build factories—rapidly, cheaply, and cleanly. The means of production will be able to reproduce exponentially, so in just a few weeks a few nanofactories conceivably could become *billions*. It is a revolutionary, transformative, powerful, and potentially very dangerous—or beneficial—technology.

How soon will all this come about? Conservative estimates usually say 20 to 30 years from now. However it's not too early to begin asking some tough questions and facing the issues:

• Who will own the technology

• Will it be heavily restricted or widely available

• What will it do to the gap between rich and poor?

• How can dangerous weapons be controlled and perilous arms races prevented?

Many of these questions were first raised over a decade ago, and have not yet been answered. If the questions are not answered with deliberation, answers will evolve independently and will take us by surprise; the surprise is likely to be unpleasant.

10. The term `positionally controlled mechanochemistry' as mentioned in the passage most likely refers to which of the following options:

(*a*) A process whereby mechanical energy is transformed into chemical energy.

(*b*) A process whereby reactive molecules attached to molecular mechanical systems are guided and brought together in planned sequences, positions and orientations.

(*c*) A process whereby reactive molecules encounter one in different positions through random thermal motion in a liquid or vapor.

(*d*) A futuristic process that will impede rather than enhance the progress of nanotechnology research.

11. The predicted development of nanotechnology over four generations is most similar to which of the following options:

(*a*) The development of human civilization over the Stone Age, the Feudal Age, the Industrial Age and the Technological Age.

(*b*) The Darwinian theory of the evolution of populations over several generations through a process of natural selection.

(*c*) The stages in the growth of more and more complex capabilities in the human body through birth, infancy, adulthood and death.

(*d*) None of the above

12. With which of the following statements is the author most likely to disagree?

(*a*) Any policy enacted to deal with the immediate risks of nanotechnology cannot be significantly different from that required to deal with the long-term risks associated with it.

(*b*) The different definitions of nanotechnology need to be taken into consideration in order to develop any sensible, effective policy regarding the field as a whole.

(*c*) Any integrated policy on nano technology cannot ignore the effect nanotechnology will have in lessening / widening the gap between the rich and the poor.

(*d*) Because it is a matter of time before building products becomes as cheap as copying them, the development of nanotechnology may well signal the advent of `the next industrialization'.

13. Which of the following statements can be inferred from the passage?

(*a*) The definition of nanotechnology has changed towards something which is not a true representation of the levels of complexity and destructiveness envisaged by Drexler.

(*b*) The risks of today's nanoscale technology are negligible as compared to the risks of long term molecular manufacturing.

(*c*) The word `serious' as used in the passage can be said to mean `mordant'.

(*d*) That nontechnology has overlaps with other fields can turn out to be a negative point from a certain angle.

Passage - 4

Habermas provides one way of thinking about democracy as a cultural project, dependent upon institutional practices that sustain particular patterns of social interaction and individual competencies. His social theory and political philosophy depend on holding fast to an understanding that coercion-free communication is, at least in principle, possible. He has suggested that the formal idealisation of communicative action should not be assumed to be a picture of actual social relations, but rather is a means of construction methodological fictions. These are useful because they make visible `the scarcity of those functionally necessary resources on which processes of deliberative opinion-and well-formation significantly depend. The key question facing Habermas' critical theory is, then, the extent to which actually existing patterns of power, communication and decision making are best evaluated with reference to an ideal of undistorted, coercion-free communication oriented towards the reaching of consensus.

The strongest objection to Habermas' reconstruction of the principles of democratic legitimacy casts doubt on both the methodological and normative utility of his idealisation of communication, on the grounds that it represents a fundamental misunder-standing of the nature of power. This objection depends on reading Foucault's analysis of power as arguing that there are no coercion-free social relations, and that all

forms of action, not least communicative action, involve power relations. Foucault and Habermas have become iconic figures for a fundamental dispute in contemporary social theory over whether or not conceptualisations of the public use of reason are rational ideals of democratic legitimiation, or ever so subtle forms of social control.

Foucault is often read as providing an unrelentingly pessimistic account of modernity, one which sees all social life saturated with power relations which are beyond legitimiation, and only liable to destabiliation through incessant acts of resistance. The saliency of this objection depends upon how power is specified as a concept. The dominant social science conceptualisation of power is a positive, descriptive sense of power as a capacity of actors to achieve certain ends. In this understanding, power is primarily thought of in terms of quantifiable amounts of material and symbolic resources held by individual or collective subjects. Distinct from this notion of power as a capacity is the more explicitly normative understanding of power as a right to rule over others, connected to the idea of power as action-in-concert. This idea is inherently tied to questions of how rule can be rendered legitimate. It gives significant importance to communication as the equitable medium through which the consent of whose ruled to the authority of their rules is mutually sought and secured. Hindess argues that Foucault's conceptualisation of power is distinct from both of these understandings, of power as capacity and of power as right. Foucault effectively brackets the question of the legitimacy of power, asking instead about the practices, rationalities and technologies of different power relations and the effects they produce. At the same time, this set of questions displaces the centred human subject from the analysis of power, no longer assuming power as a capacity wielded by subjects, but rather thinking of different forms of subjectivity as effects of the variable operations of power.

Foucault's perspective on power enables us to approach in new ways the problem of democratic competence, one of Dahl's shadows of democratic theory. In Hebermas' work, the development of the competency to act as a free subject in the public sphere is dependent on the development and sustenance of a private realm where individuals are constructed as citizens through intersubjective interaction that is uncontaminated by systematic logics. Habermas is quite adamant that a liberal political culture cannot be organised. The resources upon which deliberative political communication depend `form and regenerate spontaneously', and the lifeworld structures upon which a genuinely autonomous public sphere depends ``elude legal regulation, administrative control, or political steering'. The fundamental disjuncture between a Habermasian conception of power and a Foucauldian one therefore lies in different understandings of the autonomy of ethical and political agents. In Habermas, consent is normatively valued when a free subject freely gives it. Foucault, amongst others, leads us towards a rather more ambivalent understanding of consensual practices, as combining the assertion of subjectivity with subjection to externally derived norms. If democracy is understood as requiring citizens who have learned to regulate their conduct as autonomous moral agents, and who can therefore be governed on the basis of their own informed consent, then there are good reasons to suspect that Habermas' account of the spontaneous formation of these capabilities is neither empirically nor normatively sustainable. What is needed is an account of how free and autonomous actors are formed and maintained. Foucault's work remains pertinent to these themes because it reinterprets the foundational relationship between freedom and obedience derived from Kant's account of the public use of reason. Foucault focuses upon the historical conditions of knowledge, power and ethical self-relation through which it is possible for people to be constituted as subjects of self-knowledge, as moral subjects, and as possible subjects of freedom. That these are no longer considered innate capacities does not mean that they are ideological chimera. Rather, it implies shifting the analytical focus towards the contingent working up of these capacities, on analysing their conditions of possibility in a historical-genealogical register rather than a foundational one.

14. Which model mentions the role of communication as seeking the consent of the ruled?

(*a*) Power as a right

(*b*) Power as a capacity

(*c*) Power as ownership of national resources

(*d*) Power as duty

15. What, according to Foucault is the result of continuous resistance on social life?

(*a*) Creation of a confusing situation

(*b*) Devolution of the processes of consensus

(*c*) Destabilization of social life

(*d*) Creation of new formats of social life

16. Why does the author find Foucault's viewpoint superior to Habermas'?

(*a*) It is scientific and uses information from a variety of resources.

(*b*) It is grounded in reality and history.

(*c*) It has proved to be correct through various examples in the present scenario.

(*d*) Foucault was felicitated with a Nobel Prize.

17. What replaces individual actors in Foucault's scenario of power?

(*a*) Different forms of the same ideology held by different actors

(*b*) A variegated group which dictates the rules

(*c*) Various contexts resulting from use of power

(*d*) Different forms of autocractic power

Passage - 5

Carleton S. Fiorina's last stand at Hewlett-Packard Co. took place, aptly enough, at an airport hotel. For six years the jet-setting CEO had flown the globe, smiling and perfectly coiffed even as she stepped off red-eye from long flights. Jet lag never slowed down her delivery or muddled her message, which described the sprawling HP as nothing less than the beating heart of the tech industry. Yet on a damp Sunday evening in Chicago, as much of the nation focused on the Super Bowl, the 50-year-old Fiorina was embroiled in urgent talks with her board at a conference room at the O'Hare Hyatt, says an HP insider. The next day, Feb. 7, she was fired.

Thus ends the stormy reign of the highest-ranking woman in Corporate America and one of the boldest gamblers in the tech world. Fiorina pulled out all the stops as she hitched her soaring ambition to Silicon Valley's most venerable icon.

Not content to battle just one tech giant or two, she took on a whole stable of them, from IBM and Dell to Sony and EMC. In the end, she failed. Outside of its stellar printing business, the $80 billion HP she leaves behind is struggling in everything from PCs to software. The proud Fiorina departs as a humbled ex-CEO, but not a poor one: The board softened the blow with a $21 million severance package.

The board, which named Chief Financial Officer Robert P. Wayman, a 36-year veteran, as interim CEO, is now searching for an exec ready and able to rescue HP. The crucial question for the next leader: Should HP remain intact? For months a number of Wall Street analysts have pushed for a breakup, arguing that HP's pieces, from the dynamic printer division to the lagging computer businesses, would be worth far more apart.

Fiorina fiercely resisted the calls, and the board supported her. But following the Feb. 9 announcement of her departure, investors bid up HP stock by 7%, to $21.53, in part because of the possibility of a change in course. "We believe the long-term probability of a breakup of the company is rising despite indications from the board that no such move is currently planned," wrote analyst Steven Milunovich of Merrill Lynch & Co. in a report that day.

At HP, where Fiorina was a deeply divisive figure, news of her departure brought starkly different responses. As the board stated its determination to stick with Fiorina's broad-based strategy, some employees felt sorrow at her departure. For others, "it was a shock,

then it was a party," says one. Then an e-mail began making the rounds: "Dingdong, the witch is dead."

One question is whether the board's stated commitment to Fiorina's plan will hamper the headhunting effort. The high-powered execs being considered may be loath to take on what has proven to be such a difficult task, particularly if they can't set their own strategy.

While a miracle turnaround can never be ruled out, the more likely scenario is an eventual breakup of HP. That would spell the end of an era. Ever since its founding in a Palo Alto garage 66 years ago, HP has represented the triumph of a special brand of entrepreneurialism that came to represent Silicon Valley. At its heart it's an engineering-driven culture that values teamwork and rewards ideas and inventions, not pedigrees.

In truth, Fiorina was battling HP's storied culture from the day she arrived. A dynamic sales exec from Lucent Technologies, she was the first outsider to head the company. And she didn't hesitate to take out her hacksaw. Immediately, she began to reel in HP's 80-plus autonomous business units into a more centralized, four-division giant. She eventually laid off tens of thousands of workers.

Battling decades-old inertia, Fiorina began to centrally manage tasks such as branding and advertising. Even her critics say that these steps were needed, and that she fought some important battles to streamline HP's organization. "Carly recognized the need to start leveraging the common strengths of the company," says Bojana Fazarinc, HP's former director of marketing services and branding, who is now an independent consultant.

She was decisive, no doubt about that, and a gifted communicator. But even early in her reign at HP, she began to demonstrate the weaknesses that would lead to her fall. First, she fired or scared away execs in droves, including such prominent figures as Antonio Perez, now president of Eastman Kodak, and Mary McDowell, now a senior executive at Nokia. She also resisted changing course — a dangerous trait in an industry in which the most successful leaders have been those who don't fall in love with their strategies.

Throughout her tenure, say insiders, she continued to blame HP's woes on the company's culture — not on severe management shortcomings, including her own. "She didn't develop enough effective lieutenants," says Stephen P. Mader, vice-chairman of Christian & Timbers, the headhunting firm that recruited Fiorina into HP. "Twice she passed up...opportunities to have a chief operating officer. Looks like it bit her."

The Compaq merger was the defining moment in Fiorina's reign. By buying Compaq, she created a giant with tremendous scale and all of the clout and economies that come with it. But she did not fundamentally change HP's ability to fend off Dell in the low end of computing or match IBM's sophistication in the enterprise. So HP has come up short against both of them. Equally important, the battle over the merger divided the once-collegial company into angry, partisan factions. Insiders say the contentiousness of the dispute was a key part of why Fiorina became so wedded to her plan for HP.

18. What has been mentioned as one of Carly Fiorina's trait that was out of sync with the industry norm?

(*a*) Firing top execs immediately after joining the company.

(*b*) Taking decisions without evaluating options.

(*c*) Streamlining businesses and centralizing them.

(*d*) Being inflexible and not changing strategy if it proves ineffective.

19. Which one of these correctly states the opinion of HP employees regarding Fiorina's effectiveness as the CEO?

(*a*) Disapproving, as revealed by the e-mail circulated.

(*b*) Tyrannical, since they expressed their real opinion once she was gone.

(*c*) Split, some supported her whereas others questioned her.

(*d*) Inexperienced, since she was not from their industry.

20. According to the author, what is the reason for potential CEO candidates to be uninterested in the job?

(*a*) It is an onerous task.

(*b*) It demands handling a temperamental board.

(*c*) It demands working with a legacy which has proven to be largely unsuccessful.

(*d*) Working in the tech sector is not considered so lucrative anymore.

21. Which one of these is most similar to the investors bidding up HP stock by 7%?

(*a*) Bollywood not signing up an actress keeping in mind her foray into Hollywood, although she has mentioned that she will continue to work in India.

(*b*) The tobacco industry increasing the prices of cigarettes before a budget because of a pro-health finance minister.

(*c*) The herd mentality in stock markets combined with the belief in the cyclical nature of stocks.

(*d*) A board sacking a woman CEO who has recently become a mother and has not been directly running the company.

Passage - 6

The U.S. markets' precipitous decline over the past two years has erased trillions of dollars from the country's economy since the heady peak of spring 2000, when the NASDAQ hovered at the 5,000 mark, the Dow was flirting with 12,000, and the advantages of a Porsche Boxster and Aeron chair seemed within reach for even the humblest of investors.

Stories of scandal and loss -- big and small, international and local -- have filled the business pages ever since. But lost in the shuffle of the headlines made by the likes of Enron, WorldCom and Global Crossing was an earlier wave of failures, the once promising online startups that crashed to earth with the bursting of the Internet bubble.

John Mills has written a book to take care of just that (Buy Low, Lie, Sell low). In this interview, he tackles questions from our senior correspondent -

Q: You take the title of your book from a quote that the SEC chairman used to describe Jonathan Lebed, the New Jersey teenager who was accused of posting erroneous information on the Internet to manipulate stock prices. Is his story emblematic of the ills of the Internet mania?

A: Well, yes, I thought it was emblematic because in a certain sense, that's what very sophisticated financial institutions were doing. They were getting control of stock in any of a number of ways, touting it -- saying it was great -- selling it to the public and walking away with a bundle. The problem is what they were saying about the companies was not true.

Q: A point you call attention to throughout this book was the willingness of otherwise sophisticated business people, investors and bankers to ignore or discount established business practice and rules of thumb. With eToys.com, for example, you point out that it didn't take much to see that the company would face serious competition from entrenched brick-and-mortar companies like Toys 'R' Us -- competition that would make their sales goals ($900 million in sales before eToys could turn a profit) difficult to attain. How do you account for this?

A: I think it was self-interest. The investment bankers made their money, not on the stock, but on the fees they made in taking the companies public. So they were not long-term investors. And I think they ceased to care whether or not the companies had a real future.

As for the venture [capitalists], they were prepared to try to get out early. They saw an opportunity to build a company and then to sell it quickly and take their profits and run.

Q: What happened was a complete collapse -- almost an ethical collapse -- of their feeling of responsibility toward shareholders, the public who would buy shares in the companies.

A: Now some of them will say that they believed in the companies -- that they believed in eToys, that they thought it could be successful, that they liked its leadership. But if you look at the way that they behaved -- in the [case of eToys] and of the Internet bubble generally -- it was quite different. If they really had confidence in these companies, it wasn't based on their past experience, Mills They hadn't looked for the same kind of leadership. They hadn't looked for the same kinds of business plans or business models. They hadn't taken the same time frame.

Q: Was there a kind of "Aha!" moment at which the rules of thumb and the knowledge that was built on years of experience was thrown out?

A: It happened about 1997, and it was a combination of things rather than a single moment. It was the success of Amazon.com in building their business fast and getting a very substantial valuation even though [Amazon] was not at all profitable. I think a lot of people [in the financial field] looked at that and said, "My god. If they can sell that kind of stock to the public, why can't we do it?" And as more people began to bring these kinds of companies public, the people within the industry who had held back -- the people who didn't think this was proper, or that it wasn't going to work in the long term, or that it wasn't legal, or whatever -- began to say, "Everybody else is doing it, so if we don't do it, we're not in business." So rather than a single moment, it was more of a steady buildup over a period of time.

Q: When many people think of "dot-com IPO" they tend to think of sky-high valuations, but you actually contend that investment banks undervalued dot-com shares that were offered to the public. Could you explain this?

A: In the midst of the Internet bubble, you had two things going on. The sales forces of large brokerage houses and mutual funds, along with the business media -- and even the chairman of the Federal Reserve -- were hyping the idea, very strongly, that this was a new economy. New rules applied. There was a permanently higher level of valuation. Et cetera. So there was a willingness to pay substantially for shares in these companies.

Now you have an investment bank that brings a new company public. In that kind of an environment, with a major investment bank sponsoring that company and a major venture firm standing behind it, people would be willing to pay a great deal.

The investment banks were slow to understand, I think, how much the demand had increased for these things. There weren't a lot of shares available, if you look at the total demand, and so they were pricing them high by the standards of the investment banks -- and by the way, the investment banks actually knew a good bit more about these companies than the people they were selling [the companies] to, and they weren't telling them what they knew. The banks knew the companies were much weaker than they were representing them to be. So the banks were setting the initial offering prices somewhat more modestly than the circumstances provided.

The result of that was that there was a big rise in the value of the shares the minute they went public. So if you took it public at $10, the initial trades would be at $20 and $25. That created a huge amount of value that could be handed to friends of the investment banks.

Q: Who were in turn "flipping" the stock?

A: Yes. If you got the stock at $18 and sold it immediately, you could double your money. That was an asset, if you will. And the investment banks began allocating those assets to their friends. And that's one of the practices that is being investigated today.

Q: Why was that bad for the companies involved?

A: The companies got money in their IPO based on the [initial offering price of] $18. If the stock is immediately selling for $36, the companies could have gotten the difference, not friends of the investment banks. In a sense, the companies were being robbed. This wasn't discussed in the press, but it was a huge issue with the management of these

companies. Because, in a sense, suppose they took 2 million shares out at $10 a share. They get $20 million back less what they pay to the bank. But if the stock is selling immediately at $20 a share, they would have gotten $40 million for the company to use and have paid essentially the same fees.

22. What was the thought behind the "Aha" moment for those investors who had doubted the success of internet stocks?

(*a*) The success of Amazon

(*b*) The fear of being left behind

(*c*) The temptation to lead

(*d*) Both (*a*) and (*b*)

23. From the passage, what can one infer about Porsche Boxster and Aeron chairs?

(*a*) They are the new currency in the stock market.

(*b*) They are very expensive products.

(*c*) Investment bankers give these to the most successful among them.

(*d*) They are a secret code among the bankers.

24. Why were the companies bothered with the "flipping"?

(*a*) This was unethical.

(*b*) Someone else was making the money which could have been theirs.

(*c*) They were on the brink of a disaster.

(*d*) They were being held hostage by the investment bank.

25. By what rationale does Mills question the usual excuse given for VCs' behavior during the internet bubble?

(*a*) Led by greed (*b*) Past precedents

(*c*) Profit making (*d*) Unethical

Further reference:

Log on to www.mrkent.com and take a test to see what it means to read without regression. http://www.mrkent.com/speedread/index.asp

Speed Reading for Business (Barrons Business Success Series) by Steve Moidel (A supporter of hand scanning)

Double Your Reading Speed in 10 Minutes by Paul R. Scheele

"For you should see the Milan gardens," she said aloud. But to whom?

There was nobody. Her words faded. So, a rocket fades. Its sparks, having grazed their way into the night, surrender to it, dark descends, pours over the outlines of houses and towers; bleak hillsides soften and fall in. But though they are gone, the night is full of them; robbed of colour, blank of windows, they exist more ponderously, give out what the frank daylight fails to transmit — the trouble and suspense of things conglomerated there in the darkness; huddled together in the darkness; bereft of the relief which dawn brings in when, washing the walls white and grey, spotting each windowpane, lifting the mist from the fields, showing the red brown cows peacefully grazing, all is once more decked out to the eye; exists again. - *Mrs. Dolloway* by Virginia Woolf.

Think of the power that created this passage. It is the elevated power of the human mind - your mind - to visualize. Without this power the passage could not have been written; nor understood. In this chapter you will try to use the power of your mind to visualize for better comprehension while reading. You will also look at the importance of skimming and scanning.

Reading Skills- Visualization, Skimming and Scanning

Visualization

What is Visualization?

When you read a good book, can you picture what the characters look like and what they are doing? Most likely so. That is what Visualization is.

How does visualization enhance comprehension and efficiency in reading?

With speed-reading, visualization must be developed to a greater degree. As you read, the more detail you can imagine in the picture that you build in your mind, the more alive and real the story becomes. Sure, you are filling in some gaps in the story, but most people do that anyway. As you add more pictures to the story, it becomes a movie in your mind. This helps in comprehension and retention.

How can I use visualization to help me get through my textbook with greater speed, comprehension, and retention?

In the case of college level textbook reading, most often you will be picturing not movies, but organizational maps of concepts.

Also, our ability to visualize well is also determined by our background in a particular subject and hence our comfort level in it. So, the solution is obviously reading a lot and reading diverse subject matter.

How do I practise visualization?

Here is an exercise to help you become better at Visualization:

Any time you have a free minute AND it is safe to briefly close your eyes, look at a nearby object, close your eyes, and notice if you can see its image in your mind. If not, look at the object again, noticing more of the details, and close your eyes again. With your eyes closed, try to `zoom-in' on the image and notice the lines, colours, dimensions, etc.

What is best about this exercise is that it can be done during what would otherwise be wasted time. For example, do it while waiting in a reception area with nothing to read or while standing in a line where it is safe to close my eyes for a few seconds.

Skimming and Scanning

Both skimming and scanning are specific reading techniques necessary for quick and efficient reading, especially in competitive examinations, where time is at a premium.

When *skimming*, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer.

When *scanning*, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or a less specific piece of information.

What is skimming?

Skimming is the technique in which you cover large amounts of material in the least amount of time. Skimming is the appropriate technique when you do not require high level of comprehension. In skimming you aim for the main idea(s), the outline, the major supporting details, and an idea of the organizational pattern.

What are the basic differences between skimming and rapid reading?

In skimming, you will leave out some material. You will skip parts of a sentence, whole sentence, and even a few paragraphs in skimming. But rapid reading covers and skips nothing.

Skimming differs from rapid reading in the level of comprehension achieved also. In rapid reading comprehension is at least 20% more than in skimming.

How can I improve my skimming technique?

Follow this procedure for efficient skimming:

• Time yourself.

• Soft focus slightly above the line of print, and let your eyes float down the page. Try to read a block of text. Do a quick preview of length, title, subtitle, and difficulty level.

• Read for main ideas: beginnings of key paragraphs, last paragraph (usually the conclusion).

• Vary your rate. Read key parts carefully and re-read them if necessary; race past through unimportant material.

• Use a pacing device to avoid regression and to read more carefully the important parts of the text. Read aloud when you find material that is difficult to understand.

• Highlight information you may want to read later.

• Skim regularly and often to gain in confidence. It will prove valuable throughout your life.

What are the advantages of skimming?

It improves our overall reading rate. It makes you well informed - when you skim through articles in areas that you don't have the time/interest to read. Sometimes you are pleasantly surprised at the level of comprehension you have achieved. It also brings useful material to your attention, which you might otherwise have missed hidden in an article that you don't' have the time or the interest to read.

How is skimming useful in competitive examinations?

Skimming is extremely useful in competitive examinations because sometimes you do not have the time to read everything carefully. Such a thorough reading of the text may also not be required to answer the number of questions you intend to attempt. Even if you have to attempt all the questions, you may need only to pay careful attention to certain parts of the passage rather than the entire passage with all its details. The information that you have gathered by skimming may be good enough for you to pin point the part of the passage that contains the answer, which may then be read more carefully. The advantage is that you now have the time to ensure accuracy. However, if you have gone for an in depth study of the passage, you may not have any time left even to attempt the questions, leave alone to analyse and ensure accuracy!

Scanning

What is scanning?

Scanning is running your eyes over a text quickly in order to locate specific information.

When we are trying to locate specifically required information, usually we need not read the whole text carefully. What we do is try to find in which paragraph the information we are looking for is likely to be, then read this paragraph with more attention.

How is it different from skimming?

Scanning should not be confused with skimming, but is in fact a distinct reading strategy. Scanning involves quick but focussed reading of text, in order to locate specific information, e.g. names, dates or certain key words. Scanning is done when you are looking for answers to specific questions. When you scan, you must begin with a specific question, which has a specific answer. Scanning for information in this way should be both fast and accurate.

How can I improve my scanning technique?

When you search for a particular number or address in yellow pages or the telephone directory you scan till you find the specific information. Scanning for the purpose of answering questions in the competitive examinations cannot be done without prior knowledge of the text. Begin by previewing the material if you don't already have an idea of how it is structured. Keeping specific question in mind scan for the fact, word, or phrase for which you are scanning. If the fact, word, or phrase does not appear, be ready to look for synonyms or closely related ideas. Stay alert and keep that clear idea in your mind (repeating it to yourself if necessary) as you scan quickly through the text to find the necessary information. Move your eyes in a scanning pattern and don't stop to read until you find the specific information you are looking for. Your goal should be 100% accuracy. Use hand/finger movement to help you move swiftly down the page. This will help you ignore whole blocks of information that are not relevant to your question.

Why scan?

In a complex material, scanning is done to visualize and follow an argument, style, reasons, motifs, patterns, support for inference, evidence of sound logic/ reasoning, evidence of faulty reasoning, propaganda, and/or bias.

What are the advantages of scanning?

As a student, you will find scanning to be a valuable skill for locating information in reading comprehension material. Scanning enables you to locate the section you need quickly so that you may spend your time re-reading the relevant material more carefully, helping you to answer questions accurately. When you are confronted with a new text you tend to read word by word. This affects the general understanding of the passage, and the time taken to finish the reading becomes too long. You can end up reading every word very well, but you may not still be confident to answer questions correctly. To avoid this loss of time and effort you can use scanning. Scanning consists in running your eyes down the text, searching for the key words. Scanning can be a preliminary step in reading because with it you can locate where the answer comes from. This type of scanning should not take more than a couple of minutes. After that you must read this part with the attention it deserves, and analyse with more attention to detail, before evaluating your answer option.

Scanning	**Skimming**
Locational; highly selective	Combination of locational and speed reading
Finding answers to specific questions	Gaining an overview of a selection
Fastest rate	Second fastest

Keywords

What are keywords?

Keywords are words that are of most importance in a sentence or paragraph. One of the most important techniques for reading effectively is looking for keywords. The key words contain all the meaning and content necessary to understand a sentence. Hence, as we read we generally record the meaning and images generated by these keywords and move on. The rest of the words in the sentence, which are usually required to support these keywords in grammar and logic, are generally forgotten very soon. For example, see this sentence:

"Astronomers are now suggesting that black holes may not, after all, be entirely black, but may in fact be capable of radiating energy."

The key ideas in this sentence, the words that are most memorable and contain the essence of the sentence, are *astronomers, black holes,* not *black, radiating energy*. The rest of the words are merely grammatical constructions, and emphasis; they are not necessary for recall.

Is there a way to recognize the keywords?

Fortunately, yes. "Keywords tend to be the nouns and verbs in a sentence - though sometimes adjectives and adverbs may be significant enough to become keywords. Keywords are generally concrete rather than abstract. It has been found that concrete words generate images faster than abstract ones and that the images they generate are richer and have more associations. For this reason, they are better remembered." (The Brain Book, Peter Russell)

If you have read only the nouns and the verbs you will have understood almost everything that the sentence is trying to communicate. However, be forewarned. Reading merely verbs and nouns and grasping everything requires tremendous amounts of practice. Hence, at this stage there are very few amongst us who can be and who should be advised to do this. The rest of your practice in this chapter will concentrate only on your ability to pick the key ideas in a paragraph or a sentence.

Music as an aid to study?

Dr John Diamond M.D., an Australian researcher, and at one time President of the International Academy of Preventative Medicine, found that certain `musical' rhythms are very physically and mentally disruptive. He specifically singled out Rock and Rap, and other music with an interrupted beat. He pointed out that the uneven pulse of the music was out of sync with the body's pulse, and leads to increased weakness, increased stress, and restlessness. Even blocking the ears does not help, because our bodies also pick up and respond to the beat.

On the other hand, it has been found that listening to some forms of music — Baroque for instance, such as selections from composers like Mozart or Beethoven — can be beneficial to study. Their rhythms are more in harmony with the body's rhythm. Select the andante-type movements, and use them only as quiet background music.

What is mind mapping?

In this context mind mapping of ideas means, as you read a passage you pick up the key words or ideas in the passage. You either underline these ideas to review later or mentally make a note of these ideas as the underlying structure of the passage. You progress this way from paragraph to paragraph, the basic aim being to make a mental note of all the important ideas in each paragraph. As the basic structure becomes clear, it becomes possible to see and register the writer's examples or arguments in support of this idea. Once the passage is covered this way it gives the maximum comprehension in the least time. In other words it is like intentionally trying to see the `forest' (the whole picture) first and then trying to see `as many trees' (the details) as possible.

What are the advantages of mind mapping?

Mind mapping of ideas while reading helps you maintain focus on the reading. Distractions go away because you are not mechanically reading, but consciously trying to comprehend. This improves your concentration and there is total psychomotor involvement in the reading. Needless to say that this practice would save you a great deal of time which otherwise you would have spent reading unnecessary details. Comprehension is enhanced because you have not missed out on any important point

owing to carelessness or distractions. Mind mapping of ideas helps you make the best use of your time spent in reading by deriving the maximum comprehension.

Exercise - 1

In the following question, you are given a passage, which you will have to read at about 400 wpm. The paragraph is then followed by 4 options, one of which is the best synopsis of the passage. Based on your comprehension of the most important things in the passage you have to choose the best synopsis. Compare your answer with those given in the explanation booklet, and understand your mistake before moving on to the next passage.

No of words: 113 Time: 60 seconds

`Wireless' means transmitting signals over invisible radio waves instead of wires.

Garage door openers and television remote controls were the first wireless devices to become a part of everyday life. Now, the cordless keyboard and mouse, PDAs, and digital and cellular phones are commonplace. Wireless technologies are used for things as simple as making a phone call or as complex as letting the sales force get information from an SAP application. For businesses, wireless technologies mean new ways to stay in touch with customers, suppliers and employees. The future of wireless lies in faster, more reliable methods of transferring data and, to a lesser extent, increased use of voice commands and audio improvements.

1. (*a*) Wireless technologies are used in various devices used in daily life and in complex business operations. In future, these technologies will rely on speed and efficiency. (27 words)

(*b*) Wireless transmission of data and voice are used in everyday life in garage door openers and television remote controls, and to get information from an SAP application. (28 words)

(*c*) Wireless transmission of data and voice will become faster and more efficient in the future.(16 words)

(*d*) Wireless technology is transmitting signals over radio signals as in a television remote or garage door opener. The future of this technology lies in faster and more efficient data transfer and increased use of voice commands and audio improvements. (40 words)

Correlating sets of words

Every word in a text has a specific role and function. Correlating them involves referring to the use of synonyms, antonyms, nouns, verbs, adjectives and adverbs. These perform specific functions.

1 Synonyms- repeating

2 Antonyms- contrasting

3 Nouns, adverbs, verbs and adjectives- detailing

Read the following passage and pay attention to the interlinking of words.

The real is the **genuine**, the **reliable**, what I can safely lean on. It is akin to **truthful**, **valuable**, even **delightful**. Its opposite is not **illusion**, but the **fake**, the **counterfeit**, that which can't be trusted, has no cash value. Theatre, television, paintings, literature deal in illusion but can be real in the sense that they **nurture** and **enlarge** us, help to make sense of experience. When they fail in this, they feel unreal, they don't ring true. They are false, they fail as art. Theatre and everyday life **overlap** - although the murderer in the play is not prosecuted. Psychotherapists know how people **act out `scripts'** which they can rewrite to invent **a new reality**. It may not matter if the story of my life is real or invented, until a lawyer asks if I am **really** the person mentioned in my long-lost uncle's will.

It is obvious that the author has used a number of adjectives and nouns to reiterate the main idea. What is the main idea of the passage? What does the

author want to convey?

Exercise - 2

Read the following short passages and answer the given questions.(60 seconds each)

Passage - 1

The fact that there is want and misery would not constitute an argument against liberalism even if the world today followed a liberal policy. It would always be an open question whether still more want and misery might not prevail if other policies had been followed. In view of all the ways in which the functioning of the institution of private property is curbed and hindered in every quarter today by antiliberal policies, it is manifestly quite absurd to seek to infer anything against the correctness of liberal principles from the fact that economic conditions are not, at present, all that one could wish. In order to appreciate what liberalism and capitalism have accomplished, one should compare conditions as they are at present with those of the Middle Ages or of the first centuries of the modern era. What liberalism and capitalism could have accomplished had they been allowed free rein can be inferred only from theoretical considerations.

1. The author's perception of liberalism

(*a*) might be considered to be `accepting'.

(*b*) is unnecessarily biased in its favour.

(*c*) is more neutral and objective.

(*d*) is politically correct.

Passage - 2

Action is preceded by thinking. Thinking is to deliberate beforehand over future action and to reflect afterward upon past action. Thinking and acting are inseparable. Every action is always based on a definite idea about causal relations. He who thinks a causal relation thinks a theorem. Action without thinking and practice without theory are unimaginable. The reasoning may be faulty and the theory incorrect; but thinking and theorizing are not lacking in any action. On the other hand thinking is always thinking of a potential action. Even he who thinks of a pure theory assumes that the theory is correct, i.e., that action complying with its content would result in an effect to be expected from its teachings. It is of no relevance for logic whether such action is feasible or not.

2. The above passage has two interl inked ideas. They are

_____

_____

_____

Passage - 3

What is it that cannot be seen? Sometimes it is the arsenic in the soil that may or may not have been dredged up from the overflowing canals of New Orleans. Sometimes it is other heavy metals that may or may not have infiltrated residential areas when waste ponds of chemical plants overflowed along the Gulf Coast of Mississippi. Sometimes it is the ominous cancer train, trailing behind the short-term respiratory problems induced by exposure to high levels of formaldehyde in the air. Sometimes it is the dioxins that spill into the bays and climb up the food chain, entering the human body through the seafood supply. Sometimes it is the exposure to immeasurable volatile organic vapors through paints, stains, and a host of other solvents used to rebuild. Sometimes it is the *E. coli* and fecal coliform that regularly crop up in coastal waters when waste treatment plants run over capacity in rainy periods. So many "sometimes" mean that every resident always has at least one dangerous level of exposure in his daily routine. The total cost of these net environmental exposures will not be fully measured or seen for decades to come.

3. What does the author want to prove in the passage given above?

(a) These environmental exposures will eventually be disastrous for the humans.

(b) The environmental exposures may be hidden anywhere like an unseen enemy.

Mind mapping

The advantages of mind mapping are as follows:

1 It encourages retention of the text by using writing to promote active reading.

2 It provides the overall structure of the text and at the time helps in retaining the important specific details.

3 First paragraph is introduces the topic, therefore deserves more attention. Since passages are known to be of unpredictable nature, one cannot take it as a rule.

4 The most important aspect of mind-mapping is making a mental note of every idea that comes up in the course of reading the passage.

One can practice mind mapping by picking up a complex looking topic and writing the important points in the margins while reading the passage. Another method of mind mapping is by preparing a Flow chart of ideas. Read the passage given below and have a look at the Flow chart that follows.

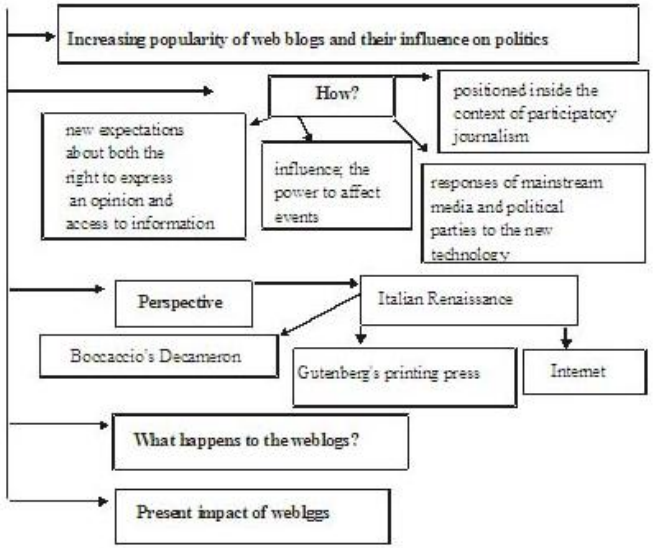
Recently web logs, or blogs, have exploded in popularity and have come to occupy an increasingly important place in American politics. Given the disparity in resources and organization against other actors, their influence presents a puzzle. How can a collection of decentralized, nonprofit, contrarian and discordant websites exercise any influence over political and policy outputs? As the World Wide Web approaches its teens, we have new expectations about both the right to express an opinion and access to information upon which to base that opinion. Blogs have begun playing an important role in raising people's expectations Thus, blogs have demonstrated influence; the power to affect events. Blogging is now positioned inside the context of participatory journalism and the responses of mainstream media and political parties to the new technology are reflections of its emerging influence. From what evidence illustrates, blogs have managed to affect today's news agenda.

The Italian Renaissance gave Western civilization several crucial transformations. None, for this article's purposes, matters more than perspective. Boccaccio's Decameron, published in 1353, is considered to be among the earliest works of literature to propose that a point of view is crucial to understanding. Gutenberg's printing press brought forth a revolution that no one could have anticipated at the time. Today, the Internet is the most important medium since the printing press. It subsumes all that has come before and is, in the most fundamental way, transformative. When anyone can be a writer, in the largest sense and for a global audience, many wish to become one. Actually, no better environment exists nowadays for people to exercise these among many other rights, than the Internet and one of the best mediums to exercise these rights are weblogs.

According to some critics, most weblogs will never attempt to reach a public, even According to some critics, most weblogs will never attempt to reach a public, even if they are in theory reachable by all Net users. The great majority of weblogs will probably be for personal use, while the user base will be peer to peer, not author to public. Other critics, in their attempt to evaluate the accelerating speed of the weblog trend, support that from what it seems so far, it is probable that most weblogs will be short lived, and wind up abandoned, just as most conversations are abandoned. Also it is probable that a few popular blogs will have huge user base and the vast majority will be invisible most of the time, a pattern that reminds some of the "old" and "traditional" mass media. Since the software and interface are highly flexible, and the uses of an easily updated, good-looking page are endless, weblogs will be commonly used in closed systems - private and company networks - as much as the open waters of the Web.

In relation to political coverage and news stories, bloggers have broken or magnified major news stories and blogs themselves draw fire for partisan politics, poor journalistic practices, and duplicity. But the issue still remains that blogs are still in their infancy,

despite the wave of press they have received during the last two years. They provide a reasonable, but far from perfect, entry point into the news space, better at offering commentary and starting conversations than serving a current-events-indicator role.



Practice Exercise - 3

Scanning Exercise 1

The passage follows the questions. Since scanning presupposes some familiarity with the content, you may skim through the text before picking up the first question. But this too should be done in a timed manner. *Spend a minute or so (maximum 90 seconds) to skim through the text first.* Then pick up the first question and answer it by scanning. The time you would spend answering a question including *scanning and focussed reading, and evaluating options* is indicated against each question.

1. (45 seconds)

Gregory Conko is _____

(*a*) fellow at the Hoover Institution, Stanford University.

(*b*) official in America Food and Drug Administration from 1979 to 1994.

(*c*) member of the OECD Group of National Experts on Biotechnology.

(*d*) Director of Food Safety Policy at the Competitive Enterprise Institute in Washington, D.C.

2. (45 seconds)

What standards will provide cover for unfair trade practices?

(*a*) Excessively oppressive Codex standards for GM foods.

(*b*) The geographic distribution of scientific activity.

(*c*) Environment friendly innovations that can increase agricultural productivity.

(*d*) Less precise and predictable genetic techniques that have been used for centuries.

3. (45 seconds)

What, according to the writer, actually prevents the poor from bettering their lives and even from surviving?

(*a*) Agricultural chemicals

(*b*) The absence of codex standards.

(*c*) The self-interest of UN bureaucracies.

(*d*) The global pursuit of scientific endeavours.

4. (45 seconds)

What, according to Kofi Annan, creates problems for both the scientific community in developing countries and for development itself?

(*a*) The prevalence of famine and water shortages in the developing countries

(*b*) The lack of investment in research

(*c*) Use of agricultural chemicals

(*d*) GM foods

5. (1 minute)

Why does the writer describe Kofi Annan's remark `hypocritical'?

(*a*) Because scientists and scientific institutions around the world do not try to resolve inequity in the world and to bring the benefits of science to all.

(*b*) Because UN experts themselves warn that the greatest single threat to the planet's environment comes from the world's burgeoning population and its demand for food.

(*c*) Because UN's sacrifice of science and technology to its own bureaucratic self-interest creates obstacles to innovation that can help the poor.

(*d*) Because the UN and its secretary-general are not held accountable for human rights catastrophe in the developing countries.

6. (45 seconds)

Codex Alimentarius Commission has _____ members

(*a*) 265 (*b*) 365 (*c*) 65 (*d*) None of these.

My comprehension: _____%

(No. of right responses X 20)

The UN's War on Science by Henry Miller and Gregory Conko

UN Secretary-General Kofi Annan recently declared that the global pursuit of scientific endeavours is marked by inequality. Noting that developing countries invest much less on scientific research and produce fewer scientists, Annan warned that the resulting imbalance in the geographic distribution of scientific activity creates problems for both the scientific community in developing countries and for development itself. He urged scientists and scientific institutions around the world to resolve this inequity and bring the benefits of science to all.

How humanitarian. How enlightened. How hypocritical.

For the UN is supposed to be the watchdog of human rights, the most basic of which is the right to eat. When human rights are compromised, most often it is because people are desperately poor. One contributing factor to this poverty is the inability of people to feed themselves effectively. The UN's mission ought to be self-sufficiency of food production for all. Instead, the self-interest of UN bureaucracies actually prevents the poor from bettering their lives — and even from surviving.

Indeed, the UN's wanton sacrifice of science and technology to its own bureaucratic self-interest creates significant obstacles to innovation that can help the poorest of the poor. In particular, the UN's involvement in the excessive, unscientific regulation of biotechnology, or genetic modification (GM), will slow agricultural research and development, promote environmental damage, and help bring famine and water shortages to millions in developing countries.

Secretary-General Annan has proven once again (as though we needed further evidence) that talk is cheap. During the past decade, delegates to the UN-sponsored Convention on Biological Diversity negotiated a `bio-safety protocol' to regulate the international movement of GM organisms. It was based on the bogus `precautionary principle' which

dictates that every new technology — including, in the case of GM, an improvement over less precise technologies — must be proven utterly safe before it can be used.

An ounce of prevention is certainly desirable, but because nothing can be proved totally safe — at least, not to the standard demanded by many regulators — the precautionary principle has become a self-defeating impediment to the development of new products. Precautionary regulation shifts the burden of proof from the regulator, who previously had to demonstrate that a new technology was likely to cause some harm, to the innovator, who now must demonstrate that the technology will not.

This shift is ominous, because it frees regulatory bodies to require any amount and kind of testing that they wish. Rather than creating a uniform, predictable, and scientifically sound framework for effectively managing legitimate risks, the bio-safety protocol establishes an ill-defined global regulatory process that permits overly risk-averse, incompetent, or corrupt regulators to hide behind the precautionary principle in delaying or deferring approvals.

Examples include a five-year-long moratorium on approvals of GM plants throughout Europe, and the rejection of badly needed food aid by several African countries — only because it contains the same GM varieties of grain consumed routinely in North America. Similarly, a task force of the 165-member Codex Alimentarius Commission, the joint food standards program of the UN's World Health Organization and its Food and Agriculture Organization, has singled out only food products made with GM for various Draconian and even bizarre regulatory procedures and requirements.

The Europeans want to stop GM products because the technology was developed in US labs and commercialized by US companies financed by American capital. They are aided by radical, environmental non-governmental organizations (NGOs), which are permitted to participate in Codex meetings, and which are ideologically opposed to new technology.

In July, the full Codex membership approved various procedures and requirements that are more appropriate to potentially dangerous prescription drugs or pesticides than to GM tomatoes, potatoes, and strawberries. They include long-term monitoring for adverse health effects and batteries of tests for genetic stability, toxins, allergenicity, and so on.

This regulatory regime will deny to less-developed countries precisely the kind of technology that they need. Overly burdensome Codex standards for GM foods are ominous not only because of their direct effects on research and development, but also because members of the World Trade Organization will, in principle, be required to follow them. These standards will provide cover for unfair trade practices.

Indeed, Jean Halloran of the anti-biotech group Consumers International characterized Codex standards as a legal defence against WTO challenges to countries that arbitrarily interfere with trade in biotech foods. "If there is a Codex standard," she points out, "one country cannot file a challenge [for unfair trade practices] against another country which is following the Codex standard. But when there is no Codex standard, countries can challenge each other on anything."

Unfortunately, Halloran is right. But the unscientific standards and regulations that she defends in the name of the global public actually harm the environment and public health, stifling the development of environmentally friendly innovations that can increase agricultural productivity, help clean up toxic wastes, conserve water, and supplant agricultural chemicals. UN experts themselves warn that the greatest single threat to the planet's environment comes from the world's burgeoning population and its demand that ever more land be devoted to food production.

Scientists worldwide agree that GM is merely a refinement, or improvement, over less precise and predictable genetic techniques that have been used for centuries, but this exquisite new means to develop plants with higher yields and innovative traits will be blocked by the disincentive of unnecessary regulations. Morally, this is no different from permitting the construction of an unsafe dam or knowingly administering a contaminated vaccine. Countless people will needlessly suffer and die as a result of the arbitrary, unscientific restrictions now imposed on our ability to help them to help themselves. The

UN and its secretary-general should be held accountable for this human rights catastrophe.

Henry Miller is a fellow at the Hoover Institution, Stanford University. He was an official in America Food and Drug Administration from 1979 to 1994 and a member of the OECD Group of National Experts on Biotechnology. Gregory Conko is Director of Food Safety Policy at the Competitive Enterprise Institute in Washington, D.C. (1014 words)

Scanning Exercise 2

Try this experiment. This time don't build any familiarity with the text by skimming. Pick up the questions one by one and straightaway scan for the answer. The format is again multiple choices. Elimination would play a key role.

7. (45 seconds)

When did the trilobites become extinct?

(*a*) By the end of the Guadalupian

(*b*) In the early Triassic

(*c*) By the end of the Leonardian

(*d*) In the early Carboniferous

8. (1 minute)

Which of these groups filled the ecological niches left vacant by the extinction of carboniferous?

(*a*) Lycophytes, coniferophytes, protoan-giosperms lineages

(*b*) Hexapoda, Anthropoda lineages

(*c*) Arboniferous, phylogenetic lineages

(*d*) Foraminifers, ammonoids, brachiopods lineages

9. (1 minute)

What is the reason for the independent evolution of `Capitan Reefs' and `fringing reefs'?

(*a*) Separation by Pangaea and Panthalassa

(*b*) Gradual warming of oceans

(*c*) More warming trends of the early Permian

(*d*) They were newly established lineages.

10. (1 minute)

Why does the fossil plant record for the Permian consist chiefly of ferns and lyco phytes?

(*a*) Because of the global cooling during continental glaciations.

(*b*) Because of their adaptation to marshes and swampy environments.

(*c*) Because of their rapid diversification.

(*d*) Because of the extinctions among shallow-water marine organisms during the later parts of the Permian.

11. (1 minute)

Extinctions in the Carboniferous period can be attributed to _____.

(*a*) establishment of new or highly modified marine lineages.

(*b*) competition from phlogenetic lineages.

(*c*) global cooling during continental glaciations.

(*d*) None of these

My comprehension: _____%

(No. of right responses X 20)

Permian life

Life during the Permian was very diverse, and the marine life of the period was perhaps more diverse than that of modern times. The previous period, the Carboniferous, had had two instances of significant marine faunal extinctions that had followed one another in relatively rapid succession. One was at the end of the Early Carboniferous (Mississippian subperiod in North America) and the other at the end of the Middle Carboniferous (the close of the Middle Pennsylvanian). Both may be attributed to global cooling during continental glaciations. The latest Carboniferous witnessed the establishment of new or highly modified marine lineages with relatively little ecological competition from the remnants of what had been highly successful earlier phylogenetic lineages. Most of these lineages are identified as new families or suborders among the foraminifers, ammonoids, brachiopods, bryozoans, bivalves, and some less-studied groups. In Wolfcampian, Leonardian, and Guadalupian times, these newly established lineages underwent rapid evolution and filled a remarkable number of specialized marine ecological niches. Some of this rapid diversification was probably the result of filling the ecological niches left vacant by the extinctions of the Carboniferous. Other factors undoubtedly included the gradual warming of oceans during the latest Carboniferous and the more rapid warming trends of the Early Permian. In paleotropical areas, a succession of carbonate bank, bioherm, and reef faunal associations evolved, which culminated in the late Guadalupian Capitan Reefs of the western United States and the more faunally diverse associations that formed even thicker fringing reefs in the Tethyan area. Because these two sets of tropical marine shallow-water faunal associations were separated by the large supercontinent Pangaea on the one hand and the deep oceanic basin of Panthalassa on the other, they tended to evolve independently of each other.

Extinctions

Near the end of the Guadalupian both of these tropical faunal realms suffered major but incomplete extinctions, and the Djulfian saw a brief and relatively minor evolutionary re-expansion in some of the foraminifers and ammonoids. The trilobites were extinct by the end of the Leonardian. Only a few Permian bryozoan and brachiopod genera, and only one or two species of those genera, survived into the earliest Triassic. Although the magnitude of the extinctions among shallow-water marine organisms during the later parts of the Permian was great, the process took several million years and was accomplished in a series of steps followed by unsuccessful attempts by the surviving faunas to rediversify.

Terrestrial life in the Permian was closely keyed to the evolution of terrestrial plants, which of course were the primary food source for terrestrial animals. The fossil plant record for the Permian consists predominantly of ferns, seed ferns, and lycophytes, which is attributable to their adaptation to marshes and swampy environments. A less abundant fossil record of early coniferophytes and even some protoangiosperms suggests a broad adaptation of these plant groups to progressively drier areas. As discussed earlier, evidence seems to point to gradually warming and drier climates, which would have encouraged plant adaptations to drier conditions.

Another line of evidence suggesting broad plant diversification is found in the evolution of insects; these animals tend to be highly selective in choosing their plant hosts. Among the super class Hexapoda of the phylum Arthropoda, at least 23 ordersare known from the Permian, and of these orders 11 are extinct. By comparison, 250 million years later, there exist only 28 insect orders, and the new orders are mainly those that have adapted to living on the angiosperms or mammals that evolved after Permian time. Permian insects include a huge dragonfly-like creature that had a wingspan of 75 centimetres. (*Encyclopedia Britannica*) (600 words)

Practice Exercise - 4

Construct a Flow Chart of ideas given in the following passages using the technique of mind-mapping.

Passage - 1

There is a widespread opinion that liberalism is distinguished from other political movements by the fact that it places the interests of a part of society-the propertied classes, the capitalists, the entrepreneurs-above the interests of the other classes. This assertion is completely mistaken. Liberalism has always had in view the good of the whole, not that of any special group. It was this that the English utilitarians meant to express-although, it is true, not very aptly-in their famous formula, "the greatest happiness of the greatest number." Historically, liberalism was the first political movement that aimed at promoting the welfare of all, not that of special groups. Liberalism is distinguished from socialism, which likewise professes to strive for the good of all, not by the goal at which it aims, but by the means that it chooses to attain that goal.

If it is maintained that the consequence of a liberal policy is or must be to favor the special interests of certain strata of society, this is still a question that allows of discussion. It is one of the tasks of the present work to show that such a reproach is in no way justified. But one cannot, from the very outset, impute unfairness to the person who raises it-, though we consider his opinion incorrect, it could very well be advanced in the best of faith. In any case, whoever attacks liberalism in this way concedes that its intentions are disinterested and that it wants nothing but what it says it wants.

Quite different are those critics of liberalism who reproach it for wanting to promote, not the general welfare, but only the special interests of certain classes. Such critics are both unfair and ignorant. By choosing this mode of attack, they show that they are inwardly well aware of the weakness of their own case. They snatch at poisoned weapons because they cannot otherwise hope for success.

If a doctor shows a patient, who craves food detrimental to his health the perversity of his desire, no one will be so foolish as to say: "The doctor does not care for the good of the patient; whoever wishes the patient well must not grudge him the enjoyment of relishing such delicious food." Everyone will understand that the doctor advises the patient to forgo the pleasure that the enjoyment of the harmful food affords solely in order to avoid injuring his health. But as soon as the matter concerns social policy, one is prone to consider it quite differently. When the liberal advises against certain popular measures because he expects harmful consequences from them, he is censured as an enemy of the people, and praise is heaped on the demagogues who, without consideration of the harm that will follow, recommend what seems to be expedient for the moment.

Flow Chart

Passage - 2

Human nature is one of those things that everybody talks about but no one can define precisely. Every time we fall in love, fight with our spouse, get upset about the influx of immigrants into our country, or go to church, we are, in part, behaving as a human animal with our own unique evolved nature—human nature.

This means two things. First, our thoughts, feelings, and behavior are produced not only by our individual experiences and environment in our own lifetime but also by what happened to our ancestors millions of years ago. Second, our thoughts, feelings, and behavior are shared, to a large extent, by all men or women, despite seemingly large cultural differences.

Human behavior is a product both of our innate human nature and of our individual experience and environment. In this article, however, we emphasize biological influences on human behavior, because most social scientists explain human behavior as if evolution stops at the neck and as if our behavior is a product almost entirely of environment and socialization. In contrast, evolutionary psychologists see human nature as a collection of psychological adaptations that often operate beneath conscious thinking to solve problems of survival and reproduction by predisposing us to think or feel in certain ways. Our preference for sweets and fats is an evolved psychological mechanism. We do not consciously choose to like sweets and fats; they just taste good to us.

The implications of some of the ideas in this article may seem immoral, contrary to our ideals, or offensive. We state them because they are true, supported by documented scientific evidence. Like it or not, human nature is simply not politically correct.

Flow Chart

Passage - 3

Economy of Scale (ES) aims at achieving mass production with least input expenses, both in terms of labor and financial investments. With the gradual development of a company, its manufacturing units and their capacities multiply automatically. As bulk production increases, all related investments reduce extensively, leading to substantial financial savings on the part of the company. This is an ideal condition for the Economy of Scale to prosper effectively.

Adam Smith, the renowned economist and philosopher strongly supported the theory of Economy of Scale. According to him, the twin policies of specialization in industrial fields and division of labor facilitate acquisition of maximum returns from minimum investments. This method helps the manufacturing companies to focus on a particular job and improve the associated skills through repetitive actions. This in turn, leads to simultaneous reduction in the investment of money and time and increase in the rate of production.

The famous British economist Alfred Marshall classifies Economy of Scale into two different types, the External and Internal Economies of Scale. External Economy of Scale is defined in terms of increase in the rate of production and general fall in the industry level expenses, the benefits of which are enjoyed by all members of the industry. With the development of scopes for varied industrial activities, the total expenses of the company involved in that particular industry decreases automatically. Internal Economy of Scale, on the other hand, strives to decrease costs and increase production within the four walls of a company.

Things to do:

Collect old issues of *Time Magazine, Newsweek, National Geographic, Economist* and Indian business magazines from friends and relatives or even the neighbourhood used book shop. Practise skimming and scanning. You will see that it brings great value addition. The subjects you found boring earlier suddenly become interesting and you don't mind reading any more, because you are now able to adjust your style of reading according to your interest.

Further reading:

Search for ebooks at : http://www.gutenberg.net/index.shtml

Read Novels which are termed classics. They are too numerous to list. However, names like, Virginia Woolf, Charles Dickens, Charlotte Bronte, Victor Appleton, Jane Austen, Edgar Rice Burroughs, Henry James, Jack London, Charles Dickens, Hermann Melville, O.Henry, Mark Twain, H.G Wells... are some of them. The list is neither representative nor in any way indicative of importance.

Assess yourself Learning Objectives

To apply the concepts learnt in the earlier chapters in test taking.

TEST - 1

Total questions: 9 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

Thought is a power in itself, one of the great forces of the Universe, and ultimately the greatest of forces, directing all the others. This idea is rapidly spreading through many countries and through all classes, but it is still very much "in the air." It is to a great extent as yet only in a gaseous condition, vague and nebulous, and so not leading to the practical results, which might be expected of it, if it were consolidated into a more workable form. We are like some amateurs who want to paint finished pictures before they have studied the elements of Art, and when they see an artist do without difficulty what they vainly attempt, they look upon him as a being specially favoured by Providence, instead of putting it down to their own want of knowledge. Thought is the great power of the Universe. But to make it practically available we must know something of the principles by which it works--that it is not a mere vaporous indefinable influence floating around and subject to no known laws, but that on the contrary, it follows laws as uncompromising as those of mathematics, while at the same time allowing unlimited freedom to the individual.

1. The style of the passage can be best described as:

(a) Analytical

(b) Narrative

(c) Argumentative

(d) Discursive

2. Which of the following options best describes an amateur artist?

(a) One who admires the work of other artists but does not make an attempt to learn from them.

(b) One who envies the work of superior artists but is wary of giving credit to them.

(c) One who admires the effortless ease with which a superior artist paints something which they struggle to do.

(d) One who doesn't realise that it is not the lack of talent but that of knowledge which makes an artist incapable of doing something.

Passage - 2

It is worse than useless to deplore the irremediable; yet no man, probably, has failed to mourn the fate of mighty poets, whose dawning gave the promise of a glorious day, but who passed from earth while yet the light that shone in them was crescent. That the world should know Marlowe and Giorgione, Raphael and Mozart, only by the products of their early manhood, is indeed a cause for lamentation, when we remember what the long lives of a Bach and Titian, a Michelangelo and Goethe, held in reserve for their maturity and age. It is of no use to persuade ourselves, as some have done, that we possess the best work of men untimely slain. Had Sophocles been cut off in his prime, before the composition of "Oedipus"; had Handel never merged the fame of his forgotten operas in the immortal music of his oratorios; had Milton been known only by the poems of his youth, we might with equal plausibility have laid that flattering unction to our heart. And yet how shallow would have been our optimism, how fallacious our attempt at consolation. There is no denying the fact that when a young Marcellus is shown by fate for

one brief moment, and withdrawn before his springtime has bought forth the fruits of summer, we must bow in silence to the law of waste that rules inscrutably in nature.

Such reflections are forced upon us by the lives of three great English poets of this century. Byron died when he was thirty-six, Keats when he was twenty-five, and Shelley when he was on the point of completing his thirtieth year. Of the three, Keats enjoyed the briefest space for the development of his extraordinary powers. His achievement, perfect as it is in some poetic qualities, remains so immature and incomplete that no conjecture can be hazarded about his future. Byron lived longer, and produced more than his brother poets. Yet he was extinguished when his genius was still ascendant, when his "swift and fair creations" were issuing like worlds from an archangel's hands. In his case we have perhaps only to deplore the loss of masterpieces that might have equalled, but could scarcely have surpassed, what we possess. Shelley's early death is more to be regretted. Unlike Keats and Byron, he died by a mere accident. His faculties were far more complex, and his aims were more ambitious than theirs. He therefore needed length of years for their co-ordination; and if a fuller life had been allotted him, we have the certainty that from the discords of his youth he would have wrought a clear and lucid harmony.

A student of Shelley's life, the sincere admirer of his genius, is almost forced to strike a solemn key-note at the outset. We are not concerned with one whose "little world of man" for good or ill was perfected, but with one whose growth was interrupted just before the synthesis of which his powers were capable had been accomplished.

3. Which of the following options best describes the central theme of the passage?

(a) Three great poets died in the prime of youth, but Shelley's death was most regrettable as he died before his talent blossomed fully.

(b) Great poets often meet with an untimely death and people are left mourning the fate of great poets.

(c) Most great poets die early and we possess the work of great men who suffered an untimely death.

(d) The lives of three great poets were similar in that they were all cut short giving the world only a glimpse of their greatness.

4. What is the "flattering unction" that the author refers to in the first paragraph?

(a) The fact that Sophocles and Handel had not been cut off in their prime before the composition of their best works.

(b) The consolation that great writers and poets produced their best pieces before an early demise.

(c) The fact that greatness is not a function of age.

(d) The belief that artists like Mozart and Raphael are known by the products of their later life rather than those of their early years.

5. The author mentions archangels in order to:

(a) Highlight the divine nature of Keats' work.

(b) Show the importance of religion in the works of great poets.

(c) Highlight the perfection of Byron's work.

(d) Show his admiration for Byron's work.

6. The author is least likely to agree with which of the following options?

(a) Titian and Michelangelo's works became better with age and maturity.

(b) Had Byron lived longer he might not have bettered his masterpieces.

(c) Shelley had not matured as a poet when he died.

(d) Compared to Shelley, Keats' poetry was more mature, complete and perfect.

Passage - 3

I do not know when the expression "the dead languages" was invented: but certainly Latin and Greek have been treated as very dead languages by the great majority of teachers for a very long time. And as "modern subjects," history, geography, modern languages and literature, gradually thrust their way into the curriculum, each was subjected as far as possible to the same mummification. There is a theory still widely held among teachers that the value of a subject or of a method of instruction depends upon the amount of drudgery which it involves or the degree of repulsion which it excites. The theory rests upon a confusion between the ideas of discipline and punishment, which itself is probably due to the strongly Judaistic tone of our so-called Christianity. At any rate, far too many schoolmasters suffer from conscientious scruples about allowing the spirits of freedom, initiative, curiosity, enjoyment, to blow through their class rooms.

There has been, always to some extent, but with gathering force in recent years, a natural revolt against this mixture of puritanism, scholasticism, and dilettantism, which made the intellectual side of public school education such a failure except for the few who were born with the spoon of scholarship in their mouths. The eruption of that turbulent rascal, natural science, has perhaps had most to do with humanising our humanistic studies. It was a great step when boys who could not make verses were allowed to make if it was but a smell; and even breaking a test-tube once in a while is more educative than breaking the gender-rules every day of the week. Many of my friends, who label themselves humanists, are in a panic about this, and look upon me sadly as a renegade because I, who owe almost everything to a "classical education," am ready (they think) to sell the pass of "compulsory Greek" to a horde of money-grubbing barbarians who will turn our flowery groves of Academe into mere factories of commercial efficiency. But fear is a treacherous guide. I check their forebodings by reference to concrete personalities, myself, my children, and the hundreds of boys I have known. And I see plainly that literature is a permanent and indispensable and even inevitable element in our education; and that moreover it can only have free scope and growth in the expanding personality of the young in a due and therefore a varying harmony with other interests. I and my children and my schoolboys have, as Aristotle rightly saw, an appetite for knowledge, and that appetite cannot be satisfied, though it may be choked, by a sole diet of literature. We resent, in our inarticulate way, these sneers at our Philistinism, commercialism, athleticism, materialism, from dim-eyed pedants on the one hand and superior persons on the other, who have evidently forgotten, if they ever saw, the whole purport of that Greek literature the name of which they take in vain. If we are to shut our eyes to all the "things" which evoke it, it becomes what it is to so many, whose education has been in name predominantly literary, "a tale told by an idiot, full of sound and fury, signifying nothing."

7. Which of the following options best describes the author's views on school teachers?

(a) They are guided by rigid scruples and rules of Christianity.

(b) They treat Greek and Latin as dead languages.

(c) They are the products of the overly Judaistic tones of Christianity.

(d) They are rigid in their outlook and approach to teaching.

8. According to the passage, " a tale told by an idiot, full of sound and fury, signifying nothing" refers to:

(a) Greek literature as it is taught in schools.

(b) literature of any kind as it is being taught in schools.

(c) teaching only literature to the students and excluding all other subjects.

(d) teaching literature in a rigid manner and not giving students any scope for creativity.

9. By "philistinism" the author means:

(a) materialism.

(b) spiritualism.

(c) liberalism.

(d) conservatism.

TEST - 2

Total questions: 10 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

It has been said of the Italians of the Renaissance that with so much of unfairness in their policy, there was an extraordinary degree of fairness in their intellects. They were as direct in thought as they were tortuous in action and could see no wickedness in deceiving a man whom they intended to destroy. To such a charge Machiavelli would have willingly owned himself answerable. He observed, in order to know, and he wished to use his knowledge for the advancement of good. To him the means were indifferent, provided only that they were always apt and moderate in accordance with necessity. A surgeon has no room for sentiment: in such an operator pity were a crime. Machiavelli applied his eye, his brains, and his knife with a relentless persistence, which, only because it was so faithful, was not called heroic. And we know that he suffered in the doing of it. But there was no other way. His patriotism for Italy as a fatherland never glowed more brightly than when Italy lay low in shame, and ruin, and despair. His faith never faltered, his spirit never shrank. And the Italy that he saw, through dark bursts of storm, broken and sinking, we see to-day riding in the sunny haven where he would have her to be.

1. Which one of the following options sums up Machiavelli's philosophy in life?

(a) Fairness in intellect is more important than fairness in policy.

(b) Efficiency and Sentiment do not go together.

(c) The end justifies the means.

(d) Faith becomes stronger in the face of adversity.

Passage - 2

A somewhat minute analysis of the novels and romances of Maupassant would suffice to demonstrate that he suffered from an excess of nervous emotionalism. Nine times out of ten, what is the subject of these stories to which freedom of style gives the appearance of health? A tragic episode. I cite, at random, "Mademoiselle Fifi," "La Petite Roque," "Inutile Beaute," among the novels, and among the romances, "Une Vie," "Pierre et Jean". His imagination aims to represent the human being as imprisoned in a situation at once insupportable and inevitable. The spell of this grief and trouble exerts such a power upon the writer that he ends stories commenced in pleasantry with some sinister drama. Let me instance "Saint-Antonin," A Midnight Revel," "The Little Cask," and "Old Amable." You close the book at the end of these vigorous sketches, and feel how surely they point to constant suffering on the part of him who executed them.

This is the leading trait in the literary physiognomy of Maupassant, as it is the leading and most profound trait in the psychology of his work, viz, that human life is a snare laid by nature, where joy is always changed to misery, where noble words and the highest professions of faith serve the lowest plans and the most cruel egoism, where chagrin, crime, and folly are forever on hand to pursue implacably our hopes, nullify our virtues, and annihilate our wisdom. But this is not the whole.

Maupassant has been called a literary nihilist—but (and this is the second trait of his singular genius) in him nihilism finds itself coexistent with an animal energy so fresh and so intense that for a long time it deceives the closest observer. In an eloquent discourse, pronounced over his premature grave, Emile Zola well defined this illusion: "We congratulated him," said he, "upon that health which seemed unbreakable, and justly credited him with the soundest constitution of our band, as well as with the clearest mind and the sanest reason. It was then that this frightful thunderbolt destroyed him."

It is not exact to say that the lofty genius of De Maupassant was that of an absolutely sane man. We comprehend it to-day, and, on re-reading him, we find traces everywhere of his final malady. But it is exact to say that this wounded genius was, by a singular circumstance, the genius of a robust man. A physiologist would without doubt explain this anomaly by the coexistence of a nervous lesion, light at first, with a muscular, athletic temperament. Whatever the cause, the effect is undeniable. The skilled and dainty pessimism of De Maupassant was accompanied by a vigor and physique very unusual. His sensations are in turn those of a hunter and of a sailor, who have, as the old French saying expressively puts it, "swift foot, eagle eye," and who are attuned to all the whisperings of nature.

2. It can be inferred that Guy De Maupassant was

(a) an incorrigible romantic.

(b) an incurable optimist.

(c) an admirable realist.

(d) a subtle defeatist.

3. Based on the passage, what can be the likely cause of Guy De Maupassant's death?

(a) It was probably due to mental illness.

(b) It was probably the result of an accident.

(c) It was definitely the result of a long illness

(d) It was probably a suicide.

4. Which of the following describes Mauppassant best?

(a) A cheerful young man with a weak heart.

(b) An energetic young man with an aggressive attitude

(c) An energetic man with a pessimistic mindset.

(d) A perfectly sane mind in a fit body.

5. Which of the following words best describes the constitution of Maupassant?

(a) An irony. *(b)* An illusion. *(c)* A delusion. *(d)* A paradox.

Passage - 3

In the earliest Vedic literature are found not only hymns in praise of the accepted gods, but also doubts in regard to the worth of these gods; the beginnings of a new religion incorporated into the earliest records of the old. And later, when, Megasthenes was in India, the descendants of those first theosophists were still discussing the questions that lay at the root of all religions. And in many things they held the same opinions with the Greeks: saying that the universe was begotten and will be destroyed, and that the world is a sphere, that there are different beginnings of all things, but water is the beginning of world-making.

India's literature is preeminently priestly and religious. Religion forms either the subject-matter of the most important works, or, as in the case of the epics, the basis of didactic excursions and sectarian interpolations, which impart to worldly themes a tone peculiarly theological. History and oratory are unknown in Indian literature. The early poetry consists of hymns and religious poems; the early prose, of liturgies, linguistics, "law," theology, sacred legends and other works, all of which are intended to supplement the knowledge of the Veda, to explain ceremonies, or to inculcate religious principles. At a later date, formal grammar and systems of philosophy, fables and commentaries are added to the prose; epics, secular lyric, drama, the Puranas and such writings to the poetry. But in all this great mass, till after the Hindus came into close contact with foreign nations, notably the Greek, from which has been borrowed, perhaps, the classical Hindu drama,—there is no real literature that was not religious originally, or, at least, so apt for

priestly use as to become chiefly moral and theosophic; while the most popular works of modern times are sectarian tracts, Puranas, Tantras and remodelled worldly poetry. The sources from which knowledge of Hindu religions is to be drawn are the best possible-the original texts. The information furnished by foreigners, from the times of Ktesias and Megasthenes to that of Mandelslo, is considerable; but one is warranted in assuming that what little in it is novel is inaccurate, since otherwise the information would have been furnished by the Hindus themselves; and that, conversely, an outsider's statements often may give an inexact impression through lack of completeness; as when—to take an example that one can control—Ktesias tells half the truth in regard to ordeals. His account is true, but he gives no notion of the number or elaborate character of these interesting ceremonies.

The sources to which we shall refer will be the two most important collections of Vedic hymns—the Rig Veda and the Atharva Veda; the Brahmanic literature, with the supplementary Upanishads, and the Sutras or mnemonic abridgments of religious and ceremonial rules; the legal texts, and the religious and theological portions of the epic; and the later sectarian writings, called Puranas. The great heresies, again, have their own special writings. Thus far we shall draw on the native literature. Only for some of the modern sects, and for the religions of the wild tribes which have no literature, shall we have to depend on the accounts of European writers.

6. The author would recommend which of the following to a student of Hindu religion?

(a) The accounts of foreigners like Megathenes.

(b) The accounts of the Greek scholars.

(c) The original religious texts of the Hindus.

(d) The later books and commentaries on Hinduism.

7. What contradictory feature of early Vedic literature is mentioned by the author in the passage?

(a) Vedic literature was pre-eminently priestly and religious.

(b) They are the best sources of Hindu religion.

(c) They assimilated writings of foreigners also.

(d) They contained both hymns in praise of gods and doubts in regard to the worth of the gods.

8. "Didactic excursions" in the passage means:

(a) Intended to teach moral lessons.

(b) Used as guides in religious trips

(c) Intended to delay religious examinations

(d) Intended to aid understanding of religion.

9. Literature in India was:

(a) Mostly classical drama.

(b) Mostly religious.

(c) Mostly dialectic.

(d) Mostly superstitious.

10. According to the author, the accounts of European writers:

(a) Are not accurate about religious and ceremonial rules.

(b) Can be used for religions and sects which have no literature.

(c) Are only useful for legal interpretations of texts.

(d) Are the modern versions of epics and mythologies.

TEST - 3

Total questions: 10 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

With an aim to check flow of black money and evasion of taxes through stock market, market regulator Sebi has decided to impose hefty penalty on brokers facilitating such transactions from tomorrow. The regulator recently came across a loophole in its existing regulations, which was being abused by stock brokers for facilitating tax evasion and flow of black money through fictitious trades in lieu of hefty commissions. To remove this anomaly, Sebi has asked stock exchanges to penalise the brokers transferring trades from one trading account to another after terming them as `punching' errors. The penalty could be as high as 2% of the value of shares traded in the `wrong' account, as per new rules coming into effect from August 1.

In a widely-prevalent, but secretly operated practice, the people looking to evade taxes approach certain brokers to show losses in their stock trading accounts, so that their earnings from other sources are not taxed. These brokers are also approached by people looking to show their black money as earnings made through stock market. In exchange for a commission, generally 5-10% of the total amount, these brokers show desired profits or losses in the accounts of their clients after transferring trades from other accounts, created for such purposes only.

The brokers generally keep conducting both `buy' and `sell' trades in these fictitious accounts so that they can be used accordingly when approached by such clients. In the market parlance, these deals are known as profit or loss shopping. While profit is purchased to show black money as earnings from the market, the losses are purchased to avoid tax on earnings from other sources.

As the transfer of trades is not allowed from one account to the other in general cases, the brokers show the trades conducted in their own fictitious accounts as `punching' errors.

The regulations allow transfer of trades in the cases of genuine errors, as at times `punching' or placing of orders can be made for a wrong client. To check any abuse of this rule, Sebi has asked the bourses to put in place a robust mechanism to identify whether the errors are genuine or not. At the same time, the bourses have been asked to levy penalty on the brokers transferring their non-institutional trades from one account to the other. The penalty would be 1% of the traded value in wrong account, if such trades are up to 5% of the broker's total non-institutional turnover in a month. The penalty would be 2% of trade value in wrong account, if such transactions exceed 5% of total monthly turnover in a month.

1. What is central idea of the passage?

(a) Sebi aims to check black money and tax evasion.

(b) To highlight the misuse of punching errors by stock brokers and their clients.

(c) To highlight tax evasion through secret practices followed by brokers.

(d) Sebi has amended rules to check black money and tax evasion.

2. It can be inferred that

(a) Clients approach brokers with fictitious accounts and buy a "profit" or a "loss" deal.

(b) Clients ask brokers to create fictitious accounts that conduct both `buy' and `sell' trades.

(c) Clients approach brokers to create fictitious accounts that conduct a "profit" or a "loss" deal.

(d) Clients approach brokers with fictitious accounts and vend a "profit" or "loss" deal.

3. According to the passage

(a) Brokers are no longer allowed to show their errors for an order that has been placed for a wrong client and are to be penalized by the stock exchanges.

(b) Sebi has placed a fixed penalty on brokers transferring their non-institutional trades from one account to the other.

(c) Sebi will allow transfer of trades in the case an order has been placed for a wrong client.

(d) It is an open practice for people to approach brokers to show losses in their stock trading accounts.

Passage - 2

The challenges facing Europe are big, but they're not mysterious. The issues are sovereign debt, vulnerable banks, and a poorly designed currency area. Peripheral debts should be addressed through austerity, sure. But unsustainable debt loads need to be written down. Banks should be recapitalised to prevent trouble in financial markets. Emergency funds should be bolstered to fight sovereign and banking contagion. And substantial fiscal integration must take place, including fiscal transfers to support peripheral economies while they get their budgets in order. The central bank should also stop fighting the phantom of accelerating inflation.

European leaders know what they need to do. They have been slow to do it for two reasons. First, the magnitude of the commitment necessary to save the union is uncertain, and they don't want to pay a penny more than is necessary. And second, the distribution of the costs of the commitment is uncertain. The euro-zone economy appears to be heading back into recession. Industrial activity is already shrinking in Greece, Ireland, Italy, Portugal, and Spain. And yields on peripheral debt are rising. A real sovereign-debt crisis in Italy would pose a serious threat to the euro zone itself and to the European economy. Now is the time for those who can to pay whatever it takes to save the situation. But among the euro zone's top leadership there is a stunning complacency.

4. The passage is about:

(a) The global economic crisis.

(b) Debt in Europe.

(c) The failure of leadership in Europe.

(d) Steps to avoid a financial meltdown.

Passage - 3

Many philosophers have tried to describe `individuals' who decides to live a higher kind of life. One of them is the human psychologist Abraham Maslow. He believes that every man is born with a huge potential which he can exploit or choose not to, in other words, every single man is capable of obtaining perfection but can also deny it.

From Maslow's point of view we built up our personality, our entire being according to the well-known "pyramid of needs". This pyramid has seven levels; the first level contains the vital needs such as hunger, thirst, the need to sleep while the seventh level represents the need to have the self fulfilled. Very few people get to this level and only a few of the few get to the optional 8th level of the pyramid, having the so called "peak experience". The reason why only a few people decide to fulfill the self is the fact that it has a high cost. The individual who chooses to live this different kind of life has to make a lot of sacrifices in order to achieve the following characteristics.

Firstly, they get to the point where they have an efficient perception of the reality. This means that the experience led them to see through the social mask that people around them are wearing and they can easily perceive the falsity of themselves and of the others. The price they pay is that they decide to unmask the ones trying to flatter them in order to obtain a certain benefit and they also stop using masks. Secondly, they have totally

unconditioned acceptance towards themselves and the others. This does not mean they give up on changing themselves in more complex and better persons, but when they fail they are not angry because they know what they are made of and they know their weaknesses and accept them, and know that one day they will overcome all their shortcomings. This leads to spontaneity in actions and creativity in all the things they do.

The very few who have peak experiences also have this characteristic of seeing beyond the logic of things, culminating with mystical experience. They believe in free will but also accept God's sovereignty. There are a lot of other attributes they have, but one that stands out from a far is the fact that they manage to see all things and situations from the eyes of a child. They can find again old things and still remain amazed. They are those who refuse to fall in the process of habituation. This means that even though they are overexposed to a stimulus they choose, on purpose not to get bored, but on contrary they choose to marvel at it and rediscover the qualities.

5. Which of the following is the author most likely to agree with?

I. As per human psychologist Abraham Maslow, `individuals' are defined as those who decides to live a higher kind of life.

II. Unconditioned acceptance leads to creativity.

III. Peak experience is very costly to obtain.

(a) II, III *(b)* Only II *(c)* I, III *(d)* Only III.

6. It can be inferred that Maslow's "pyramid of needs" is

(a) Hierarchal

(b) Progressive

(c) Digressive

(d) Self regulated

7. Which of the following characteristics is not essential in order to achieve `peak experience'?

(a) Perceiving and unmasking falsity.

(b) Childlike innocence.

(c) Ability to culminate with the mystical experience.

(d) Creativity

Passage - 4

The year 1386 marks a significant break in Chaucer's life. Soon after the Wonderful Parliament he vacated his position at the Port of London, and left London for Kent. The period of his work for the king on diplomatic business and later as official at the Customs gave way to a more detached life, away from London and the court at Westminster. Chaucer was to slowly reassume official positions later in the 1380s and 1390s, but he was never to return to either the early closeness to the royal court or his position at the very centre of metropolitan life in London. The records featuring Chaucer illustrate two things: First, the number of records and the fact that most of them were issued from Chancery or other government departments illuminate the ever expanding central government. Second, the fact that Chaucer, a man not of noble birth or in any way connected to the aristocracy, survived and indeed prospered in this machinery goes to show that many official functions were increasingly executed by the emerging social group of people like Chaucer, who were capable of fulfilling official task to the satisfaction of their superiors.

Since Gower apparently never pursued a sustained career at the royal court or within the City of London, it is not possible to single out individual events in his biography to the extent possible in Chaucer's case. Gower does not seem to have fully severed his ties with those parts of society close to the royal court at Westminster and merchant circles in London of which Chaucer was a member, and his poetry strongly suggests that he was an astute social observer and commentator. Still, as I have indicated already, we simply do

not have the kind of firm documentary evidence that we have in the case of his contemporary and friend. The purpose of the following paragraphs is to outline Gower's connection with the law as well as his choice of living quarters within the Priory of St Mary Overie in Southwark, assessing the impact on and significance for his poetics and politics.

8. The style of the passage is

(a) comparative *(b)* analytical *(c)* narrative *(d)* descriptive

9. According to the passage

(a) There is more evidence to assess the impact of Chaucer's experiences on his writings.

(b) There is less evidence to assess the impact of Chaucer's experiences on Gower's writings.

(c) There is more evidence to assess the impact of Chaucer's experiences on his poetry.

(d) There is less evidence to assess the impact of Gower's experiences on his poetry.

10. It can be inferred that Chaucer and Gower were both

(a) poets *(b)* competitors *(c)* lawyers *(d)* cannot be determined

TEST - 4

Total questions: 9 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

In today's politics, expecting idealism is against realism. Let's take the example of the current American president. Barack Obama, in his campaign for the presidential elections, emphasized on two important weaknesses of the Bush administration. He presented before the people how the Bush administration was committing atrocities on people in countries, such as Iraq and Afghanistan, and how it was misusing the finances of the people of America. He then went onto present before the people, an idealistic view of the future of USA, under his presidency. He created a utopia of idealism. People believed in this idealistic future and Obama was elected the president. Thus, in politics, idealism is projected as realism and people fall for it as the common people in their heart of hearts want to live in a perfect country, in a perfect neighborhood , in a perfect house with a perfect family. Politicians target people's idealistic nature to create a false sense of realism.

Thus, in today's world, there cannot be a debate on idealism vs realism, as idealism has virtually vanished from everywhere. If we look at various business organizations, they may pretend that they are working for a social cause. But in reality, the only thing they are concerned about is their profits and turnovers. If we look at individuals, idealistically, no one should be deprived of food, clothing and shelter. But in reality, people die of hunger everyday in certain Asian and African countries. Still, people are optimistic of a better future. It is this optimism that keeps idealism alive and also the debate of "idealism vs realism".

1. Which of the following is a valid question that the passage above seems to answer?

(a) Can politics be based on Idealism or Realism?

(b) Is the debate of Idealism vs Realism valid in today's world?

(c) Is the debate of Idealism vs Realism possible in today's world?

(d) Can Idealism vs Realism be debated on in the modern world?

2. Which of the following can be inferred ?

(a) The author disapproves the Obama election campaign.

(b) The author is derisive of the Obama election campaign.

(c) The author is neutral about the Obama election campaign.

(d) The author is appreciative of Obama election campaign.

3. Which of the following is true?

I. The finances of the people of America were being misused in Iraq and Afghanistan by the American establishment.

II. Organizations merely pretend to be philanthropic.

III. Optimism has kept the debate lively.

(a) I *(b)* II, III *(c)* I, II, III *(d)* I, II

Passage - 2

There are five basic philosophies of education namely idealism, realism, perennialism, experimentalism and existentialism. Idealism is based on the view that students should be taught wisdom through the study of literature, history, philosophy, and religion. The focus is on making the students intellectually sound and moralistically right, so that they can serve the society in a better way. The teaching methods used are lectures, discussions and dialogs, that is, all the methods which stimulate the mind. Moral lessons are taught by giving examples of people from history. In short, the focus is on education of the mind through intuition and introspection.

Realism, on the other hand, is based on the view that students should learn about the world and the universe by studying science and mathematics. The focus is on making the students understand that reality is in the physical world, that is, what we see around us. Realism emphasizes on providing factual information to the students and teaching them the laws of the nature. The teacher presents the subject very systematically to the students. There is a standard curriculum, which is taught to all the students. Moral lessons are taught in the form of certain rules, which all the students have to follow. Focus is on education through experimentation and critical, scientific thinking.

A combination of realism and idealism and all the other philosophies is a prerequisite for teaching children effectively. An example is the American schooling, which borrows something or the other from each of the above mentioned philosophies.

4. Which of the following can be validly inferred from the passage ?

(a) American schooling is the most effective schooling system.

(b) Idealism focuses on educating young minds to ensure they become servile to the society.

(c) Realism focuses on systematic education.

(d) None.

5. Which of the following will the author agree with ?

I. Young minds get stimulated by effective lectures, discussions and dialogs.

II. Idealism focuses more on moral lessons while realism focuses more on the way morals are taught.

III. Education system that focuses on either idealism or realism is insufficient.

(a) Only I *(b)* I, III *(c)* Only III *(d)* I, II, III

Passage - 3

As strange as it is, the anthropology of religions is a matter of interest among people. The present scenario of the world, demands a large scale awareness amongst people about other faiths. There is a growing need, in this world growing smaller every passing minute, to get acquainted with a wider variety of people, their lifestyles, likes and dislikes or the

way of thinking. In fact, to sustain better relations and increase our own acceptability, it is important to develop a deeper understanding and respect for other kinds of people. This knowledge developed as a result of curiosity and enthusiasm among many individuals about their counterparts on other parts of the globe. But today, it has become a necessity, to understand fellow human beings to avoid conflict or tensions and improve the quality of human life.

Anthropology of religions deals with a comparative study of religions based on what people think, want or believe, what they do (their way of living), the way they socialize or relate to others and ultimately what they feel about the existing circumstances. These areas constitute the morphology of religion. A religion may influence sports, business or politics that are a dominant aspect of human life, and the way these are practiced. The understanding of a religion depends on the understanding of these facets of life, as they are an integral part of every human community. Christianity or Islam, for example, have a basic characteristic which is the relationship of human beings with the Divine. These religions are, in fact, defined on their belief system or conceptualization. But, there are other religions like Hinduism or Jainism for which religion is much more than a belief system. Religion, according to these faiths is a way of life in harmony with their conceptual aspect.

Certain features are common in almost all religions, like prayer or meditation. For instance, prayers are offered in various faiths to different gods and goddesses for a number of reasons, but there is a similarity in this practice. People pray for health, well-being, for protection against natural disasters or simply for spiritual reasons like the praise of their deity. All these reasons and forms of prayer are different within the same religion yet common for all religions. There are social forms of religious behavior like the formation of voluntary communities, places of worship and associated social gatherings, functions of individuals and so on.

A comparative study of many such aspects brings out a wealth of information. It helps one to appreciate the similarities and differences of different religions. Leo Tolstoy aptly reflects on religion in the following words, `The essence of any religion lies solely in the answer to the question: why do I exist, and what is my relationship to the infinite universe that surrounds me? It is impossible for there to be a person with no religion (i.e. without any kind of relationship to the world) as it is for there to be a person without a heart. He may not know that he has a religion, just as a person may not know that he has a heart, but it is no more possible for a person to exist without a religion than without a heart.'

6. Why does the author mention , `As strange as it is, the anthropology of religions is a matter of interest among people.' ?

(a) To explain why people study the anthropology of religions.

(b) To state the importance of religion in people's lives.

(c) To state why anthropology is so important in the context of religion.

(d) To explain why religion is so important in the context of anthropology.

7. The author of the passage is most likely to agree with which of the following?

(a) Religion strongly influences dominant aspect of human life, like sports, business or politics.

(b) Religions are usually defined and segregated on the basis of their conceptualization.

(c) The comparative study of religious aspects helps one to appreciate the similarities and differences of different religions.

(d) Fellow human beings can be understood in order to improve the quality of human life.

8. Which of the following is most likely the source of the passage?

(a) Introductory Chapter in a Text book on Anthropology.

(b) Editorial of a Newspaper.

(c) Blog on Religion.

(d) Article in Newspaper.

Passage - 4

Spinoza,the 17th-century rationalist, who made every claim for reason that has ever been made, was for many years considered too insignificant to refute. He argued that there is only one substance, which can be viewed alternatively as God or nature, and from whose essence each and every finite thing, or modification, follows. (As being unmarried follows from being a bachelor.) Those of us in Anglo-American philosophy looked askance at system-builders like Spinoza, setting our sights on more feasible problems (such as showing why, precisely, being unmarried follows from being a bachelor).

Spinoza did say that, when pondering the problem of evil, we err by judging the universe from the point of view of humans. He also said that "the rational quest of what is useful to us" (in which he was entirely in favour) "teaches us the necessity of associating ourselves with our fellow men, but not with beasts, or things, whose nature is different from our own."

Today, we value any early modern who sides against Descartes' dualism between mind and body. Spinoza not only rejected such dualism, but also denied the dualism between cognition and emotion. In Looking for Spinoza, neuroscientist Antonio Damasio expresses his amazement that Spinoza reasoned his way to the integration between thinking and feeling, which Damasio has now verified in his laboratory.

9. Which of the following statements about Spinoza is incorrect according to the passage?

(a) Spinoza believed that reason and sentiment are not different entities, but flow from the same source.

(b) Spinoza believed that all finite things on earth originate from the same source.

(c) Spinoza rejected Damasio's dualism which differentiated between cognition and emotion.

(d) Damasio verified what Spinoza postulated.

TEST - 5

Total questions: 9 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

The scientific study of aesthetics can be traced back to the beginning of experimental psychology and the work of Gustav Theodor Fechner in the second half of the nineteenth century. Among other things, Fechner showed that certain abstract forms and proportions are naturally pleasing to our senses. For example, he conducted experiments to show that a rectangle is most pleasing when its side lengths are in the golden ratio of approximately 1:1.618. He argued that the empirical study of aesthetics must proceed from the bottom up, where aesthetic concepts and principles are assembled from individual pieces of objective knowledge. This approach, which he called "aesthetics from below" contrasted sharply with what he called "aesthetics from above" in which knowledge of aesthetic phenomena was derived primarily from conceptual and introspective analysis.

Continuing in Fechner's footsteps, experimental psychologists in the second half of the last century have identified a wide range of factors influencing our aesthetic responses. For example, they have shown that our judgments of aesthetic preference and our feeling of aesthetic pleasure are governed by stimulus symmetry, complexity, novelty, and familiarity, among other factors.

Given the long history of empirical aesthetics, there can be no doubt that this field of study has made a significant contribution to our understanding of at least some aspects of

aesthetic response. This contribution extends beyond the early findings that were obtained using simple or ordinary objects (e.g., geometrical shapes and human faces), to recent studies that use artworks as stimuli. But to what extent can empirical studies further understanding of our aesthetic engagement with artworks?

One way of answering this question is to reflect on the goal of aesthetic science. The psychologist Rolf Reber recently suggested that "art theorists... define the criterion of what the [aesthetic] experience is expected to be; scientists... provide a test of whether this criterion is fulfilled." Or consider the case of neuroaesthetics. This new branch of empirical aesthetics is often defined as the study of the neural processes underlying aesthetic experience. In other words, the job of neuroaestheticians is to discover where and how the different components of our aesthetic responses are implemented in the brain. If this is all we can expect from neuroaesthetics (or aesthetic science in general), then perhaps there is cause for skepticism about the utility of empirical aesthetics to researchers in the humanities. But is this all it has to offer?

1. What does the author mean by `But is this all it has to offer?' ?

(a) Aesthetics as a field of study has limited offerings.

(b) Neuroaesthetics as a field of study has limited offerings.

(c) Aesthetics has limited applicability.

(d) Neuroaesthetics as a field of study has a lot more to offer.

2. Which of the following is true as per the passage?

I. `Aesthetics from below' refers to aesthetic concepts and principles that are assembled from individual pieces of objectivity.

II. "Aesthetics from above" is a phenomena derived from conceptual and introspective analysis.

III. The factors influencing aesthetic responses are symmetry, complexity, novelty, and familiarity.

(a) Only I *(b)* Only III *(c)* I,II *(d)* None

3. Which of the following is a valid inference?

(a) "Aesthetics from below" is contrary to "aesthetics from above".

(b) Empirical studies can hardly further understanding of our aesthetic engagement with artworks.

(c) Empirical aesthetics is often defined as the study of the neural processes underlying aesthetic experience.

(d) Empirical aesthetics, undoubtedly has thrown some light on understanding aesthetic response.

Passage - 2

At present, the challenge is threefold to ensure that even the given provisions in the Bill can be implemented. First, we need godowns to store foodgrain. Second, we have to improve the public distribution system (PDS). And third, food production has to be trebled. We lift 30 per cent of foodgrain from the market for the PDS. The procurement mechanism also has to be improved.

A study by Jean Dreze and some students published last week says the PDS has improved in many states and is doing well. It also says very few people want cash transfers in place of grain. That is positive news for the proposed law.

The PDS would be set right with the Aadhar numbers and other interventions. Recently, we discovered that 20 million below poverty line families with ration cards had bogus names. So with such challenges we have to work constantly to improve the distribution machinery and the food security situation in India. The National Family Health Survey findings that half the population is anaemic and a large percentage is underweight and stunted are realities that have to be addressed. The inclusion of iron supplements, protein, dairy supplements and vegetables is not something that can be done through this Bill. Or maybe it can be done gradually — this Bill is just the beginning.

Besides, a central legislation can't solve problems at the grassroots. We can't cook food in Delhi and send it to people. It is for the states to do so. Besides, nutrition in the form of vegetables, pulses, milk and eggs can be provided through anganwadis and Midday Meal schemes. The cooked meal component in the Bill that provides for cooked meals twice a day for destitute, pregnant and lactating mothers can also address these matters. The Bill still has to go to Parliament so there is a long journey ahead and changes can always be introduced.

4. What is the central idea of the passage?

(a) To discuss the issues that need to be addressed with reference to the food security situation in India.

(b) To discuss food security issues in India and assert that the Bill can address these.

(c) To assert that the Bill is a beginning in addressing food security issues in India with scope for more improvements.

(d) To assert that the Bill will help address issues of food security in India gradually.

5. Which of the following has not been mentioned as a challenge that needs to be addressed?

(a) The improvement in the PDS

(b) The increase in food production to three times what it is.

(c) An improvement in the procurement mechanism of food grains.

(d) A lack of understanding of the need to address nutrition and the nutritional crisis in the country.

Passage - 3

Multi-generational family tales laced with twists and turns, secrets and revelations, separations and reunions have long found a resonance with readers, holding out the promise of a riveting plot. For authors, this theme provides potent ground for spinning fascinating tales involving multiple interpersonal relationships.

Author Kim Edwards would agree. Her debut novel, *The Memory Keeper's Daughter*, as well as her latest offering, *The Lake of Dreams*, revolves around similar themes. The former, inspired by a true story, was the tale of a family as it unfolds after the protagonist decides to give away his daughter at birth, hiding even her existence from the rest of his family. The latter is a story of genealogical exploration.

Ms Edward's latest protagonist is Lucy Jarret, a hydrologist, who, after many years in foreign lands following her professional pursuits, decides to visit her family living in a fictitious small town in the US called the Lake of Dreams. The decision springs from her boyfriend's spontaneous comment one day that she'd begun to resemble a "very sad and lonely person", coupled with a desire to get away from the tremors routinely felt in her house in Japan, exaggerating the feeling of instability in her life.

But visiting home hasn't been an easy decision for Lucy since her father's death years before. So, when she finds lives and equations altered a great deal from the way she remembers them, she struggles to accept all the changes. She interprets her mother's budding romance and her brother's decision to work with their estranged uncle not as moving on but as a betrayal of her father's memories.

And even as she contends with these, she stumbles upon an odd collection of items - a handwoven blanket, letters and pamphlets - hidden in a window seat in her house. Whether these belonged to an ancestor whose existence was as yet unknown to the family or some other woman who possibly lived in the house as a tenant is unclear at this point. But, the promise of the former possibility lures Lucy to uncover a hidden past.

6. It can be inferred that the passage has been taken from

(a) A newspaper article

(b) A book review

(c) A literature journal

(d) cannot be determined

7. According to the information in the passage, the author would most likely agree with

(a)TheLake of Dreams has promise of a fascinating plot.

(b) Readers like complex multi-generational family tales.

(c) The plots of Author Kim Edwards novels are usually different.

(d)TheMemory Keeper's Daughter is a story of genealogical exploration.

Passage - 4

Philanthropic donations by wealthy Indians have grown by half in the last four years and touched approximately $5-6 billion, or up to 0.4% of GDP, in 2010, a study by consulting firm Bain and Company said. Further, the study, in which 300 wealthy individuals participated, has found that 40% of wealthy individuals in India plan to increase their philanthropic donations over the next five years.

"Going forward, as the wealthy population grows and India's philanthropic network becomes more evolved and efficient, we will witness greater levels of giving," said Arpan Sheth author of the India Philanthropy Report 2011. While, 74% of the donations in India come from the corporate sector and foreign funds, individual contributions constitute only 26%, Sheth said, quoting the findings of the report.

The corporate donations alone have grown five times since 2006, to over $1.5 billion, he said. When it comes to allocation of funds, education, food and clothing, housing and healthcare are some of the biggest areas where the money is devoted, the report added. Sheth said that even though the data collected has been encouraging, India still lags behind the developed countries, where the private giving as a percentage of GDP is much higher. In the USA, it is one of the highest at 2.2%, while in the UK it stood at 1.3% in 2010.

The report also recommends steps like increasing accountability and transparency throughout the giving chain, having professional NGOs; promotion of the culture of giving and creation of a conducive environment for giving that will help boost philanthropy in India.

8. What is the central idea of the passage?

(a) Wealthy Indians have increased corporate donations in the last five years.

(b) Wealthy Indians have given more philanthropic donations in the last four years.

(c) Wealthy Indians have become more generous in the last four years.

(d) Individual Indians have grown in wealth and generosity in the last four years.

9. What is the style of the passage?

(a) Narrative *(b)* Analytical *(c)* Discursive *(d)* Factual

TEST - 6

Total questions: 10 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

Voltaire, like many others before and after him, was awed by the order and the beauty of the universe, which he thought pointed to a supreme designer, just as a watch points to a watchmaker. In 1779, a year after Voltaire died, that idea was attacked by David Hume, a cheerful Scottish historian and philosopher, whose way of undermining religion was as arresting for its strategy as it was for its detail. Hume couldn't have been more different from today's militant atheists.

In his "Dialogues Concerning Natural Religion," which was published posthumously, and reports imaginary discussions among three men, Hume prized apart the supposed analogy between the natural world and a designed artifact. Even if the analogy were apt, he pointed out, the most one could infer from it would be a superior craftsman, not an omnipotent and perfect deity. And, he argued, if it is necessary to ask who made the world it must also be necessary to ask who, or what, made that maker. In other words, God is merely the answer that you get if you do not ask enough questions. From the accounts of his friends, his letters, and some posthumous essays, it is clear that Hume had no trace of religion, did not believe in an afterlife, and was particularly disdainful of Christianity. He had a horror of zealotry. Yet his many writings on religion have a genial and even superficially pious tone. He wanted to convince his religious readers, and recognized that only gentle and reassuring persuasion would work. In a telling passage in the "Dialogues," Hume has one of his characters remark that a person who openly proclaimed atheism, being guilty of "indiscretion and imprudence," would not be very formidable.

Hume sprinkled his gunpowder through the pages of the "Dialogues" and left the book primed so that its arguments would, with luck, ignite in his readers' own minds. And he always offered a way out. In "The Natural History of Religion," he undermined the idea that there are moral reasons to be religious, but made it sound as if it were still all right to believe in proofs of God's existence. In an essay about miracles, he undermined the idea that it is ever rational to accept an apparent revelation from God, but made it sound as if it were still all right to have faith. And in the "Dialogues" he undermined proofs of God's existence, but made it sound as if it were all right to believe on the basis of revelation. As the Cambridge philosopher Edward Craig has put it, Hume never tried to topple all the supporting pillars of religion at once.

In Paris, meanwhile, a number of thinkers began to profess atheism openly. They were the first influential group to do so, and included Denis Diderot, the co-editor of the Enlightenment's great Encyclopédie, and Baron D'Holbach, who hosted a salon of freethinkers. Hume visited them, and made several friends there; they presented him with a large gold medal. But the philosophers were too dogmatic for Hume's taste. To Hume's like-minded friend the historian Edward Gibbon, they suffered from "intolerant zeal." Still, they represented a historical vanguard: explicit attacks on religion as a whole poured forth within the next hundred years.

Since all the arguments against belief have been widely publicized for a long time, today's militant atheists must sometimes wonder why religion persists. Hitchens says that it is born of fear and probably ineradicable. Harris holds that there are genuine spiritual experiences; having kicked sand in the faces of Judaism, Christianity, and Islam, he dives headlong into the surf of Eastern spirituality, encouraging readers to try Buddhist

techniques of meditation instead of dangerous creeds. Dawkins devotes a chapter, and Dennett most of his book, to evolutionary accounts of how religion may have arisen and how its ideas spread. It's thin stuff, and Dennett stresses that these are early days for a biological account of religion. It may, however, be too late for one. If a propensity toward religious belief is "hard-wired" in the brain, as it is sometimes said to be, the wiring has evidently become frayed. This is especially true in rich countries, nearly all of which—Ireland and America are exceptions—have relatively high rates of unbelief.

After making allowances for countries that have, or recently have had, an officially imposed atheist ideology, in which there might be some social pressure to deny belief in God, one can venture conservative estimates of the number of unbelievers in the world today. Reviewing a large number of studies among some fifty countries, Phil Zuckerman, a sociologist at Pitzer College, in Claremont, California, puts the figure at between five hundred million and seven hundred and fifty million. This excludes such highly populated places as Brazil, Iran, Indonesia, and Nigeria, for which information is lacking or patchy. Even the low estimate of five hundred million would make unbelief the fourth-largest persuasion in the world, after Christianity, Islam, and Hinduism. It is also by far the youngest, with no significant presence in the West before the eighteenth century. Who can say what the landscape will look like once unbelief has enjoyed a past as long as Islam's—let alone as long as Christianity's? God is assuredly not on the side of the unbelievers, but history may yet be.

1. According to the passage, which of the following statements best describes the difference between Voltaire and Hume?

(*a*) Voltaire was in awe of the cosmos whereas Hume was unmoved.

(*b*) Voltaire was daunted by nature while Hume was the mundane historian.

(*c*) Voltaire was a deist and Hume a zealot.

(*d*) Hume disputed Voltaire's notion of the transcendental originator.

2. Why, according to the passage, does Hume adopt a veneer of complaisance in his writings?

(*a*) Because Hume prized apart the analogy of the supreme craftsman.

(*b*) Because Hume questioned the existence of the perfect deity.

(*c*) Because he was facile in his dissuasion.

(*d*) Because he was disdainful of Christianity.

3. According to the third paragraph, Hume's recurring strategy pointed to his main objective, which was to:

(*a*) Sprinkle enough anti Christ ammunition in the public.

(*b*) Instigate readers to rebel against their faith.

(*c*) Kindle the minds of the readers against miracles.

(*d*) *Innervate and invoke mistrust towards one's faith.*

4. What, according to the author, could be the reason for Hume's rejection of the intellectuals?

(*a*) That they professed atheism under the garb of knowledge.

(*b*) That they were fearful of intolerance.

(*c*) That they represented a radical religious sect.

(*d*) That the authoritarian liberals were fractious.

5. What, according to the passage, is not a reason for the spread of unbelief?

(*a*) The `wiring' has since become frayed.

(*b*) There is an officially imposed ideology.

(*c*) The rich countries are turning atheist.

(*d*) There are genuine spiritual experiences.

Passage - 2

Historically in American fiction, tackling work has fallen overwhelmingly to the realist novelist. Fancy and imaginative play don't enter business, the earnest writer concludes. Why, then, should they inform a literature about business? In the 19th century, William Dean Howells, a contemporary of Henry James and Mark Twain, delivered the best example of this earnestness in The Rise of Silas Lapham. Howells split the difference between the worldly James and the folksy Twain and arrived at Lapham, a roughneck from Vermont who makes a fortune in the paint business, but fails miserably at negotiating the rarefied climes of Boston society.

The gentle comedy of manners that follows is the calm before the storm: Lapham makes a series of foolish but principled business decisions that sends him to the brink of bankruptcy, and he's forced to beat a retreat back to his Vermont sanctuary with a mere fraction of his wealth. He can rest soundly, however, in the knowledge that he is buttressed by a loving family and that he has conducted his business honourably - facts no doubt reassuring to Howells's Gilded Age audience. The rise of Silas Lapham is not a financial one but a moral one, and less a rise than a reaffirmation.

All that comfort ends in the new century with The Financier, Theodore Dreiser's first installment of his Cowperwood trilogy. Dreiser modelled Frank Cowperwood on the traction magnate Charles Tyson Yerkes, who owned half of Chicago's public transport until he was jailed for embezzlement in the 1870s. Cowperwood's life follows Yerkes's like a remora upon a shark. When confronted with ruin, Cowperwood conspires to save himself, which sets off a domino effect in which all the other characters do the same - and to hell with everyone else. Again, realism carries the day, as The Financier updates Silas Lapham's rise-and-fall paradigm with Dreiser's depiction of the moral relativity of commercial life and the supremacy of the individual's self-interest. The world presented was the real one, and Dreiser's message, in stark journalistic prose, was its need for reform. With time to reflect upon Gilded Age excess, literature demanded someone with an advocating heart, savouring in exposé and social awareness.

The rise-and-fall paradigm, which has modern-day iterations in Tom Wolfe's satiric The Bonfire of the Vanities and Philip Roth's bleak, beautiful American Pastoral, made the work novel feasible by turning it, first, into a comedy of manners, and then into a morality tale. It enters its next phase as a broad social indictment with Sinclair Lewis's Babbitt. Whereas Silas Lapham and Frank Cowperwood were avatars of wealth, respect and power, Babbitt is a middling, middle-aged, middle American, "nimble in the calling of selling houses for more than people could afford to pay". By turning his attention away from the elite towards the everyman, Lewis unveils the stultifying conformity of mowed lawns and motorcars and conservative political views that, to his dismay, had gripped middle America between the world wars. Despite Babbitt's attempts to break free from that conformity, his nerve fails. He has no will to buck the trends of main street and no conviction if conviction comes at the expense of business. His fall is really just a sinking back into the social expectations established by his associates. What remains for him, if not the succour of Silas Lapham's unified family - Babbitt, like Cowperwood, is an unfaithful husband - is the hope that his son will have the courage for independence he lacked.

After Babbitt, war and economic depression take literary precedent as subjects over the pitfalls of business, and we get Hemingway and Steinbeck and Let Us Now Praise Famous Men. But when the second world war ends, Babbitt's literary descendents are born: Tom Rath in Sloan Wilson's The Man in the Gray Flannel Suit, and the more vicious Frank Wheeler in Richard Yates's Revolutionary Road. These two novels - the first ending with an affirmation of 1950s family values, the second ushering in the bleak divisions of the 1960s - depict with relentless fidelity the charade of business life in relation to the more gruesome work of the killing done in war, as well as the pettiness and oppression of social striving, financial concerns and attendant family strife.

Rath and Wheeler both bemoan their deadening jobs ("the dullest job you can possibly imagine," says Wheeler) and cast sceptical eyes on the earnest endeavours of those who find satisfaction in their work. If Babbitt could turn glum, the characters in The Man in the Gray Flannel Suit and Revolutionary Road are woefully disaffected - especially Wheeler, whose theatricality is on a par with Hamlet's and who can barely contain several fancies of violent rage. Conformity bears down on both men worse than it did on Babbitt, but without Babbitt's hope for the next generation. By Frank Wheeler's time, children are nothing but an excuse, like the Veritype and the Dictaphone, for another drink. Rath and Wheeler are paradigms of characters who work merely as a means to an ever more hazy end, and they're not happy about it. They romanticise the war ("It's a little like the way I felt going up to the line the first time, in the war," says Wheeler, "... this terrific sense of life. I felt full of blood"), in essence longing for the thrill and fulfilment of way-of-life work.

6. In the context of American fiction, according to the passage, business can be best delivered by which of the following?

(*a*) The Imaginative

(*b*) The Earnest

(*c*) The Folksy

(*d*) The Pragmatist

7. According to the passage, the rise of Silas Lapham, can be termed a success because

(*a*) it is a comedy of manners.

(*b*) it marks a righteous moment.

(*c*) lapham is an invaluable roughneck.

(*d*) silas is a failure at negotiating society.

8. According to the passage, the domino effect in the Cowperwood story entrenches which of the following theories?

(*a*) The rise-and-fall paradigm.

(*b*) The moral excesses of commercial life.

(*c*) Pre-eminence of self-possession.

(*d*) The need for reform.

9. Why, according to the passage, does Lewis turn his attention away from the elite towards the Everyman?

(*a*) Lewis wanted to usher in social reform.

(*b*) Lewis wanted to make Everyman the center of social attention.

(*c*) Babbit was established as the archetypal Everyman

(*d*) Lewis wanted to bare the languish possessing the society.

10. The statement "the dullest job you can possibly imagine," best delineates which one of the following?

(*a*) The depiction of hard-core business.

(*b*) The pettiness and oppression of striving.

(*c*) The lamentably antagonistic frame of mind.

(*d*) The persistence of the bleak divisions of the `60s.

TEST - 7

Total questions: 9 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

Many popular books on evolution ignore or downplay the role of growth and development, of ontogeny. But in *Shapes of Time* Kenneth McNamara's focus is on heterochrony, on evolutionary changes in the timing of developmental features and in rates of growth. As he puts it: "evolution is not only about genetics and natural selection. Just as crucial are the changes in the timing and rate of development, with the three, genetics, heterochrony, and natural selection, forming an interdependent evolutionary triumvirate." Heterochrony constrains natural selection; it also provides it with raw material, allowing small genetic changes to have big phenotypic effects.

Ideas about the relationship between ontogeny and phylogeny (evolutionary history) have changed over the last few centuries, with notions of recapitulation and paedomorphosis going in and out of fashion. McNamara's outline of this covers Ernst Haeckel, Karl Ernst von Baer, and Walter Garstang, ending with Stephen Jay Gould, from whose *Ontogeny and Phylogeny* he takes the terminology for different kinds of heterochrony. The basic division is into paedomorphosis (less growth) and peramorphosis (more growth). These can each take three forms: paedomorphosis can be the result of progenesis (finishing early), neoteny (slower growth rate), and postdisplacement (starting late), while peramorphosis can result from predisplacement (starting early), acceleration (greater growth rate), and hypermorphosis (finishing late).

That's a lot of technical terms, but don't let them scare you away — the bulk of *Shapes of Time* consists of lively and engaging examples of heterochrony, taken from across the animal kingdom, from dogs and humans to invertebrates (McNamara is an invertebrate paleontologist), which help both to explain those terms and to fix them in the memory. But first McNamara presents a little bit of developmental biology, covering the stages of neofertilization, differentiation and growth, touching on *Hox* genes and morphogens, and mechanisms of organ and appendage formation. This is enough background for the higher level (zoological and ecological and paleontological) survey that follows, but may be frustratingly slender for those after more, after a better understanding of the developmental biology behind heterochrony.

McNamara begins his tour of heterochrony with dog varieties — even looking at paedomorphosis in depictions of Snoopy in Peanuts cartoons — and examples from insects and salamanders. Heterochrony is "all-pervasive" in the generation of sexual dimorphism, from simple size differences to extreme cases with males that are little more than "parasitic" sperm sacs. And heterochrony can play a key role in speciation, often combining with environmental gradients to separate populations; examples include Darwin's finches, brachiopods, and bushbucks.

Are some forms of heterochrony more common than others in particular lineages? In some cases paedomorphism seems unusually common, notably among the amphibians (axolotls are paedomorphic salamanders, for example); McNamara also looks at paedomorphism in lungfish, cats, and various invertebrates and at connections with genome and cell size. In other cases peramorphosis seems to dominate: a dramatic example is the combination of hypermorphosis and acceleration that produced increasing size in dinosaur lineages, but Cope's rule suggests that size tends to increase more generally. More common is the mixing of peramorphism and paedomorphism, acting on different features and subject to "trade-offs": examples here come from the evolution of wings (and of flightlessness) and tetrapod limbs, with a brief glance at the origin of turtle shells.

Heterochronic mechanisms enable the adaptation of life cycles to different environments: hypermorphosis and neoteny are more common in stable environments ("K-selected") and progenesis and acceleration in unpredictable ones ("r-selected"). Heterochronic changes can be driven by biological "arms-races", with a clear example in the evolution of sea urchins in response to predation by cassids (marine snails). And heterochrony has played a key role in human evolution, where McNamara highlights peramorphic features against a tradition which has stressed paedomorphism.

McNamara sometimes appears to reduce the significance of ontogeny in evolution to heterochrony, when it is actually considerably broader. There are ontogenetic constraints and processes other than those of timing and rate: biophysical and biochemical limits, ways in which novel proteins or cell types arise, and self-assembly and exploration allowing "adaptive" development, to list just a few. If there is a "triumvirate" that rules evolution it has to be "genetics, ontogeny, and natural selection". Still, there's no doubting that heterochrony is one of the key links between ontogeny and phylogeny — at least not after reading *Shapes of Time*.

1. Which of the following would be a suitable title for the passage?

(*a*) A subdued account of heterochrony

(*b*) The true triumvirate includes heterochrony

(*c*) A critical review of `Shapes Of Time'

(*d*) A vital link

2. Which of the following statements cannot be inferred from the passage?

(*a*) Peramorphosis dominates over Paedomorphism in amphibians.

(*b*) McNamara does go against tradition to some extent while supporting the fact that heterochrony has a key role in human evolution.

(*c*) It cannot be said that McNamara leaves those interested in the role of developmental Biology in Heterochrony completely satisfied.

(*d*) Aggression can act as a catalyst for heterochrony.

3. Which of the following people have not been mentioned in the passage?

(*a*) Ernst Haeckel (*b*) Karl Ernst von Baer

(*c*) Walter Scottman (*d*) Stephen Jay Gould

4. The author would most agree with which of the following facts?

(*a*) Technical terms should be minimized in the discussion of evolutionary factors like heterochrony.

(*b*) McNamara is reasonably objective and extensive while discussing heterochrony.

(*c*) It cannot be ascertained what effect Cope's rule has on the basis for peramorphic domination.

(*d*) None of the above.

Passage - 2

When scientific discoveries, evidence, and conclusions are announced, how do psychologists assess their validity? Uncritical acceptance of scientific claims may be as damaging as reflexive rejection. Science, policy, and education suffer when the vigorous authoritative promotion of claims fails to meet vigorous critical examination.

This article's approach is not to provide a simplified set of supposed answers or support a sense of certitude but rather to suggest that an essential task of psychologists is careful, informed, and comprehensive questioning. They must question their own assumptions, biases, and perspectives, not just once during initial training, but throughout their careers. They must also question claims about scientific discoveries, evidence, and conclusions, no matter how prestigious or popular the source.

Complex factors may shape the process by which announced discoveries and conclusions encounter or elude careful scrutiny. Such factors include prevailing scientific paradigms, historical contexts, and the bandwagon effect. They can influence the degree to which people are inclined, willing, and free to question certain claims. These factors are themselves a legitimate and important focus of scientific questioning.

A relatively recent set of claims hold that many therapists-for reasons as diverse as well-meaning naiveté, greed, incompetence, and zealotry-suggest a history of childhood sexual abuse to clients who have no actual abuse history. According to the claims, clients who uncritically accept these suggestions and come to believe illusory memories of abuse with great conviction, suffer from an iatrogenic disorder termed false memory syndrome. This psychopathology, which according to Kihlstrom (1996) resembles a personality disorder, has allegedly manifested sufficient numbers of cases to reach epidemic proportions. In the short span of time since the 1992 founding of the False Memory Syndrome Foundation (FMSF), claims about false memory syndrome — a condition that the Foundation identified and named-and related phenomena have had a profound impact on issues germane to ethical and competent psychological science and practice. FMSF noted its own "success" as reflected in the "institutionalization of this information in psychology text books, in reference works, in novels, in television dramas, and in hundreds of scholarly papers" (P. Freyd, 1996). The American Psychological Association (APA) approved FMSF as a provider of continuing education programs for psychologists ("American Psychological Association Approves, " 1995). The false memory syndrome concept is addressed in appellate decisions (e.g., State v. Warnberg , 1994). Herman (1994) and Landsberg (1996a, 1996b) are among those who have noted the popular media's frequently uncritical acceptance of these claims.

Although it is unusual that a lay advocacy group could produce adequate scientific evidence to support its discoveries and claims, FMSF highlights the contributions of its Scientific and Professional Advisory Board. FMSF emphasizes not only that "board members make substantial donations to the Foundation both in time and money" but also that "it is the presence of the Advisory Board that has given our efforts credibility" ("FMSF Advisory Board Meeting," 1993, p. 3). The FMSF Scientific and Professional Advisory Board includes distinguished and prominent members in the fields of psychology, psychiatry, sociology, and cognitive science (FMSF, 1996a). Their contributions of time, money, reputations, and credibility to the goals and work of FMSF may represent a significant if not crucial factor in the Foundation's success. The Scientific and Professional Advisory Board's implicit endorsement of the false memory syndrome diagnosis may help explain why such FMSF claims are so vividly reflected in the professional literature, expert testimony, and the popular media. If widely accepted, claims about a false memory syndrome epidemic traced to therapeutic malpractice may influence diagnosis and treatment for many people; the access or lack of access that individuals have to various services; and the clinical, forensic, and public response to those who report memories of childhood abuse.

The notion that psychology tended to view memory as a near-perfect recording device until the last several years finds no historical support. A review of the literature reveals a long history of exploring how-rather than whether-memory could be fallible, malleable, and suggestible. Psychology's fascination with memory's imperfections dates back at least to the founding of the APA, which provides a vivid example. Writing a history of the Association's first 38 years, Fernberger (1932) described the memorable meeting on July 8, 1892, among APA organizers Stanley Hall, George Fullerton, Joseph Jastrow, William James, George Ladd, James Cattell, and Mark Baldwin. A decade later, he described his attempts to verify accounts of that meeting, including his contacting of two of the alleged participants (Cattell and Jastrow), both of whom denied having attended. He concluded, "There is really no evidence that the meeting was ever actually and physically held".

Two years before this supposed meeting, William James (1890) wrote the following:

False memories are by no means rare occurrences in most of us. Most people, probably, are in doubt about certain matters ascribed to their past. They may have seen them, may have said them, done them, or they may only have dreamed or imagined they did so. The most frequent source of false memory is the accounts we give to others of our experiences. Such accounts we almost always make both more simple and more interesting than the truth. We quote what we should have said or done rather than what we really said or did; and in the first telling we may be fully aware of the distinction. But ere long the fiction expels the reality from memory and reigns in its stead alone. This is one great source of the fallibility of testimony meant to be quite honest. It is next to impossible to get a story of this sort accurate in all its details, although it is the inessential details that suffer most change. (pp. 373-374)

(Müensterberg's (1908) studies of how people imperfectly remember experimentally staged events, Bird's (1927) demonstration of how postevent information can influence recollection, and Barlett's (1932) analysis of how telling a story from memory (as in the game of "gossip" or "telephone") reveal distortions are but a few examples of the rich and diverse history of research in this area.

What a strange store-house we find it to be! Things do not simply fall into those places into which they are being thrown, they arrange themselves in coming and during their time of storage according to the many ways in which they belong together. And they do more; they influence each other, form groups of various sizes and kinds, always trying to meet the exigencies of the moment.

5. According to the author, scientific discoveries and conclusions in the field of psychology are-

(*a*) Carefully examined tested and accepted during initial training but needs to be continuously and comprehensively evaluated on the basis of experience.

(*b*) Uncritically accepted without adequate questioning because influential psychologists vigorously promote them.

(*c*) Carefully scrutinized or uncritically accepted on the basis of the authority backing it, existing beliefs and popular trends.

(*d*) Vigorously promoted and critically examined only when the discovery is made by an influential person in the field of psychology.

6. The existence of false memory syndrome can be best likened to -

(*a*) A gardener planting a tree in a garden to provide shelter to the owner from the harsh ultra-violet rays.

(*b*) An AIDS epidemic that is spreading in society with people deliberately ignoring its existence to give themselves a false sense of security.

(*c*) A painter deliberately painting his name on someone else's work to get a better price for it.

(*d*) A policeman letting a criminal go free in the belief that he has reformed and will help him in catching many more criminals in the future.

7. Regarding the occurrence of False Memory Syndrome, it can be deduced that the author would agree with which one of the following

(*a*) It is an unethical practice that needs to be rooted out of th(*e*)ystem.

(*b*) It is an unethical practice that needs to be addressed, discussed and critically examined.

(*c*) It is an unethical practice that can be excused under extenuating circumstances.

(*d*) It is a practice that has spread like wildfire. It needs to be controlled and used sparingly after careful deliberation and debate.

8. According to the passage the Scientific and Professional Advisory Board is

(*a*) A subsidiary of the False Memory Syndrome Foundation, which was created to give the e(*e*)rts of the Foundation credibility.

(*b*) A patron of the False Memory Syndrome Foundation, which has contributed greatly to the cause of the foundation in terms of money, time, and credibility.

(*c*) A body of distinguished members from the fields of psychology, psychiatry, sociology and cognitive sciences, which contributes to worthwhile causes, of which one is the False Memory Syndrome Foundation.

(*d*) An advisory body of the False Memory Syndrome Foundation with a number (*e*)distinguished members, who have helped the cause of the False Memory Syndrome Foundation.

9. According to the passage memory is imperfect because-

(*a*) There is no proof of the occurrence of the event in question.

(*b*) Memories get grouped according to different parameters in the mind and lose their chronology and importance.

(*c*) It is subject to distortion due to the imagination, suggestion and retelling.

(*d*) Everybody interprets events differently and remembers them differently.

TEST - 8

Total questions: 11 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

There is a line among the fragments of the Greek poet Archilochus which says: `The fox knows many things, but the hedgehog knows one big thing'. Scholars have differed about the correct interpretation of these dark words, which may mean no more than that the fox, for all his cunning, is defeated by the hedgehog's one defense. But, taken figuratively, the words can be made to yield a sense in which they mark one of the deepest differences which divide writers and thinkers, and, it may be, human beings in general. For there exists a great chasm between those, on one side, who relate everything to a single central vision, one system less or more coherent or articulate, in terms of which they understand, think and feel-a single, universal, organizing principle in terms of which alone all that they are and say has significance-and, on the other side, those who pursue many ends, often unrelated and even contradictory, connected, if at all, only in some de facto way, for some psychological or physiological cause, related by no moral or aesthetic principle; these last lead lives, perform acts, and entertain ideas that are centrifugal rather than centripetal, their thought is scattered or diffused, moving on many levels, seizing upon the essence of a vast variety of experiences and objects for what they are in themselves, without consciously or unconsciously, seeking to fit them into, or exclude them from, any one unchanging, all-embracing, sometimes self-contradictory and incomplete, at times fanatical, unitary inner vision. The first kind of intellectual and artistic personality belongs to the hedgehogs, the second to the foxes; and without insisting on a rigid classification, we may, without too much fear of contradiction, say that, in this sense, Dante belongs to the first category, Shakespeare to the second; Plato, Lucretius, Pascal, Hegel, Dostoevsky, Nietzsche, Ibsen, Proust are, in varying degrees, hedgehogs; Herodotus, Aristotle, Montaigne, Erasmus, Molière, Goethe, Pushkin, Balzak, Joyce are foxes. Of course, like all over-simple classifications of this type, the dichotomy becomes, if pressed, artificial, scholastic, and ultimately absurd. But if it is not an aid to serious criticism, neither should it be rejected as being merely superficial or frivolous; like all distinctions which embody any degree of truth, it offers a point of view from which to look and compare, a starting-point for genuine investigation. Thus we have no doubt about the violence of the contrast between Pushkin and Dostoevsky; and Dostoevsky's celebrated speech about Pushkin has, for all its eloquence and depth of feeling, seldom been considered by any perceptive reader to cast light on the genius of Pushkin, but rather on that of Dostoevsky himself, precisely because it perversely represents Pushkin-an arch-fox, the greatest in the nineteenth century-as a being similar to Dostoevsky who is nothing if not a hedgehog; and thereby transforms, indeed distorts, Pushkin into a dedicated prophet, a bearer of a single, universal message which was indeed the centre of Dostoevsky's own universe, but exceedingly remote from the many varied provinces of Pushkin's protean genius. Indeed, it would not be absurd to say that Russian literature is spanned by these gigantic figures-at one pole Pushkin, at the other Dostoevsky; and that the characteristics of the other Russian writers can, by those who find it useful or enjoyable to ask that kind of question, to some degree be determined in relation to these great opposites. To ask of Gogol', Turgenev, Chekhov, Blok how they stand in relation to Pushkin and to Dostoevsky leads-or, at any rate, has lead-to fruitful and illuminating criticism. But when we come to Count Lev Nikolaevich Tolstoy, and ask this of him - ask whether he belongs to the first category or the second, whether he is a monist or a pluralist, whether his vision is of one or of many, whether he is of a single substance or

compounded of heterogeneous elements, there is no clear or immediate answer. The question does not, somehow, seem wholly appropriate; it seems to breed more darkness than it dispels. Yet it is not lack of information that makes us pause: Tolstoy has told us more about himself and his views and attitudes than any other Russian, more, almost than any other European writer; nor can his art be called obscure in any normal sense; his universe has no dark corners, his stories are luminous with the light of day; he has explained them and himself, and argued about them and the methods by which they are constructed, more articulately and with greater force and sanity and articulately and with greater force and sanity and lucidity than any other writer. Is he a fox or a hedgehog? What are we to say? Why is the answer so curiously difficult to find? Does he resemble Shakespeare or Pushkin more than Dante or Dostoevsky? Or is he wholly unlike either, and is the question therefore unanswerable because it is absurd? What is the mysterious obstacle with which our inquiry seems faced?

I do not propose in this essay to formulate a reply to this question, since this would involve nothing less than a critical examination of the art and thought of Tolstoy as a whole. I shall confine myself to suggesting that the difficulty may be, at least in part, due to the fact that Tolstoy was himself not unaware of the problem, and did his best to falsify the answer. The hypothesis I wish to offer is that Tolstoy was by nature a fox, but believed in being a hedgehog; that his gifts and achievement are one thing, and his beliefs, and consequently his interpretation of his own achievement, another; and that consequently his ideals have led him, and those whom his genius for persuasion has taken in, into a systematic misinterpretation of what he and others were doing or should be doing. No one can complain that he has left his readers in any doubt as to what he thought about this topic: his views on this subject permeate all this topic: his views on this subject permeate all his discursive writings-diaries, recorded obiter dicta, autobiographical essays and stories, social and religious tracts, literary criticism, letters to private and public correspondents. But this conflict between what he was and what he believed emerges nowhere so clearly as in his view of history to which some of his most brilliant and most paradoxical pages are devoted.

1. According to the author, which one of these comes closest to being a hedgehog?

(a) An author who writes about the foibles of royalty.

(b) An author who is a renaissance man.

(c) A person who holds onto a moral absolute even in the presence of contradictions.

(d) A director whose works span a number of genres.

2. Which one of these has not been mentioned to belong to the category of foxes?

(a) Herodotus *(b)* Joyce *(c)* Moliere *(d)* Proust

3. Why does the author not present the reply to the question regarding whether Tolstoy is a fox or a hedgehog?

(a) He is not sure of what Tolstoy's views on the matter were.

(b) It will divert him to an analysis of Tolstoy's work in order to arrive at an answer.

(c) He is not sure about which type Tolstoy belongs to.

(d) Both (b) and (c)

4. How does the author resolve the problem of categorizing Tolstoy?

(a) By saying that he was by nature a fox, but deliberately wanted to be a hedgehog.

(b) By saying that he created a clever subterfuge to hide behind.

(c) By analyzing some of Tolstoy's public acts.

(d) By comparing his work and its tonality to that of Pushkin and Doestovsky.

Passage - 2

The Darwin Seminars ran during the period in which this book was written, from 1995 to the end of 1998, and inform it throughout its course. They were a series of lectures and

discussions, held at the London School of Economics, and they were a salon as well. The term has been applied to them both pejoratively and approvingly. One's attitude to salons depends largely upon whether or not one is invited, but these things are an inevitable part of metropolitan life, and science is as entitled to a share of the glamour as arts or letters. The events had another kind of aura, too: they seemed to be bidding-quite consciously for legendary status, like a nightclub which becomes the hotspot of a new scene; the kind of place people in years to come will pretend they were at.

Organized by Helena Cronin, a philosopher by training, they featured an extraordinary range of speakers. There was Simon Baron-Cohen, who talked about mental modules and autism; David Haig, who discerned in the trials of pregnancy conflicts of genetic interest between mother and foetus; Anders Pape Moller, who glued tail extensions on to swallows to study the effect on their sexual success (positive, at least at first); Garry Runciman, who spoke about armoured infantry in ancient Greece; Robert Trivers, who dedicated his lecture about self-deception to his former graduate student Huey Newton, once a founder of the Black Panther Party; and a lot of scientists who constructed mathematical models instead of doing experiments. The audience was similarly variegated. As well as biologists and psychologists, you might have encountered archaeologists, palaeoanthropologists, the odd novelist, and plenty of local economists.

The latter did not attend simply because they were on the premises. Like the others, they found in modern Darwinism an intellectual lingua franca that allowed people from different disciplines to participate in a common discussion. This seemed like a refreshing change for academe, where the mode of production forces disciplines to become ever more specialized and inaccessible to outsiders. At the same time, the language had a familiar accent. Modern Darwinism, dating from the mid-1960s, is based on the work of a small group of theorists who shook down evolutionary theory and gave it a new set of key themes. The thrust of their efforts was to base Darwinism on individuals, instead of groups; and then to propose mechanisms by which co-operative behaviour could arise from self-interest. Their point of departure came in 1966, with George Williams's Adaptation and Natural Selection, which established the principle that nothing in evolution happens because it is good for the species. Williams argued that selection is unlikely to operate at the level of groups, and that the fundamental unit of selection is gene. Groups are transient and blurred at the edges; each individual created by sexual reproduction is a unique assortment of genes; the only true constant in reproduction is the gene - the `selfish gene', as Richard Dawkins later called it.

During modern Darwinism's formative period, in the 1960s and 1970s, John Maynard Smith, Robert Axelrod, William Hamilton and Robert Trivers were prominent among those who worked out how to explain co-operation, between both related and unrelated individuals; without invoking group selection. The notion of inclusive fitness, or kin selection, recognized that individuals shared genetic interests to the degree that they were related. Evolutionary game theory shed light on how unrelated individuals might find ways to practise reciprocal assistance without being cheated. No wonder the economists felt at home in Darwinian circles. Liberal economics and biology were singing from the same hymn-sheet.

At first I was bemused and sceptical. The focus seemed to veer from the grist of molecular biology journals to the stuff of popular psychology magazines. I struggled to grasp the former, and was surprised at the readiness of serious scientists to entertain the latter. A packed hall listened to Devendra Singh, of the University of Texas, give an illustrated lecture about what men like to see in women. Singh's contribution to the search for human universals was evolutionary psychology's equivalent of the Golden Section, a ratio of 0.7 between the measurements of a woman's waist and her hips.

Singh reasoned that it is in the reproductive interests of males to avoid mating with females who are already pregnant. It would therefore be adaptive for them to be attuned to cues indicating whether a female is pregnant or not. Since a woman's waist thickens early in pregnancy, ancestral males who avoided females with unindented figures would have fathered more offspring than males who did not discriminate in this way. Furthermore, Singh argues, a waist wider than the hips indicates susceptibility to illnesses, including diabetes, heart disease and certain cancers. `Attractiveness, health and fecundity at a glance,' as he put it.

5. Which of these is a characteristic of the Modern Darwinists?

(a) They believed that life depends on the gene.

(b) They questioned the survival of the fittest species.

(c) They moved away from Darwinism based on groups.

(d) They believed that selection operates at the level of groups.

6. Why, according to the author, do disciplines remain esoteric?

(a) Their need to keep the knowledge secret and not share it with outsiders.

(b) The determination of disciplines according to their contributions.

(c) Emergence of a specialized language that slowly becomes incomprehensible to outsiders.

(d) The need for more people to justify the expenditure of their time through glorifying their vocation.

7. What was the reason for the similarity between liberal economics and biology?

(a) Both talk about the basis of family being the reason for security of the young ones.

(b) Both talk about individuals forming groups and kinship sects.

(c) Both talk about individuals forming groups for selfish gains.

(d) Both talk about individuals forming kinship sects based on nepotism.

8. Which of these is a correct expression of the author's dual attitude in the first paragraph?

(a) Approval for being part of the fashionable set and disapproval for being cliquish.

(b) Approval for being scientific and disapproval for being glamorous.

(c) Approval for the modern setting of the salon and disapproval for struggling for status.

(d) Approval for being scientific and disapproval for being like a nightclub.

Passage - 3

These days, when we are not being told that psychoanalysis is or is not a science, we are, perhaps unsurprisingly, being told that it is an art. And since, as a talking cure, its medium is mostly language, the arts with which it bears most obvious comparison are the literary arts. In the anxious quest for reassuring analogies to work out what psychoanalysis is like, which has been such an integral part of its history- literature, after science, has seemed the most promising. It has been writing and not, in some ways perhaps surprisingly, to the more oratorical arts that psychoanalysis has turned. When Freud suggested that his studies in hysteria seemed rather more like short stories, or was writing to Wilhelm Fliess about the inspiration he found in Sophocles and Shakespeare, he was acknowledging right at the beginning of what would become psychoanalysis, something like a divided duty, a splitting of affiliations. The psychoanalytic theory he found himself writing was science that sometimes sounded like literature. The form chosen was the scientific treatise, the called content smacked of poetic drama, or fiction. The two cultures of Science and Art that were to polarize so dramatically during the twentieth century were sufficiently differentiated understood to be at odds with each other — that Freud couldn't help but be perplexed by the ambiguity of his own work.

It is perhaps an appropriate irony that just now, when the status of literature as a definable discipline is most in question in the universities when the very description of what literature is, is up for grabs — that those psychotherapists who aren't keen on science should be wanting to place psychoanalysis in the literature department, as it were. Once again, psychoanalysis finds itself aspiring to be like something that may not exist. It has always seemed difficult to accept that there may be neither an abject nor a glamorous sense in which what we loosely call psychoanalysis is peculiarly difficult to place, and the puzzles accruing from this might add rather than detract from its value. We should

perhaps be suspicious of professions that are in the business of helping people to locate themselves, being too assured in their location of themselves. The uncertain status of psychoanalysis is the point and not the problem. Indeed, psychoanalysis is the point and not the problem. Indeed, psychoanalysis has become one useful site for contesting the relative merits of the arts and the sciences; both what they might be good for, and what we should do with our belief in them. And, of course, the extent to which they might be complementary and not solely antagonistic. Every time psychoanalysis goes over to one side or the other aspiring stringently to be a science, or eloquently to be an art it loses its place as a discipline in which the question can remain interestingly undecided. It seems obvious that we need both the so called sciences and the so called arts to help us with our predicaments. So in discussing what psychoanalysis uses poetry for — how psychoanalysis and poetics might be related the other conversation that would complete the triangle would be between science and poetry. When Keats famously said that Newton had destroyed the poetry of the rainbow by reducing it to a prism, he was also implicitly acknowledging that Newton had fed him one of his best lines.

9. According to the passage, what has been the rationale behind comparing psychoanalysis with poetry in recent times?

(a) The fact that psychoanalysis is not a science means that it is art and poetry is the highest form of art.

(b) The fact that psychoanalysis is not a science but an art.

(c) Speaking is an inherent part of psychoanalysis and art involving language would be the best candidate.

(d) Much of psychoanalytical writing resembles literary works.

10. What does the author find most ironical regarding the comparison of psychoanalysis with literature in the present times?

(a) It has come about too late.

(b) It has been done so by default, because psychoanalysis has been dismissed as a science.

(c) It has been done when literature itself is under doubt as a discipline thereby making it ambiguous.

(d) It has been done by the rational school of psychoanalysis which is predominant.

11. What does the author see as the impact of the frequent division of psychoanalysis into science or arts?

(a) It is seen as being unsure and not robust.

(b) It is seen as a discipline that ignores this contradiction.

(c) It is seen as a discipline that is not definitely a science or an art.

(d) It is seen as a discipline that questions both science and arts.

TEST - 9

Total questions: 11 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

Franz Kafka produced no legal scholarship. His comments on the law are buried in his fiction. Nearly every piece of Kafka's writing, from *The Trial* to *In the Penal Colony*, deal with unfortunate confrontations with power. The courts, far from being open and public, appear more like secret tribunals wherein the charges are never fully stated and the defense can never be fully mounted against those in power. At every turn, the subject is denied knowledge and hence the ability to ever fully vindicate himself.

I was reading *A Message from the Emperor* when I was watching the movie, *Six Degrees of Separation*. There is a moment in the movie when Stockard Channing's character is in the Sistine Chapel while it is being restored. She is standing on a scaffold underneath God with his outstretched hand - that famous image where God and man just barely touch. The art restorer tells her to touch God's hand. Stockard Channing's character looks unsure. But the art restorer insists. He says, "slap God's hand." The woman finally shrugs her shoulders and reaches up and slaps God's hand. Everyone laughs. The scene ends. For Kafka, `touching God' is not that simple or carefree. Even if the message is personally for you - from God, the State, the Law - it is unlikely to reach you. However, as in *A Message from the Emperor*, you can "dream it up as evening falls". But a message from the "empire's capital, the center of the world" will not make it pass the area "flooded with the dregs of humanity."

The Law is a torment in Kafka's imagination. My quantum physicist friend was right. The Law is pedantic. Once known it unfolds in a formulaic manner. However, under the control of Kafka's pen the Law became esoteric. The Law became unknowable and unreachable. Understanding the charges against one became as difficult as understanding the position of an electron in an orbital cloud. However, the issue does not seem to be the truth or veracity of the law or even our fallible interpretation of the law. In fact, the law is never presented for review in *A Message from the Emperor* and *Before the Law* so we do not know if the law is fair, just or wise. We do not know if our issue with the law is our misinterpretation of the law. But we do know that the law is unreachable. The pure text of the law will always be denied us.

What is unknowable about the law is not necessarily the law but the power that guards the law. We have shrouded the law in power not to protect the law but to give it importance. In *Before the Law* a simple man from the "country" asks to be admitted to the law. He is prevented entrance to the law by a large man in a fur coat whom Kafka describes as having Tartar characteristics. But through the gloom the man can see radiance pouring from the door of the Law. Even as the man nears death, the Law looks beautiful. The guard, the power surrounding the law, does not take pity on the man and continues to deny the man access to the law even upon the man's death. Even more appalling, we learn that the law was meant only for the man and no one else. Thus, the power surrounding the law is not impersonal or indifferent. It deliberately flaunts its power to those it is meant for.

To Kafka, an agent of the law during the course of his life, what is esoteric about the law is not the law itself but the power that is essential for giving the law its status. A law cannot be without a power to grant its existence and supremacy. There must be a body or group of individuals that creates the law. In that creative power of law making there is a halo or a penumbra that encapsulates those attached to the law, which includes the enforcers and the punishers. One can hardly argue that in an orderly society (at least in a Western conception) there must be rules and adherence to rules. Citizens freely give over power to the law making body and those individuals attached to it.

We create an intentional demarcation between ourselves and the law for the sake of what we believe to be an orderly and just society. In *Before the Law* I recalled wanting to scream at the main character. I wanted him to attack the guard and storm the house of law. Instead, the man waited politely for the law. He was never invited to approach the law or `slap the hand' of the law. He simply sat still until his eventual demise. The man psychologically could not challenge the law. It is no wonder that, for Kafka, the law was personal and seemed structured and worded as if meant for each individual since it addressed the psychological barriers and limitations of every person. The law would

remain unknowable so long as the citizens for whom the law was created remained psychologically unchanged. The law would remain unknowable so long as we allow the penumbra of power to shield us from knowledge. The law makers, law enforcers and law punishers will be protected within their halo of power unless we can pierce their authority. One could easily see how the law is a torment in this scenario. Of course, one could also see how one's mind is a far greater torment and barrier.

1. Which is the thematic highlight of this passage?

(a) Life is an unfortunate confrontation with power.

(b) The law is beyond the common man's reach.

(c) One is defenseless against those in power.

(d) The law can be a source of anguish for the individual.

2. Which of the following would have been true if law were not shrouded by `the power'?

(a) The pure text would be accessible by us.

(b) One would understand the charges against one's self.

(c) The authenticity of law would not be questioned.

(d) The law would have been knowable.

3. It has been claimed in the passage that "The guard, the power surrounding the law, does not take pity on the man".

According to the passage, which of the following seem(s) appropriate reason(s) for such a claim?

A. The law was not meant for the man.

B. Power deliberately displays itself to those it is meant for.

C. The law is operative even beyond the death of an individual.

(a) A only

(b) B only

(c) C only

(d) A & B

4. According to the passage, law will remain an ordeal:

(a) because power needs to instill greater interaction.

(b) because we need to penetrate the authority of the power wielders.

(c) because man does not acknowledge the challenge of the law.

(d) because the mind creates barriers towards personal law.

Passage - 2

Our human story really begins 7m years ago, when cool, dry weather devastated the habitat of numerous forest-dwelling African ape species and opened new pastures for those apes that could survive on the savannah. At some point soon afterwards, the first evolutionary steps were taken towards the two-legged, large-brained creature we now call Homo sapiens. The earliest known walking ape, which evolved on the savannah 4.5m years ago, had the same moderately large brain as chimps. But following an intensification of the dry cool phase the first humans-Homo rudolfensis and Homo habilis-appeared about 2.5m years ago. Diminutive, with brains initially not much larger than chimps, they nonetheless made stone tools and were joined rapidly by Homo ergaster, and then Homo erectus, also both toolmakers. The latter was the Model T for humans, lasting well over 1m years and spreading throughout Africa, Asia and Europe. These early human species and members of their vegetarian sister group Paranthropus

(now extinct) were all characterised by a dramatic growth in brain size. The rapidity of that initial brain growth was never to be repeated.

Some new behaviour shared by all these new species must have been behind the selective pressure that began to favour individuals with larger brains. Whatever new behaviour, unique to these two groups of hominids, drove the growth of their brains, it arose long before evidence for complex culture. It seems to have given them a special advantage in this period of drought, since they replaced-in some cases violently-all other hominids apart from forest-dwelling great apes. The most obvious skill which would benefit from a large brain is the one which still clearly separates today's humans from all other living species: speech. Speech does not depend on diet or toolmaking, which explains how such rapid brain growth could have occurred in vegetarians and omnivores alike while, over the same period, technology apparently languished in both.

Just over 1m years ago, the brain of one human species-Homo rhodesiensis-had grown to within the range of volume of modern humans. By around 300,000 years ago, the climate-driven brain-growth machine had reached a plateau of size greater than that of today's humans. Since then, our brains and bodies have got smaller. Perhaps, as with cars, a law of diminishing evolutionary returns set in, making it no longer economical or feasible to build models with ever-larger "engines." (Moreover, the head of the newborn baby might simply have become too large for maternal safety.) Except for changes in limb proportions, eyebrows and skull shape, the physical evolution of the human family had by now slowed to a snail's pace. The real physical and behavioural threshold of Homo sapiens may have been reached at this point. All the characteristic behaviour of modernity-the grinding and use of pigment, the making of fine stone points and blades, fishing and long distance trade-can be traced back to Africa within the past 300,000 years. The evidence emphasises the subsequent acceleration in human technology: first slow, then faster and faster. As more and more knowledge began to be transmitted orally and accumulated down the generations, cultural evolution began to leave genetic evolution far behind. Looked at another way, if cultural evolution really took over from genetic evolution 300,000 years ago, then the major differences between us and them are merely cultural-that implies that if archaic Homo sapiens individuals from 300,000 years ago were transplanted to modern society they could well have the intellectual potential to put a man on the moon.

First hinted at by Darwin, the "garden of Eden" or "out of Africa" theory began to gain ground less than 30 years ago based on skull comparisons. It suggests that all human species, including the archaic types, arose in Africa. Anatomically modern humans who emerged 160,000 years ago (as opposed to archaic Homo sapiens who emerged 300,000 years ago) replaced all the others first in Africa, then outside-in some cases this seems to have been achieved by wiping them out. But an older theory known as multiregionalism was influential until recently. This theory, held principally by fossil specialists, argued for multiple sources of the different human races, claiming that each present-day regional Homo sapiens type (or "race") evolved slowly from local Homo erectus colonies. Homo erectus, one of the first humans, had made it rapidly out of Africa to colonise the whole of Eurasia. According to multiregionalists, African Homo erectus gave rise to Africans, Neanderthals (Homo neanderthalensis) gave rise to Europeans, east Asians derived from Peking man (Asian Homo erectus) and Australians from Java man (a descendant of Asian Homo erectus). These two views of the modern human genesis have quite different timescales. The out of Africa theory describes a complete replacement of other humans by a close-knit family of pioneers within the past 200,000 years, while multi regionalism claims deep regional divisions between modern human races going back well over 1m years. As a result, multiregionalism has been accused of providing justification for racist views. While this may be unfair, it is surprising that the view has lasted so long. Part of the reason the argument still runs on is the paucity of the fossil record. Well-dated fossil specimens of the earliest anatomically modern humans, dating back 160,000 years, were unearthed only recently in Ethiopia. The specimens confirm the African origin of our own special version of Homo sapiens. Genetics, with its ability to build and date trees, has now vindicated the out of Africa theory and the multi regionalists have become a dwindling-albeit vocal-band regarded by some geneticists as akin to flat-earthers.

The genes we carry in our cells are inherited from our parents and define us as individuals. Almost since this was first understood, over 100 years ago, geneticists have dreamt of using genetic markers to classify human races, show how they are related, and

determine their origins. Genes are made up of a long string-like molecule, DNA, which carries a sequence of coded instructions to build and maintain our bodies. Over many generations, small harmless mutations build up in the DNA code. The new mutations are then passed down the generations where they act as markers to identify new branches of a family tree for that small stretch of DNA.

5. What is the author attempting to illustrate through this passage?

(a) The genes we carry in our cells define us as individuals.

(b) Modern genetics has now shown that the homo sapiens evolved from Africa.

(c) New mutations are passed down the generations acting as markers for new branches.

(d) Speech does not depend on diet or tool making.

6. According to the author, which of the following statements would be true?

(a) The new genetic tools can confirm or reject controversial archaeological theories of migrations.

(b) Mutations occur at a constant rate making it possible to date not only the branches but the base of the tree-less than 200,000 years.

(c) The theory that modern humans, arising in Africa, sounded the death knell for the multi regional theory.

(d) Regional populations as in India, Europe and China are not the same as single branches of the gene tree.

7. The term `out of Africa' as used in the passage would most likely correspond with which of the following?

(a) The real physical and behavioural threshold of Homo sapiens.

(b) The present-day regional Homo sapiens type.

(c) That all human species, including the archaic types, started in Africa.

(d) That fishing and long distance trade-can be traced back to Africa.

Passage - 3

We are approaching a crossroads in the history of mankind which is likely to transcend in importance any previous event-from the discovery of fire to space travel. Within the lifetimes of many of us, artificial intelligence will become capable of reproducing itself without human intervention. We stand at the edge of an abyss, staring into a future we cannot guess.

The physical components of this phenomenon require no special technical breakthroughs, merely that artificial intelligence continues to expand at its present rate. Within 40 years, computers will control factories which make other computers. A "closed loop" of manufacture will have been generated. Because the expanding nerve net will also be connected to the energy supply, artificial intelligence will be capable, at a certain stage, of supplying its own energy.

At this point a new species will be born, created from non-organic materials from the minds rather than the genes of another species. It will be an event unprecedented in creation. We will be sharing our planet with another species, capable of self-replication, whose evolutionary development is proceeding at a phenomenally faster rate than our own. This is potentially the most important event in our history-and perhaps the most sinister-yet we seem to be approaching it with something like equanimity. Apart from occasional alarums in the press about the implications of advanced robots or computerised buildings which "talk" to one another at night, there has been almost no rigorous discussion of this.

Several assumptions seem to act as brakes on our consideration of whether and how artificial intelligence might replace human beings. One of the most important, and

widespread, is that computers cannot replicate human consciousness. It follows that the replacement of humans by computers is a logical impossibility; or at the very least that such a contingency is so far ahead to be beyond our consideration. This argument is simply a non sequitur. Whether computers can simulate human consciousness is an academic question depending on the definition of "consciousness." But mammals did not have to simulate or replicate all the attributes of dinosaurs before they replaced them. Indeed, it is the differences which the usurper species possess which enable them to supplant an existing species. In the process of replacing human beings, for example, it may be a positive advantage for an artificial intelligence system not to possess human consciousness. At its most stark and melodramatic, the lack of human consciousness would mean that a computer "decision" to eliminate humans could be taken without the operation of conscience.

What about the question of motivation? Is it not anthropomorphic to assume that computers would want to "take over"? But suppose we built into the computer system an instruction to self-repair. The system would not only respond to such an input by repairing elements which had already malfunctioned, but also scan for other possible malfunctions. One of the elements in its environment, which it would scan, are the human beings who exist on the periphery of its operations and who retain a capacity to intervene. In other words, the input of a simple instruction to self-repair would have an effect analogous to a motivational system of self-defence, creating behaviour similar to paranoia.

8. Which is the thematic highlight of the passage?

(a) The spread of artificial intelligence without human intervention.

(b) Human beings at the mercy of a defining moment.

(c) The possibility of a takeover of the planet by artificial intelligence.

(d) The price of technological breakthroughs.

9. According to the passage, the term "closed loop" refers to

(a) computers being able to control factories, which make other computers.

(b) the nerve net connected to the energy supply.

(c) artificial intelligence being able to supply its own energy.

(d) physical components of artificial intelligence.

10. Which one of the following assumptions acts as a brake on the acceptance of the replacement theory in the passage?

(a) The replacement of humans by computers is a logical possibility.

(b) Computers cannot replicate human consciousness.

(c) Replacement is not beyond our consideration.

(d) The assumption that computers are capable of replication.

11. What similarities do the `mammals' present in the light of the impending take over by the computers?

(a) Disparities of the usurper species help in replacing the existing species.

(b) Dinosaurs were not easily replaced.

(c) Elimination of humans will be possible easily.

(d) Human beings will be able to intervene in the process.

TEST - 10

Total questions: 11 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

Given its Hogarthian title and those pre-Booker neon warnings from a dyslexic press - one could be forgiven for expecting in Alan Hollinghurst's new novel a 20th century Rake's Progress. The emotional trajectory of its narrative, instead makes it an exposition of its title, The Line of Beauty.

In his 1753 essay "The Analysis of Beauty", Wiliam Hogarth, engraver and artist, made his bid at aesthetics. He claimed that beauty of form-both in nature and in art-lies in its fidelity in the "Line of Beauty and Grace". This essay, accompanied by two engraved plates, demonstrated the "Line of Beauty" in various things, both classical and commonplace.

Hogarth's idea makes a brief appearance in Hollinghurst's novel. I had to wade through 200 pages first, but it was worth the wait. "The double curve was Hogarth's line of beauty, the snakelike flicker of an instinct, of two compulsions held in one unfolding moment."

When the story opens in 1983, Nick Guest, 21, fresh faced and yearning, has recently moved into the house of his dreams. If you think a house is something strange for so young a man to dream about, Alan Hollinghurst quickly explains. The opening chapter has Nick wandering through the empty house, savouring its spaces with lingering pleasure.

Nick is an aesthete in the first and true definition of the words he has a superior appreciation of the beautiful. It is all to easy to confuse this with an affectation. Thanks to the skill of this novelist, we never do. Through 400 pages of vicissitudinary intimacy, the reader feels anger, disgust, delight or pity for Nick. But never once do we doubt his passion and instinct for beauty. The central honesty of the book pulls off this rather remarkable feat.

As heroes go, Nick Guest is easy to dislike. The opening premise is dubious. Can the thrill of vicarious possession sustain a relationship? Nick has just moved in as a lodger at the Feddens' Kensington Gardens house. Young Sarah Fedden is a friend of Nick's-and also the unconscious object of Nick's lust. Her presence in the house is fleeting, she's in and out of the story. But like a lovesick adolescent, Nick cherishes the thrill of occupying the habitat of the absent one Much later in the novel, when Nick is sharing the ogee bed with another lover, Hollinghurst expounds.

"Nick smiled to himself at the flat's pretensions, but inhabited it with his old wistful keenness, as a fantasy of prosperity he could share, and as the habitat of a woman he was in love with. He felt he took to it well, the comfort and convenience, the discreet glimpsed world of things that the rich had done for them. It was a system of minimized stress, of guaranteed flattery."

As yet in 1983, Nick's naïve pleasure lacks that cynical undertow. Gerald Fedden, MP, is genial, kindly and utterly opaque of purpose. His wife, the Honourable Rachel, (who has the money, jewish money) is distant, lovely, and al that makes the Fedden household seem so perfect and so full of case to Nick. His own parents seem embarrassingly barbaric in comparison; suburban, almost entirely irrelevant. (It's almost anomalous to note that Nick knows so much about design and furniture simply because he learnt it off his father's antique business.) The last member of the Fedden household is 19-year-old Catherine, coming apart at the edges, in the grip of a bipolar disorder that excuses her intense Cassandra spells. Like Cassandra, she is doomed to be discredited and one of the magical things about the book is how subtly we feel her build-up of malice.

The Fedden household carries resonance of Peter Pan-and it's not just the address. Nick's vision of the Feddens as the perfect family, so rightly endowed with objects of desire, is very like the oedipal ache of Peter Pan.

Hollinghurst also has a sly Hogarthian take on this nursery vision. In his paintings of children, Hogarth often used innocence as a smokescreen for cruelty. His 1742 masterpiece, The Graham Children, has a boy in the foreground winding his music box,

looking up at an agitated caged bird. The bird is being balefully menaced by a cat. The children are all laughing. Nobody minds the cat. Nick's unofficial job at the Feddens is "minding the Cat" : he is Catherine's caretaker.

Nick revels in the Feddens. He ingratiates himself. He purveys his small store of specialized knowledge as he oils his way into the secret world of the oofy. Visiting Hawkeswood, the country house of Mrs Fedden's brother Lord Kessler.

"Nick saw at once that the landscape over the fireplace was a Cezanne. It gave him a hilarious sense of his own social displacement. It was one of those moments that only the rich could create, and which came for Nick all wrapped up in its own description, so that he was already recounting it to some impressionable other person-person, that is, as impressionable as himself."

The telling phrase is "all wrapped up in its own description": at times, it describes the book.

"What a courtier you are", Catherine tells Nick. There's definite heart-sink in that-which Nick does not perceive, and we hate him for it. Through the Toried pages we glimpse Nick trapped in a perpetual house party, as that indefinable embarrassment, the friend of the family, a sort of ageless Somerset Maugham taking notes. "What always held him was the family's romance of itself, with its little asperities and collusions that were so much more charming and droll than those in his own family." This, on page 77. Nick, like his hero Henry James, "felt he could stand a great deal of gilt" but you can sense already it's beginning to wear off.

1. How does the author of the book create a sense of `social displacement' for Nick when he sees the Cézanne?

(a) By mentioning how Nick was dumbfounded on seeing it.

(b) By mentioning how impressionable Nick was when he went to the house and did not expect anything as grand as this

(c) By mentioning how Nick was overcome with imagining how he would talk about this moment to others such as himself.

(d) By mentioning Nick's ignorance regarding Cezanne and his work.

2. Why has the author mentioned William Hogarth's work in this passage?

(a) To mention the similarity between William Hogarth's theory and the book's content and name.

(b) To present a different viewpoint on what actually constitutes beauty.

(c) To mention the source of inspiration for the title of the book.

(d) To familiarize the reader with the area of concern for the book.

3. Which of these statements best expresses the exact import of the question raised by the author - "Can the thrill of vicarious possession sustain a relationship?" ?

(a) Nick wants to possess Sarah's attention and then leave her so as to teach her a lesson.

(b) Nick wants to possess Sarah's attention and her house.

(c) Nick wants to possess Sarah's house to feel as if he possesses her.

(d) Nick wants to possess Sarah to highlight his power.

Passage - 2

Most people who bother with the matter at all would admit that the English language is in a bad way, but it is generally assumed that we cannot by conscious action do anything about it. Our civilization is decadent, and our language—so the argument runs—must inevitably share in the general collapse. It follows that any struggle against the abuse of language is a sentimental archaism, like preferring candles to electric light or hansom

cabs to aeroplanes. Underneath this lies the half-conscious belief that language is a natural growth and not an instrument which we shape for our own purposes.

Now, it is clear that the decline of a language must ultimately have political and economic causes: it is not due simply to the bad influence of this or that individual writer. But this creates a vicious circle. A man may take to drink because he feels himself to be a failure, and then fail all the more completely because he drinks. It is rather the same thing that is happening to the English language. It becomes ugly and inaccurate because our thoughts are foolish, but the slovenliness of our language makes it easier for us to have foolish thoughts. The point is that the process is reversible. Modern English, especially written English, is full of bad habits which spread by imitation and which can be avoided if one is willing to take the necessary trouble. If one gets rid of these habits one can think more clearly, and to think clearly is a necessary first step towards political regeneration: so that the fight against bad English is not frivolous and is not the exclusive concern of professional writers.

A newly invented metaphor assists thought by evoking a visual image, while on the other hand a metaphor which is technically "dead" (e.g., iron resolution) has in effect reverted to being an ordinary word and can generally be used without loss of vividness. But in between these two classes there is a huge dump of worn-out metaphors which have lost all evocative power and are merely used because they save people the trouble of inventing phrases for themselves. Examples are: ring the changes on, take up the cudgels for, toe the line, ride roughshod over, stand shoulder to shoulder with, play into the hands of, no axe to grind, grist to the mill, fishing in troubled waters, on the order of the day, Achilles' heel, swan song, hotbed. Many of these are used without knowledge of their meaning (what is a "rift," for instance?), and incompatible metaphors are frequently mixed, a sure sign that the writer is not interested in what he is saying. Some metaphors now current have been twisted out of their original meaning without those who use them even being aware of the fact. For example, toe the line is sometimes written tow the line. Another example is the hammer and the anvil, now always used with the implication that the anvil gets the worst of it. In real life it is always the anvil that breaks the hammer, never the other way about: a writer who stopped to think what he was saying would be aware of this, and would avoid perverting the original phrase.

Words like phenomenon, element, individual (as noun), objective, categorical, effective, virtual, basic, primary, promote, constitute, exhibit, exploit, utilize, eliminate, liquidate, are used to dress up simple statements and give an air of scientific impartiality to biased judgments. Adjectives like epoch-making, epic, historic, unforgettable, triumphant, age-old, inevitable, inexorable, veritable, are used to dignify the sordid processes of international politics, while writing that aims at glorifying war usually takes on an archaic color, its characteristic words being: realm, throne, chariot, mailed fist, trident, sword, shield, buckler, banner, jackboot, clarion. Foreign words and expressions such as cul de sac, ancien regime, deus ex machina, mutatis mutandis, status quo, gleichschaltung, weltanschauung, are used to give an air of culture and elegance. Except for the useful abbreviations i.e., e.g., and etc., there is no real need for any of the hundreds of foreign phrases now current in English Bad writers, and especially scientific, political and sociological writers, are nearly always haunted by the notion that Latin or Greek words are grander than Saxon ones, and unnecessary words like expedite, ameliorate, predict, extraneous, deracinated, clandestine, subaqueous and hundreds of others constantly gain ground from their Anglo-Saxon opposite numbers. The jargon peculiar to Marxist writing (hyena, hangman, cannibal, petty bourgeois, these gentry, lackey, flunkey, mad dog, White Guard, etc.) consists largely of words and phrases translated from Russian, German or French; but the normal way of coining a new word is to use a Latin or Greek root with the appropriate affix and, where necessary, the -ize formation. It is often easier to make up words of this kind (deregionalize, impermissible, extramarital, non-fragmentatory and so forth) than to think up the English words that will cover one's meaning. The result, in general, is an increase in slovenliness and vagueness.

In certain kinds of writing, particularly in art criticism and literary criticism, it is normal to come across long passages which are almost completely lacking in meaning. Words like romantic, plastic, values, human, dead, sentimental, natural, vitality, as used in art criticism, are strictly meaningless in the sense that they not only do not point to any discoverable object, but are hardly ever expected to do so by the reader. When one critic

writes, "The outstanding feature of Mr. Xs work is its living quality," while another writes, "The immediately striking thing about Mr. X's work is its peculiar deadness," the reader accepts this as a simple difference of opinion. If words like black and white were involved, instead of the jargon words dead and living, he would see at once that language was being used in an improper way. Many political words are similarly abused. The word Fascism has now no meaning except insofar as it signifies "something not desirable." The words democracy, socialism, freedom, patriotic, realistic, justice, have each of them several

different meanings which cannot be reconciled with one another. In the case of a word like democracy, not only is there no agreed definition, but the attempt to make one is resisted from all sides. It is almost universally felt that when we call a country democratic we are praising it: consequently the defenders of every kind of regime claim that it is a democracy, and fear that they might have to stop using the word if it were tied down to any one meaning. Words of this kind are often used in a consciously dishonest way. That is, the person who uses them has his own private definition, but allows his hearer to think he means something quite different. Statements like Marshal Petain was a true patriot, The Soviet Press is the freest in the world, The Catholic Church is opposed to persecution, are almost always made with intent to deceive. Other words used in variable meanings, in most cases more or less dishonestly, are: class, totalitarian, science, progressive, reactionary, bourgeois, equality.

4. According to the author, what is the political intent behind using certain words?

(a) To leave them vague so as to define it in the future and appeal to different segments.

(b) To leave them open to many interpretations.

(c) To make the other person believe in a different meaning from the one it stands for.

(d) To not make a concrete proclamation in order to shun accountability.

5. What according to the passage, is the usual reaction received by those who attempt to end the degeneration of the English language?

(a) They are labeled anarchic and their statements are dismissed.

(b) They are dismissed as being pointless rabble rousers.

(c) They are seen to be irrational.

(d) They are considered to be blind followers of other languages.

6. Which of these sentences is an incorrect statement regarding the author's view on metaphors?

(a) Metaphors that have been used for a long time and state something definite are popular in the English language.

(b) Metaphors should not be used without thinking whether they are appropriate in the context where they are used.

(c) Metaphors should be altered when the situation they are generalizing undergoes a change.

(d) Incompatible metaphors should not be mixed.

7. Why does the author question the usage of a certain set of words used in art criticism?

(a) They are based on judgments and cannot be falsified.

(b) They do not indicate anything concrete or verifiable.

(c) They criticize and no criticism can be simply refuted.

(d) They are based on the reader's faith which in itself is an ambiguous notion.

Passage - 3

Last October Rafique Kidwai, vice-president in a large FMCG company, with a management degree from an IIM and almost 12 years of experience in marketing, was

facing a career crisis. His performance appraisal and performance review session had been gruelling. In charge of one of the company's leading brands, his targets had fallen just short of objectives set at the beginning of the year. Competing brands had performed comparatively well. More importantly, other product managers within the company had reported stellar performances at the yearend presentations. So Kidwai received a B rating, and the boss clearly indicated that there would be no increment for him. With last year's job market being rather dull, a suitable career move was not easy, so Kidwai decided to stay on and try harder.

Kidwai's experience is no exception. In numerous other companies, tougher performance appraisals are holding employees up to a harsher yardstick. That's only a mirror of what companies themselves are going through. Since liberalization opened companies to more foreign and domestic competition, new technology and more demanding customers many are turning the microscope on to employee performance to help the company itself do well. Besides, since compensation packages have risen considerably over the past few years, companies are anxious to ensure a return on that payout.

So by now, pay for performance is a familiar story at Indian companies, and employees are coming to terms with variable compensation. Rather than a fixed package that rises every year, employees now receive a smaller base sum, with bonuses and add-ons directly linked to performance. A chunk of compensation at middle and senior levels is today tied to performance, and therefore at risk, though it's much less than in the West. If the company or individual does not perform well in a particular year, the bonus package takes a beating.

The relevance of performance related compensation is even being appreciated in the public sector. Explains S. A. Narayan, executive director, HRD, Bharat Petroleum Ltd. (BP), "Public sector companies are constrained by government guidelines. But we are working towards adding profit-driven increments to salaries which will encourage better performance." In the past, the salary at BP, which in any case was non-competitive, was structured to include annual increment and bonus with no relation to performance. "The exact figure of salaries are no longer guaranteed," sums up HRD consultant Anita Ramachandran, head of Cerebrus Consultants.

This trend is driving a complete shift in performance appraisals, with much more at stake than before, both employers and employees are concerned about how compensation is decided. If employees stand to lose substantial amounts of money depending on their performance, they are concerned about how that performance is being quantified. So companies are evolving new appraisal system with clear performance measures. Says Ramachandran; "Companies are now defining what it is that you need to deliver. Earlier most felt that it was very loosely defined. At senior levels, people are now given quantifiable profit targets, which translate into more accountability. They are responsible for setting in place the systems and processes to ensure that these targets are met."

Knoll Pharma is a pretty typical example. The Mumbai-based pharmaceutical company is changing its appraisal process after seven years, to include a sharper focus on performance. Knoll now first uses other pharma companies as a benchmark to develop overall goals for the company, which are communicated to top executives for their full acceptance. Compensation then depends in achieving a combination of objectives at the company, division and individual levels. Explains K. K. Choudhary, vice-president, HR and administration, "In the past, the evaluation process had a greater degree of subjectivity. Now we are more objective, focused on well-defined performance parameters." Ten to 20 per cent of compensation at Knoll is now variable, to be eventually increased to 30 per cent."

Similarly, at L & T the appraisal process is now driven by a pull for performance model, where an employee's performance on pre-determined parameters leads to a certain rating on his performance review form. This will then get translated to actual numbers in the form of increment and bonus. "We want to move away from the earlier type of increment, which guaranteed a rise in salary for a lifetime. Now with a direct linkage between performance and reward, it is possible to add a sizeable award amount to the remuneration package of an ace performer," says Devender Nath, general manager, personal and HRD, L & T, "therefore, our appraisal system is also changing to suit our

new needs." Employee feedback on the new system has been positive. Says Gerard D'Cunha, an assistant general manager with L & T, "The emphasis on performance encourages serious self-review.

To make appraisals more objective, companies are including many criteria that are clearly measurable. Concepts such as customer satisfaction, increased sales and reduced costs, cycle-time efficiency, return-on-investment and shareholder value can all be used as yardsticks. "In the new regime, individuals have clear deliverables, which removes fuzziness. The subjective element is being taken out," says Sirish Shukla, HRD consultant, Corporate Resource Group (CRG) India. Delhi-based Dabur India appointed McKinsey and Co a year ago, to suggest strategic, structural and operational changes. Says Harish Tandon, general manager, HR, Dabur India Ltd., "Now Dabur is working towards making compensation more performance-oriented and the performance evaluation system is being worked on. Today, performance in terms of target achievement is the main factor followed by other criteria such as sincerity and longevity of service." The focus of appraisals these days is on what a person has achieved, as much as on what he is capable of.

But new appraisal systems present new problems. The first is the question of measuring intangibles like teamwork or leadership skills. Today, while individual performance is important, so is team work. So companies are working a weightage for team achievement of objectives, into appraisals. Delhi-based NIIT Ltd. takes into account the industry's performance, the company's performance and the performance of the business head when determining compensation. But the team performance counts most. Says Gopal Chakrabarty, director, NIIT, "The goals are not just operating profits and economic billings, but what you or your team add to the company".

According to HRD consultant Varda Pendse, a number of companies in the IT industry have enthusiastically embraced the team work approach. At some, especially those involved in project management, which call for group effort, employees are no longer appraised as individuals but only as team members. However, many companies are still working the teamwork concept into compensation very cautiously because it is already difficult to determine the ratio of individual contribution. So, working out an increment package, which will also feature the employee's contribution as a team player can be complex. Companies are trying to eliminate subjectivity from appraisals as far as possible. Says L&T's Nath, "Even if the targets are measurable, you cannot entirely remove the subjective element from appraisals. But today companies are concerned that employees should be satisfied with the appraisal process. So the criteria for assessment is jointly set between boss and subordinate." The solution is greater transparency, both of the original target setting and the appraisal against those goals.

Since there is much more discussion of targets and achievements, in the new dispensation, the entire appraisal process is being de-mystified. Employees have a much better look at how their fate is decided, and possibly a greater input too, given the greater focus on transparency. Take Hindustan Lever. In its earlier system, the appraisal was not discussed with employees. But now, it is discussed between boss and subordinate, and agreed upon before it makes its way to the next level. "Managers are not happy simply receiving a letter at the end of the year informing them of their performance rating. It has to be a participative process between boss and subordinate, similar to the target setting exercise at the beginning of the year," says Prem J. Kamath, head, management resources, Hindustan Lever (HLL).

At HLL, unit heads now conduct an appraisal exercise, which allows enough room for inputs from subordinates. The appraisal form then travels to the directors' level where the rating is finalized based on a comparative study of performances of other employees of the same level. This is done in conjunction with the HRD department, which works as a sounding board. Final appraisals of key people go up to the chairman's level.

Total transparency, however, will take its time to settle into the appraisal system of companies in India. Companies are currently experimenting with the 360 degree feedback system, which involves appraisal of the employee by the boss, peers and subordinates. Views on this revolutionary appraisal process differ. Says Pendse, "This requires a cultural change in the Indian mindset". Adds Choudhary of Knoll, "We are not yet geared culturally for the 360 degree system, because of the barriers between boss and

subordinate". In the IT industry, 360 degree feedback is catching on. Pendse points out that it is possible because the industry is less hierarchical than many. The age differential between the boss and the subordinate is also low. "Still", Rajesh Ghosh a middle level employee in a software company, who recently filled out a form evaluating his boss recollects, "Since we were doing it for the first time, there was a degree of apprehension, even embarrassment when I chose to give him a low rating for leadership, which is the more important issue in such an appraisal". In India, so far, 360 degree appraisal has been used as a developmental tool.

In fact, in the setting of objectives and the measurement of performance, companies are not forgetting appraisals are also a developmental tool. They are an opportunity to identify areas where people need extra support or training. In companies, they are also trying to help equip them to meet those new demands, through training, job rotation and the like. Says Ramachandran, "Companies are realizing that development is key for the bottom line, and therefore it is being emphasized in appraisals".

So companies are looking for new ways to measure their employees, and trying to be fair as well as tough. Honesty, transparency and discipline will determine the successful transition of companies from a subjective and paternalistic environment to an objective and professional one.

8. Tougher performance appraisals are a result of all except

(a) more competition.

(b) rise in compensation packages.

(c) new technology.

(d) recession in the economy.

9. Parameters which are difficult to measure include

(a) teamwork.

(b) cycle time efficiency.

(c) leadership skills.

(d) Both (a) and (c)

10. Evaluation of bosses by subordinates is more popular in the IT industry because

(a) it is easy to switch jobs.

(b) it is less hierarchical.

(c) low age difference between boss and subordinate.

(d) Both (b) and (c)

11. What is the central theme of this passage?

(a) After liberalization one must perform or perish.

(b) Approval systems have changed considerably reflecting the shift to performance-based pay.

(c) In the face of increasing competition companies are becoming more demanding of their employees.

(d) Performance-based pay packages are better than the old concept of fixed salaries.

TEST - 11

Total questions: 12 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

No weakness of the human mind has more frequently incurred animadversion, than the negligence with which men overlook their own faults, however flagrant, and the ease with which they pardon them, however frequently repeated.

It seems generally believed, that, as the eye cannot see itself, the mind has no faculties by which it can contemplate its own state, and that therefore we have no means of becoming acquainted with our real characters; an opinion which, like innumerable other postulates, an inquirer finds himself inclined to admit upon very little evidence, because it affords a ready solution of many difficulties. It will explain why the greatest abilities frequently fail to promote the happiness of those who possess them; why those who can distinguish with the utmost nicety the boundaries of vice and virtue, suffer them to be confounded in their own conduct; why the active and vigilant resign their affairs implicitly to the management of others; and why the cautious and fearful make hourly approaches toward ruin, without one sigh of solicitude or struggle for escape.

When a position teems thus with commodious consequences, who can without regret confess it to be false? Yet it is certain that declaimers have indulged a disposition to describe the dominion of the passions as extended beyond the limits that nature assigned. Self-love is often rather arrogant than blind; it does not hide our faults from ourselves, but persuades us that they escape the notice of others, and disposes us to resent censures lest we would confess them to be just. We are secretly conscious of defects and vices, which we hope to conceal from the public eye, and please ourselves with innumerable impostures, which, in reality, deceives nobody.

In proof of the dimness of our internal sight or the general inability of man to determine rightly concerning his own character, it is common to urge the success of the most absurd and incredible flattery, and the resentment always raised by advice, however soft, benevolent, and reasonable. But flattery, if its operation be nearly examined, will be found to owe its acceptance not to our ignorance but knowledge of our failures, and to delight us rather as it consoles our wants than displays our possessions. He, who shall solicit the favour of his patron by praising him for qualities, which he can find in himself, will be defeated by the more daring panegyrist who enriches him with excellence. Just praise is only a debt, but flattery is a present. The acknowledgement of those virtues on which conscience congratulates us, is a tribute that we can at any time exact with confidence, but the celebration of those which we only feign, or desire without any vigorous endeavours to attain them, is received as a confession of sovereignty over regions never conquered, as a favourable decision of disputable claims, and is more welcome as it is more gratuitous.

Advice is offensive, not because it lays us open to unexpected regret, or convicts us of any fault which had escaped our notice, but because it shows us that we are known to others as well as to ourselves; and the officious monitor is persecuted with hatred, not because his accusation is false, but because he assumes that superiority which we are not willing to grant him, and has dared to detect what we desired to conceal.

For this reason, advice is commonly ineffectual. If those who follow the call of their desires, without inquiry whither they are going, had deviated ignorantly from the paths of wisdom, and were rushing upon dangers unforeseen, they would readily listen to information that recalls them from their errors, and catch the first alarm by which destruction or infamy is denounced. Few that wander in the wrong way mistake it for the right; they only find it more smooth and flowery, and indulge their own choice rather than approve it: therefore few are persuaded to quit it by admonition or reproof, since it impresses no new conviction, nor confers any powers of action or resistance. He that is gravely informed how soon profusion will annihilate his fortune hears with little advantage what he knew before, and catches at the next occasion of expense, because advice has no force to suppress his vanity. He that is told how certainly intemperance will hurry him to the grave runs with his usual speed to a new course of luxury, because his reason is not invigorated, nor his appetite weakened.

The mischief of Flattery is, not that it persuades any man that he is what he is not, but that it suppresses the influence of honest ambition, by raising an opinion that honour may be gained without the toil of merit; and the benefit of advice arises commonly, not from any new light imparted to the mind, but from the discovery which it affords, of the

public suffrages. He that could withstand conscience is freighted at infamy, and shame prevails where reason was defeated.

As we all know our own faults, and know them commonly with many aggravations which human perspicacity cannot discover, there is, perhaps, no man, however hardened by impudence or dissipated by levity, sheltered by hypocrisy, or blasted by disgrace, who does not intend some time to review his conduct, and to regulate the remainder of his life by the laws of virtue. New temptations indeed attack him, new invitations are offered by pleasure and interest, and the hour of reformation is always delayed; every delay gives vice another opportunity of fortifying itself by habit; and the change of manners, though sincerely intended and rationally planned, is referred to the time when some craving passion shall be fully gratified, or some powerful allurement cease its importunity.

Thus procrastination is accumulated on procrastination, and one impediment succeeds another, till age shatters our resolution, or death intercepts the project of amendment. Such is often the end of salutary purposes, after they have long delighted the imagination, and appeased that disquiet which every mind feels from known misconduct, when the attention is not diverted by business or by pleasure.

Nothing surely can be more unworthy of a reasonable nature, than to continue in a state so opposite to real happiness, as that all the peace of solitude and felicity of meditation, must arise from resolutions of forsaking it. Yet the world will often afford examples of men, who pass months and years in a continual war with their own convictions, and are daily dragged by habit or betrayed by passion into practices, to which they closed and opened their eyes with purposes to avoid; purposes which, though settled on conviction, the first impulse of momentary desire totally overthrows.

The influence of custom is indeed such that to conquer it will require the utmost efforts of fortitude and virtue, nor can I think any man worthy of veneration and renown than those who have burst the more shackles of habitual vice. This victory however has different degrees of glory as of difficulty; it is more heroic as the objects of guilty gratification are more familiar, and the recurrence of solicitation more frequent. He that from experience of the folly of ambition resigns his offices may set himself free at once from temptation to squander his life in courts, because he cannot regain his former station. He who is enslaved by an amorous passion, may quit his tyrant in disgust, and absence of will without the help of reason overcome by desire of returning. But those requiring no preparatory measures or gradual advances, are more tenaciously adhesive; the wish is so near the enjoyment, that compliance often precedes consideration and before the powers of reason can be summoned, the time for employing them is past.

Indolence is therefore one of the vices from which those whom it once infects are seldom reformed. Every other species of luxury operates upon some appetite that is quickly satiated, and requires some concurrence of art or accident which every place will not supply; but the desire of ease acts equally at all hours, and the longer it is indulged the more it is increased. To do nothing is in every man's power; we can never want an opportunity of omitting duties. The lapse to indolence is soft and imperceptible, because it is only a mere cessation of activity; but the return to diligence is difficult, because it implies a change from rest to motion, from privation to reality.

Of this vice, as of all others, every man who indulges it is conscious; we all know our own state, if we could be induced to consider it; and it might perhaps be useful to the conquest of all these ensnares of the mind, if at certain stated days life was reviewed. Many things necessary are omitted, because we vainly imagine that they may be always performed, and what cannot be done without pain will for ever be delayed or the time of doing it be left unsettled. No corruption is great but by long negligence, which can scarcely prevail in a mind regularly and frequently awakened by periodical remorse. He who thus breaks his life into parts, will find in himself a desire to distinguish every stage of his existence by some improvement, and delight himself with the approach of the day of recollection, as of the time which is to being a new series of virtue and felicity.

1. Flattery is successful because of

(a) our ignorance of our failures.

(b) our knowledge of our failures.

of the folly of ambition resigns his offices may set himself free at once from temptation to squander his life in courts, because he cannot regain his former station. He who is enslaved by an amorous passion, may quit his tyrant in disgust, and absence of will without the help of reason overcome by desire of returning. But those requiring no preparatory measures or gradual advances, are more tenaciously adhesive; the wish is so near the enjoyment, that compliance often precedes consideration and before the powers of reason can be summoned, the time for employing them is past.

Indolence is therefore one of the vices from which those whom it once infects are seldom reformed. Every other species of luxury operates upon some appetite that is quickly satiated, and requires some concurrence of art or accident which every place will not supply; but the desire of ease acts equally at all hours, and the longer it is indulged the more it is increased. To do nothing is in every man's power; we can never want an opportunity of omitting duties. The lapse to indolence is soft and imperceptible, because it is only a mere cessation of activity; but the return to diligence is difficult, because it implies a change from rest to motion, from privation to reality.

Of this vice, as of all others, every man who indulges it is conscious; we all know our own state, if we could be induced to consider it; and it might perhaps be useful to the conquest of all these ensnares of the mind, if at certain stated days life was reviewed. Many things necessary are omitted, because we vainly imagine that they may be always performed, and what cannot be done without pain will for ever be delayed or the time of doing it be left unsettled. No corruption is great but by long negligence, which can scarcely prevail in a mind regularly and frequently awakened by periodical remorse. He who thus breaks his life into parts, will find in himself a desire to distinguish every stage of his existence by some improvement, and delight himself with the approach of the day of recollection, as of the time which is to being a new series of virtue and felicity.

1. Flattery is successful because of

(a) our ignorance of our failures.

(b) our knowledge of our failures.

(c) the skill of the flatterer.

(d) it feeds our egos.

2. Which of the following statements is true?

(a) People are usually blind to their own faults.

(b) Flattery is generally preferred to praise.

(c) People wander into the wrong way mistaking it for the right one.

(d) Many people are too hardened to review or repeat their conduct.

3. Which of the following statements is false?

(a) People are generally unconscious of their own indolence.

(b) Flattery suppresses the influence of honest ambition.

(c) People delay reforming themselves until their passions are gratified.

(d) He that could withstand conscience may be frightened at infamy.

4. Breaking free from vice is more laudable if

(a) the objects of guilty gratification are more familiar.

(b) it involves losing one's friends and facing physical discomfort.

(c) the recurrence of solicitation is more frequent.

(d) Both (a) and (c)

Passage - 2

Modern physics has confirmed most dramatically one of the basic ideas of Eastern mysticism; that all the concepts we use to describe nature are limited, that they are not features of reality, as we tend to believe, but creations of the mind; parts of the map, not of the territory. Whenever we expand the realm of our experience, the limitations of our rational mind become apparent and we have to modify, or even abandon, some of our concepts.

Our notions of space and time figure prominently on our map of reality. They serve to order things and events in our environment and are therefore of paramount importance not only in our everyday life, but also in our attempts to understand nature through science and philosophy. There is no law of physics which does not require the concepts of space and time for its formulation. The profound modification of these basic concepts brought about by relativity theory was therefore one of the greatest revolutions in the history of science.

Classical physics was based on the notion both of an absolute, three-dimensional space, independent of the material objects it contains, and obeying the laws of Euclidean geometry, and of time as a separate dimension which again is absolute and flows at an even rate, independent of the material world. In the West, these notions of space and time were so deeply rooted in the minds of philosophers and scientists that they were taken as true and unquestioned properties of nature.

The belief that geometry is inherent in nature, rather than part of the framework we use to describe nature, has its origin in Greek thought. Demonstrative geometry was the central feature of Greek mathematics and had a profound influence on Greek philosophy. Its method of starting from unquestioned axioms, and deriving theorems from these by deductive reasoning, became characteristic of Greek philosophical thought; geometry was therefore at the very centre of all intellectual activities and formed the basis of philosophical training. The gate of Plato's Academy in Athens is said to have borne the inscription, "You are not allowed to enter here unless you know geometry." The Greeks believed that their mathematical theorems were expressions of eternal and exact truths about the real world, and that geometrical shapes were manifestations of absolute beauty. Geometry was considered to be the perfect combination of logic and beauty and was thus believed to be of divine origin. Hence Plato's dictum, "God is a geometer."

Since geometry was seen as the revelation of God, it was obvious to the Greeks that the heavens should exhibit perfect geometrical shapes. This meant that the heavenly bodies had to move in circles. To present the picture as being even more geometrical they were thought to be fixed to a series of concentric crystalline spheres which moved as a whole, with the earth at the centre.

In subsequent centuries, Greek geometry continued to exert a strong influence on western philosophy and science. Euclid's elements was a standard textbook in European schools until the beginning of this century, and Euclidean geometry was taken to be the true nature of space for more than two thousand years. It took an Einstein to make scientists and philosophers realize that geometry is not inherent in nature, but is imposed upon it by the mind, in the words of Henry Margenau:

The central recognition of the theory of relativity is that geometry ... is a construct of the intellect. Only when this discovery is accepted can the mind feel free to tamper with the time-honoured notions of space and time, to survey the range of possibilities available for defining them, and to select that formulation which agrees with observation.

Eastern philosophy, unlike that of the Greeks, has always maintained that space and time are constructs of the mind. The eastern mystics treated them like all other intellectual concepts; as relative, limited, and illusory.

It was taught by the Buddha, oh monks, that ... the past, the future, physical space, ... and individuals are nothing but names, forms of thought, words of common usage, merely superficial realities.

Thus in the Far East, geometry never attained the status it had in ancient Greece, although this does not mean that the Indians and Chinese had little knowledge of it. They used it extensively in building altars of precise geometrical shapes, in measuring the land and mapping out the heavens, but never to determine abstract and eternal truths. This philosophical attitude is also reflected in the fact that ancient eastern science generally did not find it necessary to fit nature into a scheme of straight-lines and perfect circles. Joseph Needham's remarks about Chinese astronomy are very interesting in this connection:

The Chinese [astronomers] did not feel the need for [geometrical] forms of explanation — the component organisms in the universal organism followed their Tao "each according to its own nature, and their representational" form of algebra. The Chinese were thus free from that obsession of European astronomers for the circle as the most perfect figure, ... nor did they experience the medieval prison of the crystalline spheres.

Thus the ancient eastern philosophers and scientists already had the attitude which is so basic to relativity theory — that our notions of geometry are not absolute and unchangeable properties of nature, but intellectual constructions, in the words of Ashvaghosha:

Be it clearly understood that space is nothing but a mode of particularization and that it has no real existence of its own ... space exists only in relation to our particularizing consciousness.

The same applies to our idea of time. The eastern mystics link the notions of both space and time to particular states of consciousness. Being able to go beyond the ordinary state through meditation, they have realized that the conventional notions of space and time are not the ultimate truth. The refined notions of space and time resulting from their mystical experiences appear to be in many ways similar to the notions of modern physics, as exemplified by the theory of relativity.

5. When the passage speaks about modern physics, the author is trying to say

(a) the biggest limitation which humanity today faces is the blind belief in concepts propounded by untested theories.

(b) that humanity is too enamoured by what he calls `creations of the mind'.

(c) eastern mysticism, and its concepts have been confirmed by modern physics.

(d) the rational mind of humanity is expansive in nature and may be abandoned at any time.

6. As per the passage, why does the concept of space and time figure prominently in our map of reality?

(a) Mainly because they are used to understand nature through science and philosophy.

(b) To understand why no law of physics explains the formulation of nature.

(c) To begin our understanding of the theory of relativity.

(d) It helps us unravel the history of science.

7. In the passage, what is said about the belief of Chinese astronomers?

(a) They were against the ancient Greek teachings.

(b) They believed that the component organisms in the universal organism followed their Tao each according to its own nature.

(c) They believed that mind is free from rigid notions such as definition of a spatial object by clear shapes.

(d) They had a different system of mapping out the heavens and the eternal truths.

8. "Be it clearly understood that space is ... particularizing consciousness",

These words

(a) are the words of Joseph Needham's study of Einstein's work.

(b) are the words of Ashvaghosha.

(c) are the words of Buddha.

(d) are a summary of Tao.

Passage - 3

I write from the perspective of a feminist, who is also a working mother and one of the relatively small but expanding number of women senior managers in Oxfam GB. As the member of the international programme's Senior Management Team charged with responsibility for gender issues, and head of the department in which the organization's gender specialists are located, my aim is to share some reflections on what has and has not worked in implementing our Gender Policy.

By sharing this experience, hopefully others will avoid some of our mistakes. I feel that the more open we are with each other about the huge obstacles to pursuing gender equity and meaningful organizational transformation, the more we can pool ideas on solutions to common problems and feel a much-needed sense of solidarity. By basing this article on my own experience, I also bring out the particular obstacles faced by a woman senior manager who has broken through the glass ceiling of an organization, and I outline some of the lessons to be learned.

At least on paper, Oxfam GB is a feminist organization. Our Gender Policy commits us to a radical and ambitious agenda in pursuit of gender equity and women's human rights. However, in reality there is a considerable gap between the policy's ambition and its patchy implementation, with much to celebrate and much to lament. Despite the extensive discussion that took place before the policy was adopted, it is clear - with the benefit of hindsight - that part of the problem lies in the very different understanding of what the policy means.

This gap in perceptions first dawned on me soon after I took on responsibility for gender issues in the International Division. A few of us were trying to persuade a key trustee and senior manager of Oxfam to invite some representatives of Southern women's organizations to the forthcoming Oxfam Assembly meeting to help cement new alliances in pursuit of women's human rights. Out efforts failed: we were told that if any of us thought the Assembly was going to give time to gender issues, we were wrong. Its purpose was to talk about what we mean by poverty, about our development approach, and to discuss whether Oxfam should work on poverty in the UK. Nothing to do with women's or gender issues, of course!

This is to not to suggest that Oxfam trustees and top managers are anything other than fully in agreement with the need to achieve greater gender equity, and for Oxfam to do more to help some of the world's most disadvantaged women attain their human rights. The issue is where this goal fits with other goals, what priority should be given to specific gender work, and what it implies in terms of governance, working culture, human-resources policies, and resource allocation.

Some historical perspective is also needed. Oxfam in 1998 is a very different organization to the one I joined in 1980. Then, overtly sexist behaviour was not only tolerated but openly exhibited by some, but by no means all, of the almost exclusively male managers. It would not be tolerated today. Oxfam does a great deal of innovative work on gender issues, with whole programmes turned around through the sort of transformational leadership described in other chapters.

Reality - past and present - is rather more complex than a linear progression from sexist organisation to one active on gender equality. Multiple realities have and do coexist. In 1979, the manager who recruited me to Oxfam went out of his way in taking positive action to avoid ending up with an all-male three-person fledgling public-policy/lobbying unit, then called the Public Affairs Unit. Having failed to attract suitable women candidates, he went round the building asking for ideas on who to approach and was given my name as a failed candidate for a Desk Officer post on the Latin America desk. When I joined, I encountered sexual harassment which was mild by the standards of the

city of London, where I started my career; however, it was all the more shocking given Oxfam's values.

When I became head of the Public Affairs Unit a few years later, the (male) recruiting manager, before offering me the job, launched into a long preamble on how he was going against his better judgement in not appointing one of the two chaps who, despite their management experience, had none whatsoever in advocacy. On another occasion, when I was considering shortlisting a man for a vacant administrator post (having recruited two feminist women as researchers/ lobbyists) the same manager rebuked me for trying to subvert the natural order.

Today Oxfam still has at its apex a Corporate Management Team of five men and one woman, with men disproportionately represented in other senior management posts; but the culture is so changed, at one level, that success in recruiting women to top posts is prized. However, having been involved in recruiting for the current director and other top posts, it is painfully evident that, whereas relatively inexperienced men do apply, few women will.

These contradictions - particularly our failure to challenge the prevailing gender-biased, anti-carers' working culture - make one feel that in terms of effective Gender Policy implementation, for every two steps forward, we take at least one, sometimes several, steps back. This was brought home to me most vividly in the recent discussion on Oxfam's values, conducted as part of a fundamental review of Oxfam's future direction. In a meeting of influential trustees and staff, I argued for gender equity being central to our values and beliefs, in line with the agreed organisational Gender Policy. I was reduced to stuttering, inarticulate disbelief when asked: `why gender?"

9. What is the point the author is trying to highlight by mentioning the events that occurred at the meeting of the International Division regarding the forthcoming Oxfam Assembly meeting?

(a) The issue of greater gender equity is not unanimously supported by the top management at Oxfam.

(b) The area of ensuring human rights to the most disadvantaged women is not agreed upon by the top management.

(c) Considering the political climate, the issue was ignored to pacify the top policy makers.

(d) The priority accorded to this area is low and this reflects in organizational working.

10. Why has the author mentioned her recruitment process in the Public Affairs Unit ?

(a) To highlight that after the tedious process, she was still subjected to sexual harassment.

(b) To highlight that the reality about how Oxfam treats women is complex and has not been a slow process of gradual improvement.

(c) To highlight that in 1979, some people in the organization supported women but Oxfam persecuted them to prove a point.

(d) To provide a biographical reference point for the reader.

11. What is the `natural order' that the author was allegedly trying to subvert?

(a) Recruitment of female candidates.

(b) Recruitment of male candidates.

(c) Presence of more men that women in Oxfam.

(d) Presence of more women than men in Oxfam.

12. Why has the author mentioned that "..whereas relatively inexperienced men do apply, few women will"?

(a) To highlight the sexism in the organization which wants higher male representation in senior management posts.

(b) To highlight the cautious attitude of women who do not think they are capable unless they have experience.

(c) To highlight that nepotism in the organization has led to many undeserving candidates being hired.

(d) None of the above.

TEST - 12

Total questions: 12 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

The precursors of adult creativity are clearly evident in young children. Just as all children are not equally intelligent, all children are not equally creative. But just as all children exhibit behaviours which evidence intelligence from birth, they also exhibit behaviours, which evidence the potential for creativity.

Creativity is essentially a form of problem solving. But it is a special type of problem-solving — one that involves problems for which there are no easy answers: that is, problems for which popular or conventional responses do not work. Creativity involves adaptability and flexibility of thought. These are the same types of skills that numerous reports on education (e.g., the Carnegie Report, 1986) have suggested are critical for students.

Creativity has been considered in terms of process, product or person (Barron and Harrington, 1981) and has been defined as the interpersonal and intrapersonal proceses by means of which original, high quality, and genuinely significant products are developed. In dealing with young children, the focus should be on the process, i.e. developing and generating original ideas, which is seen as the basis of creative potential. When trying to understand this process, it is helpful to consider Guilford's (1956) differentiation between convergent and divergent thought. Problems associated with convergent thought often have one correct solution. But problems associated with divergent thought require the problem-solver to generate many solutions, a few of which will be novel, of high quality, and workable — hence creative.

For a proper understanding of children's creativity, one must distinguish creativity from intelligence and talent. Ward (1974) expressed concern about whether creativity in young children could be differentiated from other cognitive abilities. More recent studies (for example, Moran and others, 1983) have shown that components of creative potential can indeed be distinguished from intelligence. The term `gifted' is often used to imply high intelligence. But Wallach (1970) has argued that intelligence and creativity are independent of each other, and a highly creative child may or may not be highly intelligent.

Creativity goes beyond possession and use of artistic or musical talent. In this context, talent refers to the possession of a high degree of technical skill in a specialized area. Thus, an artist may have wonderful technical skills, but may not succeed in evoking the emotional response that makes the viewer feel that a painting, for example, is unique. It is important to keep in mind that creativity is evidenced not only in music, art, or writing, but also throughout the curriculum, in science, social studies and other areas.

Most measures of children's creativity have focused on ideational fluency. Ideational fluency tasks require children to generate as many responses as they can to a particular stimulus, as is done in brainstorming. Ideational fluency is generally considered to be a critical feature of the creative process. Children's responses may be either popular or original, with the latter considered evidence of creative potential. Thus, when we ask four-year-olds to tell us "all the things they can think of that are red", we find that children not only list wagons, apples and cardinals, but also chicken pox and cold hands.

For young children, the focus of creativity should remain on process: the generation of ideas. Adult acceptance of multiple ideas in a non-evaluative atmosphere will help

children generate more ideas or move to the next stage of self-evaluation. As children develop the ability for self-evaluation, issues of quality and the generation of products become more important. The emphasis at this age should be on self-evaluation, for these children are exploring their abilities to generate and evaluate hypotheses, and revise their ideas based on that evaluation. Evaluation by others and criteria for genuinely significant products should be used only with older adolescents or adults.

For young children, a non-evaluative atmosphere appears to be a critical factor in avoiding what Treffinger (1984) labels as the `right answer fixation'. Through the socialization process, children move toward conformity during the elementary school years. The percentage of original responses in ideational fluency tasks drops from about 50 per cent among four-year-olds to 25 per cent during elementary school, then returns to 50 per cent among college students (Moran et al, 1983). It is important that children be given the opportunity to express divergent thought and to find more than one route to the solution.

Rewards or incentives for children appear to interfere with the creative process. Although rewards may not affect the number of responses on ideational fluency tasks, they seem to reduce the quality of children's responses and the flexibility of their thought. In other words, rewards reduce children's ability to shift from category to category in their responses (Groves, Sawyers and Moran, 1987). Indeed, any external constraint seems to reduce this flexibility. Other studies have shown that structured materials, especially when combined with structured instructions, reduce flexibility in four-year-old children (Moran, Sawyers, and Moore, in press). In one case, structured instructions consisted only in the demonstration of how to put together a model. Teachers need to remember that the structure of children's responses is very subtle. Research suggests that children who appear to be creative are often involved in imaginative play, and are motivated by internal factors rather than external factors, such as rewards and incentives.

Given the importance of creativity in the growth of the child, adults can help in many ways in promoting creativity. They can provide an environment that allows the child to explore and play without undue restraints. It is also important to adapt to children's ideas rather than trying to structure the child's ideas to fit the adult's. Unusual ideas from children must be accepted by suspending judgement of children's divergent problem-solving. All parts of the curriculum must have creative problem-solving. The child should be allowed to explore all possibilities, moving from popular to more original ideas. Finally, process rather than product must be emphasized.

Adults can encourage creativity by emphasizing the generation and expression of ideas in a non-evaluative framework and by concentrating on both divergent and convergent thinking. Adults can also try to ensure that children have the opportunity and confidence to take risks, challenge assumptions, and see things in a new way.

1. Creativity is

(a) equal in all children.

(b) a form of problem-solving.

(c) a form of self-expression.

(d) All of the above

2. The definition of creativity as per the passage is

(a) a form of self-expression which helps in problem solving.

(b) a form of convergent and divergent thinking.

(c) an interpersonal and intrapersonal process by means of which original, high quality, and genuinely significant products are developed.

(d) Both (a) and (c) above

3. As per the passage,

(a) intelligence is not obtained by birth but acquired as the child grows older.

(b) creativity involves flexibility and adaptability of thoughts.

(c) creativity is measured mainly through the process of product and person.

(d) None of the above

4. In the context of creativity, talent

(a) cannot be inherited but is obtained by birth.

(b) refers to artistic or musical talent.

(c) is possession of a high degree of technical skill in a specialized area.

(d) Both (b) and (c) above

Passage - 2

The educational reformers of the late eighteenth and nineteenth centuries dealt with the two distinct aspects of children's problems. One concerned the claims of childhood as a specific and independent stage in human growth. This perennial problem arises from the efforts of adults to subject growing children to ends foreign to their own needs and to press them into moulds shaped, not by the requirements of the maturing personality, but by the external interests of the ruling order. Rousseau had protested against this when he wrote: "Nature wants children to be children before they are men . . . Childhood has ways of seeing, thinking, and feeling, peculiar to itself, nothing can be more foolish than to substitute our ways for them."

The other involved efforts to reshape the obsolete system of schooling to make it fit the revolutionary changes in social life. These two problems were closely connected. The play school, for example, was devised not only to care for the specific needs of very young children but also to meet new needs which had grown out of the transformations in the family affected by industrial and urban conditions; it was no longer a unit of production as in feudal and colonial times but became more and more simply a center of consumption.

Dewey's theories blended attention to the child as an individual with rights and claims of his own with a recognition of the gulf between an outdated and class-distorted educational setup inherited from the past and the urgent requirements of the new era.

The educational system had to be thoroughly overhauled, he said, because of the deep-going changes in American civilization. Under colonial, agrarian, small-town life, the child took part in household, community and productive activities, which spontaneously fostered capacities for self-direction, discipline, leadership and independent judgment. Such worthwhile qualities were discouraged and stunted by the new industrialized, urbanized, atomized conditions, which had disintegrated the family and weakened the influence of religion.

In the city the training of children became one-sided and distorted because intellectual activities were dissociated from practical everyday occupations. Dewey wrote:

"While the child of bygone days was getting an intellectual discipline whose significance he appreciated in the school, in his home life he was securing acquaintance in a direct fashion with the chief lines of social and industrial activity. Life was in the main rural. The child came into contact with the scenes of nature, and was familiarized with the care of domestic animals, the cultivation of the soil, and the raising of crops. The factory system being undeveloped, the house was the center of industry. Spinning, weaving, the making of clothes, etc., were all carried on there."

"As there was little accumulation of wealth," Dewey continued, "the child had to take part in these, as well as to participate in the usual round of household occupations. Only those who have passed through such training, [as Dewey himself did in Vermont], and, later on, have seen children raised in city environments, can adequately realize the amount of training, mental and moral, involved in this extra-school life ... It was not only an adequate substitute for what we now term manual training, in the development of hand and eye, in the acquisition of skill and deftness; but it was initiation into self-reliance,

independence of judgment and action, and was the best stimulus to habits of regular and continuous work."

"In the urban and suburban life of the child of today this is simply memory," he went on to point out. "The invention of machinery, the institution of the factory system, the division of labor, have changed the home from a workshop into a simple dwelling place. The crowding into cities and the increase of servants have deprived the child of an opportunity to take part in those occupations which still remain. Just at the time when a child is subjected to a great increase in stimulus and pressure from his environment, he loses the practical and motor training necessary to balance his intellectual development. Facility in acquiring information is gained; the power of using it is lost. While need of the more formal intellectual training in school has decreased, there arises an urgent demand for the introduction of methods of manual and industrial discipline which shall give the child what he formerly obtained in his home and social life. The old schooling had to be renovated for still another reason. The curriculum and mode of colonial education had been largely shaped by medieval concepts and aims. The schools were controlled by the clergy and access to them was restricted to the favored few, the wealthy and well born. The teacher tyrannized over the classroom, imposing a schematic routine upon a passive, obedient, well-drilled student body.

5. Rousseau, according to the passage, voiced his protest against which of the following?

(a) The claim that childhood is a specific stage in human growth.

(b) The claim that childhood is an independent stage in human growth.

(c) The efforts of adults to mould children according to the requirements of the state.

(d) The efforts of adults to impose their ways upon the children.

6. What, according to the passage, was the underlying reason for Dewey's theory of change?

(a) Changes in American civilization demanded parallel development.

(b) The community activities were undergoing an overhaul.

(c) The need for self-direction had triggered the requirement.

(d) The expectation of the urban families was based on the new system.

7. According to the passage, all but which of the following contributed to the child's training in the former days?

(a) The child came in constant touch with scenes of nature.

(b) The house was the center of industry.

(c) The children were exposed to only intellectual activities.

(d) The children were associated with practical everyday activities.

8. The statement, "Facility in acquiring information is gained; the power of using it is lost", according to the passage, highlights which of the following?

(a) While intellectual training in schools has decreased, there arises an urgent demand for the introduction of methods of manual and industrial discipline.

(b) While intellectual training in schools has increased, there arises an urgent demand for the introduction of methods of manual and industrial discipline.

(c) While intellectual training remains the same in schools, there arises an urgent demand for the introduction of methods of manual and industrial discipline.

(d) While intellectual training is important, there arises an urgent demand for the introduction of methods of manual and industrial discipline.

Passage - 3

Mill wrote a famous essay called "Utilitarianism," but he ended up not as a proselytiser on behalf of the utilitarian principle of "the greatest happiness of the greatest number" but as

the most eloquent advocate of human freedom ever to write in the English language. Mill was a second-rate utilitarian, but a first-rate liberal. He retained many of his father's and Bentham's views about psychology, especially that the avoidance of pain and seeking of pleasure were the primary human springs for action. But he never saw happiness as more important than freedom—an important consideration today, when a new science of happiness is being fashioned in university economics and psychology departments. He quoted Bentham's opinion that "pushpin was as good as poetry," but only as evidence of his godfather's short-sightedness.

Mill's philosophical vision derives both its power and its weakness from his various attempts to knit together a number of diverse threads. He certainly wanted to preserve a space for individual action, which should be free from interference. But he also wanted to fill the idea of freedom with a rich conception of a good life. He was convinced that people should be masters and mistresses of their own lives—but also that some forms of life are better than others.

The resulting zigzag trajectory of Mill's work destroys any attempt to construct a coherent system from his voluminous writings (the newly reissued Collected Works run to 33 volumes). But Mill would not have been too bothered. For all his francophilia, he had an English mistrust of philosophical systems claiming to provide, once and for all, the answers to all economic, social and political difficulties. He learnt from the sensible bits of Comte and Fourier, but it is impossible to imagine him as grand pontiff of a new religion of humanity. He liked one of Marx's later speeches—on working-class attitudes towards the Franco- Prussian war—but would have abhorred Marxism. There is no "Millism."But if he left no systematic legacy, he addressed a number of issues and in a fashion that remains topical—often startlingly so. When is freedom of speech trumped by national security? What is the place of religion in secular politics? When and on what basis can the state interfere in the behaviour of individuals? How should gambling, drinking and prostitution be licensed or regulated? Mill was asking and answering these questions 150 years ago.

Thinking politicians are aware of the attractions of Mill's liberal heritage. David Miliband calls himself a "liberal socialist"; David Cameron is a "liberal conservative." David Willetts has argued that the Conservatives need to regroup around a concept of human liberty drawn from Mill. The Liberal Democrats are trying to work out what it means to be liberal and several of their leading thinkers are dusting off their Mill. Roy Hattersley has been a long-standing Mill fan (although stretches him too far towards socialism). Gordon Brown, however, took a more critical view in his Hugo Young memorial lecture last December, rejecting Mill's "extreme view of liberty" as a "crude libertarianism" and accusing him of underestimating the importance of community, belonging and collective loyalties. But Mill's intellectual life was spent in rebellion against the individualist philosophies of the 18th century. He said of his own father "as Brutus was called the last of the Romans, so was he the last of the 18th century." It is true that libertarians often try to claim Mill as their own. Yet the briefest acquaintance with Mill's work shows that his version of human freedom went far beyond non-interference—what Isaiah Berlin called "negative liberty." Mill saw an important role for government, believing that people needed educational and economic resources to lead their lives along paths of their own construction.

9. What, according to the passage, was Mill's view about psychology?

(a) He was a strong advocate of humanity.

(b) He found happiness as the most important factor in life.

(c) He felt evasion of pain and pleasure were the cause of human action.

(d) He felt that there should be space for human action.

10. According to the passage, Mill's vision stems from:

(a) His endeavour to bring together a number of disparate thoughts.

(b) His attempt to bring in a coherent system.

(c) His desire to preserve a space for individual action.

(d) His propensity to be a liberal.

11. What, according to the passage, is the reason for Mill's relevance even today?

(a) He defined working class attitudes.

(b) He had all the sensible bits.

(c) He addressed a number of issues that are relevant even today.

(d) He had all the answers to the religion of humanity.

12. What, was the main reason for the criticism directed against Mill's view of liberty?

(a) His version of human freedom went far beyond non-interference.

(b) He underestimated the importance of community.

(c) There was an undercurrent of disbelief towards his theories.

(d) Mill saw the role of the Government as an important one.

TEST - 13

Total questions: 11 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

Kaufmann cites the research of Michael Hout, Andrew Greeley and Melissa Wilde, which shows that conservative Protestant denominations are growing at rapid rates in the US. What he neglects to mention is that they offer this data to refute the very trend Kaufmann is trying to identify: growing religious conservatism.

It had long been believed that conservative Protestants were expanding their membership because they offered a "strict" faith that stood out in the marketplace, attracting those who wished to return to orthodoxy. But as Hout and Greeley point out in their important new book, The Truth about Conservative Christians, the rise of evangelical denominations in the US owes more to rising birth rates than to increased bible believing. They explicitly reject the conclusion that liberal churches are losing members because of their liberalism, which in turn suggests that conservative churches are not growing because of their conservatism.

In a similar manner, demographic data tends to overlook changes in what religion means to different generations. This is not a matter of "apostasy," or the fact that significant numbers of children "defect" from the Mormonism or Pentecostalism of their parents. True, there are significant such defections, especially among evangelicals, whose leaders regularly lament their failure to prevent younger born-again Christians from concluding that perhaps there is nothing wrong with gay marriage. But there is a particular reason why younger evangelicals do not automatically inherit the faith of their parents: evangelicalism is an inherently unstable faith. The parents of today's twenty something evangelicals went through a born-again conversion at some point in their lives. Can their children therefore be expected simply to adopt the religion in which they happen to be raised without going through a conversion experience of their own?

Evangelicalism is conservative in theology but quite radical in its sense of personal transformation. Since authenticity counts for more than tradition, younger evangelicals feel that they must take their own journey to God, and this does not always lead them to Jesus the same way it did their parents. So even if evangelicalism were to reproduce itself among younger cohorts—which in fact it does not—their form of religion would likely resemble only superficially the sin-obsessed faith of their parents.

Kaufmann overlooks what self-identified religious people actually believe or do. Thus he identifies Spain and Ireland as countries in which "religiosity is still high," when in fact these places are the best examples of the thesis that growing prosperity brings greater secularisation. Spain has gone further to recognise gay marriage than almost any other

country in Europe. Attendance at mass in Ireland is rapidly shrinking as Dublin becomes a center of Eurocommerce. If "religiosity" is high in both those countries, then the term has lost all its meaning. An even better example of the consequences of Kaufmann's methodological flaw is the data he cites from David Voas and Steve Bruce. White people in Britain, he writes to summarise their conclusions, are more likely to call themselves Christian in areas where Muslim populations are high. This is not accurate; if anything, Voas and Bruce show that in areas with Muslim populations of between 5 and 25 per cent of the total, the number of white British respondents who say they are Christian is *smaller* than elsewhere. What Voas and Bruce were trying to show is that the number of people who call themselves Christian is high given the fact that so few Britons are all that religious by conventional measures such as church attendance. "Christian," they argue, is more an ethnic than a religious category; indeed, Kaufmann acknowledges as much. When he goes on to add that "Christian identity does not equate to growing religious belief, but it eventually might," he leaves demography behind for sheer speculation. Sure, it might. But then again so might Jesus return to earth. People who have stopped going to church are unlikely to start doing so merely because a Muslim family opens a grocery store on their corner.

Then, finally, there is the question of immigration. On balance, Kaufmann is most likely correct to view immigration as contributing to the religiosity of countries in North America and Europe. Whether they will do so in sufficient numbers to negate the powerful effects of secularisation, however, is another matter. The experience of immigration in the US shows how powerful secularising forces can be; immigrants to America, whatever their religion, eventually become more like the Americans they join.

Will Europe be different? I see no reason why it will. Second-generation immigrants in America often become more religious than their parents, only to see their children become less religious than they are.

We do not know whether the children of Muslims who are born in Europe will overwhelmingly marry other Muslims and raise their children in the faith. But we do have every reason to believe that culture is as powerful a force as religion, and that the west will transform immigrants even if immigrants transform the west.

1. Wherein, according to the passage, lies the irony in Kaufmann citing from Hout, Greeley and Wilde?

(a) Kaufmann cites the research to show the rapid growth of conservative Protestant domination.

(b) Kaufmann cites the research that refutes the rapid growth of conservative Protestant domination.

(c) Kaufmann cites the research to show the growth of conservative Protestant domination.

(d) Kaufmann cites the research to support the demographic spread of conservative Protestant domination.

2. According to the passage, the fact behind the growth of the evangelical denominations was:

(a) The return to orthodoxy.

(b) The rising birth rate.

(c) The move towards liberalism.

(d) The growth of the Church.

3. According to the passage, why do the young evangelicals not inherit their parents' faith?

(a) Because personal transformation is the key to Evangelicalism.

(b) Because of changes in interpreting religion differently through generations.

(c) Because of defections by evangelicals.

(d) Because of the element of desertion involved in these religious shifts.

4. According to the passage, how does Kaufmann err in using Spain and Ireland to support his theory?

(a) Because religiosity has lost all its meaning.

(b) Because both Spain and Ireland exemplify worldliness.

(c) Because the Irish have stopped attending mass.

(d) Because Kaufmann discounts the reality.

5. In the passage, how does immigration contribute to the religiosity of America?

(a) Immigrants to America, eventually become more like the Americans they join.

(b) Immigration to America negates the powerful effects of secularization.

(c) Immigrants in America often become more religious than their parents.

(d) The west will transform immigrants even if immigrants transform the west.

Passage - 2

Friedman writes that the world is now entering the era of "Globalization 3.0," following Globalization 1.0, which ran from 1492 until 1800 and was driven by countries' sheer brawn, and Globalization 2.0, in which "the key agent of change, the dynamic force driving global integration, was multinational companies" driven to look abroad for markets and labor, spurred by industrial-age "breakthroughs in hardware" such as steamships, trains, phones and computers. That epoch ended around 2000, replaced by one in which individuals are the main agents doing the globalizing, pushed by "not horsepower, and not hardware, but software" and a "global fiber-optic network that has made us all next-door neighbors." If the first two eras were driven mostly by Europeans and Americans, the third is open to "every color of the human rainbow."

In particular, Friedman is obsessed with one of the great economic phenomena of our day: the outsourcing of the U.S. economy's service and information-technology work to India, China and elsewhere. The reason that Indian accounting firms are expected to do about 400,000 American tax returns this year, that small U.S. hospitals have their CAT scans read in the wee hours by Indian or Australian radiologists known as the "Nighthawks," or that the Chinese port city of Dalian is taking outsourced work from its former imperial masters in Japan, Friedman argues, is that the world is undergoing "one of those fundamental changes — like the rise of the nation-state or the Industrial Revolution" — that transform the roles of individuals, governments and societies.

The world was flattened, he writes, by 10 forces, including the fall of the Berlin Wall and the discrediting of Soviet-style command economies; the 1995 Netscape IPO, which opened up the Internet for easy browsing; the dot-com era over investment in the fiber-optic cables that such globalizing hubs as Bangalore and Shenzhen, China, rely upon to cheaply transmit data around the planet; search engines like Google, most of whose queries are now no longer in English; and such flat-world "steroids" as PalmPilots, tiny laptops and the wireless technology that lets one of Friedman's colleagues merrily e-mail from aboard a Japanese bullet train. "The `hot line,' which used to connect the Kremlin with the White House," Friedman writes, "has been replaced by the `help line,' which connects everyone in America to call centers in Bangalore."

Even as these forces leveled the playing field, Friedman notes, some 3 billion people were rushing onto it — from China, India, the former Soviet Union and other countries whose economies had thrown off socialism or self-defeating insularism. As American politicians were letting the country's scientific and engineering base erode and peddling protectionist myths, the global economy was being "shaped less by the ponderous deliberations of finance ministers and more by the spontaneous explosion of energy" from eager Indian and Chinese entrepreneurs.

Friedman offers an engrossing tour of Flat World, but he sometimes overestimates its novelty. For starters, the glee of Globalization 3.0's players at the prospect of a seemingly borderless world is hardly new. "Merchants have no country," Jefferson wrote in 1814. "The mere spot they stand on does not constitute so strong an attachment as that from which they draw their gains." Similarly, Friedman is right that China might now be more leery about attacking high-tech Taiwan for fear of snarling international trade and manufacturing lines, giving the island its so-called silicon shield. But his puckishly named Dell Theory of Conflict Prevention — "No two countries that are both part of a major global supply chain, like Dell's, will ever fight a war against each other as long as they are both part of the same global supply chain" — skates past the fact that potential belligerents have always weighed the economic costs of war, often with breathtaking inaccuracy.

(Saddam Hussein's thought of gobbling up Kuwait in August 1990 would let him dominate the world oil market, not shatter his army and usher in a decade of crippling sanctions.) And the argument that trade inhibits belligerence dates back at least to Kant.

Friedman also does not have a compelling rebuttal for Harvard's Michael Sandel, who calls Flat World's new horizontal collaboration "just a nice name for the ability to hire cheap labor in India." For instance, Indian techies had the manpower and ambition to do the "huge, tedious job" of fixing the West's Y2K computer bug, giving India a surge of IT business that Friedman calls "a second Indian Independence Day.

6. According to Friedman, the third epoch is pushed by:

(a) multinational companies driving global integration.

(b) individuals doing the globalizing.

(c) countries being run on sheer brawn.

(d) breakthroughs in hardware.

7. According to the passage, Friedman's obsession with outsourcing is mainly due to which one of the following?

(a) Because it results in the transformation of roles.

(b) Because it results in a fundamental shift.

(c) Because China is working for Japan.

(d) Because Indians are doing Americans tax returns.

8. According to the passage, which of the following is not a part of the 10 forces responsible for flattening the world?

(a) The fall of the Berlin Wall.

(b) The1995 Netscape IPO.

(c) The commendable Soviet-style command economies

(d) The dot-com era over investment.

9. What, according to the passage, was responsible in shaping the global economy?

(a) The deliberations of the finance ministers.

(b) The erosion of the scientific base.

(c) China, India and former Soviet Union rushing in.

(d) The instinctive outbreak of energy.

10. The Dell Theory of Conflict Prevention, according to the passage, does not guarantee which of the following?

(a) That the attitudes will always be necessarily conducive.

7. According to the passage, Friedman's obsession with outsourcing is mainly due to which one of the following?

(a) Because it results in the transformation of roles.

(b) Because it results in a fundamental shift.

(c) Because China is working for Japan.

(d) Because Indians are doing Americans tax returns.

8. According to the passage, which of the following is not a part of the 10 forces responsible for flattening the world?

(a) The fall of the Berlin Wall.

(b) The1995 Netscape IPO.

(c) The commendable Soviet-style command economies

(d) The dot-com era over investment.

9. What, according to the passage, was responsible in shaping the global economy?

(a) The deliberations of the finance ministers.

(b) The erosion of the scientific base.

(c) China, India and former Soviet Union rushing in.

(d) The instinctive outbreak of energy.

10. The Dell Theory of Conflict Prevention, according to the passage, does not guarantee which of the following?

(a) That the attitudes will always be necessarily conducive.

(b) That countries with similar interests will always stay together.

(c) That countries part of global chains never fight each other.

(d) That potential contenders have always weighed the economics of war inaccurately.

11. An appropriate title to this passage would be:

(a) The Great Leveling

(b) The World is Flat

(c) A Brief History of the Twenty-First Century

(d) Globalization 3.0

TEST - 14

Total questions: 12 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

With certainty, one hallmark of Pasteur's research was not only the importance of his individual discoveries, but the overwhelming breadth of his accomplishment. Pasteur's long time collaborator, Emile Duclaux, wrote, "A mind ... of a scientific man is a bird on the wing; we see it only when it alights or when it takes flight. ... We may by watching closely keep it in view, and point out just where it touches the earth. But why does it alight here and not there? Why has it taken this direction and not that in its flight toward new discoveries?"

Pasteur, himself, provided us with an answer: He believed that his research was "enchained" to an inescapable, forward moving logic. As we review today Pasteur's scientific discoveries we shall see the truth of this statement: how one discovery, one concept, led almost "inescapably" to another.

Pasteur was born in Ole and grew up in the nearby town of Arbois, the only son of a poorly educated tanner, Jean Pasteur. Louis was not an outstanding student during his years of elementary education, preferring fishing and drawing to other subjects. In fact, young Louis drawings suggested that he could easily have become a superior portrait Artist. His later drawings of friends done at college were so professional that Pasteur was listed in at least two compendia of XIX C. artists.

The Senior Pasteur, however, did not see his son ending up as an Artist, and Louis, himself, was showing increasing interest in chemistry and other scientific subjects. The highest wish Father Pasteur had for his son was that he complete his education in the local schools and become a professor in the college at Arbois. However the headmaster of the college recognized that Louis could do much better and convinced father and son that Louis should try for the Ecole Normale Sup rieure in Paris. This most prestigious French University was founded specifically to train outstanding students for University careers in science and letters. And it was here that Pasteur entered and began his long journey of scientific discovery.

It may surprise some to learn that Pasteur, the father of microbiology and immunology, was a chemist who launched his memorable scientific career by studying the shapes of organic crystals. Pasteur was 26 years old, working for his doctorate in chemistry in the laboratory of Antoine Balard. Crystallography was just emerging as a branch of chemistry. His project was to crystallize a number of different compounds. Happily he started working with tartaric acid. Crystals of this organic acid are present in large amounts in the sediments of fermenting wine. Often one also found in the sediments in the wine barrels crystals of a second acid called paratartaric acid or "racemic acid". A few years earlier, the chemical compositions of these two acids, tartaric and paratartaric, had been determined. They were identical. But in solution there was a striking difference. Whereas tartaric acid rotated a beam of polarized light passing through it to the right, paratartaric acid did not rotate the light. This puzzled the young Pasteur. How could this be?

Pasteur refused to accept the notion that two compounds that had the same chemical composition yet acted so differently in respect to rotation of light could be identical. He was convinced that the internal structure of the two compounds must be different and this difference would show itself in the crystal form. The experts in this field had looked and examined tartrate and paratartrate crystals but never saw a difference, perhaps because, as Duclaux thought, they believed that no difference could exist. Pasteur believed that there were differences and indeed found them!

Upon intense examination beneath his microscope, he saw that every crystal of pure tartaric acid looked like every other one. When he examined the paratartrate crystals, on the other hand, he saw two types of crystals, nearly identical but not quite! One type was

the mirror image the other — the way the right hand mirrors the left hand. This was the difference he was looking for!

Pasteur then performed one of the simplest and yet most elegant experiments in the annals of chemistry. With a dissecting needle and his microscope, he separated the left and right crystal shapes from each other to form two piles of crystals. He then showed that in solution one form rotated light to the left, the other to the right. This simple experiment proved that the organic molecules with the same chemical composition can exist in space in unique stereospecific forms. And with this work did Pasteur launch the new science of stereochemistry.

To Pasteur this discovery had a deeper meaning. He proposed that asymmetrical molecules were indicative of living processes. In the broadest sense, he was correct. We know today that all of the proteins of higher animals are made up of only those amino acids that exist in the left-hand form. The mirror image right-hand amino acids are not used by human or animal cells. Likewise, our cells burn only the right-handed form of sugar, not the left-handed form that can be made in the test tube. It was the discovery of asymmetry of organic molecules that provided Pasteur with the "inescapable forward moving logic" that enchained him as he began his studies on alcoholic fermentation.

Pasteur served on the faculty of science of Dijon for a brief period and then was transferred to Strasbourg University where he continued his studies on molecular asymmetry. In Strasbourg, Pasteur had the immense good fortune to meet and marry the University Rector's daughter Marie Laurent, who was to be his devoted wife, mother and scientific helpmate through the remainder of his life.

In 1854 Pasteur was appointed Dean and professor of chemistry at the Faculty of Sciences in Lille, France. Lille was an industrial town with a number of distilleries and factories. The Minister of Public Instruction was not completely sold on "science for science's sake". He reminded university faculty that (and here I quote the Minister's words) "whilst keeping up with scientific theory, you should, in order to produce useful and far reaching results, appropriate to yourselves the special applications suitable to the real wants of the surrounding country."

1. Which of the following statements is *true*?

(a) A hallmark of Pasteur's research was not only the importance of his individual discoveries, but the overwhelming breadth of his accomplishment.

(b) The foundations of our knowledge of health and disease were constructed by scientific giants who are continuously working.

(c) The course of discoveries is predetermined and does not come as a surprise to anybody.

(d) The mind of a scientific man is a bird on the wing; we see it only momentarily and in flashes.

2. Which of the following statements is *false*?

(a) Crystals of tartaric acid are present in large amounts in the sediments of fermenting wine.

(b) Tartaric acid rotated a beam of polarized light passing through it to the right, paratartaric acid did not rotate the light.

(c) Louis drawings suggested that he could easily have become a superior portrait Artist.

(d) Pasteur, the father of microbiology and immunology, was a teacher who launched his memorable scientific career by studying the shapes of organic crystals.

3. Which of the following statements is *false*?

(a) Our cells burn only the right-handed form of sugar, not the left-handed form that can be made in the test tube.

(b) It was the discovery of the symmetry of organic molecules that provided Pasteur with the "inescapable forward moving logic" that enchained him as he began his studies on alcoholic fermentation.

(c) In Strasbourg, Pasteur had the immense good fortune to meet and marry the University Rector's daughter Marie Laurent, who was to be his devoted wife.

(d) Pasteur separated the left and right crystal shapes from each other to form two piles of crystals.

Passage - 2

The unique relationship between French speakers and their language is one of the grand themes in "The Story of French," a well-told, highly accessible history of the French language that leads to a spirited discussion of the prospects for French in an increasingly English-dominated world.

The authors, Jean-Benoît Nadeau and Julie Barlow, are bilingual Canadians with a sense of mission. They value French as a vehicle of expression uniting 175 million people scattered in a linguistic archipelago across several continents. They also see it as a counterweight to U.S. political and cultural power.

Since the 17th century, French has been treated by French speakers less as a language than as a work of art, something worthy of constant analysis and curatorial devotion. "Debates about grammar rules and acceptable vocabulary are part of the intellectual landscape and a regular topic of small talk among francophones of all classes and origins," the authors write.

This can seem mystifying to English speakers, who take a much more casual attitude toward their own language, perhaps because English spread through the British Isles much more rapidly than French did through France, a country where regional dialects persisted until the mid-20th century. On the eve of the French Revolution only about three million French citizens out of a population of 28 million spoke French well, and as late as 1940 about half of the people spoke a regional dialect as their mother tongue.

Not surprisingly, a host of grammarians and language purists appeared early on to impose order. The poet and critic François de Malherbe (1555-1628), "quite possibly the biggest and most brazen language snob the world has ever seen," waged a highly successful ideological campaign to demand that French should be clear, precise and rigorous, ruled by iron laws of grammar and usage. He helped create the mystique of perfect French. A mistake is not merely a slip; it is a transgression. The person who commits what the French call a "faute," the authors write, "is seen as being not only unworthy of the language, but even a traitor to it."

The historical half of "The Story of French" contains many amusing insights into the mental universe that Nadeau and Barlow explored, in broader cultural terms, in "Sixty Million Frenchmen Can't Be Wrong." It is both fun and instructive to learn that "gopher" comes from "gaufre," or "waffle," a reference to the pockmarked appearance of prairie dog villages, and that when sled drivers yell "Mush!" they are garbling the French for "Marchez!" ("Walk!").

The more polemical chapters are a mixed bag. The authors make a strong case that French, for a variety of reasons, maintains a powerful international grip despite the influence of English.

Former French colonies, with some exceptions, have rejected the French but have remained loyal to the French language. The prestige of French culture and the French way of life still makes French an attractive second language around the world, giving it an influence out of proportion to its numerical standing as the ninth most spoken language in the world.

In documenting the global reach of French, and the efforts of various countries to promote or protect it, Nadeau and Barlow bog down in a bureaucratic swamp. They bounce from one summit meeting to another, attend endless roundtable discussions and visit French cultural centers from Dakar to Lubbock, Texas. This can be tedious.

From the evidence offered, it's hard to tell whether the French glass is half empty or half full. Is French a robust international presence, as the authors' carefully harvested statistics seem to suggest, or an invalid that needs help crossing the street, terrified at being run down by Anglo-Saxon vehicles?

Surely the former. There has to be a future for a language that can come up with "baladeur" for "Walkman" or, for Internet chat, fuse the French words for "keyboard" and "chat" to create "clavardage." Tomorrow's French will be different from the language of Malherbe, but it will remain French. Perhaps it will even bring a little clarity, precision and rigor to a confused and messy world.

4. The author's attitude to the French language seems to be

(a) confused *(b)* critical *(c)* patronizing *(d)* supportive

5. According to the passage

(a) French has not really been treated by the French speakers as a work of art.

(b) French has not really been treated by the French speakers as just a language

(c) French has been treated by the French speakers more as a language

(d) Both *(b)* and *(c)*

6. The correct meanings of snob and iron as used in the passage would be

(a) zealot and dogmatic

(b) fanatic and rigid

(c) eccentric and inflexible

(d) fan and clear

7. All of the following are true about Nadeau and Barlow except

(a) They may not be bilingual Americans

(b) They want French to become more popular.

(c) They attend endless roundtable discussions

(d) They visit French cultural centers from Dakota to Lubbock, Texas

8. The French language deserves a second position in the world on account of its

(a) Numerical standing

(b) Artistic value

(c) Prestige and power associated with it

(d) Popularity

9. It can be inferred that

(a) "gopher" has originated from prairie sheep.

(b) The French language people find the hold and the influence of the English language daunting

(c) The French Language people indulge in trivial and unnecessary small talk over the nuances of the language.

(d) Nadeau and Barlow pull down the bureaucratic swamp due to their devotion to French.

10. The English would find the French attitude towards their language

(a) demystifying *(b)* reverential *(c)* surprised *(e)* derogatory

Passage - 3

Al-Qaeda is developing new ways of funneling money to fund its terror operations and taking other steps to get around international sanctions, the head of the UN's sanctions committee said yesterday. In particular, they are avoiding bank transfers that can be traced and are either no longer using front companies or getting better at hiding them, Chile's UN ambassador, Heraldo Munoz, said.

"They are being creative about this," said Munoz, who recently returned from a fact-finding mission to Afghanistan, the United Arab Emirates, Singapore and Indonesia.

He said Al-Qaeda had "adapted and become more dangerous" in the face of the UN's sanctions against the organization and the Taleban, the hard-liners who ruled Afghanistan until a US war ousted them in 2001. Munoz said much of the money to fund terror operations was now transferred by the hawala system, an informal but personal and highly efficient network of contacts that allows most transactions to be completed in one day.

Meanwhile, an Arabic magazine reported yesterday that an Al-Qaeda leader said in an e-mail sent before the latest string of bombings in Iraq that the terrorist network was preparing devastating attacks against Americans during Ramadan. The Al-Majalla weekly has published statements in the past from the purported Al-Qaeda operative, Abu Mohammed Al-Ablaj.

Al-Qaeda "is getting ready to stage devastating attacks during the month of Ramadan against Americans that will make young boys' hair turn gray," said the e-mail, whose authenticity could not immediately be verified. It added attacks in Iraq were possible.

11. The passage does not have a tone of

(a) apprehension *(b)* moroseness *(c)* apocalypse *(d)* cataclysm

12. All of the following words have been used in the passage to describe Al-Qaeda except

(a) creative *(b)* adaptable *(c)* dangerous *(d)* cunning

TEST - 15

Total questions: 10 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

Eliot Spitzer is a man in a hurry. In only a few months, the New York attorney-general has established himself as the bane of Wall Street's investment banks and their biggest clients. On September 30, he launched yet another broadside, filing a lawsuit seeking the once high-flying telecoms executives return over $1.5 billion in profits allegedly obtained illegally thanks to a cosy relationship with bankers at Salomon Smith Barney, part of the gigantic Citigroup banking and insurance group. Most of the money was made when the executives sold stock in their own companies that was inflated by overly optimistic reports from Salomon's recently departed star analyst, Jack Grubman. The executives also pocketed some $28 million when they sold shares that were allocated to them in initial public offerings (IPOs) of `hot' technology clients of Salomon's, allegedly as a payback for giving investment-banking business to Salomon, a practice known as `spinning'.

The executives involved include Bernie Ebbers, the disgraced former boss of WorldCom, which filed for bankruptcy in July and which has admitted overstating profits by $4 billion; Philip Anschutz, former chairman and founder of Qwest Communications; and Joseph Nacchio, Qwest's former chief executive. Neither Salomon nor Mr Grubman were named, but correspondence that embarrasses them has been included in the evidence. In one e-mail, Mr Grubman wrote to the head of research, explaining why certain stocks had not been downgraded: "Most of our [investment] banking clients are going to zero and you know I wanted to downgrade them months ago but got huge pushback from banking."

Mr Spitzer is already investigating Citigroup's chief executive, Sandy Weill, to see if he pressurised Mr Grubman to up his stance on AT&T, a telecoms company on whose board Mr Weill sits, in order to win Salomon a role in the spin-off of AT&T Broadband. Citigroup is quickly making concessions in order to avoid further scrutiny. On October 1, Mr Weill said that he would step down from the boards of both AT&T and United Technologies, "as part of our continuing effort to assure that our corporate governance reflects best practices." On the same day, Citigroup announced that Michael Masin, currently vice-chairman of Verizon, a regional telecoms firm in the north-eastern United States and a Citigroup director, would become chief operating officer. Mr Masin is to chair a committee reviewing Citigroup's business practices.

Citigroup is also negotiating with both Mr Spitzer and the Securities and Exchange Commission (SEC) over new arrangements that would remove conflicts of interest inherent in having analysts and investment bankers under the same roof. The SEC worries in particular that analysts are being rewarded on the basis of investment-banking mandates they help their bank to win rather than the quality of their research.

Citigroup is reported to have already offered to create a separate company to house its investment-banking research, though this would still be within the Citigroup empire. The spin-off would serve mainly institutional investors as well as the small number of retail investors who trade through Salomon. Its analysts would no longer be allowed to attend `pitch' meetings with investment bankers. Many details of the scheme remain vague: for example, who the unit would report to. It has even been suggested that the investment-banking division might employ its own analysts, raising questions over the status of the independent research unit.

Citigroup has resisted making any changes unless and until they can be imposed on other Wall Street firms as well. CSFB, which is under scrutiny itself over the alleged allocation of shares to `friends of Frank' — Frank Quattrone, its star technology banker — is known to be willing to go along with such changes. Merrill Lynch, which has already made some changes to the way its analysts are organised and paid, and which has paid a $100 million fine following an earlier investigation by Mr Spitzer, is opposed to further reform. Both Goldman Sachs and Morgan Stanley have so far escaped the brunt of the various investigations. But they appear to recognise that they cannot escape reforms and that it will do their image little good to mount a public campaign against change. On October 1, Mr Spitzer suggested that he will go for settlements firm by firm, rather than trying to reach a single, industry-wide deal.

In bringing the latest charges, Mr Spitzer has not only upset Wall Street's big banks. He has also upstaged the SEC and its chairman, Harvey Pitt, a former securities lawyer who stands accused of being too soft on the big firms that used to count among his clients. The SEC, along with the New York Stock Exchange and the National Association of Securities Dealers, Wall Street's self-regulatory organisation, have been looking into IPO spinning for years, but have yet to bring any actions. Staff at the SEC are known to be irritated by Mr Spitzer's lawsuits, feeling that an action brought in New York will lack the nationwide clout of new, federal rules from the SEC. It was the SEC that prevented Mr Spitzer from imposing a complete separation of Merrill's research arm from its banking division, arguing that this would place Merrill at a competitive disadvantage.

Reform of how research is conducted by investment banks now seems inevitable, though how far-reaching that reform will be is still unclear. There are few examples on Wall Street of truly independent research houses — Sanford Bernstein being one of them. It is notoriously difficult to get investors to pay for research, especially since academic studies suggest that it is extremely difficult to beat the market consistently. Still, observers increasingly believe that the collapse of the bull market will lead to the break-up of financial `one-stop-shops' such as Citigroup, because no firm will want to risk the sort of conflict-of-interest lawsuits to which it is now being subjected. Quite apart from any firm, Citigroup's share price has fallen by nearly 40 per cent this year, despite healthy operating profits. Even if it does not come to break-ups, it is hard to see analysts retaining the status they enjoyed in the late 1990s. Briefly masters of the universe, they will return to being the backroom geeks they once were.

1. It can be inferred from the passage that

(a) the big banks on Wall Street are not yet convinced of the need to formulate systems to separate the analysts from the investment banking division.

(b) the big banks including Citicorp are resisting all attempts of change unless these changes can be imposed on all Wall Street banks.

(c) the SEC has been able to formulate mandatory practices which direct banks to undertake thorough and unbiased investment banking researches.

(d) Spitzer has been able to prepare grounds for reforms in the way investment research is conducted by investment banks.

2. From the details available in the passage it can be assumed that Salomon had inflated the value of the stocks of which of the following companies?

I. AT&T Broadband

II. WorldCom

III. Qwest Communications

IV. United Technologies

(a) All of these *(b)* I, II, and III *(c)* I and II *(d)* II and III

3. According to the passage, what are the possible reforms to avoid irregularities in the investment banking and the research and analysis?

I. Analysts and bankers will occupy separate premises.

II. Analysts will not be rewarded on the basis of the mandates the bank wins.

III. Investment banking division will employ its own analysts.

IV. Analysts will not attend `pitch' meetings with the bankers.

(a) I and IV only *(b)* I, II and IV only *(c)* II and III only *(d)* I, II, III, and IV

4. The fall of Citigroup's share prices in this year as mentioned in the last paragraph can be attributed to

(a) the healthy operating profits it has generated through investment banking.

(b) the hefty fine that the Citigroup had to shell out.

(c) the charges that Spitzer has brought on Citigroup through lawsuits.

(d) the collapse of the bull market.

5. The passage can best be summarized as which of the following?

(a) Analysts may find themselves pushed to the corner in spite of the financial mandates the bank is able to gather because of the non-transparency in the deals. They may end up being backroom geeks.

(b) Eliot Spitzer, New York's attorney-general, has been able to prepare the grounds for a total reform in investment banking. Citigroup mired in controversy will lead this reform in order to save law suits, costs, and embarrassment.

(c) Eliot Spitzer has filed a lawsuit against executives at WorldCom, Qwest and other fallen telecoms stars, claiming that they profited illegally from `hot' IPOs. It is part of a wider regulatory probe into conflicts of interest on Wall Street that may end investment banking as we know it.

(d) The future of investment banking, research and analysis will be decided by the outcome of the lawsuits and investigations currently plaguing the banking system. However, analysts are certainly losing the status they had hitherto enjoyed.

Passage - 2

Recent years have brought minority-owned businesses in the United States unprecedented opportunities-as well as new and significant risks. Civil rights activists have long argued that one of the principal reasons

why Blacks, Hispanics, and other minority groups have difficulty establishing themselves in business is that they lack access to the sizable orders and subcontracts that are generated by large companies. Now Congress, in apparent agreement, has required by law that businesses awarded federal contracts of more than $500,000 do their best to find minority subcontractors and record their efforts to do so on forms filed with the government. Indeed, some federal and local agencies have gone so far as to set specific percent age goals for apportioning parts of public works contracts to minority enterprises.

Corporate response appears to have been substantial. According to figures collected in 1977, the total of corporate contracts with minority businesses rose from $77 million in 1972 to $1.1 billion in 1977. The projected total of corporate contracts with minority businesses for the early 1980's is estimated to be over 53 billion per year with no letup anticipated in the next decade.

Promising as it is for minority businesses, this increased patronage poses dangers for them, too. First, minority firms risk expanding too fast and overextending themselves financially, since most are small concerns and, unlike large businesses, they often need to make substantial investments in new plants, staff, equipment, and the like in order to perform work subcontracted to them. If, thereafter, their subcontracts are for some reason reduced, such firms can face potentially crippling fixed expenses. The world of corporate purchasing can be frustrating for small entrepreneurs who get requests for elaborate formal estimates and bids. Both consume valuable time and resources, and a small company's efforts must soon result in orders, or both the morale and the financial health of the business will suffer.

A second risk is that White-owned companies may seek to cash in on the increasing approximates through formation of joint ventures with minority-owned concerns. Of course, in many instances there are legitimate reasons for joint ventures; clearly, White and minority enterprises can team up to acquire business that neither could acquire alone. But civil rights groups and minority business owners have complained to Congress about minorities being set up as "fronts" with White backing, rather than being accepted as full partners in legitimate joint ventures.

Third, a minority enterprise that secures the business of one large corporate customer often runs the danger of becoming — and remaining — dependent. Even in the best of circumstances, fierce competition from larger, more established companies makes it difficult for small concerns to broaden their customer bases: when such firms have nearly guaranteed orders from a single corporate benefactor, they may truly have to struggle against complacency arising from their current success.

6. According to the passage, which of the following statements is not true?

(a) A minority enterprise runs into the danger of remaining dependent in case it attains business from one large corporate customer.

(b) Minority business owners feel that they are not accepted as equal partners by White enterprises.

(c) Zero results of a small company's efforts hinder the financial health and the morale of the company.

(d) Some private agencies have set specific percentage goals for apportioning parts of public works contracts to minority groups.

7. Which of the following statements is not mentioned as a risk to minority-owned businesses in the passage?

(a) Minority firms may end up overextending themselves financially.

(b) Formation of joint ventures with White-owned companies wherein minority-owned businesses are not equal partners.

(c) Interference of white-owned companies into the working of minority-owned companies.

(d) Securing the business of one large group by a minority-owned business.

8. The passage is attempting to

(a) present the point of view of minority-owned businesses.

(b) provide an overall view of the condition of minority-owned businesses in United States.

(c) mention the risks involved in controlling businesses by minority groups in the United States.

(d) the state of minorities in the United States.

9. The author is not likely to agree with which of the following statements?

(a) Blacks, Hispanics, Americans and other minority groups have difficulty in establishing themselves in businesses.

(b) Since 1977, there has been a tremendous increase in corporate response to minority-owned businesses.

(c) Civil rights groups and minority business owners have complained to the Congress about issues regarding joint ventures with White-owned companies.

(d) Small entrepreneurs find it frustrating to fulfil the requests for elaborate estimates and bids.

10. The viewpoint of the author is best described as:

(a) geographically bound

(b) historically referenced

(c) socially irrelevant

(d) ideologically biased

TEST - 16

Total questions: 12 Time: 20 minutes

Directions: Each of the passages given below is followed by a set of questions. Choose the best answer to each question.

Passage - 1

Some of the first communications satellites were designed to operate in a passive mode. Instead of actively transmitting radio signals, they served merely to reflect signals that were beamed up to them by transmitting stations on the ground. Signals were reflected in all directions, so they could be picked up by receiving stations around the world.

Satellite communications currently make exclusive use of active systems, in which each artificial satellite carries its own equipment for reception and transmission. Score, launched by the United States in 1958, was the first active communications satellite and one of the first major advances in space exploration. It was equipped with a tape recorder that stored messages received while passing over a transmitting ground station. These messages were retransmitted when the satellite passed over a receiving station. Telstar 1, launched by American Telephone and Telegraph Company in 1962, provided direct television transmission between the United States, Europe, and Japan and could also relay several hundred voice channels. Launched into an elliptical orbit inclined 45° to the equatorial plane, Telstar could only relay signals between two ground stations for a short period during each revolution, when both stations were in its line of sight.

Hundreds of active communications satellites are now in orbit. They receive signals from one ground station, amplify them, and then retransmit them at a different frequency to another station. One frequency band used, 500 MHz wide, is divided into repeater channels of various bandwidths (located at 6 GHz for upward, or uplink, transmission

and 4 GHz for downward, or downlink, transmission). A band at 14 GHz (uplink) and 11 or 12 GHz (downlink) is also much in use, mostly with fixed ground stations. An 80 MHz-wide band at about 1.5 GHz (up-and downlink) is used with small, mobile ground stations. Solar energy cells mounted on large panels attached to the satellite provide power for reception and transmission.

A satellite in a geosynchronous orbit follows a circular orbit over the equator at an altitude of 35,800 km(22,300 mi) completing one orbit every 24 hours, in the time that it takes the earth to rotate once. Moving in the same direction as the earth's rotation, the satellite remains in a fixed position over a point on the equator, thereby providing uninterrupted contact between ground stations in its line of sight. The first communications satellite to be placed in this type of orbit was Syncom 2, launched by the National Aeronautics and Space Administration (NASA) in 1963. Most of those that followed were also placed in geosynchronous orbit.

Deployment and operation of communications satellites on a commercial basis began with the founding of the Communications Satellite Corporation (COMSAT) in 1963. When the International Telecommunications Satellite Organization (INTELSAT) was formed in 1964, COMSAT became the United States member. Based in Washington, DC, INTELSAT is owned by more than 120 nations. Intelsat 1, known as Early Bird, launched in 1965, provided either 2,400 voice circuits or one two-way television channel between the United States and Europe. During the 1960s and 1970s, message capacity and transmission power of the Intelsat 2, 3, and 4 generations were progressively increased by beaming the satellite power only to the earth and segmenting the broadcast spectrum into transponder units of a certain bandwidth. The first of the Intelsat 4s, launched in 1971, provided 4,000 voice circuits.

With the Intelsat 5 series (1980), introduction of multiple beam operation resulted in additional increases in capacity. A satellite's power could now be concentrated on small regions of the earth, making possible smaller-aperture, lower-cost ground stations. An Intelsat 5 satellite can typically carry 12,000 voice circuits. The Intelsat 6 satellites, which entered service in 1989, can carry 24,000 circuits and feature dynamic on-board switching of telephone capacity among six beams, using a technique called SS-TDMA (satellite-switched time division multiple access).

By the early 1990s, INTELSAT had 15 satellites in orbit, providing the world's most extensive telecommunications system. Other systems also provide international service in competition with INTELSAT. In 1997, all regulatory restraints to such competition were lifted. The growth of international systems has been paralleled by domestic and regional systems, such as Europe's Eutalsat and Telecom and America's Telstar, Galaxy, and Spacenet programmes.

Commercial satellites provide a wide range of communications services. Television programmes are relayed internationally, giving rise to the phenomenon known as the `global village'. Satellites also relay programmes to cable television systems as well as to homes equipped with dish antennas. In addition, very small aperture terminals (VSATs) relay digital data for a multitude of business services. Intelsat satellites now carry over 100,000 telephone circuits, with growing use of digital transmission. Digital source coding methods have resulted in a ten-fold reduction in the transmission rate needed to carry a voice channel, thus enhancing the capacity of existing facilities and reducing the size of ground stations that provide telephone service.

The International Maritime Satellite Organization (INMARSAT), founded in 1979, is a mobile telecommunications network providing digital data links, telephone, and facsimile transmission (fax) service between ships, offshore facilities, and shore-based stations throughout the world. It is also now extending satellite links for voice and fax transmission to aircraft on international routes.

Communications satellite systems have entered a period of transition from point-to-point high-capacity trunk communications between large, costly ground terminals to multipoint-to-multipoint communications between small, low-cost stations. The development of multiple access methods has both hastened and facilitated this transition. With TDMA, each ground station is assigned a time slot on the same channel for use in transmitting its communications; all other stations monitor these slots and select the

communications directed to them. By amplifying a single carrier frequency in each satellite repeater, TDMA ensures the most efficient use of the satellite's on-board power supply.

A technique called frequency reuse allows satellites to communicate with a number of ground stations using the same frequency by transmitting in narrow beams pointed towards each of the stations. Beam widths can be adjusted to cover areas as large as the entire United States or as small as a country like Belgium. Two stations far enough apart can receive different messages transmitted on the same frequency. Satellite antennas have been designed to transmit several beams in different directions, using the same reflector.

A new method for interconnecting many ground stations spread over great distances was tested in 1993 with the launch of NASA's ACTS (Advanced Communications Technology Satellite). Known as the hopping spot beam technique, it combines the advantages of frequency reuse, spot beams, and TDMA. By concentrating the energy of the satellite's transmitted signal, ACTS can use ground stations that have smaller antennas and reduced power requirements.

1. All of the following are stated or implied in the passage except:

I. In the passive mode a satellite served as a mirror for radio signals transmitted from the transmitting stations on the ground.

II. The passive mode satellites are not used any more for satellite communications.

III. Satellite antennas can transmit several beams in different directions using the same reflector.

IV. TDMA helps conserve the on board power supply of a satellite.

(a) II only *(b)* III and IV only

(c) III only *(d)* None of these

2. All the following are true about commercial satellites communication systems except which one?

(a) They provide telephone service.

(b) They are used to relay television programmes to homes.

(c) INTELSAT is the only organization providing commercial satellite communications.

(d) Deployment of communication satellites on a commercial basis began in 1963.

3. Which of the following best introduces the passage?

(a) Satellites have revolutionized communication by making worldwide telephone links and live broadcasts common occurrences.

(b) Modern communications satellites receive, amplify, and retransmit information back to earth, providing television, telefax, telephone, radio, and digital data links around the world.

(c) Artificial satellites are any of the objects placed into orbit around the earth for a variety of scientific and technological purposes.

(d) Satellites are equipped with radio transmitters for transmitting data from on-board instruments, with radio receivers and electronic circuits for storing data, and with control equipment such as radar and star-tracking systems.

4. The transition in the communications satellite systems is

(a) from large and high capacity satellites to small aperture terminals that will relay digital data for a multitude of purposes.

(b) towards beaming the satellite power only to the earth and segmenting the broadcast spectrum into transponder units of certain bandwidth.

(c) from high capacity trunk communications between large, costly ground terminals to multipoint to multipoint communication between low-cost stations.

(d) towards making observations that are impossible to make from earth because of the absorption of radiation in the atmosphere.

Passage - 2

Geoffrey's Pub is in south Mumbai. A place where you can pick up new trends just by listening in on conversations that usually centre on films and fashion. These days though, you are more likely to encounter young people discussing the stock market over their pints of beer — what shares to buy? When to buy them? Will the stock market boom continue? Hardly surprising, considering the recent euphoria across equity markets. The Bombay Stock Exchange's (BSE) benchmark 30-share index has risen by a staggering 63 per cent since the beginning of the year. It touched an all-time high of 5091 points on October 8.

"There's a bout of renewed interest in stocks. People who ran away from the markets in the early 1990s are coming back," says broker and BSE governing board member Jayesh Sheth.

The euphoria is long overdue. For the past four years, investors of Indian stock markets have lived by the maxim that what goes up must come down. Almost every year since 1994, the sensex has struggled past the 4000 level(two years ago, it even reached 4600 points) but each time it was punched back. However, since June the index has remained above 4000. Says an upbeat Shankar Sharma, managing director of First Global: "This bull run will continue for long and we won't return to the 4000 mark again."

Analysts say the current boom is not something that happened overnight. "There's been a steady change in sentiment in the past nine months," says Ridham Desai, India strategist at JM Morgan Stanley. "The turnaround in Asian economies was supported by a budget which stressed that the capital markets were the key to economic revival. Business confidence crawled back and the economy started picking up," he says. Like most market watchers, Desai expects the Sensex to touch 5800 by June 2000.

This optimism is fuelled by visible signs of prosperity. Since January this year, the S&P CNX 500 index—a broader indicator that tracks 500 stocks — has risen 75 per cent — from 614 to 1080. It outperformed the Sensex and the S&P CNX Nifty showing that the stock market rally is no more restricted to a few leading shares, but is gathering breadth.

"The market is being driven by a conviction in the economic recovery and the expectation that political systems will be more stable in the future," says Rajshekhar Iyer, head of research at Kotak Securities. A more than simple majority to the National Democratic Alliance (NDA) bears out the market expectations of a stable government at the Centre. Experts also believe that the earnings growth of the Sensex companies would rise by around 20 per cent in 1999-2000 against a fall of 5 per cent in the previous year.

Another encouraging sign is that many companies are cutting flab and getting out of unnecessary diversifications, "Restructuring is a big story of this rally," says U. R. Bhat, chief investment officer, Jardine Fleming Asset Management. So though the current stock market rally is being driven by a new breed of software firms, business groups like the Tatas and Birlas haven't done all that badly. Points out Sharma: "Scrips of groups like the Tatas, Birlas and even Reliance which had been underperforming the market for over three years have this year overperformed the market."

Not everyone though is gung-ho about the bull rally. There are many who worry about excessive exuberance. "Right now markets seem to be going ahead with events. The bull rally is built on the hope of further reforms.

"We hope that this government will go as fast as they promise. Investors should keep in mind that the reform process will take some time to impact the real economy", warns R. H. Patil, managing director, National Stock Exchange. For instance, net outstanding positions on the BSE — which reflect speculative interest in the market — have doubled in the last few months and are currently above Rs. 2,000 crore. In such a scenario, any sudden bad news could trigger a sharp downslide in share price margins.

Veteran broker Parag Parikh spends most of his time these days advising investors to be wary of the increased speculation. "Day trading, which is nothing but an avenue for gamblers, has become the latest fad," he says referring to the practice by which investors square up their positions and book their profits at the end of each day. "I've been telling investors to go back and look at what happened in 1994."

The current stocks rally has also yet to spread to the primary market — another indicator that things are not as hunky-dory as they seem. "I still see no signs of a revival in sentiment in the primary market except in the software sector," says Prithvi Haldea, managing director, Prime Database.

Most analysts though aren't too worried. The reigning philosophy seems to be that the rally is here to stay. But there may be corrections on the way — like there was following the hike in diesel prices and after the coup in Pakistan. "These are signals of a healthy market," says V. R. Srinivasan of Imperial Finance. For instance, many fear that a fresh dose of taxes and inability to bring down interest rates soon could tame the rally for some time. But as long as sanity prevails over speculation, investors can hope for a safe and sustained rally.

5. Which of the following is not true?

(a) S & P CNX 500 outperformed S & P CNX Nifty.

(b) Since June, index has remained above 4,00.

(c) Sensex was at an all time high of 5091 on October 8.

(d) Rajshekhar Iyer is the head of research at Kotak Securities.

6. What is the negative side of the market's bullish trend?

(a) If future reforms do not take place, market will dip.

(b) Foreign stock exchanges could affect their Indian counterparts.

(c) Any bad news could cause a downslide.

(d) Both *(a)* and *(c)*

7. Jardine Fleming is

(a) a brokerage firm.

(b) an equity research firm.

(c) an asset management firm.

(d) None of these

8. When the author claims `A veteran broker' who is he referring to?

(a) Parag Parikh

(b) Prithvi Haldea

(c) Shankar Sharma

(d) Harshad Mehta

Passage - 3

Have we notched up yet another triumph for the status quo over radical reforms? After a wait of about four months — which is considerably longer than the sixty days it will take to process foreign investment proposals — the Foreign Investment Promotion Board (FIPB) has finally received its own clearance from the ministry of industry. Last December, the fate of the specially-empowered advisory board had appeared highly uncertain. The outgoing industry minister, Murasoli Maran, had mooted the disbanding of the FIPB, a suggestion that was enthusiastically endorsed by his colleague at the ministry of finance, P. Chidambaram. Now, both prime minister Atal Behari Vajpayee and union industry minister Sikandar Bakht have firmly vetoed any such dissolution. The

reluctance to dismantle the powerful, high profile FIPB is scarcely surprising. Nor is the penchant for bureaucratic selection over sector-specific rules. A case by case approach to foreign investment will allow the Vajpayee administration room to fudge in the interpretation and implementation of its swadeshi stance. Tricky questions as to what constitutes a `core sector' can be conveniently circumvented. But to dismiss the FIPB with this assessment would also be unfair. For, it implicitly assumes that the nation's investment clearing agency is just another administrative appendage. The evidence suggests otherwise.

Under the current policy regime, foreign investment applications can travel either of two routes: the automatic approval route through the Reserve Bank of India (RBI), or the specific government approval route through the FIPB. Logically, one would expect an increasing number of applications to be directed to the RBI, as the guidelines are transparent. Yet, although the scope of the automatic approval mechanism has been progressively expanded to cover 57 industries, the RBI route has declined in importance. Nearly 90 per cent of the investment inflows since 1991, have been funnelled through the Board, indicating that those investments that qualify for automatic approval opt for the FIPB stamp instead. Sure, the clarity and consistency that a rule-based system would bring to the government's often opaque decision making processes is important to the investor — but for an economy in the throes of transition, it is perhaps not as important as coordination between different government departments. The FIPB is one of those rare government bodies that forces regular interaction between the various economic ministries. So, instead of scrapping the FIPB, it is necessary to make its working more transparent: to document its decisions — and its deliberations — carefully, and place that information in the public domain. Not only will this expose its functioning to public scrutiny and questioning, it will also build up a case history. Remember, it is the differential conditionalities imposed in foreign investment that have generated the maximum controversy, not the few instances of outright rejection. A discretionary system, that at the same time relies heavily on publicly available precedent, would minimize the scope for varying, say, the export obligation or the dividend-balancing requirement.

Delay, not the government's discretionary decision-making powers, has been the fundamental problem with foreign direct investment in India. A lack of complementary policies at the Central level and a battery of clearances at the state level has led to frustratingly long lead times. Conversion rates have been abysmal, with actual investment running at just 24 per cent of the total investment approved in 1997. Unfortunately, the Foreign Investment Promotion Council (FIPC) — which was created in 1996 largely to identify these bottlenecks — has proved to be a non starter. Instead of creating a series of high-powered committees on how to revive the FIPC, it would be more sensible to expand the role of the FIPB. It already has the bureaucratic clout to cut through red tape. Officials from other economic ministries, and perhaps even state level bureaucrats, can be roped in at the clearance stage itself; such interaction would help resolve post-clearance hurdles speedily. If, for instance, the petroleum ministry had been involved in the clearance of power projects, then the need for a liquid fuel policy would have been immediately identified. Moreover, by clubbing the promotion and clearance functions, the efficiency and bargaining strength of the clearing agency can be increased. For, it will be better informed on both the investment opportunities in India, and the strengths and weaknesses of the prospective investor. Clearly, if foreign investment is to hit that distant $10 billion mark, we need to invest in the FIPB now. Only then would it be appropriate to question its existence later.

9. Which of the following statements is not true?

(a) FIPB takes four months to process FI proposals.

(b) FIPB is high profile and has a lot of clout.

(c) FIPB forces regular interaction between various ministries.

(d) FIPC was created in 1997.

10. FIPB scores over the RBI with regards to approval of FDIs due to

(a) transparent guidelines.

Delay, not the government's discretionary decision-making powers, has been the fundamental problem with foreign direct investment in India. A lack of complementary policies at the Central level and a battery of clearances at the state level has led to frustratingly long lead times. Conversion rates have been abysmal, with actual investment running at just 24 per cent of the total investment approved in 1997. Unfortunately, the Foreign Investment Promotion Council (FIPC) — which was created in 1996 largely to identify these bottlenecks — has proved to be a non starter. Instead of creating a series of high-powered committees on how to revive the FIPC, it would be more sensible to expand the role of the FIPB. It already has the bureaucratic clout to cut through red tape. Officials from other economic ministries, and perhaps even state level bureaucrats, can be roped in at the clearance stage itself; such interaction would help resolve post-clearance hurdles speedily. If, for instance, the petroleum ministry had been involved in the clearance of power projects, then the need for a liquid fuel policy would have been immediately identified. Moreover, by clubbing the promotion and clearance functions, the efficiency and bargaining strength of the clearing agency can be increased. For, it will be better informed on both the investment opportunities in India, and the strengths and weaknesses of the prospective investor. Clearly, if foreign investment is to hit that distant $10 billion mark, we need to invest in the FIPB now. Only then would it be appropriate to question its existence later.

9. Which of the following statements is not true?

(a) FIPB takes four months to process FI proposals.

(b) FIPB is high profile and has a lot of clout.

(c) FIPB forces regular interaction between various ministries.

(d) FIPC was created in 1997.

10. FIPB scores over the RBI with regards to approval of FDIs due to

(a) transparent guidelines.

(b) prompt decisions.

(c) Both *(a)* and *(b)*

(d) None of these

11. According to the author, clearing of projects can be made easier by

(a) expanding the role of FIPB.

(b) involvement of officials from economic ministries and state level bureaucrats.

(c) clubbing of promotion and clearance functions.

(d) All of these

12. A majority of investment inflows have been funnelled through FIPB because

(a) FIPB ensures regular interactions between various economic ministries.

(b) it is free of red tapism.

(c) it involves a transparent method of operation.

(d) it is exposed to public scrutiny and questioning.

Answer Key

Diagnostic Test

1. (*d*) **2.** (*b*) **3.** (*c*) **4.** (c) **5.** (*b*)

Chapter - 2

Practice Exercise 2

1. (*d*) **2.** (*b*) **3.** (*d*) **4.** (*c*) **5.** (*b*) **6.** (*d*) **7.** (*d*) **8.** (*b*) **9.** (*d*) **10.** (*b*)

11. (*d*) **12.** (*a*) **13.** (*d*) **14.** (*a*) **15.** (*c*) **16.** (*b*) **17.** (*c*) **18.** (*d*) **19.** (*c*) **20.** (*c*)

21. (*a*) **22.** (*b*) **23.** (*b*) **24.** (*b*) **25.** (*b*)

Chapter - 3

Exercise 1

1. (*a*)

Exercise 2

1. (*d*) **3.** (*b*)

Practice Exercise 3

1. (*d*) **2.** (*a*) **3.** (*c*) **4.** (*b*) **5.** (*c*) **6.** (*d*) **7.** (*c*) **8.** (*d*) **9.** (*a*) **10.** (*b*)

11. (*c*)

Chapter - 4

Test - 1

1. (*d*) **2.** (*d*) **3.** (*a*) **4.** (*b*) **5.** (*c*) **6.** (*d*) **7.** (*d*) **8.** (*c*) **9.** (*a*)

TEST - 2

1. (*c*) **2.** (*d*) **3.** (*a*) **4.** (*c*) **5.** (*d*) **6.** (*c*) **7.** (*d*) **8.** (*a*) **9.** (*b*) **10.**(*b*)

TEST - 3

1. (*d*) **2.** (*a*) **3.** (*c*) **4.** (*c*) **5.** (*b*) **6.** (*b*) **7.** (*b*) **8.** (*a*) **9.** (*d*) **10.** (*a*)

TEST - 4

1. (*c*) **2.** (*a*) **3.** (*d*) **4.** (*d*) **5.** (*b*) **6.** (*a*) **7.** (*c*) **8.** (*d*) **9.** (*c*)

TEST - 5

1. (*d*) **2.** (*d*) **3.** (*d*) **4.** (*c*) **5.** (*d*) **6.** (*b*) **7.** (*a*) **8.** (*b*) **9.** (*d*)

Test - 6

1. (*d*) **2.** (*c*) **3.** (*d*) **4.** (*d*) **5.** (*d*) **6.** (*d*) **7.** (*b*) **8.** (*c*) **9.** (*d*) **10.** (*c*)

Test - 7

1. (*c*) **2.** (*a*) **3.** (*c*) **4.** (*d*) **5.** (*c*) **6.** (*d*) **7.** (*a*) **8.** (*d*) **9.** (*c*)

Test - 8

1. (*c*) **2.** (*d*) **3.** (*d*) **4.** (*a*) **5.** (*c*) **6.** (*c*) **7.** (*c*) **8.** (*c*) **9.** (*c*) **10.** (*c*)

11. (*c*)

Test - 9

1. (*d*) **2.** (*d*) **3.** (*b*) **4.** (*b*) **5.** (*b*) **6.** (*a*) **7.** (*c*) **8.** (*c*) **9.** (*a*) **10.** (*b*)

11. (*a*)

Test - 10

1. (*c*) **2.** (*a*) **3.** (*c*) **4.** (*c*) **5.** (*c*) **6.** (*c*) **7.** (*b*) **8.** (*d*) **9.** (*d*) **10.** (*d*)

11. (*b*)

Test - 11

1. (*b*) **2.** (*b*) **3.** (*a*) **4.** (*d*) **5.** (*c*) **6.** (*a*) **7.** (*b*) **8.** (*b*) **9.** (*d*) **10.** (*b*)

11. (*b*) **12.** (*b*)

Test - 12

1. (*b*) **2.** (*c*) **3.** (*b*) **4.** (*c*) **5.** (*c*) **6.** (*a*) **7.** (*c*) **8.** (*b*) **9.** (*c*) **10.** (*a*)

11. (*c*) **12.** (*b*)

Test - 13

1. (*b*) **2.** (*b*) **3.** (*a*) **4.** (*d*) **5.** (*a*) **6.** (*b*) **7.** (*a*) **8.** (*c*) **9.** (*d*) **10.** (*d*)

11. (*b*)

Test - 14

1. (*a*) **2.** (*d*) **3.** (*b*) **4.** (*d*) **5.** (*b*) **6.** (*b*) **7.** (*d*) **8.** (*d*) **9.** (*b*) **10.** (*c*)

11. (*b*) **12.** (*d*)

Test - 15

Test - 9

1. (*d*) **2.** (*d*) **3.** (*b*) **4.** (*b*) **5.** (*b*) **6.** (*a*) **7.** (*c*) **8.** (*c*) **9.** (*a*) **10.** (*b*)

11. (*a*)

Test - 10

1. (*c*) **2.** (*a*) **3.** (*c*) **4.** (*c*) **5.** (*c*) **6.** (*c*) **7.** (*b*) **8.** (*d*) **9.** (*d*) **10.** (*d*)

11. (*b*)

Test - 11

1. (*b*) **2.** (*b*) **3.** (*a*) **4.** (*d*) **5.** (*c*) **6.** (*a*) **7.** (*b*) **8.** (*b*) **9.** (*d*) **10.** (*b*)

11. (*b*) **12.** (*b*)

Test - 12

1. (*b*) **2.** (*c*) **3.** (*b*) **4.** (*c*) **5.** (*c*) **6.** (*a*) **7.** (*c*) **8.** (*b*) **9.** (*c*) **10.** (*a*)

11. (*c*) **12.** (*b*)

Test - 13

1. (*b*) **2.** (*b*) **3.** (*a*) **4.** (*d*) **5.** (*a*) **6.** (*b*) **7.** (*a*) **8.** (*c*) **9.** (*d*) **10.** (*d*)

11. (*b*)

Test - 14

1. (*a*) **2.** (*d*) **3.** (*b*) **4.** (*d*) **5.** (*b*) **6.** (*b*) **7.** (*d*) **8.** (*d*) **9.** (*b*) **10.** (*c*)

11. (*b*) **12.** (*d*)

Test - 15

1. (*d*) **2.** (*b*) **3.** (*d*) **4.** (*d*) **5.** (*c*) **6.** (*d*) **7.** (*c*) **8.** (*b*) **9.** (*a*) **10.** (*a*)

Test - 16

1. (*d*) **2.** (*c*) **3.** (*b*) **4.** (*c*) **5.** (*b*) **6.** (*d*) **7.** (*c*) **8.** (*a*) **9.** (*d*) **10.** (*c*)

11. (*d*) **12.** (*a*)

Explanations: Fundamentals of Reading Comprehension (Part-I)

Diagnostic Test

1. d The passage actually talks about the advantages of democracy. Hence, the opinions expressed in (*a*), (*b*)and (*c*) find no place in the passage.

2. b The passage says that there is no guarantee that all dictatorships will be enlightened. Refer to the beginning of the third paragraph. Hence, there is no reason to mark (*a*), (c) or (*d*), though they may have a shade of truth.

3. c The author sees a low but unfaltering rate of growth as a sign of stability amidst growth. (*b*) and (*d*) are not true. (*a*) is also doubtful, after all, how low can the growth be?

4. c Dictatorships are more prone to making huge mistakes and risking everything on a single decision. (c) is a more complete answer as compared to (*a*) and (*b*).

5. b The writer does not support statism under any circumstances. Refer to the penulitmate paragraph. (*a*) is a confusing response. (c) and (*d*) do not address the question.

Chapter - 2

Passage 1

1. d The answer can be easily found in the third and the tenth line of the first paragraph. The options are reproduced in verbatim.

2. b The answer can be found in the second paragraph of the passage. (*a*) is an incorrect option. (c) is incorrect because it mentions "in the area of philosophy", whereas the paragraph suggests `a domain of things'. (*d*) is also incorrect option. It is not mentioned in the passage.

3. d (*d*) can be inferred from the 2nd last paragraph of the passage. The other choices are incorrect or cannot be inferred.

4. c The answer can be located in the fourth paragraph of the passage. `Foucault has now undertaken.....knowledge'. Option (*a*) is an incorrect entry. The passage does not mention `availability of the subject'. So, (*b*) is incorrect. (*d*) is incorrect and is not mentioned anywhere in the passage.

5. b (*b*) is the best choice. It is in conformity with Foucault's mode of study which is `critically examining things'. He was not exactly concerned with people who propounded truth. Also, he was not concerned with the `archeology of knowledge'. (*d*) would be against the `spirit of critical enquiry'. Hence the best choice is (*b*).

Passage 2

6. d (*a*) is not specific to private property. (*b*) needs more data to be substantiated. (c) is incomplete because it has not mentioned the nature of the societies- "those which have progressed to a certain point", as mentioned in the first paragraph. (*d*) is closest to Hart's view as seen from the passage. Hence option (*d*) is the correct answer.

7. d The use of `unequivocal', which means clear/unambiguous in a is incorrect. It should be equivocal. (*b*) is an incorrect inference as there may exist evidence to support the universality of a candidate norm. (c) is flawed because of the use of `necessarily'. (*d*) states that `the distinctions between content and status' is the only reason for the controversies to be genuine.The passage does not make such a definite connection or conclusion. Hence the best choice is (d).

8. b The author is argumentative in the passage. `Prejudiced' is an extreme tone which cannot be substantiated by the passage. We also cannot say that the author is entirely objective and unbiased as the last 2-3 lines of the passage are definitive opinions. `Apprehensive' is incorrect. Hence choice (*b*) is the best choice.

9. d The author uses the words `As an initial matter, it must be conceded' in the context of genuine controversies. Hence (*d*) is a statement which the author accepts as an initial premise.

Passage 3

10. b The term refers to a controlled guided process. (*a*) is vague in its import. (c) has randomness which is against the controlled nature of the process. (*d*) is an incorrect representation of a probability.The use of `will' makes this sentence into a sureity which is incorrect. (*b*) seems closest to the meaning of the given term as it talks of planned sequences, positions and orientations and also the guided nature of the process.

11. d `Feudal Age' in (*a*) is a difficult point of comparison and hence (*a*) is incorrect. Here we are not talking of `the survival of the fittest'.Hence (*b*) is out. `Death' as a stage does not compare with any stage in the development of nanotechnology. Hence (d).

12. a The author has clearly said in the passage that the policy to deal with immediate risks should be different from the policy to deal with long term risks. Hence (*a*) is the best choice.

13. d (*a*) is false as only `complexity' is valid in this context and not `destructiveness'. (*b*) is incorrect as we cannot say that the risks are negligible. c is incorrect. (e) is again flawed as we cannot say that the author has an explicit tone of frustration and defensiveness. (*d*) is a valid inference as the overlaps result in confusion and ambiguity when it comes to framing policies.

Passage 4

14. a The author mentions in the second paragraph - "It gives significant.....sought and secured". This makes choice (*a*) correct.

15. c The author mentions this in the second paragraph - "Foucault is often.....liable to destablisation...". This makes choice (c) correct.

16. b The author takes up this issue in the last paragraph - "What is needed.....Foucault's work remains ..... subjects of freedom". This is mentioned in choice (*b*).

17. c The author mentions this in the last line of the second paragraph - "...but rather thinking.....of power". This makes choice (c) correct.

Passage 5

18. d The eleventh paragraph outlines some of her shortcomings and specifically says - "She also resisted changing course — a dangerous trait in an industry in which the most successful leaders have been those who don't fall in love with their strategies." This makes choice (d) correct.

19. c The sixth paragraph mentions the reactions of the employees upon her departure. The first line states "At HP, where Fiorina was a deeply divisive figure". This is followed by examples of the same and makes choice (c) correct.

20. c The author mentions this in the seventh paragraph and choice (c) reflects it best.

21. a The instance given in the fifth paragraph works in this manner - the board has denied the break up of the company, but an understanding of how things work out in the long term, this option has been seen to be imminent. Out of the options the "denial of an option" and it's eventual adoption due to the benefit it will bring is clearly mentioned in the first option, making it the correct choice.

Passage 6

22. b Mills mentions this in the third answer he provides - "Everybody else is doing it, so if we don't do it, we're not in business." This makes (*b*) correct.

23. b The author mentions this in the end of the first paragraph and says - "...the advantages of a Porsche Boxster and Aeron chair seemed within reach for even the humblest of investors." The later part emphasizes that these are usually not within the reach of humble investors and thus b is correct.

24. b Mills mentions this in the last answer and says that " In a sense, the companies were being robbed". This makes (*b*) correct.

25. b This is mentioned in the second answer given by Mills, who says that the reason he thinks the VC's behaviour was not genuine was because they - "...., it wasn't based on their past experience." This makes (*b*) correct.

Chapter - 3

Exercise 1

1. a

Exercise 2

Passage 1

1. d The author is trying to defend Liberalism by talking about the difference in the situations. He cleverly avoids blaming it for the economic problems.

Passage 2

2. Thinking always precedes action and a thought also always takes into account the following action.

Passage 3

3. b

Practice Exercise 3

1. d **2.** a **3.** c **4.** b **5.** c **6.** d **7.** c **8.** d **9.** a **10.** b **11.** c

Chapter - 4

TEST - 1

Passage - 1

1. d The passage can be best described as discursive as the author builds upon an idea and attempts to elaborate on various aspects of it. It cannot be called argumentative as there is no point and counterpoint element in the structure. Also it attempts more to explain something rather than analyse, therefore option (a) is incorrect.

2. d Refer to the lines "...when they see an artist do without difficulty what they vainly attempt, they look upon him as a being specially favoured by Providence, instead of putting it down to their own want of knowledge"

Passage - 2

3. a The author mentions all three poets but his main point is Shelley- the other two could equal but not surpass their earlier works-- but Shelley died before he could evolve fully as a poet. Option (b) is incorrect as it is one of the aspects mentioned by the author before introducing but not the main theme of the passage. Option (c) is also a general statement about great poets- the author refutes it in a line after this-- saying if that was true then we wouldn't see the greatest works of some others like Milton etc. It is not the main theme of the passage. Option (d)is only a part of the main point of the passage.

4. b Option (a) is incorrect. The author says if Handel and Sophocles had produced their best pieces when they were young rather than when they were old, we might have consoled ourselves with the unction (something soothing or comforting) that all great poets die an untimely death. Option (b) is correct. The author says the belief that great artists die an untimely death might make most people accept the death of a young poet. But there are many instances which show that many great artists who produced their best pieces at a much advanced age. The "unction" the author refers to is the comforting belief that most artists produce their best pieces at an early age and the world has their best work even if they die an untimely death. Option (c) is too general. Also the opposite of what the author says about great poets and their work. Option (d) is a fact mentioned in the passage to refute the belief that great artists produce their best work at an early age.

5. c The author says that Byron died when his genius was still evolving and when his "swift and fair creations" were issuing like worlds from an archangel's hands. He says Byron's poems were like the creations of an archangel (an important angel)- Hence the reference is to Byron's works. Also note that the author mentions that had Byron lived he would have equaled but not surpassed his earlier work. This again leads us to infer option (c).

6. d The author mentions options (a), (b), and (c) in the passage. Option (d) is almost the opposite of what he feels about Keats. Refer to the lines "Of the three, Keats enjoyed the briefest space for the development of his extraordinary powers. His achievement, perfect as it is in some poetic qualities, remains so immature and incomplete that no conjecture can be hazarded about his future." Hence (d).

Passage - 3

7. d Refer to first paragraph, especially lines starting from "There is a theory still widely held among teachers that the value of a subject or of a method of instruction depends upon..." The author feels they were too rigid to allow initiative, freedom and creativity flow in their class rooms. Option (d) sums up the author's views best. Options (a), (b) and (c) are all mentioned by the author in connection with the schoolmasters but they do not convey the entire idea.

8. c Refer to the last part of the passage, especially the last few lines. The author says the appetite for knowledge cannot be satisfied by a sole diet of literature. If a student is taught only literature and does not know about the things which give rise to it, then his education has no practical value. It is literary like a "tale told by an idiot------nothing". Hence option (c).

9. a The author says orthodox teachers accuse him of selling literature for the sake of commercial efficiency. In this context, he says those who accuse him of "philistinism---etc" have forgotten the purpose of literature. Philistinism means a desire for wealth and material possessions with little interest in ethical or spiritual matters. The use of various synonyms of the term in the sentence i.e "Philistinism, commercialism, athleticism, materialism" is for emphasis.

TEST - 2

Passage - 1

1. c Option (a) is incorrect. It is a general statement about Italians of the Renaissance period— not just Machiavelli. Option (b) is incorrect. It reflects the author's views on Machiavelli's approach to issues of state- it is not necessarily the essence of Machiavelli's philosophy. Option (c) is correct. Refer to the lines "To him the means were indifferent, provided only that they were always apt and moderate in accordance with necessity," Option (d) is incorrect. It is true of Machiavelli, the person- not his philosophy.

Passage - 2

2. d The author calls him a skilled and dainty pessimist. A pessimist has a negative and defeatist approach. Hence (d)

3. a The author does not name the illness or the cause of his death directly suggesting that it was not a natural death. The fact that he repeats the physical fitness of Maupassant shows that the illness was probably mental. The mention "traces of his final malady" and the reference to a psychologist also suggest some mental trouble. There are no indications in the passage for either option (b) or (d).

4. c The author mentions Mauppasant's physical fitness, energy and fitness. This energy was deceptive as it hid his nihilism or extremely negative mindset.

5. d Maupassant was physically extremely fit and energetic. One would expect him to be mentally also to be full of life and vigor. But he was a pessimist and his stories and characters were all dark, and gloomy. Hence his constitution can be called paradoxical.

Passage - 3

6. c Refer to lines in the second paragraph- the author says the best sources are the original texts, the information furnished by foreign writers is considerable but inaccurate. "The sources, then, from which is to be drawn the knowledge of Hindu religions are the best possible—the original texts."

7. d Refer to the first few lines of the passage where the author says "In the earliest Vedic literature are found not only hymns in praise of the accepted gods, but also doubts in regard to the worth of these gods.

8. a In the second paragraph the author says that religion forms the basis of didactic excursions. Didactic means intending to teach. Here it means religion is used for teaching morals etc.

9. b Refer to paragraph 2 where the author says—"there is no real literature that was not religious originally"

10. b Refer to the last part of paragraph 2. The author says - "Only for some of the modern sects, and for the religions of the wild tribes which have no literature, shall we have to depend on the accounts of European writers."

TEST - 3

Passage - 1

1. d The first line of the passage discusses the central idea. Sebi has introduced a hefty penalty on brokers who facilitate practices that show black money as earnings and that help in tax evasion. The last paragraph also dicsusses how Sebi has tried to make amendments to check abuse of its rule. Option (d) is the answer. Option (a) is incomplete as the Sebi has already made amendments to check black money and tax evasion. Option (b) is not the aim of the passage - the misuse of punching errors is done by stock brokers

but for a particular purpose which is discussed in the passage. Option (c) is also incorrect as it only discusses highlighting of tax evasion - there is much more discussed in the passage.

2. a The third paragraph explains the procedure that brokers follow in order to help their clients to show black money as earnings or to evade tax. The paragraph clearly mentions that brokers keep conducting "buy" and "sell" trades in their own fictitious accounts. They then use these trades when they are approached by the client and according to his/her requirements. The paragraph also states that clients approach brokers in order to purchase a profit or a loss deal. Option (a) is the answer. Option (b) is incorrect as it is clear from the information in the passage that brokers create the fictitious accounts for potential clients. Option (c) can also be ruled out on this basis. Option (d) is incorrect because it suggests that the clients sell (vend) a "profit" or "loss" deal. However, from the information in the passage, this is untrue.

3. c Option (c) is the correct answer and has been mentioned in the last paragraph. Option (b) is incorrect as in the last paragraph it is mentioned that Sebi has imposed two different levels of penalty - the penalty is not fixed. Option (a) is incorrect from the information in the last paragraph - the stock exchanges are to penalize brokers transferring their non-institutional trades from one account to the other, however, there is no information to suggest that brokers cannot show these errors. Option (d) is also incorrect according to the first line of the second paragraph. The practice is secretly operated and not an open one.

Passage - 2

4. c While the author suggests what can be done to tackle the crisis; the main point of the passage is that European leaders have not taken any steps despite knowing what needs to be done. The main point of the author is that the leaders have failed to tackle the problem and don't seem to have the will to do so.

Passage - 3

5. b Refer to para 1, first line. It says `Many philosophers have tried to describe `individuals' who decides to live a higher kind of life. One of them is the humanist psychologist Abraham Maslow.' Hence I is incorrect. Refer to the second last para, lines `Secondly, they have totally unconditioned acceptance...'. Hence II is correct. Refer to the second para, lines `...."peak experience". The reason why only a few people decide to fulfill the self is the fact that it has a high cost.' Hence option III is incorrect. Thus option (b).

6. b Option (a) is incorrect as Hierarchal means ` having a high post usually in an organization or priests'. Option (b) is correct as Progressive means `going forward or onward; passing successively from one member of a series to the next'. Refer to para 2 where the author mentions the possibility of an individual to move ahead in the pyramid. Option (c) and (d) can be easily eliminated as they are incorrect.

7. b Refer to para 3, following lines, `efficient perception of the reality..... around them are wearing.' Option (c) and (d) are valid as per the second last and last para. Option (b) is not supported by the passage. Refer to the last para.

Passage - 4

8. a The passage follows a comparative style of writing - the comparison is between Chaucer and Gower. The first paragraph provides specific details on Chaucer and the second paragraph goes on to discuss specific details on Gower while comparing these with details on Chaucer. Option (a) is the answer. Option (b) cannot be inferred because the author does not write the passage as if he were trying to understand an issue/present a problem and its solution. There are minor elements of analysis but the overall style is comparative. Option (c) can be ruled out as the author does not follow a narrative style. Option (d) could have been inferred had the author described the styles or personalities or work profiles of both Chaucer and Gower.

9. d Refer to the last four lines of the passage. It can be inferred that there is less documentary evidence in the case of Gower than there is in the case of Chaucer. The last line also discusses that the next few paragraphs will discuss "the impact on and

significance for his *(Gower's)* poetics and politics". This is a clear indication that the author will maintain this as his motive for the next few paragraphs. Options (d) is the answer. Options (a) and (c) cannot be inferred as there is not enough information to infer either option. Option (b) is incorrect because there is no information in the passage to suggest that Chaucer's experiences influenced Gower's writings.

10. a The last paragraph indicates that Chaucer was Gower's contemporary and friend. The last few lines of this paragraph state the following phrases "Gower's connection with the law" and "assessing the impact on and significance for his poetics and politics." From both these phrases one cannot infer that Gower was a lawyer - hence, not option (c). However, one can infer that Gower was a poet - from the use of the words "his poetics". Since it has been stated that Gower and Chaucer were contemporaries, it can be inferred that they were both poets. However, there is no evidence in the passage to prove that Chaucer and Gower were competitors. Option (b) can be ruled out. Option (d) is ruled out as there is enough evidence to infer option (a).

TEST - 4

Passage - 1

1. c Refer to para 2 , first line, clearly the author establishes that there cannot be a debate on idealism vs realism, as idealism has virtually vanished from everywhere. Hence option (c). Option (d) can be eliminated as it is absurd. Option (a) is incorrect as the author is simply mentioning politics as one of the examples to substantiate his point. Option (b) is close but author had not given any views on the `validity' of the debate, hence can be eliminated.

2. a Option (a) is correct as `disapprove' means `to regard as wrong'. Refer to the last line of first para. Option (b) is incorrect as ` derisive' means `to make mockery'. Option (c) and (d) can be easily eliminated.

3. d Statements I and II are clearly supported by the passage. Statement III is too general, hence can be eliminated.

Passage - 2

4. d Option (a) is incorrect. Refer to the passage , lines `A combination of realism and idealism ... An example is the American schooling.' Hence we cannot say it is the `most' effective system.

Option (b) is also incorrect as it stretches the idea too far. Option (c) is not supported by the passage refer to lines, `The teacher presents the subject very systematically to the students.' Hence option (d).

5. b Refer to the lines , `The teaching methods used are lectures, discussions and dialogs, that is, all the methods which stimulate the mind.' Hence the author will agree with I. Refer to para 1 and 2, we cannot infer II. Refer to the last para. Clearly III is correct. Hence option (b).

Passage - 3

6. a Refer to the first few lines of the first para. The author clearly states the various uses of studying anthropology of religion. Hence option (a).

7. c Refer to the lines , `sports, business or politics that are ..... practiced.' Hence option A is incorrect. Refer to the lines, `These religions are, in fact, defined on their belief system or conceptualization...but...'. Hence (b) is incorrect. Refer to the lines, `comparative study of many such aspects brings out a .....the similarities and differences of different religions.' Hence (c) is correct. Refer to the lines, ` to understand fellow human beings to avoid conflict or tensions and improve the quality of human life.'

8. d Since the language of the article is simple yet formal, option (b) and (c) can be ruled out. Option (a) can be ruled out because introductory chapter will contain information on Anthropology as a field of study rather than religion and anthropology. Option (d) is most relevant.

Passage - 4

9. c Option (a) is mentioned in the passage- Spinoza believed in the integration of thinking and feeling. Option (b) can also be found in the passage. Refer to the lines "He argued that there is only one substance, which can be viewed alternatively as God or nature, and from whose essence each and every finite thing, or modification, follows." Option (c) is incorrect. Spinoza rejected Descartes' dualism. Damasio supported Spinoza's integration of reason and emotion. Option (d) is mentioned in the last few lines of the passage.

TEST - 5

Passage - 1

1. d Clearly the statement mentioned is a rhetoric statement and hence the option is (d). Option (a) and (c) are incorrect as the `it' in the statement refers to Neuroaesthetics. Option (b) is opposite to what the author is conveying.

2. d Refer to para 1, Lines `Aesthetic concepts ... introspective analysis.' Hence options I and II are incorrect. Refer to the lines `Experimental psychologists in the second half of ... are governed by stimulus symmetry, complexity, novelty, and familiarity, among other factors.' Hence III is also incorrect.

3. d Option (a) is invalid as the author `contrasts' the two and not necessarily they `contradict' each other. Refer to the penultimate para, lines, `But to what ... with artworks?" Hence (b) is incorrect. Refer to the lines, `Empirical aesthetics is often defined ... aesthetic experience.' Hence option (c) is also incorrect. Refer to the following lines, `empirical aesthetics, there can be no doubt ... aesthetic response.' Hence option (d) is correct.

Passage - 2

4. c The passage starts by discussing challenges in establishing food security. For the rest of the passage the author also discusses the improvements that are needed in the system. In the penultimate paragraph he mentions that the Bill is just the beginning and may help make changes gradually. However, this is not the main point of the passage. It is the last line of the passage that helps establish the main idea. Option (c) is the answer. Option (a) is a partial answer as the passage is mainly about the Bill. Option (b) is incomplete as it does not mention the main point that the author has made in the last line of the passage. Option (d) is also incorrect because the author has mentioned the inclusion of iron supplements, protein, dairy supplements and vegetables cannot be done through this Bill . He does say that this can be done gradually but one can't infer that the Bill will address all issues gradually.

5. d Options (a), (b) and (c) find mention in the first paragraph of the passage. Option (d) has not been indicated as a challenge in the passage.

Passage - 3

6. b The author starts by discussing the ingredients of a riveting plot and then moves on to discuss the similarity with Author Kim Edwards two novels. The author then goes further into presenting the plot of the Kim Edwards latest novel. This is clearly a book review. Option (b) is the answer. It is also possible that a book review appears in a newspaper or a literature journal, however, there is not enough information in the passage to infer that this passage has been taken from either option (a) or option (c). And since, it is clear that this is a book review option (d) cannot be inferred as the correct answer.

7. a Option (d) goes against the information given in the passage. Paragraph two states that *TheLake of Dreams* is a story of genealogical exploration, not *TheMemory Keeper's Daughter*. Option (c) is beyond the scope of the passage as there is no information given to this effect. Option (b) is a restatement of the first sentence of the passage. Option (a) is the answer as it brings together information in the first and second paragraph. *TheLake of Dreams* has a similar plot to stories that hold the potential to fascinate a reader.

Passage - 4

8. b The first line of the passage states option (b). The rest of the passage also indicates that wealthy Indians will increase their donations in the next five years. Option (a) cannot be inferred as the passage separates donations from the corporate sector and from individuals. Option (c) is ambiguous as the passage discusses philanthropy and this is not reflected in the option. Option (d) also cannot be inferred as the passage only tells the reader that the wealthy population will grow however, one cannot infer that each individual's wealth shall also increase.

9. d The passage follows a factual style, delivering information, data and facts devoid of the author's personal opinion. Option (a) can be easily ruled out as there is no sequence of events and the author also does not give a personal account of an event/experience. Option (b) can also be ruled out because the author does not analyse the data and information on his own - he just presents other people's viewpoints and quotes from a report. Option (c) can also be ruled out because a discursive passage would seek to explain a concept/situation/issue. The author does not do so in this passage.

TEST - 6

Passage 1

1. d "which he thought pointed to a supreme designer,...that idea was attacked by David Hume", these lines point out Hume's stance vis-à-vis Voltaire's, making option d the correct answer.

2. c Paragraph 2 highlights the strategy adopted by Hume in his writings, Refer the following lines "...recognized that only gentle and reassuring persuasion would work.", option (c) brings out this facet of his writing style very clearly making it the correct answer.

3. d Hume is very clearly seen as a great strategist; all along he makes a fine show of piety whereas very subtly he is questioning the very rationale of religion in his writings. This makes option (d) the correct answer.

4. d The main reason for Hume's rejection was their- "intolerant zeal" and dogmas, making option (*d*) correct.

5. d The last paragraph deals mainly with the advent of atheism in the world and explores the possible reasons that have led to this scenario. Option (*d*) is the correct answer as it deals with some of the deeper religious experiences. It is a reason for religion to persist and not `spread of unbelief'.

Passage 2

6. d The lines from the passage " tackling work has fallen overwhelmingly to the realist novelist", makes option (d) correct.

7. b The Rise of Silas Lapham, is a saving grace with its display of moral rectitude. The `rise' is seen in the passage as a `moral reaffirmation'.

8. c The line "depiction of the moral relativity of commercial life and the supremacy of the individual's self-interest", makes option (c) correct.

9. d "Lewis unveils the stultifying conformity of mowed lawns and motorcars and conservative political views that, to his dismay, had gripped middle America between the world wars.' This statement clearly supports option (*d*) and supports his reason for creating an Everyman.

10. c The statement epitomizes the state of mind of the characters which in turn depicts the dissatisfaction present in the people of those times. The lines from the passage, "the characters in The Man in the Gray Flannel Suit and Revolutionary Road are woefully disaffected" makes Option (c) correct.

TEST - 7

Passage 1

1. c (*a*) is incorrect as the passage is not a `subdued' account of heterochrony. Infact it is the opposite. (*b*) is McNamara's view. (*d*) is not specific. (e) is too specific. The passage is a critical review of `Shapes of Time'. Hence the best choice is (c).

2. a (*a*) is incorrect as per the 5th paragraph where the opposite is indicated. (*b*), (c) & (*d*) can be inferred from various parts of the passage.

3. c It is not Walter Scottman, it is Walter Garstang.

4. d None of the choices (*a*) to (*c*) are substantiated by the passage. Hence (d).

Passage 2

5. c In the third paragraph it is clearly stated that the discoveries and conclusions are questioned or accepted on the basis of complex factors .....

6. d In the case of the psychologist- he does something incorrect or termed as unethical for altruistic reasons with an incidental benefit for himself.

In choice (*a*) there is nothing ethically incorrect that he does.

In choice (*b*) the issue of ethicality is not addressed.

In choice (c) there is a benefit only for the painter.

In choice (*d*) there is a parallel in the unethical deed and the incidental benefit to him.

In choice (e) there is harm to the party that he is maligning which does not have a parallel in the psychologist's case.

7. a (a) is the correct answer as throughout the article the author disapproves of the practice finding documentary and statistical evidence to substantiate its existence, comparing it to other unethical practices and supporting the foundation trying to eliminate it systemically.

8. d (d) is the right choice as in the 5th paragraph the FMSF highlights the contributions of its SPAB.

9. c (c) is the right choice because the question pertains to why memory is imperfect and choices (*a*), (*b*), and (*d*) do not address the reason while (c) does.

TEST - 8

Passage - 1

1. c The author's method of delineation between the two is clearly mentioned in the first paragraph and anyone who focuses on one aspect of her/his work is a hedgehog whereas one who dabbles in many things and looks for a variety of experiences is a fox. Moreover, hedgehogs "relate everything to a central vision and work under a single, universal, organizing principle in terms of which alone all that they are and say has significance." Choice (c) fits in best with the definition mentioned in the paragraph.

2. d The author does not mention Proust as a fox in the passage. This makes (d) correct.

3. d The author begins the third paragraph by saying - " I do not propose in this essay to formulate a reply to this question, since this would involve nothing less than a critical examination of the art and thought of Tolstoy..." But he has categorized other authors without going into these details. So the statement in (c) is also correct. This makes choice (d) correct.

4. a The author has mentioned in the third paragraph - "The hypothesis I wish to offer is that Tolstoy was by nature a fox, but believed in being a hedgehog; that his gifts and achievement are one thing, and his beliefs...." This makes choice (a) correct.

Passage - 2

5. c Towards the middle of the third paragraph, the author introduces the viewpoint of the modern Darwinists who are said to "base Darwinism on individuals, instead of groups..." This makes (c) correct.

6. c The author mentions in the third paragraph - " This seemed like a refreshing ... to outsiders". This clearly makes choice (c) correct.

7. c The author mentions in the third last paragraph - "Evolutionary game theory.....hymn sheet". This makes choice (c) correct.

8. c The author mentions this in the first paragraph - " ...both pejoratively and approvingly". The first attitude is revealed when he says - "...but these are ....and science is as entitled..." The second attitude is revealed at the end of the first paragraph - "The events.....a new scene...". This makes choice (c) correct. Furthermore, the scientific bent of the events has nowhere been questioned by the author.

Passage - 3

9. c The author draws a parallel between psychoanalysis, it's concept of the "talking cure" and the literary arts. He stresses on the fact that since both psychoanalysis and the literary arts involve language. - "These days ..... literary arts".

10. c The author begins the second paragraph with this comment and delves into it by saying "It is perhaps.....as it were. He sees it to be ironical because it is being compared to yet another discipline which is ambiguous. This makes choice (c) correct.

11. c The author mentions towards the end of the second para. "Every time ... undecided". This makes choice (c) correct.

TEST - 9

Passage - 1

1. d The passage talks about the law and how it remains largely unknowable. This is mentioned in the passage— "...the law remains a torment in this scenario."

2. d The passage discusses that it is the power surrounding the law that makes it unknowable. "The law would remain unknowable so long as we allow the penumbra of power to shield us from knowledge."

3. b Option (c) is stated in the passage—"...the power surrounding the law is not impersonal or indifferent. It deliberately flaunts its power to those it is meant for."

4. b The passage discusses the various reasons of law presenting itself as a source of torment, the need to break the bastions of the authorities of law is one of the requirements. The lines in the last paragraph "the law makers ... authority" highlight this reason.

Passage - 2

5. b The passage is chiefly illustrating the theory that man arose in Africa, the lines "... Genetics, with its ability to build and date trees, has now vindicated the out of Africa theory..." supports option (b)

6. a Genetics has been seen, as a tool to vouch for the evolution of man, according to the author option a would be most appropriate because it confirms the stance taken by the author.

7. c The passage traces the genesis of the Homo sapiens back to Africa, and likens it to the Garden of Eden where the evolution of man began.

Passage - 3

8. c The passage is mainly concerned with conquest of the planet by artificial intelligence. So option (c) correct. The statement in option (a) is discussed in the course of the passage as a probable scenario, but this is not the main concern of the passage. Option (d) is vague.

9. a The lines ... "A "closed loop" of manufacture will have been generated." makes option (a) correct. The passage goes on to postulate that the expanding nerve net will also be connected to the energy supply enabling artificial intelligence to supply its own energy. But this is not referred to as a closed loop.

10. b The options that acts as an immediate brake on the theory is that computers are not capable of replicating human consciousness till at least far ahead in time.

11. a The passage talks about the fact that it is the `differences' that might help the computers in their bid to take over the planet.

TEST - 10

Passage - 1

1. c The author mentions in paragraph eleven - ".....and which came wrapped up....as himself". This makes choice (c) correct.

2. a The author mentions this in the third paragraph when he draws the parallel between the story of the book and the content of the theory. Previous to this he has mentioned the name of the book and given an introduction into what the theory talks about. The name of the book is also derived from the theory as revealed in the first paragraph, but if he wanted to highlight only this aspect, he would have just stopped after mentioning the names. This makes choice (a) correct.

3. c The author mentions this question in paragraph six. The following part clearly tells you that Nick is not aware of his love for Sarah, but he wants to possess the house. This is a conscious need to possess driven by an unconscious need to possess - `vicarious possession'. This makes choice (c) correct.

Passage - 2

4. c The author mentions this in the last paragraph - "Words of this kind are often used in a consciously dishonest way. That is, the person who uses them has his own private definition, but allows his hearer to think he means something quite different." This makes choice (c) correct.

5. c The author makes this point in the first paragraph - "It follows that any struggle against the abuse of language is a sentimental archaism..". This makes choice (c) correct.

6. c The author talks about metaphors and their usage in the third paragraph. Choice (a) is mentioned in the beginning and choices (b) and (d) are mentioned in the middle of the paragraph. Choice (c) is not mentioned as he has not dealt with a situation where this has been the case.

7. b This is mentioned in the fifth paragraph - "...are strictly meaningless in the sense that they not only do not point to any discoverable object, but are hardly ever expected to do so by the reader." This makes choice (b) correct.

Passage - 3

8. d (d) is the correct choice. (a), (b) and (c) are responsible for tougher performance appraisals.

9. d (d) is the correct answer as both (a) and (c) are intangible thus difficult to measure.

10. d Given quite clearly in paragraph 13, option (d) is correct.

11. b The passage mainly discusses the changes in the approval systems in relation to changing patterns in the industry demands and challenges, thus (b) is the appropriate answer.

TEST - 11

Passage - 1

1. b The statement"... owe its acceptance not to our ignorance...", makes (b) the correct answer.

2. b Options (a), (c) and (d) can be ruled out straight away as incorrect, (b) is the correct answer as paragraph 4 clearly talks about the success of the panegyrist.

3. a Option (a) is correct, as paragraph 12 clearly mentions that it is within a man's power to be indolent.

4. d Given verbatim in paragraph 11, (d) is correct.

Passage - 2

5. c The last paragraph talks about the similarity of the human mind and modern physics. Option (c) is directly related to the passage and is the gist of the passage. (a), (b) and (d) can be ruled out.

6. a (a) is given verbatim in the second paragraph. (b), (c) and (d) can be ruled out.

7. b (a) and (d) are not issues discussed with reference to the Chinese astronomers. While (b) is the essence of the Chinese beliefs, (c) deals with their freedom from the shackles of spheres and circles. Thus (b) is the correct choice.

8. b Option (b) is correct according to the passage.

Passage - 3

9. d The author mentions in the second para - "This is not to suggest.....resource allocations". She has clearly rejected choices (a) and (b) and choice (c) is not mentioned in the context. Her last statement in para two makes choice (d) correct.

10. b The author recounts this incident in the fourth para. She mentions "Reality.....coexist". She was pointing out that even in the past, some people believed in giving women equal opportunity, but the atmosphere smacked of sexism. This makes choice (b) correct.

11. b The author has made a point in the fourth para regarding multiple realities co-existing in Oxfam regarding gender. The example in the fifth para is in the same vein and in this case the same person who had earlier commented on being cautious while recruiting her, makes a comment on her desire to hire a male candidate. This makes choice (b) correct.

12. b The author mentions this fact in the second last para where she starts off by mentioning the changes in the attitude in terms of recruiting women, but the observation points out that unless experienced women still are under the perception that they will not be hired and are thus discouraged. This makes choice (b) correct.

TEST - 12

Passage - 1

1. b Options (b) is correct, given verbatim in paragraph 2.

2. c Given verbatim in paragraph 3, (c) is correct.

3. b The answer is (b), given verbatim in paragraph 2.

4. c Given verbatim in paragraph 5, option (c) is the obviously true.

Passage - 2

5. c The lines "...press them into moulds shaped, not by the requirements of the maturing personality, but by the external interests of the ruling order", support option (c). Option (d) is incomplete.

6. a At a macro level Dewey felt the need for a change in the educational system because of the changes occurring in the American civilization. Option (a) is the correct option.

7. c Children in the cities were receiving this kind of education, Dewey laments that the education of the bygone era was a mix of the intellectual as well as the practical.

8. b The statement is a comment on the concern for the increase in intellectual training which leads to a loss and a disregard for a hands on experience.

Passage - 3

9. c The passage discusses the fact that Mill was influenced by his father and Bentham, and his views stemmed out of this influence making option (c) correct.

10. a The passage talks about Mill's attempts to bring together a number of diverse thoughts, making option (a) correct.

11. c The lines "...Mill was asking and answering these questions 150 years ago" makes option (c) correct.

12. b The critics had accused him of "underestimating the importance of community, belonging and collective loyalties" making option (b) correct.

TEST - 13

Passage - 1

1. b The irony lies in the fact that the data is offered to refute the claim made by Kaufmann.

2. b The lines "But as Hout and Greeley point out in their important new book... the US owes more to rising birth rates than", make option (b) correct.

3. a According to the passage "Evangelicalism is conservative in theology but quite radical in its sense of personal transformation", making option (a) correct.

4. d Kaufmann overlooks the reality and feels that the self-identified people acts in a certain set way, whereas in reality they are worldly and have taken on a lot from the new world ethos.

5. a The passage cites option (a) as the reason for the current state of religiosity of America.

Passage - 2

6. b The passage discusses the transformation in the way things are being driven in the present age. Refer to para 1 which makes option (b) correct.

7. a Friedman feels that `outsourcing' is reminiscent of the Industrial revolution, which involved a transformation of roles across people, nations and societies.

8. c The passage talks about discredited Soviet style economies, making option (c) correct.

9. d The lines, "shaped less by the ponderous deliberations of finance ministers and more by the spontaneous explosion of energy", make option (d) correct.

10. d The lines, "skates past the fact that potential belligerents have always weighed the economic costs of war, often with breathtaking inaccuracy" makes answer (d) correct.

11. b The passage revolves around the forces that have worked to make the world flat.

TEST - 14

Passage - 1

1. a Only statement A is true according to the passage.

2. d Pasteur, the father of microbiology and immunology, was a chemist.

3. b It was the `asymmetry' that provided the logic to Pasteur.

Passage - 2

4. d From the last para, 1st line and also from the discussion in the last para it can be inferred that the author turns supportive towards French.

5. b From opening lines, para 3 it is clear that French has been treated more as a work of art and less as a language. Hence (b) is best.

6. b Snob as used in para 5 means a person who propounds the language tenaciously inspite of counterviews /excessively devoted to the language- so fanatic is best from the

choices. Iron can mean clear and rigid- hence Choice (b) is best.

7. d A is true as Nadeau and Barlow are bilingual Canadians. But it should be Dakar in choice (d) and not Dakota.

8. d From para 8, it can be seen that the reason for assigning a second position to French is the prestige and way of life associated with it and not power as in option C. Hence (d).

9. b Choice B is the best inference from the passage as seen from the words "English-dominated world" and also the analogy in the 2nd last para. The small talk is not felt as unnecessary but something positive. Hence C is flawed. A and D are distorted data.

10. c From para 4 , it can be seen that the English would find the French attitude - mystifying. Surprising in choice (c) is best.

Passage - 3

11. b The passage does not have a tone of moroseness or dullness.

12. d Cunning has not been used in the passage. The other words have been directly used in the passage.

TEST - 15

Passage - 1

1. d Clearly, inferable from several points in the passage. Also, indicated strongly by the last paragraph "Reform of how research is conducted by investment banks now seems inevitable ..." Option is stated in the passage in relation to Citigroup and SEC but an inference about other big banks is not sustainable. Option is contrary to the passage. Option (b) cannot be inferred in relation to other banks, but what can be inferred is contrary to what is stated in the passage.

2. b II and III are obvious from the first paragraph. Refer to the third paragraph for I. The first paragraph mentions some `*hot* technology clients' of Salomon. In the third AT&T Broadband is mentioned. Citigroup avoiding further scrutiny, and Mr Weill's offer for resignation further strengthens AT&T Broadband's role. The question is `assumed', hence option (b) to include AT&T Broadband.

3. d Statement I and II are in the fourth paragraph. III and IV are stated in the fifth paragraph. Hence the `possible reforms' will include all.

4. d Clearly stated in the paragraph mentioned in the question. To explain the paragraph states that "the break-up of "one-stop shops `like Citigroup happen because of bull market collapse irrespective of other reasons.

5. c All the points in the passage are summarized in this option. The other options are incomplete.

Passage - 2

6. d Refer to the last part of the first paragraph. It states that `some federal and local agencies' have setup these percentages. The passage does not mention private agencies anywhere.

7. c Option (c) is not mentioned anywhere in the passage. All the other statements are risks mentioned in the passage.

8. b Option (a) only mentions the point of view of the minority whereas the passage is giving an overall picture of these businesses in the United States. Option (c) refers to `controlling of businesses' which is not mentioned in the passage. The passage is referring to the risks faced by minority - owned businesses which are in operation. Option (d) refers to the state of minorities in USA which is not mentioned in the passage. So, only option (b) clearly states the purpose of the passage.

9. a The author mentions Blacks and Hispanics. Americans are not considered a minority group in their own country. All the other statements are mentioned in the passage.

10. a The author is referring to a certain geographical location. Option (b) is incorrect because there is no historical reference made in the passage. Option (c) would have been a close choice if it was `socially relevant'. The passage is not biased towards anyone, so option (d) is also incorrect. Option (a) is the correct answer.

TEST - 16

Passage - 1

1. d All are true.

2. c Refer to seventh paragraph, ... INTELSAT has competition.

3. b The passage is only about communication satellites.

4. c The only option that is worth examining is stated in the tenth paragraph.

Passage - 2

5. b (b) is the right choice. The passage mentions that the index has remained above 4000.

6. d The passage in paragraph 9, attributes the negative side of the bullish trend, to (a) and (c), thus (d) is the correct option.

7. c Option (c) is correct. The 7th paragraph mentions the name of the firm.

8. a Mentioned verbatim in paragraph 10, (a) is the correct answer.

Passage - 3

9. d Option (d) is correct. FIPC was created in 1996.

10. c The second paragraph lists reasons of FIPB scoring over the RBI, thus (c) is the correct option.

11. d Option (d) is correct. (a), (b) and (c) are all required to make clearing of projects easier.

12. a Given verbatim in the 2nd paragraph (a) is the correct answer.