



Reading Comprehension

Directions for Questions 1-3

Read the passages given below and answer the questions that follow based on the information given in the passage.

During the Victorian period, women writers were measured against a social rather than aliterary ideal. Hence, it was widely thought that novels by women should be modest, religious, sensitive, guileless, and chaste, like their authors. Many Victorian women writers took exception to this belief, however, resisting the imposition of nonliterary restrictions on their work. Publishers soon discovered that the gentlest and most iddy like female novelists were tough-minded and relentless when their professional integrity was at stake. Keenly aware of their artistic responsibilities, these women writers would not make concessions to secure commercial success.

The Brontes, George Eliot, Elizabeth Barrett Browning, and their lesser-known contemporaries repudiated, in their professional lives, the courtesy that Victorian ladies might exact from Victorian gentlemen. Desiring rigorous and impartial criticism, most women writers did not wish reviewers to be kind to them if kindness meant overlooking their literary weaknesses or flattering them on their accomplishments simply because of their sex. They had expected derisive reviews; instead, they found themselves confronted with generous criticism, which they considered condescending. Elizabeth Barrett Browning labeled it “the comparative respect which means... absolute scorn.”

For their part, Victorian critics were virtually obsessed with finding the place of the woman writer so as to judge her appropriately. Many bluntly admitted that they thought *Jane Eyre* a masterpiece if written by a man, shocking or disgusting if written by a woman. Moreover, reactionary reviewers were quick to associate an independent heroine with carefully concealed revolutionary doctrine; several considered *Jane Eyre* a radical feminist document, as indeed it was. To Charlotte Bronte, who had demanded dignity and independence without any revolutionary intent and who considered herself politically conservative, their criticism was an affront. Such criticism bunched all women writers together rather than treating them as individual artists.

Charlotte Bronte’s experience served as a warning to other women writers about the prejudices that immediately associated them with feminists and others thought to be political radicals. Irritated, and anxious to detach themselves from a group stereotype, many expressed relatively conservative views on the emancipation of women (except on the subject of women’s education) and stressed their own domestic accomplishments. However, in identifying themselves with women who had chosen the

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traditional career path of marriage and motherhood, these writers encountered still another threat to their creativity. Victorian prudery rendered virtually all experience that was uniquely feminine unprintable. No nineteenth-century woman dared to describe childbirth, much less her sexual passion. Men could not write about their sexual experiences either, but they could write about sport, business, crime, and war—all activities from which women were barred. Small wonder no woman produced a novel like *War and Peace*. What is amazing is the sheer volume of first-rate prose and poetry that Victorian women did write.

1. *The primary purpose of the passage is to:*

- a) *Refute the contention that no Victorian woman writer produced a novel like War and Peace*
- b) *Trace the historical relationship between radical feminist politics and the Victorian novels written by women*
- c) *Resolve the apparent contradiction between Victorian women writers' literary innovativeness and their rather conservative social views*
- d) *Describe the discrepancy between Victorian society's expectations of women writers and the expectations of the women writers themselves*

Solution:

Option D. The author describes the discrepancy between views of women writers and society's expectations from them in the Victorian society. The author first points out the women writers were measured from a social point of view rather than a literary point of view and the writers were not welcome to this idea. Then the author talks about the critics' approach towards women writers' works and how it was different from what the writers expected. In the last paragraph, the author describes about the limitations women faced regarding what to write and what not to.

2. *According to the passage, Victorian women writers "would not make concessions" (line 13) to publishers primarily because they felt that such concessions would*

- a) *Require them to limit descriptions of uniquely feminine experiences*
- b) *Compromise their artistic integrity*
- c) *Make them vulnerable to stereotyping by critics*
- d) *Provide no guarantee that their works would enjoy commercial success*

Solution:

Option B. Look at the line—"Keenly aware of their artistic responsibilities, these women writers would not make concessions to secure commercial success". From this we can clearly conclude that the women writers did not want to compromise on their artistic integrity by making concessions to obtain commercial success.

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3 .The passage suggests that Victorian criticism of works by women writers was

- a) Indulgent
- b) Perfunctory
- c) Resourceful
- d) Timely

Solution:

Option A. The author talks about the critics being generous towards women writers and gave considerations based on their sex. Look at the line “Victorian critics were virtually obsessed with finding the place of the woman writer so as to judge her appropriately”. From this we can conclude that the criticism was indulgent. The passage does not suggest that the criticism was perfunctory (superficial) or apolitical.

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 percentage 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 apportionments 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 to acquire

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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 (a person, group, or thing used to mask the identity or true character or activity of the actual controlling agent)” 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.

- 4) The primary purpose of the passage is to
- a) Present a commonplace idea and its inaccuracies
 - b) Describe a situation and its potential drawbacks
 - c) Propose a temporary solution to a problem
 - d) Analyze a frequent source of disagreement

Solution: Option (b)

The author has tried to bring to limelight the situation of the minority-owned businesses in the United States. He has discussed the solution implemented by the Congress to bring in more opportunities for the minority-owned businesses and the potential drawbacks of the same. He is not talking of any temporary solution to a problem which implies option (C) cannot be the right answer Option (a) talks of a commonplace idea and its inaccuracies. However, the passage actually talks about a situation rather than an idea.. Moreover, the author has started off the passage by talking about the congress move to help minority owned businesses and has given, in the subsequent paragraphs, the probable risks of the same. Thus, answer option (b) clearly stands out as the right answer choice

- 5) The passage supplies information that would answer which of the following questions?
- a) What federal agencies have set percentage goals for the use of minority-owned businesses in public works contracts?
 - b) To which government agencies must businesses awarded federal contracts report their efforts to find minority subcontractors?
 - c) How widespread is the use of minority-owned concerns as “fronts” by White backers seeking to obtain subcontracts?
 - d) What is one set of conditions under which a small business might find itself financially overextended?

Solution: Option (D)

We can gauge from the Geography of the passage that the second paragraph talks about the risk faced by minority firms in expanding too fast and overextending themselves financially. One condition wherein any small business might face such a risk is also mentioned, thus making answer option (D) the correct answer choice.

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- 6) According to the passage, civil rights activists maintain that one disadvantage under which minority-owned businesses have traditionally had to labor is that they have
- a) Been especially vulnerable to governmental mismanagement of the economy
 - b) Been denied bank loans at rates comparable to those afforded larger competitors
 - c) Not had sufficient opportunity to secure business created by large corporations
 - d) Not been able to advertise in those media that reach large numbers of potential customers

Solution: Option (c)

The second sentence of the first paragraph very clearly states that “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.” Thus, it is evident that answer option (c) is the correct answer choice.

- 7) The passage suggests that the failure of a large business to have its bids for subcontracts result quickly in orders might cause it to
- a) Experience frustration but not serious financial harm
 - b) Face potentially crippling fixed expenses
 - c) Have to record its efforts on forms filed with the government
 - d) Increase its spending with minority subcontractors

Solution: Option (a)

The last line of the second paragraph states that “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.” Since, the question talks about bids for subcontracts not resulting “quickly” in orders, it might result in frustration. Serious financial harm shall not be caused as these bids might result into orders sometime later. Thus, answer option (a) is the correct answer choice.

Passage 3:

I come now to the definition of “knowledge”. As in the cases of “belief” and “truth”, there is a certain inevitable vagueness and inexactitude in the conception. Failure to realize this has led, it seems to me, to important errors in the theory of knowledge. Nevertheless, it is well to be as precise as possible about the unavoidable lack of precision in the definition of which we are in search.

It is clear that knowledge is a sub-class of true beliefs: every case of knowledge is a case of true belief, but not vice versa. It is very easy to give examples of true beliefs that are not knowledge. There is the man who looks at a clock which is not going, though he thinks it is, and who happens to look at it at the moment when it is right; this man acquires a true belief as to the time of day, but cannot be said to have knowledge. There is the man who believes, truly, that the last name of the Prime Minister in 1906 began

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with a B, but who believes this because he thinks that Balfour was Prime Minister then, whereas in fact it was Campbell-Bannerman. There is the lucky optimist who, having bought a ticket for a lottery, has an unshakeable conviction that he will win, and, being lucky, does win. Such instances can be multiplied indefinitely, and show that you cannot; claim to have known merely because you turned out to be right.

What character in addition to truth must a belief have in order to count as knowledge? The plain man would say there must be sound evidence to support the belief. As a matter of common sense this is right in most of the cases in which doubt arises in practice, but if intended as a complete account of the matter it is very inadequate. "Evidence" consists, on the one hand, of certain matters of fact that are accepted as indubitable, and, on the other hand, of certain principles by means of which inferences are drawn from the matters of fact. It is obvious that this process is unsatisfactory unless we know the matters of fact and the principles of inference not merely by means of evidence, for otherwise we become involved in a vicious circle or an endless regress. We must therefore concentrate our attention on the matters of fact and the principles of inference. We may then say that what is known consists, first, of certain matters of fact and certain principles of inference, neither of which stands in need of extraneous evidence, and secondly, of all that can be ascertained by applying the principles of inference to the matters of fact. Traditionally, the matters of fact are those given in perception and memory, while the principles of inference are those of deductive and inductive logic.

There are various unsatisfactory features in this traditional doctrine, though I am not at all sure that, in the end, we can substitute anything very much better. In the first place, the doctrine does not give an intentional definition of "knowledge", or at any rate not a purely intentional definition; it is not clear what there is in common between facts of perception and principles of inference. In the second place, it is very difficult to say what are facts of perception. In the third place, deduction has turned out to be much less powerful than was formerly supposed; it does not give new knowledge, except as to new forms of words for stating truths in some sense already known. In the fourth place, the methods of inference that may be called in a broad sense "inductive" have never been satisfactorily formulated, ; when formulated, even if completely true, they only give probability to their conclusions, moreover, in any possibly accurate form, they lack self-evidence, and are only to be believed, if at all, because they seem indispensable in reaching conclusions that we all accept.

8) Which of the following is false about knowledge, as evident from the author's views in the passage?

- (a) Every case of knowledge is a case of true belief but not vice versa.
- (b) Evidence is the component, which along with truth and belief, in most of the cases, gives rise to knowledge completely.
- (c) 'Inductive' methods of inference are probabilistic in their conclusions, lacking self-evidence.
- (d) None of the above.

9) The passage relates to studies on:

- (a) Sociology.
- (b) Psychology.
- (c) Philosophy.

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(d) Logic and Deductions.

10) Which one of the following analogies does not resemble the reasoning given by the author in this passage?

A student knows he will definitely get the first rank because he works very hard compared to all the other students and he does get the first rank

A woman firmly believes that her husband's nick name begins with a "P", but who believes this because she thinks that his nick name is Prince but actually it is Pauper.

A person, whose horse is very lucky, believes that his horse will win the race and his horse being lucky wins the race.

Both (a) and (c)

11) What does the author mean by the terms infinite regress or vicious circle in this passage?

Certain matters of fact and certain principles of inference should not stand in need of extraneous evidence

These terms are involved with Matters of facts and principles of inference which might make the process unsatisfactory

Evidence supporting Principles of inference and matter of facts

Principles of matter supporting matter of facts and matter of facts supporting principles of matter in a circular manner.

Answers:

8. Answer (b)

Let us look at the lines in the passage

"every case of knowledge is a case of true belief, but not vice versa"

Option (a) is true. So it can't be correct

Let us have a look at these lines from the last paragraph

"In the fourth place, the methods of inference that may be called in abroad sense "inductive" have never been satisfactorily formulated, ; when formulated, even if completely true, they only give probability to their conclusions moreover, in any possibly accurate form, they lack self-evidence,"

Option (c) is true. So It can't be the answer.

Let us look at these lines from the second paragraph

"What character in addition to truth must a belief have in order to count as knowledge ? The plain man would say there must be sound evidence to support the belief. As a matter of common sense this is right in most of the cases in which doubt arises in practice, but if intended as a complete account of the matter it is very inadequate."

The author's view is that evidence in addition to truth and belief does not give rise to knowledge completely.

So Option (b) Is false.

The correct answer is (b)

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9) Answer (c)

Option (a) is junk as this passage is definitely not about sociology. It is not talking about relationships or human relations

This passage is definitely not about the minds of people. So (b) is also wrong.

Option (d) is too specific. It could be the topic of the last paragraph.

Option (c) is best answer. Philosophy can also be defined as values and beliefs.

This passage is definitely about beliefs

So the best answer is (c)

10) Answer (a)

Let us look at these lines in the second paragraph

“There is the man who believes, truly, that the last name of the Prime Minister in 1906 began with a B, but who believes this because he thinks that Balfour was Prime Minister then, whereas in fact it was Campbell-Bannerman.

There is the lucky optimist who, having bought a ticket for a lottery, has an unshakeable conviction that he will win, and, being lucky, does win.

Such instances can be multiplied indefinitely, and show that you cannot; claim to have known merely because you turned out to be right.”

Only option (a) does not match the reasoning given by the author. Option (b) and (c) do match the reasoning.

So the answer is (a)

11) Answer (c)

This is a very simple data based question. Have a look at these lines

“It is obvious that this process is unsatisfactory unless we know the matters of fact and the principles of inference not merely by means of evidence, for otherwise we become involved in a vicious circle or an endless regress”

“We may then say that what is known consists, first, of certain matters of fact and certain principles of inference, neither of which stands in need of extraneous evidence,”

The author states that matters of fact and principles of inference must not be known in terms of evidence or evidence should not be used to support matters of fact and principles of inference. If this happens (i.e. evidence is used to support matters of fact or principles of inference we will be involved in a vicious circle or an endless regress)

The correct answer is (c).

Option (d) defines what infinite regress is but that is not the way author defines it

Option (a) is exactly the opposite answer.

Option (b) is too generic and does not define what is infinite regress.

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Passage 4:

More understanding needs to be cultivated of the social process of organizations and, in particular, the role of one's own behaviour in the production and reproduction of organizational life. For it is true that management is too potent in its effects upon the lives of employees, consumers and citizens to be guided by an instrumental form of rationality.

MBA programs strongly advise students on the importance of safeguarding their careers. Almost everything and everyone is seen as a stepping stone or an obstacle in realizing this end. This attitude is still being reinforced by insecurity in business and on the labour market, though to a slightly lesser extent in recent years. To oppose it would only invite resistance. Read how elegantly MBA-director Peters expresses his criticism : "I would like to teach a class on strategy and business integration. I would like to use material that is at a minimum 25 years old and preferably reaching the state of early antiquity. I would like to remove the copyright dates on the material, and I would like to think that I can get away with it, without the least bit suspicion among the class".

In education and educational matters it helps to explicitly discuss the tendency people have of avoiding emotions or discussions on power problems and underlying dynamic processes. The thing that makes experimental learning so very valuable is not possible until there is no escape route left. Students and other participants in the programme will initially be opposed to expressing their emotions and will also feel ill at ease, but getting over this helps and facilitates their learning. It is no less important to stimulate the capacity to doubt the truth of perceptions. For truth is made, not discussed.

Things do not have to be what they seem at first glance. Let me illustrate this. Two children are playing and they both fall into the mud. One of the children didn't get a dirty face and when he sees the soiled face of his friend, it is understandable that he should run inside to wash. The other, the one who actually is dirty and could do with a good wash, stays sitting there quietly. He didn't get a fright at all ; after all, his friend looked the same as always. However, it is far less understandable if it is managers who become the unwitting prisoner of supposed "instrumental" perception.

The technical view of management practice can be criticized from both inside and out(side). In the latter case, it is the attempt to dominate others which is criticized. (Looking at the instrumental apparatus from the inside, there is absolutely no proof that control techniques actually lead to the desired control. Drucker has already recognized that "control weakens control". In other words, even within one's own frame of reference, purely technical views on management practice are not particularly moral or effective.

A far more complex picture is to be seen in practice. Nevertheless, it seems as if a large portion of management teaching is playing along with insecurity and greed, and therefore with the idea that "being managerial" can (technically) do everything. What's worse is that a lot of energy goes into the attempts to keep up the illusion on an organizational level. The alternative is to acknowledge that management practice is primarily of a socio-relational and political nature ; and to learn to be able to muster the discipline to act within that restriction (or is it in fact an opportunity ?). This means an education plan which emphasizes that a manager will always be a tangible, approachable person have to learn to deal

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with the insecurity, doubts and mysteries. The lecture hall will often be a safer place than one's place of work of thinking, experimenting, testing, and questioning. It is good place to practice and to learn to be alert in everything work situations.

The role of management education is therefore inclusive, and is also concerned with accepting daily dilemmas, both moral and instrumental, and no longer believing that a technical approach can be neutral, even though it seems to be taught that way. The past 20 years, which have been characterized in the West by a modern neo-capitalistic political climate, have increasingly validated the usefulness of management education. On the one hand, education is considered as socially competitive. On the other hand, within the framework of an individualistic consumer culture, education is considered personally valuable in so far as it enhances the economic position and career of the individual.

Business studies and management education score well on both criteria. However, this will remain true only if people continue to feel there is a positive relationship between management education, results in management practice, and managers individual achievements.

12) Which of the following were true as per the passage?

- A. The technical approach to management education is not neutral.
- B. Management practice is primarily of a socio-relational and political nature
- C. Purely technical views on management practice are moral or effective.
- D. Both (A) and (B)

13) According to the passage Education in management will continue to be prime of importance only if..

- A. It shapes the career of a person and increases the economic position considerably.
- B. The Managers are able to achieve significant success based on this education.
- C. It is inclusive and accepts daily dilemmas both moral and instrumental.
- D. It does not play along with insecurity and greed.

14) Which of the following would best support the author's contention, as brought out in the passage ?

- A. The role of one's own behaviour in the production and reproduction of organizational life is to be understood
- B. The importance of safeguarding student's careers are illustrated best by management programmes.
- c) The last two decades have increasingly validated the utility and relevance of management

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education.

d) All of the these

15) It can be inferred from the passage that the students of management education

- A. Discover that truth is made and discovered easily.
- B. Dread experimental learning as they have inhibitions in expressing their emotions.
- C. Consider everyone or everything as a stepping stone or an obstacle in safeguarding their careers.
- D. Discuss power problems and underlying dynamic processes as they have no escape route left.

16) The author will not accept a manager who doesn't have which of the below qualities?

- A. Tangible and approachable.
- B. Resourceful in dealing with insecurity, debts and mysteries.
- C. Capacity to doubt the truth of perception
- D. All except (c)

Answers:

12)

(C).

This is such a simple question provided you read the stem of the question properly.

The stem is " Which of the following were true as per the passage"

That is which of the options were true (in the past and not in the present day)

Both (a) and (b) are true today as per the passage. They were not true in the past. These are latest trends.

Only Option (C) was true in the past and not true today.

So (C) is the answer.

Moral of the question : " Please read the stem of the question before you answer the question"

13)

(B).

Tough question. Again you are expected to read the question carefully .The stem states "education in management will continue to be of prime importance". That is how it will be of importance in the future

Look at these lines in the last paragraph

"Business studies and management education score well on both criteria. However, this will remain true only if people continue to feel there is a positive relationship between management education, results in

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management practice, and managers individual achievements.”

The author states that management education will remain true (continue to remain important in the future) only if there is a positive relationship between management education and managers individual achievement based on this education.

Option a and c are there in the passage. They are considered important for the management education to be relevant today but if management education has to be relevant in the future then (b) has to be there.

14)

(d)

This is the easiest question for this passage.

Option a has support in the first paragraph. Option (B) has support in second paragraph. Option (C) has support in the last but one paragraph.

So the answer is (D) .

15)

(D)

is junk option. They might discover that truth is made. But truth need not be discovered easily. Students do not dread experimental learning. In fact they do adopt this method of learning. Dread is too strong a word. In inference question strong words are not preferred.

Look at these lines in the second paragraph

“MBA programs strongly advise students on the importance of safeguarding their careers. Almost everything and everyone is seen as a stepping stone or an obstacle in realizing this end”

We have some support for (C)

(d)

Look at the these lines in the third paragraph

“In education and educational matters it helps to explicitly discuss the tendency people have of avoiding emotions or discussions on power problems and underlying dynamic processes. The thing that makes experimental learning so very valuable is not possible until there is no escape route left. Students and other participants in the programme will initially be opposed to expressing their emotions and will also feel ill at ease, but getting over this helps and facilitates their learning. It is no less important to stimulate the capacity to doubt the truth of perceptions. For truth is made, not discussed.

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Again we have some support for (D).

It is now a close call between (C) and (D). For option (C), the supporting lines state that the MBA programs advise students. It is not necessary that the students follow what they have been advised. Look at the supporting lines for (D). The students practise experimental learning as there is no escape route left. They use it to express emotions and also to discuss power problems and underlying dynamic process. SO (D) is the answer.

16)

Answer (C)

A really toughie!!!

Look at these lines in the last but two paragraph.

“This means an education plan which emphasizes that a manager will always be a tangible, approachable person have to learn to deal with the insecurity, doubts and mysteries.”

The lines state that an education plan must emphasise..... The author does not define these qualities “must be qualities” for a manager.

Have a look at these lines in the fourth Paragraph

“However, it is far less understandable if it is managers who become the unwitting prisoner of supposed “instrumental” perception.”

The author is not ready to accept or he is not able to understand a manager who becomes a prisoner of an instrumental perception.

That is if a manager does not have the capacity to doubt the truth of perception, the author is not ready to accept him as a manger.

SO (C) is the answer.

Passage 5

There is a kind of solitaire card game, a slightly modified version of the very popular Klondike solitaire that I played frequently as a child. While needing to keep busy through some stressful waiting periods recently, I discovered that it can be an excellent mindfulness training technique. The very idea of playing cards to cultivate mindfulness has some shock value in itself! I find Klondike solitaire an excellent mindfulness training exercise at an intermediate level of difficulty, excellent for transferring mindfulness to ordinary life. Other forms of solitaire games would probably work as well.

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The game itself requires that you pay attention to what cards are up and their numerical and color relations to each other. You must be alert to potential plays, because it is a disqualifying error to skip a possible play. You must occasionally make strategic decisions about which of two or more possible moves is better. You must deal the cards properly and play through the remainder of the deck (by threes) over and over again until you either win or are stuck with no further moves. The physical world around you may provide distractions from the game, but you must not miss plays. Compared to classical vipassana meditation, considerable activity of physical motion, counting, and decision making is added, thus moving closer to life.

To work on paying adequate attention to the game and playing to win, while maintaining mindfulness, is very rich, but not as overwhelming as ordinary social interaction. Observations of transient mental and emotional phenomena that apply in many areas of life is possible in this rich situation, as I will illustrate by describing a typical experiential sequence for me.

I am mindful that I am sitting at a table, seeing the room around me, hearing the sound the cards make as I shuffle them, feeling the coordinated hand motions necessary to shuffle them. I must count out the first seven cards to form my playing field. The count tends to develop an inertia and rhythm of its own. Can I remain mindful, or do I get pulled into the counting activity so much that I lose track of my immediate sensory impressions? Impatience to get the game set up manifests, urging me to deal faster. Can I remain mindful and keep an even pace? Or might I deal faster but still try to be mindful during the faster deal? Could I deliberately deal slower as a way of increasing my impatience, so I can better observe it? Can I remember to be aware of the tactile qualities of each card as I deal it, being mindful of the fact that I am aware of these qualities, that I am directing my attention to be mindful?

I finish dealing and see that I have no aces to go up top and all black cards up; nothing can play on anything else. A flash of disappointment wells up! Can I stay mindful of this emotion, perhaps taste its flavor precisely? I start going through the remaining deck by threes, and red cards that play on the black cards on the playing row start turning up. I get excited, mindfulness starts slipping as my attention gets constellated into the good feeling that I am on a winning streak! The touch of the cards, the sound they make as I play them, and my peripheral field of vision all start to narrow and become lost. Oops, stay mindful with that feeling. A little attention and again I feel the cards in my hands, hear their sounds, see the table I am sitting at while still feeling the excitement over the idea of a winning streak, see my attraction to the excitement, remain mindful that I am experiencing these things.

But after the initial run nothing plays for a while. My thoughts tell me that I am going to be stuck; I will lose this hand. The disappointed feeling starts sucking my attention in, but I see the feeling and manage to maintain mindfulness. Yes, the disappointing feeling is associated with a desire to hurry, be less aware, get it over with if I am going to lose anyway. I lose mindfulness for a minute again and come back just in time to see that a run of plays has again excited me. I am going to win! Lose mindfulness for half a minute in the attachment / absorption in the idea of winning, then manage to get mindfulness back. I remember, doesn't Buddhism say something about the transience of feeling? Each was eternal when I lost mindfulness and was absorbed in it, yet I see they come and go like the wind as the play of the cards changes.

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If I am making this sound exciting, it can indeed be when you are mindful enough to see this rapid play of emotion! This solitaire play situation is parallel to much human interaction. You are engaged in “games”, structured interactions with rules. The initial “deals” of the games excite or depress you, your spirits rise and fall with the momentary course of the interaction, and mindfulness and absorption come and go. The “emotional stakes” are generally much higher when you are playing with another human, though, instead of in this artificial situation with a deck of cards. A more advanced form of this exercise would involve actual two-person card games, so the human interaction component is added.

- 17) *In which of the following examples do you think the author will agree that you are mindful?*
- A. *You are playing a game of cards and you are losing that game. A feeling of disappointment overwhelms you.*
 - B. *You are playing cricket. You have just now hit a six. You are overcome with a transient moment of happiness.*
 - C. *You have been awarded the “The best outgoing student” cup in a function. You are feeling the cup in your hand and looking at the crowd.*
 - D. *You are writing the CAT exam. You see a question which you have solved before. You are very excited for a short period of time. But you are not able to solve the problem and you feel dejected for a short period of time.*
- 18) *As per the passage, which of the following is true ?*
- A. *Emotional stakes are generally high in solitaire games.*
 - B. *Ordinary social interaction is richer than paying adequate attention to Klondike solitaire and playing to win.*
 - C. *Solitaire is a game filled with emotions and not much of strategy or forethought.*
 - D. *Both A & B.*
- 19) *A suitable title for the passage is*
- A. *“Emotional Stakes” in the Deck of cards.*
 - B. *Klondike Solitaire – An analogy for mindfulness*
 - C. *Emotions and Mindfulness in Klondike solitaire*
 - D. *Solitaire – A Game of emotions and mindfulness.*
- 20) *Which of the following views are endorsed by the author ?*

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- A. *Solitaire is a game which is closer to life as it is better than classical vipassana meditation.*
- B. *The idea of playing solitaire cards game to cultivate mindfulness is radical.*
- C. *It is possible to observe transient mental and emotional phenomena in a game of solitaire cards.*
- D. *All of the these*

21) Infer which "one" of the following words you can definitely associate with the word "emotions" as discussed in the passage?

- A. *Eternal*
- B. *Momentary*
- C. *Rapid*
- D. *Fluctuating*

Answers:

17)

(C)

First we need to define what is mindful. There are lots of examples but we need to look at the defining lines.

Look at the first few lines of the 4th paragraph

"I am mindful that I am sitting at a table, seeing the room around me, hearing the sound the cards make as I shuffle them, feeling the coordinated hand motions necessary to shuffle them. I must count out the first seven cards to form my playing field. The count tends to develop an inertia and rhythm of its own. Can I remain mindful, or do I get pulled into the counting activity so much that I lose track of my immediate sensory impressions?"

According to the author mindfulness is "immediate sensory perceptions"

Look at the above example. Once you start playing cards you are mindful or you are feeling the environment, seeing the room around and hearing the sound of the cards. Your mind should not be distracted by the counting activity immediately. This is the meaning of mindfulness.

Let us look at (a) You are playing a game of cards and you are losing that game. A feeling of disappointment overwhelms you.

When you are playing cards mindfulness means you are concentrating in the game. You should not be overcome by emotions. Look at these lines in the 6th paragraph

"But after the initial run nothing plays for a while. My thoughts tell me that I am going to be stuck ; I will lose this hand. The disappointed feeling starts sucking my attention in, but I see the feeling and manage to maintain mindfulness."

So mindfulness means not to get caught in the disappointment feeling.

Let us look at (b) You are playing cricket. You have just now hit a six. You are overcome with a transient moment of happiness.

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It has the same problem as (a). You are overcome by transient emotions when you are supposed to be feeling the game, bat and the surroundings

Option (d) also has the same problem.

So (C) is the correct answer. Look at (C) "You have been awarded the "The best outgoing student" cup in a function. You are feeling the cup in your hand and looking at the crowd."

You are given the award. You are mindful as you are feeling the cup and the surroundings. Moreover you are not overcome by the emotions.

18)

Answer (b)

First let us look at (c)

The following lines from 2nd paragraph proves that (c) is wrong

"You must occasionally make strategic decisions about which of two or more possible moves is better"

Let us look at (a)

Let us look at these lines from the last paragraph

"The "emotional stakes" are generally much higher when you are playing with another human"

Emotional stakes are high generally only in solitaire where you have a human opponent. It is not true for all solitaire games.

So (a) is not correct.

The correct answer is (b). Look at these lines in the third paragraph

"Observations of transient mental and emotional phenomena that apply in many areas of life is possible in this rich situation, as I will illustrate by describing a typical experiential sequence for me."

The typical experience is playing the game.

19)

Answer (a)

Tough one.

(b) is wrong because it states that the game is an example for mindfulness. The whole passage talks about the emotions in that game which can be used to explain mindfulness.

The game itself is not an analogy for mindfulness.

(d) is also wrong because solitaire is not a game of emotions and mindfulness. It is a game of cards filled with emotions and mindfulness.

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It is a very close call between (a) and (c)

The whole passage is about the plethora of emotions in this game. It is more like a gambling of emotions in a cards game. One emotion comes and goes which is then followed by a contrasting emotion coming up and going.

It is more like a gambling of emotions in the author's mind when he is playing the game of solitaire. So the better answer is (a) rather than (c). It is more a narrative passage rather than a descriptive passage. Option (a) is an apt heading for a narrative passage and (c) is more of a title for a descriptive passage.

SO (a) is the answer.

20)

Answer is (c)

Read the question stem properly. Dont be in a hurry. The question is "Which of the following views are endorsed by the author"

So the answer demands an endorsement from the author.

Look at these lines

For option (a)

2nd Paragraph "Compared to classical vipassana meditation, considerable activity of physical motion, counting, and decision making is added, thus moving closer to life."

For Option (b)

1st paragraph

"The very idea of playing cards to cultivate mindfulness has some shock value in itself!"

For Option (C) 3rd paragraph

"Observations of transient mental and emotional phenomena that apply in many areas of life is possible in this rich situation, as I will illustrate by describing a typical experiential sequence for me. "

It looks like all the three options are correct. So you might feel that (D) is the right option.

But looking at all the lines very closely, we find the endorsement only in (C) .The author has personally said that he will illustrate he can observe the transient and emotional phenomena in this game. All the other lines are statements generic statements without any particular endorsements by the author.

(The answer demands that the pronoun " I" be there in the line)

Very tricky question . It is very easy provided you know this concept.

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21)

Answer (C)

Another Tricky one. The question is "Which adjective you will definitely associate with "emotions"
Look at these lines from the last but one paragraph.

"Each was eternal when I lost mindfulness and was absorbed in it, yet I see they come and go like the wind as the play of the cards changes."

He says the emotions are eternal but yet they are fleeting (changing). So you need to associate both eternal and fluctuating with "emotions" . You cannot associate only one of them.

So options a, b and d are all ruled out.

So C is correct . The emotions are rapid. Rapid means fast. It doesn't mean that they change rapidly.Look at these lines in the last paragraph

"If I am making this sound exciting, it can indeed be when you are mindful enough to see this rapid play of emotion"

The emotions are rapid. So (c)

Passage 6:

My objective is to analyze certain forms of knowledge, not in terms of repression or law, but in terms of power. But the word power is apt to lead to misunderstandings about the nature, form, and unity of power. By power, I do not mean a group of institutions and mechanisms that ensure the subservience of the citizenry. I do not mean, either, a mode of subjugation that, in contrast to violence, has the form of the rule. Finally, I do not have in mind a general system of domination exerted by one group over another, a system whose effects, through successive derivations, pervade the entire social body. The sovereignty of the state, the form of law, or the overall unity of domination are only the terminal forms power takes. It seems to me that power must be understood as the multiplicity of force relations that are immanent in the social sphere; as the process that, through ceaseless struggle and confrontation, transforms, strengthens, or reverses them; as the support that these force relations find in one another, or on the contrary, the disjunctions and contradictions that isolate them from one another; and lastly, as the strategies in which they take effect, whose general design or institutional crystallization is embodied in the state apparatus, in the formulation of the law, in the various social hegemonies.

Thus, the viewpoint that permits one to understand the exercise of power, even in its more "peripheral" effects, and that also makes it possible to use its mechanisms as a structural framework for analyzing the social order, must not be sought in a unique source of sovereignty from which secondary and descendent forms of power emanate but in the moving substrate of force relations that, by virtue of their inequality, constantly engender local and unstable states of power. If power seems omnipresent, it is not because it has the privilege of consolidating everything under its invincible unity, but because it is produced from one moment to the next, at every point, or rather in every relation from one point to another. Power is everywhere, not because it embraces everything, but because it comes from everywhere. And if power at times seems to be permanent, repetitious, inert, and self-reproducing, it is simply because the overall effect that emerges from all these mobilities is a concatenation that rests on each of them and seeks in turn to arrest their movement. One needs to be nominalistic, no doubt: power is not an institution, and

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not a structure; neither is it a certain strength we are endowed with; it is the name that one attributes to a complex strategic situation in a particular society.

22) *The author's attitude toward the various kinds of compulsion employed by social institutions is best described as*

- (A) scientific and detached*
- (B) concerned and sympathetic*
- (C) suspicious and cautious*
- (D) reproachful and disturbed (B)*

23) *According to the passage, states of power are transient because of the*

- (A) differing natures and directions of the forces that create them*
- (B) unique source from which they emanate*
- (C) pervasive nature and complexity of the mechanisms by which they operate (A)*
- (D) concatenation that seeks to arrest their movement*

24) *It can be inferred from the passage that the author believes the conflict among social forces to be*

- (A) essentially the same from one society to another even though its outward manifestation may seem different*
- (B) usually the result of misunderstandings that impede social progress*
- (C) an inevitable feature of the social order of any state*
- (D) None of these wrongly blamed for disrupting the stability of society (C)*

Solutions

22) option (A)

The author is not biased. He is not prejudiced. He defines power, its nature And characteristics in a scientific way. He is not sympathetic and neither is he suspicious. He is also not disturbed. Reproachful means being very critical of someone or something especially for not being successful. This is not the case here.

So the correct answer is a

23) option (A)

Look at these line in 3rd paragraph which clearly indicates that (A) is the correct answer

"but in the moving substrate of force relations that, by virtue of their inequality, constantly engender local and unstable states of power. If power seems omnipresent, it is not because it has the privilege of consolidating everything under its invincible unity, but because it is produced from one moment to the next, at every point"

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24) option (C)

This is a data based question. Look at these lines in 2nd paragraph

“It seems to me that power must be understood as the multiplicity of force relations that are immanent in the social sphere; as the process that, through ceaseless struggle and confrontation, transforms, strengthens, or reverses them”

So clearly the answer is option (c)

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