This document provides a selection of questions that have been asked in the past. It is indicative of the nature of questions that will appear in the IIMB Test. The sections, number of questions in each section, instructions etc. are provided to allow candidates to familiarize themselves with the nature of the test.

# PLEASE NOTE THAT THE NUMBER OF SECTIONS, TYPE OF QUESTIONS, NUMBER OF OUESTIONS, INSTRUCTIONS FOR OUESTIONS ARE SUBJECT TO CHANGE FROM YEAR TO YEAR.

#### Section I

Number of Questions: 25

**Directions for questions 1 to 10**: In the following passage, there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Identify the appropriate word in each case.

| •                    |                          |                        | er to senior managers in     |             |
|----------------------|--------------------------|------------------------|------------------------------|-------------|
| human service org    | ganizations, and govern  | ment. Sometimes calle  | ed the godfather of mode     | rn          |
| management, he_      | (1) an acute             | understanding of soci  | o-economic (2)               | with        |
| practical insights i | into how leaders can tur | rn (3) into            | opportunity. With a rare     | <del></del> |
|                      |                          |                        | mind on a full range         |             |
|                      |                          |                        | higher mathematics. Yet      |             |
| •                    | •                        |                        | •                            |             |
|                      |                          |                        | ts: a global network of m    | ien and     |
| women who            | (6) their ideas from     | m action and act on id | eas.                         |             |
|                      |                          |                        |                              |             |
| Since 1946, when     | his book Concept of th   | e Corporation redefine | ed employees as a resour     | ce rather   |
| than a cost, Druck   | ers works have become    | e an ever-growing      | for leaders in e             | verv        |
|                      |                          |                        | n the critical stages of the | •           |
|                      |                          |                        | share of productive orga     |             |
|                      |                          | -                      |                              |             |
|                      | -                        | no consider Drucker i  | heir intellectual guide, if  | not their   |
| personal (10         |                          |                        |                              |             |
|                      |                          |                        |                              |             |
| 1.                   |                          |                        |                              |             |
|                      |                          |                        |                              |             |
| (1) co-exists        | (2) combines             | (3) cooperates         | (4) coordinates              |             |
| (1) CO CAISES        | (2) comomes              | (3) cooperates         | (1) coordinates              |             |
| 2                    |                          |                        |                              |             |
| 2.                   |                          |                        |                              |             |
|                      |                          |                        |                              |             |
| (1) steps            | (2) layers               | (3) stratas            | (4) forces                   |             |
|                      |                          |                        |                              |             |
| 3.                   |                          |                        |                              |             |

| (1) turbulence   | ce (2) power  | (3) advoca  | cy (4) authority        | (4) authority    |  |
|--|---|---|-------------------------|------------------|--|
|  |   |   |                         |                  |  |
| 4.   |   |   |                         |                  |  |
| (1) view   | (2) feeling   | (3) position                                      | n (4) gift              |                  |  |
| 5.   |   |   |                         |                  |  |
| (1) perplex  | (2) doubling  | g (3) insatial                                    | ole (4) forcefu         | forceful         |  |
| 6.   |   |   |                         |                  |  |
| (1) draw   | (2) establish   | (3) comme   | nt (4) provok           | e                |  |
| 7.   |   |   |                         |                  |  |
| (1) strength   | (2) contribu  | tion (3) resource                                 | ee (4) discussi         | on               |  |
| 8.   |   |   |                         |                  |  |
| (1) fate   | (2) destiny   | (3) future  | (4) rise                |                  |  |
| 9.   |   |   |                         |                  |  |
| (1) possessiv  | ve (2) goodly   | (3) lamenta                                       | able (4) projectiv      | e                |  |
| 10.  |   |   |                         |                  |  |
| (1) manager  | (2) philosop  | her (3) co-world                                  | ker (4) mentor          |                  |  |
| it. Each sent<br>part of the se  | for questions 11 to 14: hence is divided into the entence. The number of punctuation, i | ree parts, namely 1, 2<br>f that part is the answ | or 3. The error, if any | , will be in one |  |
| 11. If he  | would have prepared/  | his lecture well in adv                           | ance                    |                  |  |
| it would have been/ the best lecture in the entire conference.  (3)  No error  (4) |   |   |                         |                  |  |
| 12. While going to the office yesterday I suddenly realized that/ (1)              |   |   |                         |                  |  |
| č , j  |   |   |                         | No error (4)     |  |
| 13. No other library in town has so many books/ (1)                                |   |   |                         |                  |  |

|         | which belong (2)                            | to different discip | plines/ as th<br>(3) | is library.       | No error (4)                  |
|---------|---|---------------------|----------------------|-------------------|-------------------------------|
| 14.     | People pay tril                             | oute to him on ac   | count of his         | s/                |                               |
|         | dedicated and (2)                           | selfless service/f  | or the natio         | n and its people. | No error (4)                  |
|         | <b>ions for questic</b><br>rd given in bold |                     | oose the wo          | rd which is most  | nearly the same in meaning to |
| 15.     | Dormant:                                    |                     |                      |                   |                               |
| (1) Hai | rmful                                       | (2) Prosperous      | (3) (                | Quiescent         | (4) Gentle                    |
| 16.     | Germane:                                    |                     | (                    |                   |                               |
| (1) Per | tinent                                      | (2) Accustomed      | l                    | (3) Prejudiced    | d (4) Attractive              |
| 17.     | Laconic:                                    |                     |                      |                   |                               |
| (1) Exp | pansive                                     | (2) Operational     |                      | (3) Realistic     | (4) Terse                     |
| 18.     | Prodigious:                                 |                     |                      |                   |                               |
| (1) Out | tstanding                                   | (2) Drai            | natic                | (3) Wasteful      | (4) Phenomenal                |
| 19.     | Melancholic:                                |                     |                      |                   |                               |
| (1) Pos | sessive                                     | (2) Gloomy          | (3)                  | Refreshed         | (4) Derogatory                |
|         |   |                     |                      |                   |                               |
|         | <b>ions for questio</b><br>rd given in bold |                     | oose the wo          | rd which is MOS   | T OPPOSITE in meaning to      |
| 20.     | Assiduous:                                  |                     |                      |                   |                               |
| (1) Tin | nid   | (2) Precarious      | (3) I                | ndolent           | (4) Inelegant                 |
| 21.     | Rampant:                                    |                     |                      |                   |                               |
| (1) Dul | bious                                       | (2) Restrained      | (3)                  | Critical          | (4) Derogatory                |
| 22.     | Salubrious:                                 |                     |                      |                   |                               |
| (1) Uni | favourable                                  | (2) Unjustified     | (3)                  | Unthinkable       | (4) Unscrupulous              |

| (1) Ch  | eerless  | (2) Grimy  | (3) Advantageous         | (4) Safe                    |  |  |
|---|--|--|--------------------------|-----------------------------|--|--|
|   |  | ons 24 and 25: Identify the the sentence meaning |                          | rd from the given words to  |  |  |
| 24.   | He tends to  | any suggesti                                     | on I make in meetings.   |                             |  |  |
| (1) ver   | nture  | (2) precipitate                                  | (3) clement              | (4) discount                |  |  |
| 25.   | Не   | the children to open the                         | eir eyes and ears to the | beauty of life.             |  |  |
| (1) adr   | nonished   | (2) promised                                     | (3) exhorted             | (4) complemented            |  |  |
|   |  | SE   | ECTION II                |                             |  |  |
|   |  | Number   | of Questions: 50         |                             |  |  |
|   | <b>ions for questio</b><br>idependently.   | ons 26 to 42: The quest                          | ions below are indeper   | ndent of each other. Answer |  |  |
|   | 26. Free note books were to be distributed equally among 60 children of a class. Since 15 children were absent on the day of distribution each child got 5 notebooks extra. What was the total number of notebooks available for distribution? |  |                          |                             |  |  |
|   | (1) 750  | (2) 1200   | (3) 900                  | (4) None of these           |  |  |
| 27. Three of the following four parts numbered (1), (2), (3) & (4) are exactly equal. The number of the part which is <b>not</b> equal to the remaining three parts is the answer.  |  |  |                          |                             |  |  |
|   | $145 \times 6 + 15 \times (1)$   | $3 = 146 \times 5 + 85 \times 2$ (2)             | = 65x11+37x5 = 84 (3)    | x 5 + 32 x 15 (4)           |  |  |
| 28. The area of a rectangular garden is 375 sq. metres and the length and the breadth are in the ratio of 5:3 respectively. What will be the cost of making a 80 cm broad pathway around boundary on all sides of the garden if cost of making the pathway is Rs.50/- per square metre? |  |  |                          |                             |  |  |
|   | (1) Rs.3200/-  | (2) Rs.3328/-                                    | (3) Rs.3228/-            | (4) None of these           |  |  |
|   | 29. In how many different ways can the letters of the word 'ORANGE' be arranged so that the three vowels never come together?  |  |                          |                             |  |  |
|   | (1) 144  | (2) 720  | (3) 360                  | (4) 576                     |  |  |
| 30 . Compound interest accrued on an amount of Rs.10,000/- in two years was Rs.3,225/ What was the rate of interest p.c.p.a?  |  |  |                          |                             |  |  |

23.

**Perilous:** 

|                                     | (1) 15   | (2) 12   | (3) 11.5                 | (                       | (4) None of t                    | hese   |
|-------------------------------------|--|--|--------------------------|-------------------------|----------------------------------|--|
| 31.                                 | Which of the f   | ollowing values  | s of x will satis        | fy the ine              | quality x2 - 2                   | x - 3 < 0?   |
|                                     | (1) $x < -1 & x$   | < 3 (2) -1   | < x < 3                  | (3) -1 >                | x  or  x > 3                     | (4) None of these  |
| 32.                                 | If $A > B > C >$   | D > E are posit  | ive non-zero ir          | ntegers, A              | -D can be                        |  |
|                                     | (X) greater that   | an B C (Y)   | smaller than D           | Е                       | (Z) greater t                    | han C E  |
|                                     | Correct deduct   | ion/s is/are   |                          |                         |                                  |  |
|                                     | (1) X only   | (2) Y only   | (3) Z only               | y (4)                   | X and Z only                     | y  |
| fraction                            | n of a rupee)  | at the begin<br>t time in Januar                             | nning of every<br>y 2002 | month til<br>was finall | I the item is s                  | item by 10% (ignoring old off. An item farch 2002 for Rs.                    |
|                                     | (1) Rs. 800  | (2) Rs. 820  | (3) Rs                   | 810                     | (4) no                           | one of above   |
| exactly<br>younge                   | Hari has three of the same as est and the middens ages is 21 years.                        | the age of the also is exactly                               | the middle chilly the sa | d. The di               | fference in ag<br>s youngest chi | aild and the eldest is the between the lid. The sum of his                   |
|                                     | (1) 2  | (2)4   | (3) 3                    | (4                      | 1) none of the                   | ese  |
| 35.                                 | The product of   | two integers is  | 24. How many             | values a                | re possible for                  | r their sum?   |
|                                     | (1) 3  | (2) 4  | (3) 8                    |                         | (4) 14                           |  |
| 36. the following                   | If A x B means lowing shows M (1) N x M + P (3) L + M x M                                  | M is the son of I  |                          | N                       | is the husbanc                   | d of A, then which of  |
| Ashish<br>Chaita                    | Ashish, Bhasking, football and cannot play crings cannot play crings cannot play the games | badminto<br>cket or badmint<br>football or hoc               | on. Each game<br>ton, Bh | in turn is<br>askar can | played by exa<br>not play crick  | owing games: cricket,<br>actly one of them.<br>tet or football,<br>hockey or |
| (1)<br>(2)<br>(3)<br>cricket<br>(4) | Cannot be dete are as follows:   | rmined because<br>rmined since tw<br>Ashish football<br>ove. | vo solutions ar          | e possible              |                                  | ton, Damodar   |

Samrat Ashok had ten chiefs, each of whom had to pay obeisance to him. They were

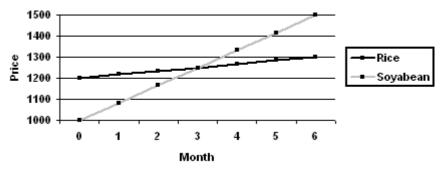
38.

numbered from 1 to 10 and the chief with number n had to give him n gold coins each weighing 10gms. The total weight of all coins received turned out to be 532gms. Ashoks Mantri suspected that one of the chiefs had mixed brass with the gold and reduced the weight of each coin by a small amount, by 20%. The possibility of more than one chief cheating does not exist. Based on this information, we can conclude that

- (1) It is impossible to find who had cheated Ashok.
- (2) Either Chief number 6 or Chief number 8 had cheated.
- (3) Chief number 9 had cheated.
- (4) No one had cheated and the Mantri was unnecessarily worried.
- 39. Both diagonals of a four sided figure are equal. Therefore,
- (1) The figure is a square.
- (2) The figure is either a square or a rhombus.
- (3) The figure is a rhombus.
- (4) None of the above.
- 40. Given two fixed points,
- (1) Exactly one straight line and exactly one circle can pass through them.
- (2) Many straight lines and exactly one circle can pass through them.
- (3) Exactly one straight line and many circles can pass through them.
- (4) None of the above.
- 41. The diagonal of an isosceles right angled triangle is  $10\sqrt{2}$  cm. A circle with centre as the vertex with the right angle and passing through the other two vertices is drawn.
- (1) The area of the circle is not known since many such circles can be drawn.
- (2) The area of the triangle is slightly less than one sixth the area of the circle (50 vs  $100 \pi$ ).
- (3) The area of the triangle is 100 and that of the circle is  $200 \pi$ .
- (4) None of the above.
- 42. Abduls mother is twice his age and his grandmother is thrice his age. He was born when his mother was more than twenty but was not yet thirty. His grandmother is at most seventy eight. Choose the best answer.
- (1) Abdul is 25.
- (2) To determine Abduls age you need to know how old his grandmother was when his mother was born.
- (3) Abdul is 26.
- (4) Abduls mother is 48.

**Directions for questions 43 to 47**: Answer with reference to the graph below

The prices of soyabean and rice (per quintal) vary as follows:



The costs of cultivation per acre are Rs.2000 and Rs.16000 for soyabean and rice respectively. The yield per acre is 5 quintals and 30 quintals respectively. With reference to this data, answer the following questions.

- 43. The return on investment or profitability per acre (ratio of profit to cost) in month 0 of soyabean is
- (1) Higher than that of rice.
- (2) Lower than that of rice.
- (3) Same as that of rice.
- (4) Cannot be computed.
- 44. The profit and profitability of rice in month 6 are
- (1) Rs.25000 and 1.6 respectively.
- (2) Rs.21000 and 1.4 respectively.
- (3) Rs.23000 and 1.4 respectively.
- (4) Rs.23000 and 1.6 respectively.
- 45. If the inventory cost is 12% per annum, then the net profit per quintal for a trader who buys in month 0 and sells in month 6 is
- (1) Rs.380 for soyabean and Rs.16 for rice.
- (2) Rs.380 for soyabean and Rs.28 for rice.
- (3) Rs.440 for soyabean and Rs.28 for rice.
- (4) None of the above.
- 46. The profitability ratios of growing soyabean, rice in month 0, and that of inventory holding from month 0 to month 6 for soyabean and rice respectively (approx. to nearest decimal) are:
- (1) 1.5, 1.25, 0.42 and 0.022
- (2) 1.5, 1.25, 0.84 and 0.048
- (3) 2.75, 1.6, 0.42 and 0.22
- (4) None of the above
- 47. A farmer with fixed irrigated land holding and a trader with fixed amount of capital should respectively
- (1) Grow rice and trade in rice.
- (2) Grow soya and trade in rice.

- (3) Grow soya and trade in soya.
- (4) Grow rice and trade in soya.

**Directions for questions 48 and 49:** In each question below two equations denoted by I & II are given. You have to solve them and find out the relation between p and q.

Give answer if

- (1) p < q
- (2)  $p \le q$
- (3) p > q
- (4)  $p \ge q$

48. I. 
$$p2 + 4p = 12$$
  
II.  $q2 - 5q + 6 = 0$ 

49. I. 
$$p2 + 3p + 2 = 0$$

II. 
$$q2 - 3q + 2 = 0$$

**Directions for questions 50 and 52**: In each of these questions, a question followed by data in three statements I, II and III is given. You have to study the question along with the data in all the statements and decide which of the statement(s) contain(s) information necessary to answer the question.

- 50. What is the strength of the school?
  - I. Number of girls is 125% of the number of boys
  - II. Number of girls is more than the number of boys by 45
  - III. Number of boys and the girls are in the ratio of 4:5 respectively
    (1) Only I & II
    (2) Only I & III
    (3) Only II & III
    Only I & II or only II & III
- 51. What is the volume of the cylindrical tank?
  - Height of the tank is twice the diameter of the base
  - II Perimeter of the base is 44 cms
  - III Perimeter of the base is more than the height of the tank by 16 cms
  - (1) I & II only (2) I & III only (3) Any two of the three (4) None of these
- 52. What was the length of the train?
  - Speed of the train was 60 kmph
  - The train takes 30 secs to cross a 250 metres long platform
  - The train takes 15 secs to cross a signal pole
  - (1) I & II only (2) I and III only (3) All I,II & III (4) Any two of the three

**Directions for questions 53 to 55**. These questions are based on the following information.

Study the information carefully and answer the questions.

The students of the ABC institute of Arts have an option to do specialization in either English or Philosophy or both English and Philosophy. Out of total 85 students boys and girls are in the ratio of 8:9 respectively. 45% of the boys have opted for only English. 40% of the total students have opted for only Philosophy. Out of the total girls in the institute 20% have opted for both. Number of boys opted for only Philosophy and both are in the ratio of 7:4 respectively.

| oom.                      | Nullibel  | or boy                               | s opiec                               | 1 101 0111                                 | у Рипо                                  | sopny a                                   | ana bot                      | n are m                         | me rano                                       | 31 7:4 re                 | specuve          | ıy.          |
|---------------------------|---|--------------------------------------|---------------------------------------|--|---|---|------------------------------|---------------------------------|---|---------------------------|------------------|--------------|
| 53.                       | How m   | any bo                               | ys hav                                | e opted                                    | for onl                                 | y Philos                                  | sophy?                       |                                 |   |                           |                  |              |
|                           | (1) 11  |                                      | (2) 2                                 | 22   | (3)                                     | 14  | (4)                          | None o                          | f these                                       |                           |                  |              |
| 54.                       | How m   | nany stu                             | idents !                              | have op                                    | ted for                                 | both the                                  | e subje                      | cts?                            |   |                           |                  |              |
|                           | (1) 34  |                                      | (2) 1                                 | 9  | (3) 2                                   | 21  | (4)                          | None o                          | f these                                       |                           |                  |              |
| 55.                       | How m   | nany gir                             | ls have                               | e opted                                    | for Eng                                 | lish?                                     |                              |                                 |   |                           |                  |              |
|                           | (1) 20  |                                      | (2) 2                                 | .5   | (3)                                     | 18  | (4))                         | None of                         | of these                                      |                           |                  |              |
| <b>Direc</b><br>follow    |   | questi                               | ons 56                                | to 58 :                                    | Use the                                 | inform                                    | eation g                     | iven bei                        | low to ans                                    | swer que                  | estions th       | at           |
| the careceive games place | nse of a<br>res an ad<br>s and the<br>and the t | team v<br>ditiona<br>worst<br>eams D | vinning<br>l bonu<br>team<br>), E and | g both to<br>s point.<br>L lost and F were | the gan<br>In the<br>Il its; (e in a de | nes aga<br>last ye<br>(only) t<br>eadlock | ar's le<br>wo tea<br>in terr | particul<br>ague, th<br>ms, A a | twice duar oppone champiand B, we total point | ent, the on team ere tied | winning<br>C won | team all its |
| 56.                       | b). D, E  | er than to                           | the tead                              | m C, no<br>t loose a                       | team r                                  | eceived<br>ne exce                        | any bo                       | neir loss                       | nt during<br>es to Tear<br>a) and b)          | n C.                      |                  | nor b)       |
| 57. V                     | Which of  | the fol                              | lowing                                | s is not a                                 | possib                                  | le array                                  | of tota                      | al points                       | by the se                                     | ven tear                  | ms?              |              |
|                           | (2)<br>(3)                                      |                                      |                                       | 16,<br>30,                                 |   | 14,<br>15,<br>13,<br>11,                  | 14,<br>15,<br>13,<br>11,     | 0<br>0<br>0<br>0                |   |                           |                  |              |
| 58.                       | What is   | the mi                               | nimum                                 | n possibl                                  | le point                                | earned                                    | by tea                       | m E?                            |   |                           |                  |              |
|                           | (1) thirte                                      | een                                  |                                       | (2) ten                                    |   | (3) eld                                   | even                         |                                 | (4) non                                       | e of the                  | above            |              |

**Directions for questions 59 to 62:** Read the following information and answer the questions.

- 1. A,B,C and D are four consultants with four reputed software companies viz., Atharva, Technotech, Infosoft and Vedic ( not necessarily in that order). They have done pioneering software work in the following languages: Java, Fortran, Pascal and Cobol which have fetched them the top four prizes in a world famous software exhibition.
- 2. D has won neither the first nor the second prize.
- 3. A's work is in Cobol.
- 4. Java software work bagged the second prize.
- 5. Technotech consultant has done work in Pascal.
- 6. C, the Atharva consultant won the fourth prize.
- 7. The Infosoft consultant won the first prize.

| 59.    | First prize is won by (1) Consultant B (3) Java software work | <ul><li>(2) Consultant A</li><li>(4) Pascal software work</li></ul> |
|--------|---|---|
|        | (3) Java software work  | (4) Pascal software work  |
| 60 .   | D is the consultant of (1) Infosoft (2) Vedic                 | (3) Technotech (4) Atharva  |
| 61.    | Which of the following statemer                               | its correctly list(s) the <b>descending</b> order of the prize-     |
| winnin |   | ants/companies/language work area?                                  |
|        | I Cobol, Technotech, B  |   |
|        | II Vedic, D, Pascal   |   |
|        | III B, Technotech, Fortran                                    |   |
|        |   |   |
|        | (1) III only (2) II only                                      | y (3) I & II (4) I & III  |

(2) II only

- 62. Fortran work was done by
  - (1) Vedic Consultant (2) Infosoft Consultant (3) B (4) None of these

**Directions for questions 63 to 66:** Each of the questions below consists of a question and two statements numbered I and II are given below it. You have to decide whether the data provided in the statements are sufficient to answer the question. Read both the statements and

Give answer (1) if the data in Statement I alone are sufficient to answer the question, while the data in Statement II alone are not sufficient to answer the question.

Give answer (2) if the data in Statement II alone are sufficient to answer the question, while the data in Statement I alone are not sufficient to answer the question.

Give answer (3) if the data in Statement I alone or in Statement II alone are sufficient to answer the question.

Give answer (4) if the data in both the Statements I and II together are necessary to answer the question.

## <u>CAUTION</u>: Do <u>NOT</u> mark your answer unless you consider <u>both</u> the statements carefully.

- 63. Who among A,B,C,D & E is the shortest?
  - B and C are taller than E.

- II. D is taller than A but shorter than E.
- 64. Which code stands for artificial in a code language in which Human is denoted by pi?
  - 1. Artificial Intelligence is denoted by di ti in that code language.
  - 2. Enormous Human Intelligence is denoted by mi di pi in that code language.
- 65. What is Raju's rank from the last if he is 19th from the top?
  - 1. There are 85 students in his class.
  - 2. Dilip who ranks 20th in Raju's class is 66th from the last.
- 66. What is the area of a square field?
  - 1. The perimeter of the field is twice the sum of its two sides.
  - 2. The cost of fencing around the field is Rs.4,000/- @ Re.1 per foot.

**Directions for questions 67 to 72**. *In the following questions the symbols* @, \*, #, and \$ are used with the following meaning:

A @ B means A is smaller than B

A \* B means A is greater than B

A # B means A is either greater than or equal to B

A B means A is either smaller than or equal to B

A \$ B means A is equal to B

Now in each of the following questions assuming the given statements to be true, find which of the two conclusions I & II given below them is/are definitely <u>true</u>?

Give answer (1) if only Conclusion I is true

Give answer (2) if only Conclusion II is true

Give answer (3) if either Conclusion I or Conclusion II is true

Give answer (4) if both the Conclusions I and II are true

67. Statement : D # P, Q @ R, P \* R

Conclusions : I. Q @ P

II D \* R

68. Statement : Y @ Q, R \* T, Q # R

Conclusions : I. Y \$ R

II Q \* T

69. Statement : N \$ Y, Y @ Z, R \* Y

Conclusions : I. R \$ Z

II. Y@R

70 Statement : W \* K, M @ L, K \* M

Conclusions : I. L \* K

II. M @ W

71. Statement : U \* E, G @ F, F \$ E

Conclusions : I. G @ U

II. E@G

72. Statement : V \* P, R @ P, Q @ R

Conclusions : I. Q @ V

II. P \* Q

**Directions** *for questions 73 to 75:* Six students A,B,C,D, E & F have secured different marks in a competitive examination. A's marks are not more than E's. C, who has more marks than F, is fifth in the ascending order of marks. E has more marks than D, but not as high as F & B. D's marks are less than A.

73. Who amongst them has secured maximum marks?

(1) B

(2) F

(3) Cannot be determined

(4) None of these

74. Which of the following represents them in the descending order of their marks?

(1) DAEFCB

(2) FCBEAD

(3) DAEBCF

(4) BCFEAD

75. Which of the following is **true?** 

- (1) F secured more marks than B
- (2) C secured more marks than B
- (3)F stands 4th when all are arranged in the descending order of their marks
- (4)D has secured least marks

## Section III

## Number of Questions: 25

**Directions for questions 76 to 100:** Read the following passages carefully and answer the questions given below each. Certain words are underlined to help you to locate them while answering some of the questions

## Passage 1

For more than a century, the Industrial Gases Division of BC, a huge British conglomerate, had joined the march of industrial progress across the British Empire. Its 35,000 people worked in fifteen countries around the globe to produce and deliver oxygen, nitrogen helium, and a wide variety of industrial gases to manufacturers of products ranging from steel and food to microchips.

Industrial Gases maintained a steady, if remarkable, course until 1993. Then, in a sharp break with its staid British traditions the company elevated C K Chow to its top post. Chow, head of Industrial Gases Hong Kong subsidiary, was an aggressive entrepreneur with a strong belief that the <u>sluggish</u> giant had lost touch with the competitive realities of the late twentieth century.

As he settled into the corporate headquarters outside London and surveyed the worldwide operation, Chow's concern only grew deeper. He saw an organization resistant to new ideas, focused on internal concerns rather than on customer needs, and fixated on geographic boundaries that discouraged collaboration. While the operation faced no imminent crisis, it was clearly an underperformer, seemingly content to pursue business as usual in a world where markets and technology were constantly changing. He came to believe that two

particular problems, if left unresolved, might soon become critical.

First, Industrial Gases was slow to develop new technology and slow to diffuse it throughout the company. A new manufacturing or delivery process developed by the company's Australian subsidiary might take years to show up at the other Industrial Gases operations. In the meantime, competitors were copying the Australian break-throughs and using them to gain advantage over Industrial Gases subsidiaries in other countries.

Second, from a historical standpoint, the industrial gases business had been intensely local; plants were located right next to steel mills, for instance, and few customers had global operations. By the early 1990s, that was changing. Major microchip producers, such as Intel and IBM, had little patience for dealing separately with BOC in a dozen different counties; they wanted to streamline their relationships and have just one BOC contact and if they couldn't they were more than willing to take their business elsewhere.

Convinced that the company's <u>plodding</u> performance was rooted in fundamental organizational problems, Chow secluded himself with the dozen members of his senior team near the ancient village of Runnymede. There, they spent days thrashing out the company's problems with regard to organizational structure and processes and hammering out a new vision for the future. They resolved that in order to be truly competitive in a full range of local and worldwide markets, they would have to become the most customer-focused company in the industrial gases business through innovation and service created by working together around the globe.

- 76. What did Chow realize after taking over the top post at Industrial Gases?
  - 1. The organization was open to new ideas.
  - 2. It served its customers well.
  - 3. It was focused on internal concerns.
  - 4. It faced great crisis.
- 77. Which of the following statements about C K Chow is NOT correct?
  - 1. He was an aggressive entrepreneur.
  - 2. He believed that industrial gases was not in touch with ground realities.
  - 3. He belonged to the Australian subsidiary.
  - 4. He was stationed at the corporate headquarters.
- 78. What was Chow's diagnosis about the Company's poor performance?
  - 1. Basic problems related to organization structure and processes.
  - 2. Constantly changing markets and technology.
  - 3. Better performance of its competitors.
  - 4. None of these
- 79. What was decided by Chow and his colleagues at Runnymede?
  - 1. Make the company as productive as possible.
  - 2. Give a strong push to performance.
  - 3. Make the operations of Company more competitive.

- 4. Lay maximum focus on customer needs and expectations.
- 80. Which of the following problems was considered to be critical by Chow?
  - 1. Underperformance of Industrial Gases.
  - 2. Smooth adoption of technology.
  - 3. Resistance to new ideas.
  - 4. Strong local nature of business.
- 81. Which of the following statements is TRUE in the context of the passage?
  - 1. Industrial Gases had headquarters in Australia
  - 2. Runnymede is an ancient suburb of London.
  - 3. Chow was head of Industrial Gases Hongkong subsidiary.
  - 4. Industrial Gases manufacture products which are poisonous and having health hazards.
- 82. What did Chow do with his colleagues at Runnymede?
  - 1. He defined and decided the functions of management at Industrial gases.
  - 2. Identified the problems of Industrial Gases with solutions.
  - 3. Decided to develop new technology for Company's progress.
  - 4. None of these
- 83. Which of the following statements is NOT TRUE in the context of the passage?
  - 1. Industrial Gases was neither technologically innovative nor customer focused.
  - 2. At Runnymade Chow hammered out a new vision for Industrial Gases.
  - 3. Industrial Gases had an edge over its competitors in the market
  - 4. Industrial Gases was in existence for more than 100 years.
- Which of the following words is OPPOSITE in meaning to the word sluggish as used in the passage?
  - (1) fast-moving (2) inactive (3) strong (4) durable

#### Passage 2

Over the years, there has been pressure for increased productivity and higher earnings for workers in industry. Employee earning can be increased by raising the selling price of the firm's products and services, reducing profits or costs of raw materials, or augmenting labour productivity. However, increasing employee earnings by means other than increased labour productivity jeopardizes the firm's competitive strength in the market. Higher prices usually mean fewer customers, reduced profit means less capital investment, and low-cost materials mean poor product quality. But, increasing labour productivity by enhancing skills and motivation creates an almost unlimited resource. The development of economic resources, human as well as nonhuman, is the product of human effort, and the quality of human effort in large part depends on human motivation.

Motivating employees with traditional authority and financial incentives has become

increasingly difficult as employees become economically secure and their dependency on any one particular organization decreases. According to expectancy theorists, the motivation to work increases when an employee feels his performance is an instrument for obtaining desired rewards. Nevertheless, in many organizations today employees are entitled to organizational rewards just by being employed. Unions, governmental regulations, and the nature of the job itself in some cases prevent management from relating financial rewards to performance. People may be attracted to join and remain in organizations to receive organizational rewards, but being motivated to join an organization is not the same as being motivated to exert effort in an organization. The challenge to management is to find and administer alternative forms of incentives which will <u>induce</u> employees to improve work performance. Such alternative forms of reinforcement will require increased understanding of motivational theories and programmes.

- 85. Which of the following factors create unlimited resources for organizations?
  - 1. Satisfying employees with financial incentives.
  - 2. Increasing labour productivity by enhancing skills and motivation.
  - 3. Encouraging employees to spend greater physical energy.
  - 4. Inducing employees to improve work performance and control their demands.
- 86. Which of the following does not contribute to the increased employee earnings, in the context of the passage?
  - 1. Increasing the selling price of company's products
  - 2. Reducing profits in favour of employees
  - 3. Providing incentives and fringe benefits
  - 4. Augmenting labour productivity
- 87. Which of the following statements is TRUE in the context of the passage?
  - 1. Development of economic resources is the product of market conditions
  - 2. Employee earnings can be increased by lowering the selling price of company's products.
  - 3. Employees can be best motivated by providing financial incentives.
  - 4. Employees are entitled to organizational rewards just by being employed
- 88. Which of the following factors, according to the passage, imperils the organization's competitive strength?
  - 1. Ability of making performance contingent on rewards.
  - 2. Anti-productivity and anti-management activities of labour unions
  - 3. Motivating employees with traditional authority.
  - 4. Increasing employee earnings regardless of their productivity.
- 89. Which of the following factors determine the quality of human efforts?
  - 1. Desire and willingness of an individual to excel in whatever he undertakes.
  - 2. Economic resources available with the organization.
  - 3. Readiness of an individual to experiment with new ideas and his innovativeness.

- 4. Higher wages, fringe benefits and job security.
- 90 Employees feel motivated to work when they
  - 1. experience good working conditions in the organization.
  - 2. decide to produce goods and services as a result of team work
  - 3. think that performance is a tool for obtaining rewards.
  - 4. relate rewards to material prosperity
- 91. Which of the following words is most OPPOSITE in meaning of the word jeopardize as used in the passage?
  - (1) safeguard
- (2) endanger
- (3) project
- (4) devalue
- 92. In the context of the passage, company's competitive strength in the market is affected mainly because of
  - 1. slump in the international market.
  - 2. faulty company policies and procedures.
  - 3. poor inter-departmental coordination
  - 4. lack of improvement in labour productivity
- 93. Which of the following statements is/are NOT TRUE in the context of the passage?
  - 1. Human effort is the cause of development of economic resource.
  - 2. Management is free to relate financial rewards to performance.
  - 3. Employees can be easily motivated with traditional authority.
- (1) A and B only
- (2) C only
- (3) A and C only
- (4) B and C only

# Passage3

Man's growth from barbarism into civilization is supposed to be the theme of history but sometimes, looking at great stretches of history, it is difficult to believe that this ideal has made such progress or that we are very much civilized or advanced. There is enough of want of cooperation today, of one country or people selfishly attacking or oppressing another, of one man exploiting another.

It is well to remember that man in many ways has not made very great progress from other animals. It may be that in certain ways some animals are superior to him. Still we look down upon the insects as almost the lowest of living things, and yet the tiny bees and ants have learnt the art of cooperation and of sacrifice for the common good far better than man. If mutual cooperation and sacrifice for the good of society are the test of civilization we may say that the bees and ants are in this respect superior to man. In one of our old Sanskrit books there is a verse which may be translated as follows: For family, sacrifice the individual, for community, the family, for the country, the community, and for the soul, the whole world. What a soul is, few of us can know or tell, and each one of us can interpret it in a different way, but the lesson this Sanskrit Verse teaches us is the same lesson of cooperation

and sacrifice for the larger good. We in India had forgotten this sovereign path of real greatness for many a day. But again we seem to have glimpses of it and all the country is astir. How wonderful it is to see men and women, and boys and girls, smilingly going ahead in India's cause and caring about any pain or suffering! Well, may they smile and be glad for the joy of serving a great cause is also great. They will also be fortunate enough to get the joy of sacrifice.

- 94. What is the theme of history?
  - 1. The rise and fall of empires.
  - 2. Man's moral and spiritual development.
  - 3. Man's search for truth.
  - 4. The process of man becoming civilized.
- 95. In what respects are some animals superior to man?
  - 1. Physical strength
  - 2. Having no worries in their lives
  - 3. Having greater instinct for cooperation and sacrifice
  - 4. Not oppressing or exploiting one another.
- 96. What does the soul signify?
  - 1. A divine essence in all of us.
  - 2. Different things for different people
  - 3. Self-righteousness
  - 4. The element of life
- 97. What lesson does the Sanskrit Verse in question teach us?
  - 1. To inculcate spirit of cooperation and self-sacrifice for the large good of the society.
  - 2. To behave well with one another.
  - 3. To help each other in difficulties.
  - 4. To work constantly.
- 98. We say that man is not yet civilized because -
  - 1. there are colossal disparities between the rich and the poor.
  - 2. most of us are illiterate.
  - 3. we ill-behave with one another.
  - 4. most of us oppress and exploit others and lack the spirit of cooperation.
- 99. We should not look down upon the insects as almost the lowest of living things because -
  - 1. they are of immense use to mankind.
  - 2. they can cause harm to us out of proportion to their size.
  - 3. they have a sense of sacrifice and cooperation.
  - 4. small size does not necessarily make anything low.

- 100. What does the sentence All the country is astir mean in the passage?
  - 1. The whole country is up in revolt.
  - 2. A wave of zeal and vivacity, vigour and dynamism is perceptible in the whole country.
  - 3. There is an upsurge of political and economic fervour in the whole country.
  - 4. The whole country is flooded with lofty ideas and thoughts.

