

**OPENMAT (XXII) Entrance Test for
Management Programmes 2007**

Total No. of Questions = 200

Time : 180 Minutes

- All questions are compulsory.
- Use of calculator is not allowed. Rough work may be done in the space provided at the back of the Test booklet.
- The Test booklet has the following 4 tests :

Test-I	General Awareness	No. of Questions 30
Test-II	English Language	No. of Questions 50
Test-III	Quantitative Aptitude	No. of Questions 50
Test-IV	Reasoning	No. of Questions 70

Read the instructions given on the OMR Response Sheet carefully before you start.

**How to fill up the information on the OMR Response Sheet
(Examination Answer Sheet)**

1. Write your complete enrolment no. in 9 digits. This should correspond to the enrolment number indicated by you on the OMR Response Sheet. Also write your correct name, address with pin code in the space provided. Put your signatures on the OMR Response Sheet with date. Ensure that the Invigilator in your examination hall also puts his signatures with date on the OMR Response Sheet at the space provided.
2. On the OMR Response Sheet student's particulars are to be filled in by pen. However use HB pencil for writing the Enrolment No. and Examination Centre Code as well as for blackening the circle bearing the correct answer number against the serial number of the question.
3. Do not make any stray remarks on this sheet.
4. Write correct information in numerical digit in Enrolment No. and Examination Centre Code columns. The corresponding circle should be dark enough and should be filled in completely.
5. Each question is followed by four probable answers which are numbered 1, 2, 3 & 4. You should select and show only one answer to each question considered by you as the most appropriate or the correct answer. Select the most appropriate answer. Then by using HB pencil, blacken the circle bearing the correct answer number against the serial number of the question. If you find that answer to any question is none of the four alternatives given under the question you should darken the circle '0'.
6. If you wish to change your answer, ERASE completely the already darkened circle by using a good quality eraser and then blacken the circle bearing your revised answer number. If incorrect answer is not erased completely, smudges will be left on the erased circle and the question will be read as having two answers and will be ignored for giving any credit.
7. No credit will be given if more than one answer is given for one question. Therefore, you should select the most appropriate answer.
8. You should not spend too much time on any one question. If you find any particular question difficult, leave it and go to the next. If you have time left after answering all the questions, you may go back to the unanswered ones. There is no negative marking for wrong answers.

GENERAL INSTRUCTIONS

1. No cell phones, calculators, books, slide-rules, note-books or written notes, etc. will be allowed inside the examination hall.
2. You should follow the instructions given by the Centre Superintendent and by the Invigilator at the examination venue. If you violate the instructions you will be disqualified.
3. Any candidate found copying or receiving or giving assistance in the examination will be disqualified.
4. The Test Booklet and the OMR Response Sheet (Answer Sheet) would be supplied to you by the Invigilators. After the examination is over, you should hand over the OMR Response Sheet to the Invigilator before leaving the examination hall. Any candidate who does not return the OMR Response Sheet will be disqualified and the University may take further action against him/her.
5. All rough work is to be done on the test booklet itself and not on any other paper. Scrap paper is not permitted. For arriving at answers you may work in the margins, make some markings or underline in the test booklet itself.
6. The University reserves the right to cancel scores of any candidate who impersonates or uses/adopts other malpractices or uses any unfair means. The examination is conducted under uniform conditions. The University would also follow a procedure to verify the validity of scores of all examinees uniformly. If there is substantial indication that your performance is not genuine, the University may cancel your score.
7. In the event of your qualifying the Entrance Test, the hall ticket should be enclosed with your admission form while submitting it to the University for seeking admission in Management Programme along with your testimonials and programme fee. Admission forms received without hall ticket in original will be summarily rejected.

TEST II
ENGLISH LANGUAGE

Directions for Questions No. 31 to 45 : The section consists of two passages followed by questions based on the contents of the passage. Answer all questions following each passage on the basis of what is stated or implied in the passage.

Passage I

Mahatma Gandhi exercised leadership through his personal example and influence rather than through power. But would his style of leadership have worked in the West ? Gandhi's example, even more than those of Lincoln, de Gaulle and Hitler, reveals the extent to which leadership is bound up with culture.

For a long time the word 'culture' was used mainly as a synonym for Western civilization – the secular process of human development. In England it acquired definite class associations. But in the late eighteenth century the German writer Johann Herder challenged this view. 'Nothing is more indeterminate than this word,' he wrote, 'and nothing more deceptive than its application to all nations and periods.' Herder attacked the comfortable assumption that the self-development of humanity had moved in a unilinear progression to flower in the European culture around him. Indeed, he attacked the European assumption of cultural superiority.

Men of all the quarters of the globe, who have perished over the ages, you have not lived solely to manure the earth with your ashes, so that at the end of time your prosperity should be made happy by European culture. The very thought of a superior European culture is a blatant insult to the majesty of Nature.

It is then necessary, he concluded, to talk of 'cultures' in the plural : the specific and variable cultures of different natures and periods, and even the sub-cultures (as we call them) of different social groups within the nation.

In India, the equivalent of *leader* is the word *neta*. In its positive sense it is used for a person who commands respect and even awe and has charismatic qualities about him. Because of the misdeeds and misdemeanours of some of the political leaders in the post-Independence era, the word has also come to be used as a taunt for those who pose as leaders but are not accepted as such. In India, the test of leadership lies in personal example, inspirational image and acceptance of the leader's qualities and attributes by the followers.

31. The above passage aims to prove that leadership is a question of
- (1) power as displayed by the leader
 - (2) power that is rooted in a culture
 - (3) personal influence rather than power
 - (4) charisma that draws larger number of followers
32. The author disagrees with the view that
- (1) culture is the synonym of Western civilisation
 - (2) development of civilisation was not unilinear
 - (3) Europeans thought that they were culturally superior to others
 - (4) there are cultures and sub-cultures of different periods and nations
33. The passage suggests that Gandhi's leadership
- (1) was inferior to that of Lincoln, de Gaulle and Hitler
 - (2) would not have worked in the West
 - (3) was more closely related to culture than the leadership of other leaders mentioned
 - (4) would definitely work anywhere in the world
34. Johann Herder challenged the view that
- (1) leadership is bound up with culture
 - (2) culture was the same as Western civilisation
 - (3) civilisation did not move in a unilinear fashion
 - (4) the notion of a superior European culture is an insult to the majesty of Nature
35. The passage upholds the view of
- (1) cultural pluralism
 - (2) the European path of civilisational growth
 - (3) the strength of Western assumptions of cultural superiority
 - (4) the incompatibility of Western and Eastern cultures

36. The original meaning of the word *neta* refers to
- (1) the born superiority of an aristocrat
 - (2) the ability of one to organise people using power
 - (3) the charismatic person who commands respect through personal qualities
 - (4) any one who collects a few people around and dictates his terms to others
37. The negative meaning of the word *neta* in India today is due to
- (1) lack of bright young leaders
 - (2) the wrong actions and unacceptable behaviour of some political leaders
 - (3) general indifference of the public towards politics
 - (4) the absence of guidelines to train leaders
38. The most suitable title of the passage would be
- (1) Different Types of Leadership
 - (2) Cultures and Civilisations
 - (3) Leadership Style of Mahatma Gandhi
 - (4) Power and Political Leadership

Passage II

Two recent publications offer different assessments of the career of the famous British nurse Florence Nightingale. A book by Andy Summers seeks to debunk the idealization and present a reality at odds with Nightingale's heroic reputation. According to Summers, Nightingale's importance during the Crimean War has been exaggerated : not until the War's end did she become supervisor of the female nurses. In addition, Summers writes that the contribution of the nurses to the relief of the wounded was at best marginal. The prevailing problems of military medicine were caused by army organizational practices, and the addition offered by few nurses to the medical staff could be no more than symbolic. Nightingale's place in the national pantheon, Summers asserts, is largely due to the propagandistic efforts of contemporary newspaper reporters.

By contrast, the editors of a new volume of Nightingale's letters view Nightingale as a person who significantly influenced not only her own age but also subsequent generations. They highlight her ongoing efforts to reform sanitary conditions after the War. For example,

when she learned that peacetime living conditions in British barracks were so horrible that the death rate of enlisted men far exceeded that of the neighbouring civilian population, she succeeded in persuading the government to establish a Royal Commission on the Health of the Army. She used sums raised through public contributions to found a nurses training hospital in London. Even in administrative matters, the editors assert, her practical intelligence was formidable : as recently as 1947 the British army's medical services were still using the cost accounting system she had devised in the eighteen sixties.

I believe that the evidence of her letters supports continued respect for Nightingale's brilliance and creativity. When counselling village school masters to encourage children to use their faculties of observation, she sounds like a modern educator. Her insistence on classifying the problems of the needy in order to devise a procreate treatment is similar to the approach of modern social workers. In sum, although Nightingale may not have achieved all of her goals during the Crimean War, her breadth of vision and ability to realize ambitious projects have earned her an eminent place among the ranks of social pioneers.

39. The main objective of the passage is

- (1) to evaluate the historical place of Florence Nightingale as a social pioneer
- (2) to highlight the propagandistic efforts of the British newspapers reporting on the work of Florence Nightingale
- (3) to focus on the brilliance and creativity of Nightingale
- (4) to moderate the exaggerated adulation of Nightingale

40. The editors of a new volume of Nightingale's letters credit her

- (1) for saving many British soldiers in the Crimean War
- (2) for developing curriculum for training nurses that was much ahead of her days
- (3) for appointing more women doctors in British Hospitals
- (4) for persuading the government to set up a Royal Commission on the Health of the Army

41. While carrying out her work, Nightingale faced the most difficult challenges from

- (1) the British newspapers
- (2) the male dominated British Hospitals
- (3) the British Army
- (4) the bureaucracy

42. After the Crimean War, the sanitary conditions in Britain were
- (1) much worse for the soldiers than for the civilians
 - (2) far superior to that of other countries
 - (3) as bad as that of the battlefields
 - (4) uniformly unsatisfactory in England and Europe
43. The author of the passage
- (1) totally rejects the assessment of Nightingale by Summers
 - (2) fully endorses the views of the editors of Nightingale's letters
 - (3) views Nightingale's efforts as premature
 - (4) acknowledges the modern thinking and creative brilliance of her, though she might not have achieved all her goals
44. Andy Summers argues that the Nightingale's heroic reputation was due to
- (1) her heroic role in the Crimean War
 - (2) her supervisory role in guiding female nurses
 - (3) her contribution to the relief of the wounded soldiers
 - (4) the exaggerated accounts of her work by the contemporary newspapers
45. In the final analysis, the author of the passage
- (1) merely summarises the two assessments of Nightingale
 - (2) refutes Summer's arguments point by point
 - (3) completely agrees with the second assessment
 - (4) gives a balanced judgement of Nightingale

Directions for Questions No. 46 to 50 : Each of these questions consists of a word in capital letters, followed by four options. Choose the option that is most similar in meaning to the word in capital letters, in each case.

46. AUTARKY

- | | |
|------------------|----------------------|
| (1) dictatorship | (2) self-sufficiency |
| (3) dependency | (4) ownership |

47. BLITZKRIEG

- | | |
|------------------------------|-----------------|
| (1) cold wave | (2) swell |
| (3) a sudden military attack | (4) destruction |

48. AVARICE

- | | |
|-------------|------------|
| (1) amusing | (2) greed |
| (3) anger | (4) desire |

49. AVENGE

- | | |
|--------------------|-------------|
| (1) defeat | (2) destroy |
| (3) take vengeance | (4) distort |

50. BALDERDASH

- | | |
|--------------|---------------|
| (1) nonsense | (2) talkative |
| (3) abuse | (4) adulation |

Directions for Questions No. 51 to 55 : Each of these questions consists of a word in capital letters followed by four words or phrases. Choose the alternative that is most nearly opposite in meaning to the word in the capital letters, in each case.

51. EQUITY

- | | |
|-----------------|----------------|
| (1) concession | (2) unfairness |
| (3) magnanimity | (4) mercy |

52. HARMONY

- | | |
|------------------|---------------|
| (1) friendliness | (2) matrimony |
| (3) discord | (4) peace |

53. REGRESSIVE

- | | |
|---------------|-----------------|
| (1) leading | (2) progressive |
| (3) declining | (4) decadent |

54. URBANE

- | | |
|------------|-------------|
| (1) crude | (2) stylish |
| (3) modern | (4) ancient |

55. MELANCHOLY

- | | |
|-----------------|---------------|
| (1) sorrowful | (2) cheerful |
| (3) complaining | (4) unmindful |

Directions for Questions No. 56 to 60 : Each of these questions consists of a capitalized word followed by four sentences in which the word has been used in different ways. Choose the option in which the usage of the word is incorrect or inappropriate.

56. BEAR

- (1) She could bear all the family burdens but not the insulting treatment of her husband.
- (2) My colleague will bear me out that I am right.
- (3) The bearer is bearing the plates for guests.
- (4) Even the strongest person cannot bear unending miseries.

57. CALL

- (1) Call the police when you are in distress.
- (2) I will call on my teacher this evening.
- (3) Do not call me for every small task.
- (4) Call the names of your friends and enemies.

58. BRINK

- (1) The general led his army to the brink of disaster.
- (2) The company was on the brink of closure last year.
- (3) The senior managers should not brink a situation of chaos.
- (4) The government's brinkmanship nearly led to a war.

59. FEED

- (1) The animals in the zoo do not have enough feed.
- (2) The system needs continuous feedback.
- (3) He bites the hand that feeds him every day.
- (4) Please feed fast or else you will miss the bus.

60. MARRY

- (1) He married twice in two years.
- (2) She refused to marry him.
- (3) The father wanted to marry off his only daughter.
- (4) He married himself away for money.

Directions for Questions No. 61 to 65 : In each of these questions, a related pair of words in capital letters is followed by four alternative pairs of words. Select the pair that best expresses a relationship similar to that expressed by the pair in capital letters.

61. WAR : CEASEFIRE

- | | |
|------------------------------|-------------------------|
| (1) negotiations : agreement | (2) strike : procession |
| (3) build : paint | (4) crop : irrigate |

62. TRAGEDY : CATHARSIS

- | | |
|---------------------------|-------------------------|
| (1) Aristotle : Poetics | (2) Homer : Iliad |
| (3) Shakespeare : Sonnets | (4) Tagore : Geetanjali |

63. SATIRE : SARCASM

- | | |
|------------------------|----------------------------|
| (1) criticism : attack | (2) human folly : ridicule |
| (3) praise : win | (4) delate : disprove |

64. SCOOP : JOURNALISM

- | | |
|-------------------------------|-----------------------------|
| (1) crime : police | (2) business : market |
| (3) sensation : breaking news | (4) defamation : court case |

65. DITHERING : NERVOUS

- | | |
|-----------------------|------------------------|
| (1) soft : appeasment | (2) confused : unsure |
| (3) weak : indecisive | (4) willing : inaction |

Directions for Questions No. 66 to 70 : Each of these questions consists of a sentence followed by four alternatives. Select the alternative that conveys the same meaning as the original sentence in the question in each case.

66. Mahatma Gandhi would have never behaved the way the present day world leaders have in the matter of war in Iraq.

- (1) Mahatma Gandhi would have been just ignored.
- (2) Gandhi would have supported the US and the UK.
- (3) Gandhi would have supported limited use of force.
- (4) He would have made all efforts to stop the war and minimise the sufferings of Iraqi people.

67. They were ready to crawl when they were just asked to bend.

- (1) They were very flexible and adjustable.
- (2) They did not understand the meaning of 'bend'.
- (3) They were so slavish that they were ready to do anything to please those in power.
- (4) They had no alternative other than obeying.

68. The army fought like one man till the end.
 (1) The army had only one man to fight.
 (2) The army was highly disciplined and determined.
 (3) The army did not have a commander.
 (4) The army was not properly trained to retreat.
69. Kamla would have deserted Surender but for the children.
 (1) Kamla was a devoted wife.
 (2) Kamla did not break her marriage because of her love for her children.
 (3) Surender was nice, and yet Kamla was unhappy.
 (4) Kamla was against her marriage with Surender from the beginning.
70. Had I known his true character, I would not have tolerated him for fifteen years.
 (1) I did not understand his true character.
 (2) He was alright for the fifteen years. .
 (3) He was so cunning that I did not see through him earlier.
 (4) He has always been like that but I tolerated him.

Directions for Questions No. 71 to 75 : Each of these questions consists of a sentence with four parts underlined. Select the part which is not acceptable as per standard written English.

71. We selected a group of doctors that have agreed to work in the tsunami affected areas.
 (1) (2) (3) (4)
72. They had left for England when the news arrived that their project has been accepted
by the government.
 (1) (2) (3)
 (4)
73. In a democracy it is the numbers that always decides the rightness
or the wrongness of an issue.
 (1) (2) (3)
 (4)
74. These set of books I bought yesterday but today my cousin from the US
also presented me with the same set.
 (1) (2) (3)
 (4)
75. It might rain in the evening if the clouds are any indication
but we will not be sure because the weather is unpredictable.
 (1) (2)
 (3) (4)

Directions for Questions No. 76 to 80 : Each of these questions consists of a sentence with two blanks, followed by four alternative sets of words. Choose the set of words that best fits the meaning of the sentence as a whole.

76. Though he was supposedly a _____ of the poor, his track record _____ that impression.
- (1) critic — confirmed
 - (2) friend — belied
 - (3) opponent — maintained
 - (4) supporter — convinced
77. Dr. A.P.J. Abdul Kalam, even as President of India, maintained his _____ that many found it _____ to emulate.
- (1) simplicity — difficult
 - (2) honesty — easy
 - (3) aloofness — convenient
 - (4) tradition — unnecessary
78. Greatness is usually _____ with simplicity and honesty but sometimes it may not be _____.
- (1) linked — possible
 - (2) associated — true
 - (3) attributed — correct
 - (4) delinked — easy
79. He was extremely suspicious of his _____ and soon he found _____ to support him.
- (1) friends — none
 - (2) enemies — many
 - (3) subordinates — all
 - (4) luck — money
80. People judge the leaders, not by their words but by their _____, and yet leaders manage to _____ the people.
- (1) life — love
 - (2) deeds — deceive
 - (3) promises — lead
 - (4) help — support