

## **OPENMAT (XX) Entrance Test for Management Programmes 2006**

*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 rectangle 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 rectangle 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 rectangle 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 rectangle '0'.
6. If you wish to change your answer, ERASE completely the already darkened rectangle by using a good quality eraser and then blacken the rectangle bearing your revised answer number. If incorrect answer is not erased completely, smudges will be left on the erased rectangle 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. Candidates should bring their hall tickets duly affixed with their latest photograph to appear in the test. The photograph should be attested by a Gazetted Officer, failing which you will not be allowed to take the examination. It should be got signed by the Invigilator. In the event of your qualifying the Entrance Test, this 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

The majority of successful senior managers do not closely follow the classical rational model of first clarifying goals, assessing the problem, formulating options, estimating likelihood of success, making a decision and only then taking action to implement the decision. Rather, in their day to day tactical manoeuvres, these senior executives rely on what is vaguely termed "intuition" to manage a network of interrelated problems that require them to deal with ambiguity, inconsistency, novelty, and surprise; and to integrate action into the process of thinking.

Generations of writers on management have recognized that some practicing managers rely heavily on intuition. In general, however, such writers display a poor grasp of what intuition is. Some see it as the opposite of rationality; others view it as an excuse for capriciousness.

Isenberg's recent research on the cognitive processes of senior managers reveals that managers' intuition is neither of these. Rather, senior managers use intuition in at least five ways. First, they intuitively sense when a problem exists. Second, managers rely on intuition to perform well known behaviour patterns rapidly. Thus intuition is not arbitrary or irrational but is based on years of painstaking practice and hands-on experience that build skills. A third function of intuition is to synthesize isolated bits of data and practice into an integrated picture, often in an "Aha !" experience. Fourth, some managers use intuition as a check on the results of more rational analysis. Most senior executives are familiar with the formal decision analysis models and tools, and those who use such systematic methods for reaching decisions are occasionally leery of solutions suggested by these methods which runs counter to their sense of correct course of action. Finally managers can use intuition to bypass in depth analysis and move rapidly to engender a plausible solution. Used in this way, intuition is an almost instantaneous cognitive process in which a manager recognizes familiar patterns.

One of the implications of the intuitive style of executive management is that "thinking" is inseparable from acting. Since managers often "know" what is right before they can analyze and explain it, they frequently act first and explain later. Analysis is inextricably

tied to action in thinking/acting cycles, in which managers develop thoughts about their companies and organizations not by analyzing a problematic situation and then acting, but by acting and analyzing in close concert.

Given the great uncertainty of many of the management issues that they face, senior managers often instigate a course of action simply to learn more about an issue. They then use the results of the action to develop a more complete understanding of the issue. One implication of thinking/acting cycles is that action is often part of defining the problem, not just implementing the solution.

31. According to the passage, senior managers use intuition in all of the following ways except to
- (1) speed up the creation of a solution to a problem
  - (2) identify a problem
  - (3) bring together disparate facts
  - (4) stipulate clear goals
32. The passage suggests which of the following about the 'Writers on management' mentioned in Para 2 ?
- (1) They have criticized managers for not following the classical rational model of decision analysis.
  - (2) They have misunderstood how managers use intuition in making business decisions.
  - (3) They have not based their analysis on a sufficiently large sample of actual managers.
  - (4) They have relied in drawing the conclusions on what managers say rather than on what managers do.
33. Which of the following best exemplifies an 'Aha! experience' as it is presented in the passage ?
- (1) The manager risks taking an action whose outcome is unpredictable to discover whether the action changes the problem at hand.
  - (2) A manager performs well-learned and familiar behaviour patterns in creative and uncharacteristic ways to solve a problem.
  - (3) A manager suddenly connects seemingly unrelated facts and experiences to create a pattern relevant to the problem at hand.
  - (4) A manager rapidly identifies the methodology used to compile data yielded by systematic analysis.

34. According to the passage, the classical model of decision analysis includes all the following *except* :
- (1) evaluation of a problem
  - (2) creation of a possible solution to a problem
  - (3) establishment of clear goals to be reached by the decision
  - (4) action undertaken in order to discover more information about the problem
35. It can be inferred from the passage that which of the following would most probably be one major difference in behaviour between manager X who uses intuition to reach decisions and manager Y who uses only formal decision analysis ?
- (1) Manager X analyzes first and then acts; Manager Y does not.
  - (2) Manager X checks possible solutions to a problem by systematic analysis; Manager Y does not.
  - (3) Manager X takes action in order to arrive at the solution to a problem; Manager Y does not.
  - (4) Manager Y draws on years of hands-on experience in creating a solution to a problem; Manager X does not.
36. The passage provides support for which of the following statements ?
- (1) Managers who rely on intuition are most successful than those who rely on formal decision analysis.
  - (2) Managers cannot justify their intuitive decisions.
  - (3) Intuition enables managers to employ their practical experience more efficiently.
  - (4) Logical analysis of a problem increases the number of possible solutions.
37. The word "capriciousness" used in the passage means
- (1) Whimsical behaviour
  - (2) Laziness
  - (3) Carelessness
  - (4) Risky behaviour
38. An appropriate title for the passage would be
- (1) Rationality and intuition
  - (2) The intuitive manager
  - (3) Cognitive processes of managers
  - (4) Applications of intuition

## 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 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 passage is primarily concerned with evaluating
- (1) the importance of Florence Nightingale's innovations in the field of nursing
  - (2) contrasting approaches to the writing of historical biography
  - (3) contradictory accounts of Florence Nightingale's historical significance
  - (4) the quality of health care in nineteenth century England
40. According to the passage, the editors of Nightingale's letters credit her with contributing to which of the following ?
- (1) Improvement of the survival rate for soldiers in British army hospitals during the Crimean War.
  - (2) The development of nurses' training curriculum that was far in advance of its day.
  - (3) The increase in the number of women doctors practicing in British army hospitals.
  - (4) The creation of an organization for monitoring the peacetime living conditions of British soldiers.
41. The passage suggests which of the following about Nightingale's relationship with the British public of her day ?
- (1) She was highly respected, her projects receiving popular and government support.
  - (2) She encountered resistance from both the army establishment and the general public.
  - (3) She was supported by the working classes and opposed by the wealthier classes.
  - (4) She was supported by the military establishment but had to fight the governmental bureaucracy.
42. The passage suggests which of the following about sanitary conditions in Britain after the Crimean War ?
- (1) While not ideal, they were superior to those in other parts of the world.
  - (2) Compared with conditions before the War, they had deteriorated.
  - (3) They were far worse in military camps than in the neighbouring civilian population.
  - (4) They were uniformly crude and unsatisfactory throughout England.
43. With which of the following statements regarding the different interpretations of Nightingale's importance is the author most likely to agree ?
- (1) Summers misunderstood both the importance of her achievements during the Crimean War and subsequent to it.
  - (2) The editors of Nightingale's letters made valid points about her practical achievements, but they still exaggerated her influence on subsequent generations.
  - (3) Although Summer's account of Nightingale's role in the Crimean War may be accurate, and she ignored evidence of Nightingale's subsequent achievements that suggest her reputation as an eminent social reformer is well deserved.
  - (4) The editors of Nightingale's letters have propagated the outdated exaggeration of her importance.



44. According to Summers, Nightingale's historical fame is largely due to
- (1) her being supervisor of the female nurses
  - (2) her great service to the cause of the wounded during the Crimean War
  - (3) the propaganda provided by the print media of the day
  - (4) her solutions to the prevailing problems of military medicine
45. In the last paragraph, the author is primarily concerned with
- (1) summarizing the arguments about Nightingale presented in the first two paragraphs
  - (2) refuting the view of Nightingale's career presented in the preceding paragraph
  - (3) analyzing the weakness of the evidence presented elsewhere in the passage
  - (4) citing evidence to support a view of Nightingale's career

*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. DISTRAIT

- |                   |                |
|-------------------|----------------|
| (1) clever        | (2) industrial |
| (3) absent-minded | (4) narrow     |

47. DROLL

- |              |             |
|--------------|-------------|
| (1) rotund   | (2) amusing |
| (3) fearsome | (4) strange |

48. AVARICE

- |           |               |
|-----------|---------------|
| (1) greed | (2) invoice   |
| (3) power | (4) statement |

49. BALEFUL

- |              |                  |
|--------------|------------------|
| (1) doubtful | (2) virtual      |
| (3) deadly   | (4) conventional |

50. TENACITY

- |               |                  |
|---------------|------------------|
| (1) splendour | (2) perseverance |
| (3) tendency  | (4) ingratitude  |

**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. BIGOTRY**

- |                |               |
|----------------|---------------|
| (1) arrogance  | (2) approval  |
| (3) promptness | (4) tolerance |

**52. ERUDITE**

- |                  |              |
|------------------|--------------|
| (1) professional | (2) ignorant |
| (3) stately      | (4) unknown  |

**53. JEOPARDY**

- |              |                 |
|--------------|-----------------|
| (1) safety   | (2) liberty     |
| (3) patience | (4) willingness |

**54. PAEAN**

- |            |                 |
|------------|-----------------|
| (1) serf   | (2) benefaction |
| (3) lament | (4) reflection  |

**55. SUAVITY**

- |                   |               |
|-------------------|---------------|
| (1) ingeniousness | (2) rusticity |
| (3) constancy     | (4) paucity   |

**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. BREAK**

- (1) I was late to school because my car broke down.
- (2) I was lucky to break even at the casino last night.
- (3) The cowboy worked long and hard to break in the new horse.
- (4) She broke through the conversation by hanging up the phone.

**57. BRING**

- (1) Bring up the matter when we have the next meeting.
- (2) His investments bring in a profit, and his wife brings in 50,000 rupees a year.
- (3) By refusing to listen to his teacher, he brought the failure on himself.
- (4) The assassination brought on the First World War.

**58. GIVE**

- (1) The dancers would not give in practicing even though they were exhausted.
- (2) We hope there will be some give and take at the conference table.
- (3) We often expect the other side to give in.
- (4) The town got flooded when the dam gave way.

**59. LOOK**

- (1) Someone has to look after the children while we are away.
- (2) Her students really look up to her.
- (3) I am really looking towards meeting you.
- (4) My dog looks like a tiger.

**60. PUT**

- (1) Meera got the job because she was able to put her ideas forward so convincingly.
- (2) Her father told her to put the keys away.
- (3) Put on your raincoat, for the weather looks very bad.
- (4) Kumar was very angry because his boss continued to put him down.

*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. ELUSIVE : CAPTURE**

- |                           |                       |
|---------------------------|-----------------------|
| (1) persuasive : convince | (2) elastic : stretch |
| (3) headstrong : control  | (4) sensible : decide |

**62. INDOLENT : SLOTH**

- |                        |                       |
|------------------------|-----------------------|
| (1) wrathful : ire     | (2) arrogant : acuity |
| (3) impatient : apathy | (4) covetous : enigma |

**63. STARE : GLANCE**

- |                           |                    |
|---------------------------|--------------------|
| (1) participate : observe | (2) scorn : admire |
| (3) hunt : stalk          | (4) gulp : sip     |

**64. MASTHEAD : NEWSPAPER**

- |                      |                              |
|----------------------|------------------------------|
| (1) footnote : essay | (2) credits : film           |
| (3) spine : book     | (4) advertisement : magazine |

**65. EPIGRAM : PITHY**

- |                      |                         |
|----------------------|-------------------------|
| (1) saga : heroic    | (2) anecdote : humorous |
| (3) proverb : modern | (4) elegy : satiric     |

**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.** The miscreant shot and the bystander bit the dust
- (1) The bystander bit the miscreant
  - (2) The miscreant got the bystander covered in dust
  - (3) The miscreant and the bystander got dusty
  - (4) The miscreant killed the bystander
- 67.** It's unfortunate that we never learn from history
- (1) The history course at the university is too difficult
  - (2) We repeat the mistakes of the past
  - (3) History is difficult to memorize
  - (4) History is not credible
- 68.** Nandita got her visa despite the red tape that plagued her
- (1) Nandita got her visa even though she had plague
  - (2) Nandita lost her visa during the plague
  - (3) Nandita was successful despite the bureaucracy
  - (4) Nandita's visa had a red tape on it
- 69.** Not a single person had any desire to turn back
- (1) It took a long time to turn back
  - (2) No one turned his back
  - (3) More than one person wanted to go back
  - (4) No one wanted to go back
- 70.** If I were you, I'd be delighted with such luck
- (1) Luckily, I was there with you
  - (2) I am so happy at your good luck
  - (3) I think you have very good luck
  - (4) You must enlighten me about your good luck

**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. To implement the new laws may not be easy, but if everyone does their part we will succeed.  
(1) (2) (3) (4)
72. Any modern novelist would be thrilled to have his stories compared with Dickens.  
(1) (2) (3) (4)
73. After studying hard to become an accountant, he discovered that it was not what he wanted to do.  
(1) (2) (3) (4)
74. John will not lend you the book because he is fearful if you will forget to return it.  
(1) (2) (3) (4)
75. Of the three plants I had in my apartment, only the ivy, which is the hardier, lived through the winter.  
(1) (2) (3) (4)

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

76. He must have an \_\_\_\_\_ motive for his behaviour, since there is no \_\_\_\_\_ reason for it.  
(1) important — practical (2) irrelevant — precise  
(3) ulterior — obvious (4) understandable — immediate
77. We were surprised by the \_\_\_\_\_ with which our proposals were \_\_\_\_\_ by the different people.  
(1) intensity — expedited (2) unanimity — accepted  
(3) acrimony — supported (4) welcome — evaluated
78. It is hard for an \_\_\_\_\_ writer to find a \_\_\_\_\_ publisher.  
(1) accomplished — untried (2) unfledged — sympathetic  
(3) unknown — fledging (4) emerging — new
79. He is so \_\_\_\_\_ that some people fail to realise how \_\_\_\_\_ a man he really is.  
(1) unassuming — great (2) unsavoury — smart  
(3) unprepossessing — elegant (4) elegant — bright
80. He felt that everyone was trying to \_\_\_\_\_ his plans and \_\_\_\_\_ his success.  
(1) obstruct — cause (2) support — thwart  
(3) copy — underline (4) thwart — prevent