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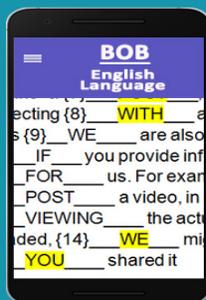


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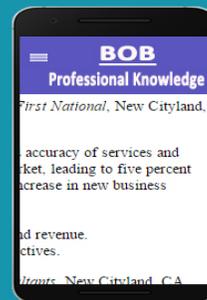
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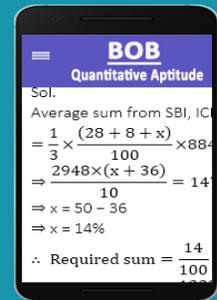
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BOB (ENG)-MEMORY BASED

Directions (151-160): Read the following passage carefully and answer the questions given below. Certain words/ phrases have been given in **bold** to help you locate them while answering some of the questions.

Management education gained new academic stature within US Universities and greater respect from outside during the 1960's and 1970's. Some observers attribute the competitive superiority of US corporations to the quality of business education. In 1978, a management professor, Herbert A. Simon of Carnegie Mellon University, won the Nobel Prize in economics for his work in decision theory. And the popularity of business education continued to grow, since 1960, the number of master's degrees awarded annually has grown from under 5000 to over 50,000 in the mid 1980's as the MBA has become known as 'the passport to the good life'.

By the 1980's, however, US business schools faced critics who charged that learning had little relevance to real business problems. Some went so far as to blame business schools for the decline in US competitiveness.

Amidst the criticisms, four distinct arguments may be discerned. The first is that business schools must be either unnecessary or deleterious because Japan does so well without them. Underlying this argument is the idea that management ability cannot be taught, one is either born with it or must acquire it over years of practical experience. A second argument is that business schools are overly academic and theoretical. They teach quantitative models that have little application to real world problems. Third, they give inadequate attention to shop floor issues, to production processes and to management resources. Finally, it is argued that they encourage undesirable attitudes in students, such as placing value on the short term and 'bottom line' targets, while neglecting longer term development criteria. In summary, some business executives complain that MBA's are incapable of handling day to day operational decisions, unable to communicate and to motivate people, and unwilling to accept responsibility for following through on implementation plans. We shall analyze these criticisms after having reviewed experiences in other countries.

In contrast to the expansion and development of business education in the United States and more recently in Europe, Japanese business schools graduate no more than two hundred MBA's each year. The Keio Business School (KBS) was the only graduate school of management in the entire country until the mid 1970's and it still boasts the only two year masters programme. The absence of business schools in Japan would appear in **contradiction** with the high priority placed upon learning by its Confucian culture. Confucian colleges taught administrative skills as early as 1630 and Japan wholeheartedly accepted Western learning following the Meiji restoration of 1868 when hundreds of students were dispatched to universities in US, Germany, England and France to learn the secrets of Western technology and modernization. Moreover, the Japanese educational system is highly developed and intensely competitive and can be credited for raising the literary and mathematical abilities of the Japanese to the highest level in the world.

Until recently, Japan corporations have not been interested in using either local or foreign business schools for the development of their future executives. Their in-company training programs have sought the socialization of newcomers, the younger the better. The training is highly specific and those who receive it have neither the capacity nor the incentive to quit. The **prevailing** belief, says Imai, 'is management should be born out of experience and many years of effort and not learnt from educational institutions.' A 1960 survey of Japanese senior executives confirmed that a majority (54%) believed that managerial capabilities can be attained only on the job and not in universities.

However, this view seems to be changing: the same survey revealed that even as early as 1960, 37% of senior executives felt that the universities should teach integrated professional management. In the 1980's a combination of increased competitive pressures and greater multi-nationalisation of Japanese business are making it difficult for many companies to rely solely upon internally trained managers. This has led to a rapid growth of local business programmes and a greater use of American MBA programmes. In 1982-83, the Japanese comprised the largest single group of foreign students at Wharton, where they not only learnt the latest techniques of financial analysis, but also developed worldwide contacts through their classmates and became Americanized, something highly useful in future negotiations. The Japanese, then do not 'do without' business schools, as is sometimes contended. But the process of selecting and orienting new graduates, even MBA's, into corporations is **radically** different than in the US. Rather than being placed in highly paying staff positions, new Japanese recruits are assigned responsibility for operational and even **menial** tasks. Success is based upon Japan's system of highly competitive recruitment and intensive in-company management development, which in turn are grounded in its tradition of universal and rigorous academic education, life-long employment and strong group identification.

The harmony among these traditional elements has made Japanese industry highly productive and given corporate leadership a long term view. It is true that this has been achieved without much attention to university business education, but extraordinary attention has been devoted to the development of managerial skills, both within the company and through participation in programmes sponsored by the Productivity Center and other similar organizations.

151. Which of the following is absolutely true, about Japanese education system, according to the passage?

- (a) It is better than the American system.

- (b) It is highly productive and gives corporate leadership a long term view as a result of its strong traditions.
 (c) It is slowly becoming Americanized.
 (d) It succeeds without business schools, where as the US system fails because of it.
 (e) None of these.
152. The following reasons were responsible for the growth of popularity of business schools among students except
 (a) Herbert A. Simon, a management professor winning the Nobel Prize in economics.
 (b) The gain in academic stature.
 (c) The large number of MBA degree awarded.
 (d) A perception that it was a 'passport to good life'.
 (e) None of these.
153. According to the passage
 (a) Learning, which was useful in the 1960's and 1970's became irrelevant in the 1980's.
 (b) Management education faced criticisms in the 1980's.
 (c) Business schools are insensitive to the needs of industry.
 (d) By the 1980's business schools contributed to the decline in US competitiveness.
 (e) None of these.
154. A criticism that management education did not face was that
 (a) It imparted poor quantitative skills to MBA's.
 (b) It was unnecessary and deleterious.
 (c) It was irrevocably irrelevant.
 (d) It inculcated undesirable attitudes in students.
 (e) None of these.
155. The absence of business schools in Japan
 (a) Is due to the prevalent belief that management ability can only be acquired over years of practical experience.
 (b) Was due to the high priority placed on learning as opposed to doing in Confucian culture.
 (c) is hard to explain for the proponents of business education.
 (d) Contributed a great deal to their success in international trade and business.
 (e) None of these
156. The Japanese modified their views on management education because of
 (a) Greater exposure to US MBA programs.
 (b) The need to develop worldwide contacts and became Americanized.
 (c) The outstanding success of business schools in the US during the 1960s and 1970s.
 (d) A combination of increased competitive pressures and greater multinationalisation of Japanese business.
 (e) None of these.

Directions (157-158): Choose the word which is **most similar** in meaning to the word printed in bold as used in the passage.

157. **RADICALLY**
 (a) Pedant (b) Profound (c) Conventional
 (d) Peripheral (e) Superficial
158. **MENIAL**
 (a) Subservient (b) Noble (c) aristocratic
 (d) elevated (e) dexterous

Directions (159-160) : Choose the word which is **most opposite** in meaning to the word printed in bold as used in the passage.

159. **CONTRADICTION**
 (a) Rebuttal (b) Disapproval (c) Opprobrium
 (d) Corroboration (e) Rebuke
160. **PREVAILING**
 (a) Mainstream (b) Intermittent (c) Prevalent
 (d) Pervasive (e) Conventional

Direction (161- 170): Which of the phrases (a), (b), (c), (d) given below each sentence should replace the phrase printed in bold type to make the sentence grammatically correct? If the sentence is correct as it is mark (e) i.e. 'No correction required' as the answer.

161. Many employees are **hesitate to volunteer** for assignments in a foreign country because of language and cultural issues.
 (a) hesitated to volunteer (b) hesitant to volunteer (c) hesitant volunteer
 (d) hesitatingly volunteer (e) No correction required
162. Salaries in state owned enterprises today have **to be in line on** prevailing market rates in order to reduce turnover.
 (a) been on line with (b) to be aligned on (c) been in line for
 (d) to be in line with (e) No correction required
163. As a member of the Cabinet, Alyar had the opportunity to observe debates and see **which they were resolved**.
 (a) about they being resolved (b) that it was resolved (c) to its resolution



- (d) how they were resolved (e) No correction required
164. The Board **has inability to provide** any proper strategy to outdo the competition.
 (a) not being able to provide (b) has been unable to provide (c) cannot provide for
 (d) is being unable to provide (e) No correction required
165. **Did the court not intervened** the matter many students would have been denied admission.
 (a) Because the court intervened in (b) Until the court had intervened
 (c) Had the court not intervened in (d) If the court intervened between
 (e) No correction required
166. Budget hotels **are being set up across** the country to provide travellers with accommodation at reasonable rates.
 (a) are to be set in (b) will be set up
 (c) have been setting up around (d) were set up through (e) No correction required
167. **Directly the meeting commenced then** the Board called for the Chairman's resignation.
 (a) No sooner had the meeting commenced than
 (b) As soon as the meeting commenced when
 (c) Hardly did the meeting commence
 (d) Soon after the meeting commences that
 (e) No correction required
168. The Director said that he did not want to see **neither of the student** who had failed and ordered them to leave.
 (a) none of the students (b) one of the students (c) each of the students
 (d) any of the students (e) No correction required
169. He was determined **in completing** the project despite opposition from the union.
 (a) on completing (b) to complete (c) for completion
 (d) about completed (e) No correction required
170. In his attempt, he failed to emphasize the **only great reasons why** Government programmes have not benefited the poor.
 (a) greatest reason why (b) only greatest reason (c) only greatest reason for
 (d) great reason because (e) No correction required

Directions (171-180) : Find out the error, if any. If there is no error, the answer is (e), i.e. No error. (Ignore the errors of punctuation, if any.)

171. My father does (a)/ not mind to be (b)/ disturbed while he (c)/ is reading the newspaper. (d)/ No error (e)
172. A really good constitution (a)/holds up the mirror to government (b)/ and enables the public as well as (c)/leadership to identify shortfalls. (d)/ No error (e)
173. If I would have realized (a)/ what a bad driver you were (b)/ I would not have(c)/come with you. (d)/ No error. (e)
174. He confidently asked the crowd (a)/if they thought that(b)/he was right(c) / and the crowd shouted that they do. (d)/No error (e)
175. The father told his son (a)/that he was a lazy boy (b)/and that he has done (c)/his work very badly. (d) / No error (e)
176. If you have a way with words (a)/ a good sense design and administration (b)/ ability you may enjoy working in (c)/ high pressure world of advertising. (d)/ No error (e)
177. The Congress Party stood for (a)/ implementation of the (b)/ Nuclear Liability Bill and was ready (c)/ to stake their political existence. (d)/ No error (e)
178. He is the most (a)/ intelligent and also (b)/ the very talented (c)/ student of the college. (d)/ No error (e)
179. The soul of a constitution lies (a)/ in its vision of the kind of (b)/ society that the country will seek (c)/ to build through its institution. (d)/ No error (e)
180. No sooner the (a)/ teacher enter the (b)/ class than the (c)/ students stood up. (d)/ No error (e)

Directions (181-185): Rearrange the following seven sentences (A), (B), (C), (D), (E) and (F) in the proper sequence to form a meaningful paragraph then answer the questions given below them.

- (A) Between 20 and 50 million more people suffer non-fatal injuries, with many incurring a disability as a result of their injury.
- (B) Evidence from many countries shows that dramatic successes in preventing road traffic crashes can be achieved through concerted efforts that involve, but are not limited to, the health sector.
- (C) Road traffic injuries cause considerable economic losses to victims, their families, and to nations as a whole.
- (D) Road traffic injuries have been neglected from the global health agenda for many years, despite being predictable and largely preventable.
- (E) Every year the lives of approximately 1.25 million people are cut short as a result of a road traffic crash.
- (F) These losses arise from the cost of treatment as well as reduced/lost productivity for those killed or disabled by their injuries, and for family members who need to take time off work to care for the injured.

181. Which sentence should be the FOURTH in the paragraph?
 (a) A (b) B (c) C (d) D (e) F
182. Which sentence should be the LAST in the paragraph?
 (a) A (b) B (c) C (d) D (e) E

183. Which sentence should be the FIRST in the paragraph?
 (a) A (b) F (c) E (d) D (e) C
184. Which sentence should be the SECOND in the paragraph?
 (a) B (b) F (c) E (d) A (e) C
185. Which sentence should be the THIRD in the paragraph?
 (a) A (b) B (c) C (d) D (e) E

Directions (186-190): In each of the following sentences there are two blank spaces. Below each sentence there are five pairs of words denoted by the numbers 1), 2), 3), 4) and 5). Find out which pair of words can be filled up in the blanks in the sentence in the same sequence to make the sentence grammatically correct and meaningfully complete.

186. An ___ law ___ system is essential for India to attain and sustain economic and social prosperity.
 (a) effective, procurement (b) efficient, enforcement
 (c) avid, delivery (d) opaque, adhering (e) outstanding, deciphering
187. English speakers in India ___ those in all of western Europe, not _____ the United Kingdom.
 (a) ashamed, except (b) besides, however
 (c) abound, taking (d) rival, accepting (e) outnumber, counting
188. The Medical Council of India has prescribed a bitter _____ that all doctors must now _____.
 (a) medicine, intake (b) prescription, follow
 (c) taste, suffer (d) pill, swallow (e) concoction, consume
189. They have spent several months studying Delhi's history, _____ their speaking skills and learning English in order to be able to _____ with foreign visitors.
 (a) increasing, talk (b) revealing, discuss
 (c) honing, face (d) polishing, communicate (e) enhancing, interact
190. The gloomy interior with _____ from its long, rich past has its own _____.
 (a) relics, charm (b) stories, influence
 (c) walls, story (d) customers, impact (e) borrowing, air

Directions (191-200): 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. Find out the appropriate word in each case.

Digital file sharing has come a long way in recent years and the invention of torrents has made it possible to share large files ...**(191)**.. the internet quickly and easily. The idea of a torrent was created in 2001 by programmer Bram Cohen. One of the last projects that he worked on during ..**(192)**.. time was called MojoNation, a program that allowed people to break up confidential files ..**(193)**.. small chunks of encrypted data and distribute these chunks on computers that were also running the software. When someone wanted to download a copy of the file, they would have to download it from several computers at once. Cohen thought that this concept was perfect for a file sharing program, because it eliminated the problem ..**(194)**.. many file sharing programs at that time had like slow download speeds because the file was coming ..**(195)**.. one source. A torrent is simply a way of sharing a large file and it is only when the file being downloaded, uploaded, or shared infringes copyright when the process of using the torrent becomes illegal. There are many people out there ..**(196)**.. use torrents to download copyrighted films, video games and music without the authorization of the copyright holder ..**(197)**.. those people are violating copyright law and run the risk of being fined and even sent to jail. In fact, ..**(198)**.. advances in technology it is even easier for these downloads to be tracked and ..**(199)**.. violators to be caught. When used ethically, file sharing with torrents can be an amazing tool that can be employed in a number of helpful and useful ways. It is certainly one of the most important inventions ...**(200)**..the internet age.

191. (a) on (b) through (c) from (d) over (e) around
192. (a) that (b) this (c) those (d) such (e) his
193. (a) in (b) into (c) of (d) with (e) from
194. (a) which (b) whom (c) of (d) from (e) that
195. (a) through (b) from (c) by (d) towards (e) with
196. (a) whom (b) which (c) that (d) who (e) those
197. (a) thus (b) and (c) but (d) since (e) then
198. (a) with (b) after (c) before (d) through (e) upon
199. (a) such (b) from (c) for (d) the (e) these
200. (a) within (b) of (c) from (d) among (e) to