

Ref: AIMCAT1717

INSTRUCTIONS

1. Read the instructions given at the beginning/end of each section or at the beginning of a group of questions very carefully.
2. This test has a total of 100 questions in three sections: (i) Verbal Ability and Reading Comprehension – 34 Questions (ii) Data Interpretation and Logical Reasoning – 32 Questions and (iii) Quantitative Ability – 34 Questions. The total time available for the test is **180 minutes**. However, you will be allotted exactly 60 minutes for answering the questions in each section and you cannot switch from one section to another while answering the questions in a section.
3. All questions carry three marks each. Each wrong answer to any multiple-choice type question will attract a penalty of one mark. Wrong answers to any non multiple-choice type question will not attract any penalty.

SECTION – I
Number of Questions = 34

DIRECTIONS for questions 1 to 6: The passage given below is followed by a set of six questions. Choose the best answer to each question.

Seers and prognosticators of all varieties are taking loose advantage of the calendar to proclaim that a "new decade" is ushering in a "new world" that will follow upon the deflation of Communist pretensions and the end of the Soviet empire.

I decline to join in these hosannas on two grounds, the first minor and personal. To me, the "new decade" will not begin – any more than some new decade is born every new year – until Jan. 1, 1991: The Decade of the Nineties. That decade will begin not with a zero (1990) but with a 1 (1991) and continue not through 1999 but through its 10th year (2000).

The new "sooners" who defy this arithmetical logic also run ahead of themselves in proclaiming a "new world." We face, in fact, a changed and not a new world; and in some ways, it's more nearly an old world predating the cold war that has come to an end.

The German problem is certainly not new, though it now arises in a different context. The conflicts of Eastern Europe, once the confining cloak of Communist rule has been thrown off, may well be reawakened in all their ancient malignities. Mikhail Gorbachev's struggle with the dissident republics of his forcefully built empire is a magnification of a problem that has plagued the U.S.S.R. almost from its inception. And, as has always been the case, even when cold war hostilities obscured it, the nations' economies and trading positions will be the surest determinants of their power.

Admittedly, in world affairs, there's not much difference in "changed" and "new," except when the latter connotes something never before seen – such as men walking on the moon. There are few such developments. If, however, "new" is taken to mean something different from what was perceived a year or 10 years or a quarter-century ago, then at least two such "new" developments strike me as note-worthy.

One of these is the removal of the threat – if there ever was one – of the Soviet invasion of Western Europe. The West's perception of such a threat, since the late 40's, has been a primary – perhaps the primary – force in Western policy. It has been responsible, among other things, for NATO and the billions of dollars U.S. taxpayers have poured into the defense of Western Europe, every year for nearly a half-century.

The idea of a war in Europe has shaped the training of U.S. military forces, to their detriment in Vietnam and even, some critics say, in the recent invasion of Panama. Deterring the Soviet Union from such an invasion has been an important rationale for the U.S. nuclear arsenal.

If the Soviets have relinquished their control in East Germany, Poland and the rest of Eastern Europe, however, it can hardly be any longer imagined that they plan to lunge across Germany and France to the English Channel. Some of us have argued that at least since Stalin's day there was no realistic likelihood of such an attempt; one reason was the likely unreliability of Warsaw Pact forces, which now has been demonstrated. Thus, the exposure of the "Soviet threat to Western Europe" as a paper tiger, if that exposure is accepted, liberates the West from a powerful and prevailing policy imperative.

It follows, also, from the acquiescence of Moscow in the removal of Communist control in Eastern Europe that the Soviets are not eager – if they ever were – to sustain a satellite nation half a world away in Central America, much less to build it into a military threat to the United States or the Western Hemisphere. Yet, it was that ultimate threat that the Reagan Administration fell back upon to justify its recruiting, arming, financing and control of the so-called contras as a force with which to overthrow the Sandinista regime in Nicaragua.

1. What is the primary reason for the author to refuse to proclaim that "a "new decade" is ushering in a "new world""?
 - (A) He is of the opinion that the new decade does not begin until 1991.
 - (B) He believes that the world has merely changed and is not a new world.
 - (C) He thinks that the threat of communism taking over Western Europe is still present.
 - (D) He believes that there are no new developments in the world.
 2. Which of the following would most likely be a recommendation of the author regarding the U.S. military?
 - (A) Since the perceived threat of Soviet invasion in Western Europe is no longer present, the U.S. need not concentrate on increasing their military strength.
 - (B) The Soviet threat to Western Europe will always exist and U.S. must always be prepared for such a threat.
 - (C) The U.S. should fight against communism wherever they can similar to what they did in Nicaragua.
 - (D) The U.S. should concentrate more on building their nuclear arsenal, as the Soviet empire has collapsed.
 3. What is one of the reasons for the author to argue that there was no serious threat that Western Europe faced from the Soviet since the days of Stalin?
 - (A) To threaten Western Europe, the Soviet needed to have a stronghold in East Germany and Poland, which was relinquished during the time of Stalin.
 - (B) For Western Europe to be threatened by the Soviet, they needed support from Warsaw Pact forces which probably has been unreliable since the days of Stalin.
- (C) The military support of U.S. prevents Soviet threat in Western Europe.
 - (D) The Warsaw Pact forces grew weak during the time of Stalin which reduced the chance of Soviet threatening Western Europe.
4. Which of the following can be inferred about the Communist control in Nicaragua?
 - (A) Communist control was relinquished in Nicaragua along with Eastern Europe.
 - (B) Communist control was relinquished in Eastern Europe so that Moscow can concentrate on developing Nicaragua into a military base.
 - (C) The Soviets would most likely not develop Nicaragua into a military threat to the U.S.
 - (D) The Sandinista regime in Nicaragua will be a threat to the U.S and should be overthrown.
 5. When the author states, "at least two such "new" developments strike me as note-worthy", what does he mean by "new developments"?
 - (A) "New developments" are those which mankind has never seen before.
 - (B) "New developments", when talking about world affairs, are those developments which are minor changes to the existing system.
 - (C) "New developments" are those developments because of which there is a change in the status quo.
 - (D) The developments which made the world different from what it was ten years ago are termed "new developments".
 6. According to the author, the power of a nation is indicated by
 - (A) its nuclear arsenal.
 - (B) its military power.
 - (C) the military power of its allies.
 - (D) its economic and trading policies.

DIRECTIONS for questions 7 to 9: The passage given below is followed by a set of three questions. Choose the best answer to each question.

To take a master's degree in business administration (MBA) at Harvard Business School, the first exclusively graduate business school and still, on most measures, the world leader, is not cheap. Tuition fees are \$30,000 or so for each of the two years; other bills and living costs add another \$25,000 a year. Add to that earnings forgone: the cost in recent years, for a clever 28-year-old, might well have been another \$100,000 or so over the two-year programme. Surely only students with great confidence in their employability would take such a financial risk.

In fact, no. Business schools find themselves in a bizarre situation. They are struggling to find jobs for their current crop of graduates – but overwhelmed with inquiries from would-be students. While, on some estimates, more than one in five of this summer's MBA graduates is still job-hunting, all the signs are that there will be a bumper crop of applications for the class of 2004, whose students will begin their courses in September next year.

The unfortunate class of 2001 struggled to find employment, or discovered that promised jobs evaporated as the economy deteriorated. One reason for the popularity of the MBA is that it had become an entry ticket to lucrative jobs. "Investment banking and consultancy drive our business," says Meyer Feldberg, dean of Columbia Business School in New York. As those two industries tanked, so did jobs and summer internships for graduates.

Other schools have been similarly bruised. Even at Harvard Business School, some students are out of work: campus rumour says up to 20% of the summer's graduates, although school officials think that is much too high. But at least the top schools can protest: when a couple of companies dared to withdraw job offers to HBS students in particularly brutal ways, Kim Clark, the school's dean, promptly banned them from recruiting on the campus for the next two years. Bad though 2001 has been, next year may be even worse. This is the season of campus recruitment fairs, but companies that once sent three or four recruiters to conduct eight interviews apiece may now send only one, and some are going to fewer schools, or are making a presentation but not hiring. Booz Allen, a consultancy that normally makes job offers at the end of a first-year student's summer internship, is now postponing offers until December – if indeed it makes any at all. Because such employers have in the past usually paid a student's second-year fees, the effect is to plunge students into financial uncertainty.

Or to force them to look for alternatives. Back in the 1960s, students took MBAs mainly in order to run manufacturing companies. Maybe those days will now return. Dull old manufacturers are back in fashion. Cargill, a maker of agricultural feeds and fertilisers, saw attendance at a recruitment reception rise from 30 last year to 300 this year. Health-care companies are also attracting big crowds.

7. Which of the following, if true, could explain the strangeness of the situation that business schools found themselves in?
 - (A) The applicants for the class of 2004 expected that the recession which had affected the economy in 2001 would not last till 2004.
 - (B) The class of 2001 believed that the recession would last only for a couple of years.
 - (C) The applicants for the class of 2004 believed that the recession would last for four more years.
 - (D) The companies that hire from the business schools planned to reduce the number of graduates that they would hire until the economy improved.

 8. What does the author imply when he states that "at least the top schools can protest"?
 - (A) The top schools can invite companies from new sectors for their campus recruitment fairs in addition to the existing ones.
 - (B) The top schools are in a position to impose sanctions against companies which engage in unprofessional behaviour while other schools cannot.
- (C) The top schools should recommend lesser known schools to the companies that visit their campus recruitment fair.
- (D) The top schools can mandate the minimum number of candidates that a company has to recruit from their college.
9. Which of the following is not mentioned in the passage as an effect of the deterioration of the economy on MBA students?
 - (A) Many students are not able to find jobs.
 - (B) The job offers made by companies are being deferred.
 - (C) Students are forced to look for jobs which have lower pay.
 - (D) The companies are not sponsoring the second year fees of the students.

DIRECTIONS for questions 10 to 15: The passage given below is followed by a set of six questions. Choose the best answer to each question.

Will the forces of globalism continue to push the world toward American-style capitalism?

As the 21st century begins, advocates of the free market have no doubt that they have won the economic argument. Socialism is dead. Moreover, as a means of creating wealth and material progress, American capitalism seems to be clearly superior to the Asian variety, with its greater level of government planning, or the European version, with its emphasis on social welfare and protection of workers from losing their jobs.

The proponents see the coming era as a period of global transformation: prosperity will rise around the world as technological change and global integration spread along with democracy. "This new boom has the potential to pull the whole world into it, allowing literally billions of people to move into middle-class lifestyles," Peter Schwartz, Peter Leyden and Joel Hyatt write in their 1999 book, "The Long Boom: A Vision for the Coming Age of Prosperity."

Certainly capitalism has extended to areas where it was previously unfamiliar. From Ghana to Mongolia, stock markets have sprung up, even as the world's largest -- the New York Stock Exchange -- scrambles to hold on to its position as technology opens up new ways to trade. Private enterprise is the dominant economic force, and it is hard to see that changing soon.

Moreover, the technological revolution brought on by computers is tying the world together as never before. Peter F. Drucker, the business historian and management thinker, compares the effect of the Internet to that of the railroad. By lowering transportation costs, the railroad made national businesses possible. Now, with information available instantly, the Internet allows even small businesses to have global ambitions, and it places pressure on nations to relax regulations and cut taxes that make it more difficult for their businesses to compete.

That pressure is to follow the American path. By making it relatively easy to start companies -- and to hire and fire workers -- the American way has produced innovation. Microsoft, the company that investors think is worth more than any other, did not exist a quarter-century ago. Without such flexibility, the computer revolution might not have been so dominated by American companies.

But the forces of globalism and American capitalism face resistance. The Asian economic collapse in 1997 brought home the risk to countries of dealing with huge, uncontrolled capital flows. Free trade may bring overall benefits, but there are losers whose political influence may be substantial. The protests at the World Trade Organization meeting in Seattle last month united those who fear world government with those who want stricter standards on the environment and the treatment of workers.

The suspicion has grown, even among Americans, that globalism is really a means of helping big business. In a poll of Americans by the Program on International Policy Attitudes at the University of Maryland, 54 percent said that Washington trade officials gave "too much" consideration to the views of multinational corporations; 73 percent believed "too little" attention was paid to the views of "people like you."

10. According to Peter F. Drucker, which of the following is a similarity between railroads and the Internet?
 - (A) Both railroads and the Internet reduced the costs associated with running a business.
 - (B) Both railroads and the Internet can facilitate the increase in the scale of businesses.
 - (C) Because of railroad and the Internet, many small businesses became national businesses.
 - (D) Because of railroad and the Internet, the number of small businesses increased.
11. The presence of which of the following is an indication of capitalistic economy in a country?
 - (A) Social welfare and protection of workers
 - (B) Proper government planning
 - (C) Stock markets
 - (D) Burgeoning middle-class
12. Which of the following can be inferred about free trade and the "losers whose political influence may be substantial"?
 - (A) Free trade might affect the environment and also might not offer protection to the workers.
 - (B) For free trade to flourish, there should be no laws on environmental protection.
 - (C) Free trade might result in economic collapse because of the huge capital flows.
 - (D) Free trade without government intervention will be detrimental to the economy.
13. It can be inferred from the passage about American capitalism that
 - (A) it has a greater level of government planning and better protection for workers as compared to Asian and European versions respectively.
14. Which of the following is not a feature of capitalism in America?
 - (A) It is easier to start new businesses in America.
 - (B) A large number of people are moving up into the middle-class in America because of its capitalistic economy.
 - (C) American capitalism creates more wealth as compared to capitalism in Asia and Europe.
 - (D) Capitalism in America fosters innovation.
15. Which of the following is an outcome of globalism?
 - (A) Because of globalism, local businesses are incurring losses.
 - (B) Globalism results in increased political influence in the economy.
 - (C) Nations are pressurized to relax regulation and cut taxes for their businesses to compete with global ones.
 - (D) Nations are under pressure to allow small businesses to become global.

DIRECTIONS for questions 16 to 18: The passage given below is followed by a set of three questions. Choose the best answer to each question.

One of Beauvoir's greatest achievements in *The Ethics of Ambiguity* is found in her analyses of situation and mystification. For the early Sartre, one's situation (or facticity) is merely that which is to be transcended in the spontaneous surge of freedom. The situation is certainly a limit, but it is a limit-to-be-surpassed.

Beauvoir, however, recognizes that some situations are such that they cannot be simply transcended but serve as strict and almost unsurpassable inhibitors to action. For example, she tells us that there are oppressed peoples such as slaves and many women who exist in a childlike world in which values, customs, gods, and laws are given to them without being freely chosen. Their situation is defined not by the possibility of transcendence, but by the enforcement of external institutions and power structures. Because of the power exerted upon them, their limitations cannot, in many circumstances, be transcended because they are not even known.

Their situation, in other words, appears to be the natural order of the world. Thus the slave and the woman are mystified into believing that their lot is assigned to them by nature. As Beauvoir explains, because we cannot revolt against nature, the oppressor convinces the oppressed that their situation is what it is because they are naturally inferior or slavish. In this way, the oppressor mystifies the oppressed by keeping them ignorant of their freedom, thereby preventing them from revolting.

Beauvoir rightly points out that one simply cannot claim that those who are mystified or oppressed are living in bad faith. We can only judge the actions of those individuals as emerging from their situation.

Only the authentically moral attitude understands that the freedom of the self requires the freedom of others. To act alone or without concern for others is not to be free. As Beauvoir explains, "No project can be defined except by its interference with other projects." Thus if my project intersects with others who are enslaved – either literally or through mystification – I too am not truly free. What is more, if I do not actively seek to help those who are not free, I am implicated in their oppression.

As this book was written after World War II, it is not so surprising that Beauvoir would be concerned with questions of oppression and liberation and the ethical responsibility that each of us has to each other. Clearly she finds the attitude of seriousness to be the leading culprit in nationalistic movements such as Nazism which manipulate people into believing in a Cause as an absolute and unquestionable command, demanding the sacrifice of countless individuals.

Beauvoir pleads with us to remember that we can never prefer a Cause to a human being and that the end does not necessarily justify the means. In this sense, Beauvoir is able to promote an existential ethics which asserts the reality of individual projects and sacrifice while maintaining that such projects and sacrifices have meaning only in a community comprised of individuals with a past, present, and future.

16. From the first and second paragraphs of the passage, what can be said to be Beauvoir's primary criticism of Sartre's view of transcendence?
- (A) That Sartre does not take into account the women and slaves of every generation.
 - (B) That Sartre is bound by his own limited perspective and thus cannot understand what transcendence truly means.
 - (C) That transcendence is not achievable by anyone if it cannot be achieved for everyone.
 - (D) That Sartre does not take into account the predetermined limits set into certain situations which serve to dispel the notion that transcendence is even possible.
17. From the information provided in the above passage, what does 'mystification' refer to?
- (A) The antithesis of a spontaneous surge of freedom.
18. Which of the following rank among Beauvoir's achievements?
- (B) The only limit to be surpassed in the search for freedom.
 - (C) Obscuration of the true nature of one's situation.
 - (D) The activity of enslaving women and slaves.

DIRECTIONS for questions 19 to 24: The passage given below is followed by a set of six questions. Choose the best answer to each question.

Way back in 2000, we had the "technology workforce crisis". The big issue was the cap that the U.S. government had put on H-1B visas and the strong need that companies had for developers and other technologists. Then along came the dot-com bust, and the news was all about layoffs and identifying the real goats in the Internet debacle. As the economy recovered from the bust, we all took a more balanced view of technology hiring. Companies needed good technology people, and they were able to recruit them pretty easily or augment their teams offshore.

Enter the 2010s. With cloud, mobility, big data and consumerization, companies are in even greater need of technology talent than they were in the late 1990s, and that talent is in even shorter supply. Computer science enrolments are at an all-time low; baby boomer workers are retiring and taking all of that legacy-systems knowledge with them; and Silicon Valley is hot again. Would that young, brilliant developer rather join the next Zynga or upgrade the payroll systems at your insurance company?

The major talent problem today is not recruiting or developing leaders or retaining the existing talent but how to give business skills to the young technologists. These "Net Geners" or "Millenials" or "Generation Y people" or "facebookers" are so narrowly focused on the technology that they fail to see the forest through the trees. They do not understand the business context of their technology work. Those beautifully "blended executives," who can talk technology in one meeting and can talk business in another, are rare birds. Yet with technology moving directly into the revenue stream of your company, you need them, and your need is only going to increase. Here are some ideas to increase the rare birds in your organization:

- (1) Encourage your head of human resources to work with your CIO and a few of your other business leaders to build a program that rotates IT people into different functions of the business. This kind of program is not easy, with your CIO having to survive without a trusted IT leader for a period of time, but the long-term result of a good rotational program can be tremendous.
- (2) If a rotational program is too much to take on right now, build a leadership development program for IT that involves your business executives. Encourage your CIO to invite the heads of your major business units to meet regularly with the senior IT team to educate them on their business area. And be sure that you, the CFO, are spending enough time with IT.
- (3) Embed your IT people in the business. By now, your CIO should have restructured the IT organization so that each major business or functional area has a dedicated IT leader. These positions are called "business relationship executives", portfolio CIOs, or customer relationship managers and they often report both to the CIO and to a functional or P&L leader. The more time they spend in "the business," the more they learn skills beyond IT, and the more valuable they become to you over time.
- (4) If an embedded structure is currently beyond your reach, start with a "buddy system" where each major IT leader has a partner on the business side. Your head of IT operations can buddy up with your head of business operations; the head of application development can buddy up with your head of sales. They sit in on each other's meetings, get to know each other's organizations, and learn the major drivers – and challenges – of each other's areas of responsibility.

Getting technologists to be better at "business" is to fight the natural order of things and this will help you develop a new high-value generation of blended executives. Now, all you need to do is retain them.

- 19.** Which of the following courses of action has not been recommended by the author of the passage to increase the business-savvy technology talent of the organization?
 - (A) Recruit blended executives from the outside.
 - (B) Use the buddy system to learn about the other person's sphere of duties.
 - (C) Get the business leaders to interact with the IT Team and use that interaction to chip away at the long-standing wall that often exists between the business and IT.
 - (D) Build a rotational program that shifts IT people into different facets of the business.
- 20.** Who are the "rare birds" discussed in the passage?
 - (A) The technologists who are drawn to the bits and bytes of what they do, and are not overly interested in building relationships with their business peers.
 - (B) People who can religiously maintain the natural order of things and consistently see the "part" in the "whole".
 - (C) People who can have a meaningful discussion with the leaders of the business areas their technology supports.
 - (D) People who can use their magic wand and impart business skills to technologists.
- 21.** In this passage, the author primarily
 - (A) discusses the challenges companies face in training technocrats to become "blended executives".
 - (B) explains an emerging trend in fighting the natural order of things.
 - (C) captures the clash between technology and business in organizations.
 - (D) suggests ways in which technologists are enabled to learn about the business side of the technology used or developed by them.
- 22.** According to the passage, which of the following problems related to increasing or retaining talent needs attention?
 - (A) Impracticality of the "buddy system", as the head of IT operations, for example, might be reluctant to forge friendships and work with the head of business operations in the company.
- 23.** Which of the following can be understood to be true from the passage?
 - (A) "Net Geners" can also be referred to as "baby boomers".
 - (B) There was a restriction on the number of prospective immigrant technologists in California during the period between 1990 and 2010.
 - (C) The technocrats willing to join startups instead of insurance companies were in short supply in the 2010s but they were not in short supply in the 1990s.
 - (D) The author is skeptical about the ability of cloud, mobility, big data and consumerization companies to transform their technocrats into business savvy employees.
- 24.** Why does the author say 'Silicon Valley is hot again'?
 - (A) Techno-utopianism ups the ante for the human condition.
 - (B) The dot-com burst resulted in many unemployed technologists who were easily hired when the economy recovered due to technological advancements.
 - (C) The demand-supply gap is increasing day by day with talent in short supply and lower enrolments in computer related studies.
 - (D) Technical developments like cloud mobility are in great demand but are only used to augment offshore teams and the retiring baby boomers are imparting their system knowledge to the newer generation.

DIRECTIONS for questions 25 to 28: The five sentences (labelled 1, 2, 3, 4 and 5) given in the following question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentences and key in this sequence of five numbers as your answer.

25. (1) We wanted to apply her test now called as the Bechdel Test to the women we see on television.
(2) Twenty-three years ago, in a strip headlined "The Rule", cartoonist Alison Bechdel promoted an idea: That women on screen ought to express their real feelings about all aspects of their lives.
(3) What we came up with were some thoughts about a different kind of diversity on television: not diversity in numbers, but a diversity of stories.
(4) That ultimately, the women on TV and in movies ought to be characters, not clichés.
(5) And we invited some experts to make up their own rules about nonwhite characters, too.

26. (1) But then Hamlet reasons with himself: if he kills Claudius now, Claudius' soul might go to heaven.
(2) To neoclassical critics, all this impious scheming seemed unworthy of a heroic character like Hamlet.
(3) There is a famous scene in Hamlet in which Hamlet finds his stepfather and nemesis, Claudius at prayer.
(4) Better to wait, Hamlet figures, and kill Claudius while he is drunk, or committing some other sin, so his soul will go to hell.
(5) Hamlet considers seizing the moment and killing Claudius.

27. (1) The evidence comes from a population of toads which left their breeding colony three days before an earthquake that struck L'Aquila in Italy in 2009.
(2) Now scientists are suggesting that such behaviour could be incorporated into earthquake forecasting as it has been found that common toads can sense an impending earthquake and flee their colony much before the seismic activity strikes.
(3) How the toads sensed the quake is unclear, but most breeding pairs and males fled, despite the colony being 74 km from the quake's epicentre.
(4) In the past, few studies had been done on how domestic animals respond, but measuring the response of wild animals is more difficult.
(5) It is hard to quantifiably study how animals respond to seismic activity, in part because earthquakes are unpredictable.

28. (1) Guernica shows the tragedies of war and the suffering it inflicts upon individuals, particularly innocent civilians.
(2) This tour helped bring the Spanish Civil War to the world's attention.

- (3) On completion Guernica was displayed around the world in a brief tour, becoming famous and widely acclaimed.
(4) Guernica, probably Picasso's most famous work, is certainly his most powerful political statement, painted as an immediate reaction to the Nazi's devastating casual bombing practice on the Basque town of Guernica during the Spanish Civil War.
(5) This work has thus gained monumental status, becoming a perpetual reminder of the tragedies of war, an anti-war symbol, and an embodiment of peace.

DIRECTIONS for questions 29 and 30: Four alternative summaries are given below the text. Choose the option that best captures the essence of the text.

29. "Why should we hire you?" is a dreaded interview question that can take you down the wrong road unless you've done some thinking ahead of time. Your answer to this interview question could make or break your chances. This question is purely about selling yourself in the interview. Think of yourself as the product. Why should the customer buy? Develop a Sales Statement. The more details you give, the better your answer will be. This is not a time to talk about what you want. Rather, it is a time to summarize your accomplishments and relate what makes you unique. Take some time to think about what sets you apart from others.
(A) "Why should we hire you?" is a dreadful interview question. The question is only about selling yourself forcefully and stating your uniqueness in a persuasive manner without talking about what you want.
(B) "Why should we hire you?" is a question that most fear to ask. Your answer to this interview question could make or break your chances. The correct response to such a question is to introspect during the interview, reveal slowly some unique characteristics about yourself and then talk about your accomplishments in an extraordinary manner.
(C) You should be prepared, cautioned or forewarned about interview questions such as the reason for which the company should hire you, and your response should highlight your strengths and weaknesses as well as your uniqueness.
(D) The appropriate answer to the dreaded interview question as to why you should be hired is to be prepared for such a question and to develop a strong sales statement that would highlight your accomplishments and uniqueness.

30. I was quite prepared for Zurich to be a scenic city since it is located in Switzerland, which is nothing less than a picture book come to life. Whether it was the Swiss trains, traffic, watches or the manners, efficiency, smartness and a business-like ambience, it was precision all around. What I didn't expect was the old world charm and the haunting recall value of the place. Zurich is all that you would expect of a modern, efficient city with its medieval air and

historical attractions. These are juxtaposed so interestingly that one glides smoothly from the present into the past without feeling the jarring effects of a time-warp. There exists a city that is as vibrant and as alive as any other in the world — the cobbled streets of the Old Quarters throbbing with the live music of the street performers, its crowds cheering lustily as a fire-eater licks the flames of a torch and the juggler performs unerringly with four pairs of plates.

- (A) An efficient city, Zurich has an ancient atmosphere with a lot of historical or medieval attractions.
- (B) Zurich is a vibrant and modern city where the past and present coalesce seamlessly into one another.
- (C) The author was impressed with the picturesqueness of Zurich. The vibrancy of Zurich can be felt on its streets, which are vibrating with musicians and street performers.
- (D) Zurich is vibrant with a lot of life and can be compared to any other city in the world, contrary to its history which is interesting.

DIRECTIONS for questions 31 to 34: Fill in the blanks in the paragraph given below, with the most appropriate word or sentence (or part of the last sentence) from among the options given for each blank. Be guided by the overall style and meaning when you choose the answer. Then select the option which presents all appropriate parts.

31. Even in the days before my teacher came, I used to feel along the square stiff boxwood hedges, and, guided by the sense of smell, would find the first violets and lilies. There, too, after a fit of temper, I went to find _____ and to hide my hot face in the cool leaves and grass. What _____ it was to lose myself in that garden of flowers, to _____ happily from spot to spot, until, coming suddenly upon a beautiful vine, I recognized it by its leaves and blossoms, and knew it was the vine which covered the tumble-down summer-house at the farther end of the garden! Here, also, were trailing clematis, drooping jessamine, and some rare sweet flowers called butterfly lilies, because their _____ petals resemble butterflies' wings. But the heart-satisfying roses -- they were loveliest of all.

- (A) happiness, magnificence, gallop, coarse, This old-fashioned garden was the paradise of my childhood.
- (B) comfort, joy, wander, fragile, They used to hang in long festoons from our porch, filling the whole air with their fragrance, untainted by any earthy smell; and in the early morning, washed in the dew, they felt so soft, so pure, I could not help wondering if they did not resemble the asphodels of God's garden.
- (C) help, bliss, trudge, dainty, The garden was called "Ivy Green" because the house and the surrounding trees and fences were covered with beautiful English ivy.
- (D) excitement, enlightenment, stride, beautiful, It is with this kind of heart-satisfying beauty that I begin to write the history of my life.

32. As we stand on the threshold of maturity collectively, we are experiencing changes. In all areas and aspects of our lives, old standards and ethics, moral codes and methods of living are proving to be _____. This is also the time for maturity in religion for we need to free ourselves of _____ ideas, prejudices and trivial notions. We need to have an open and mind and look for new heavenly teachings which have been revealed for the advancement of humanity. It is this renewal and reformation of the fundamentals of religion that comprises the true spirit of modernism and brings divine remedy for all the _____ of humanity. As individuals we ought to seek out truth. We do this by moving towards the light, no matter from which source it shines. Why be concerned about the outward form of the lamp and display an attachment for it?

- (A) rare, entwined, friendly, tribulations, If our cup is full of self, how can there be room for the water of life?
- (B) thin, inherent, amenable, unpardonable evils, The greatest obstacle in the path of unity is the fact that we think we are right and everyone else is wrong.
- (C) incommensurate, trivial, sympathetic, overbearing crimes, In the same way attachment to outer forms and practices of religion can deprive us from understanding the truth of other religions.
- (D) sparse, preconceived, receptive, ills, Doing so would only prevent us from appreciating the light when it shines from another lamp.

33. The beginning of AD 2001 was marked by _____, with anxieties about widespread computer malfunctioning running high, thanks to the y2k bug. Barring minor glitches, however, the transition to the new millennium was smooth. The apprehensions of planes falling out of the skies, emergency support systems in hospitals conking out mid-operation or any of a thousand other things going wrong in a technology - saturated world proved just that - a/an _____ of collective human fear. Then came hope, even triumphalism. From being a source of anxiety, technology became the _____ of a brave new world, heralding unrivalled prosperity and comfort. In India, the software revolution promised a new dawn, prompting the prime minister to talk about the country emerging as a new knowledge super power, poised to cross the _____ of ignorance and want. In the US, the mood was buoyant after a decade of uninterrupted economic growth. Indeed, the cheerleaders believed that the growth of the new age economy had rendered obsolete the old paradigm of boom-and-bust business cycles.

- (A) foreboding, distillate, harbinger, threshold, If the long 20th century saw the coming of age of America, then the new millennium was to be its very epitome.
- (B) catastrophes, flux, seer, bedlam, In both depth and breadth the world has not experienced anything even close to such an obliteration.

- (C) aloofness, infusion, proponent, paradigm,
 The boom is here to stay for a very long time.

(D) portent, medley, definition, hurdle,
 Although there are signs of green shoots, the American economy is still in the midst of the worst crisis since the Great Depression of the 1930s.

34. This intuitionist _____ marks a sharp break from traditional "rationalist" approaches in moral psychology, which gained a large following in the second half of the 20th century under the _____ of the late Harvard psychologist Lawrence Kohlberg. In the Kohlbergian tradition, moral verdicts derive from the application of conscious reasoning, and moral development throughout our lives reflects our ability to _____. sound reasons for our verdicts – the highest stages of moral development are reached

(A) approach, penmanship, indefatigable, enumerate, when experimental studies give cause to question the primacy of rationality in morality.

(B) furor, watchful eyes, lackadaisical, elucidate, because there is a growing consensus that the moral intuitions revealed by moral dilemmas such as the Trolley and Footbridge problems draw on unconscious psychological processes.

(C) perspective, stewardship, improved, articulate, when people are able to reason about abstract general principles, such as justice, fairness and the Kantian maxim that individuals should be treated as ends and never as means.

(D) medium, influence, ingenious, enlist, when people are rationally working their way to moral judgements and they can't come up with any compelling reasons for their moral verdicts.

SECTION – II
Number of Questions = 32

DIRECTIONS for questions 1 to 4: Answer these questions on the basis of the information given below.

John, Robert and William participated in a darts game. In each round of the game, each player scores a certain number of points. The points scored by any player in any round is a multiple of 5. The player who first achieves a cumulative score of 200 points across all the rounds is declared the winner. The following table gives the average points scored per round (rounded off to two decimal points) by each player at the end of each round in the first thirteen rounds:

Round	John	Robert	William
Round 1	10.00	5.00	10.00
Round 2	12.50	10.00	7.50
Round 3	13.33	13.33	10.00
Round 4	15.00	16.25	13.75
Round 5	16.00	16.00	15.00
Round 6	17.50	14.17	16.67
Round 7	15.71	14.29	17.86
Round 8	14.38	14.38	16.88
Round 9	14.44	13.89	17.22
Round 10	15.00	15.00	17.50
Round 11	15.00	15.45	16.82
Round 12	15.00	15.42	15.42
Round 13	15.00	14.23	15.38

DIRECTIONS for question 1: Type in your answer in the input box provided below the question.

1. Among the 13 rounds, in how many rounds was the cumulative score of John greater than that of Robert but less than that of William?

1

DIRECTIONS for questions 2 to 4: Select the correct alternative from the given choices.

DIRECTIONS for questions 5 to 8: Answer these questions on the basis of the information given below.

Five candidates – Ankur, Nitesh, Mohit, Shashank and Vivek – contested for the same post in a local election. As a test of their honesty, the Election Council asked each of the five candidates to independently count and report the number of votes that each of them had received. After they counted and reported the votes, it was found that the number of votes reported by each candidate was accurate only for the votes he himself had received and was inaccurate for each of the remaining candidates. The Election Council calculated the average number of votes actually received by the five candidates to be 30. The table below presents the number of votes reported by each candidate. Each row represents the number of votes reported by a single candidate (whose name is given in the first column) for all the five candidates and each column represents the number of votes reported by each of the five candidates for a single candidate. The column headers are intentionally left blank.

Ankur	25	28	18	34	39
Nitesh	29	32	24	32	33
Mohit	26	32	24	32	39
Shashank	23	31	28	29	37
Vivek	25	29	38	32	41

DIRECTIONS for questions 5 and 6: Type in your answer in the input box provided below the question.

5. What is the number of votes actually received by Nitesh?

(A) 100
(B) 110
(C) 120
(D) Cannot be determined

1

6. What is the number of votes received by Shashank as reported by Vivek?

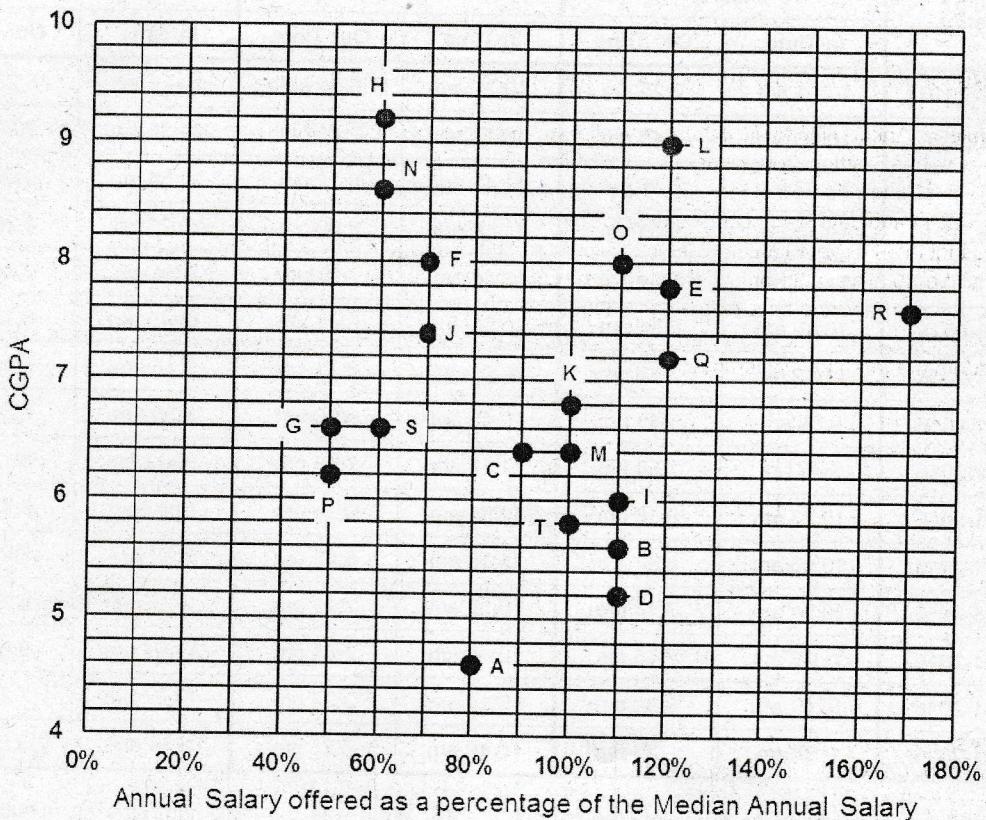
1

DIRECTIONS for question 7: Select the correct alternative from the given choices.

7. If the candidate who received the highest number of votes was declared the winner of the election, who won the election?

DIRECTIONS for questions 9 to 12: Answer these questions on the basis of the information given below.

In the campus placements of a college, twenty students – A through T – in a class were offered jobs with different Annual Salaries. The following scatter graph plots the Cumulative Grade Point Average (CGPA) of each student against the Annual Salary of the student as a percentage of the Median Annual Salary of the 20 students:



DIRECTIONS for questions 9 to 12: Select the correct alternative from the given choices.

9. Which of the following is true about the average Annual Salary (A) and the Median Annual Salary (M) of the twenty students?
 (A) $A < M$
 (B) $A > M$
 (C) $A = M$
 (D) Data Insufficient to compare A and M
10. If the average Annual Salary of the twenty students is ₹13.95 lakh, what is the highest Annual salary of any student?
 (A) ₹26 lakh
 (B) ₹25.5 lakh
 (C) ₹25 lakh
 (D) ₹24.5 lakh
11. For which of the twenty students is the ratio of Annual Salary to CGPA the highest?
 (A) D
 (B) A
 (C) H
 (D) None of the above
12. If the average Annual salary of the students whose Annual salary is less than the Median Annual Salary is ₹11.8 lakh, what is the average Annual salary of the students whose Annual Salary is more than the Median Annual Salary?
 (A) ₹22.55 lakh
 (B) ₹23.57 lakh
 (C) ₹24.78 lakh
 (D) ₹21.83 lakh

DIRECTIONS for questions 13 to 16: Answer these questions on the basis of the information given below.

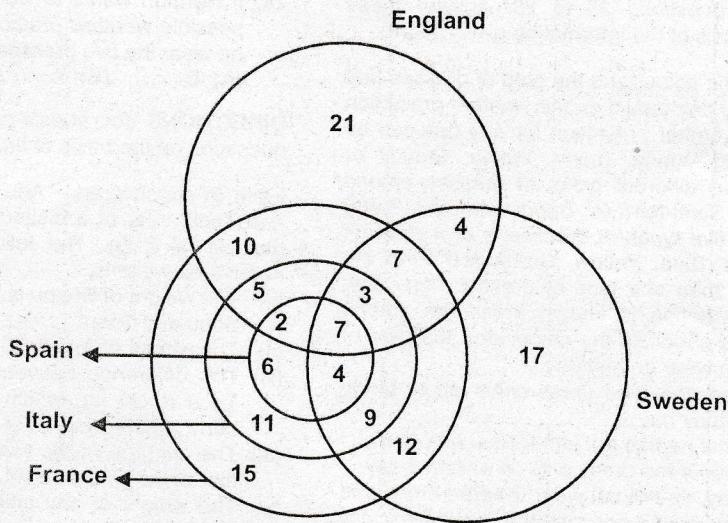
Three employees – Guru, Harish and Imran – work in the same office. The table below provides, for fifteen days, the time at which each of the three employees entered the office (In Time) and the time at which he left the office (Out Time). The time spent by an employee in the office is calculated as the difference between the In Time and the Out Time.

Date	Guru		Harish		Imran	
	In Time	Out Time	In Time	Out Time	In Time	Out Time
01-01-2016	10:01 am	2:25 pm	10:24 am	6:54 pm	10:25 am	6:23 pm
02-01-2016	10:45 am	6:45 pm	10:13 am	7:41 pm	10:34 am	7:21 pm
03-01-2016	12:07 pm	7:15 pm	11:41 am	6:21 pm	10:54 am	7:54 pm
04-01-2016	10:14 am	6:00 pm	11:15 am	6:00 pm	10:21 am	8:26 pm
05-01-2016	11:20 am	6:54 pm	10:36 am	7:05 pm	9:54 am	7:24 pm
06-01-2016	10:46 am	5:54 pm	10:04 am	6:41 pm	10:45 am	6:12 pm
07-01-2016	11:49 am	7:32 pm	9:32 am	6:21 pm	9:45 am	6:00 pm
08-01-2016	9:32 am	6:45 pm	10:45 am	5:23 pm	9:30 am	7:24 pm
09-01-2016	9:48 am	7:58 pm	11:15 am	7:45 pm	10:32 am	8:15 pm
10-01-2016	10:27 am	8:18 pm	12:35 pm	6:10 pm	10:13 am	8:12 pm
11-01-2016	10:05 am	6:00 pm	11:15 am	6:05 pm	9:32 am	7:21 pm
12-01-2016	10:54 am	7:14 pm	10:32 am	7:21 pm	10:57 am	6:23 pm
13-01-2016	11:23 am	7:45 pm	10:45 am	7:04 pm	11:01 am	3:42 pm
14-01-2016	10:07 am	8:01 pm	10:16 am	3:24 pm	10:07 am	7:21 pm
15-01-2016	9:57 am	6:21 pm	10:49 am	7:21 pm	9:34 am	5:54 pm

DIRECTIONS for questions 13 to 16: Select the correct alternative from the given choices.

(5) Answer these questions on the basis of the information given below.

A few students went on a tour to visit different countries among England, France, Italy, Spain and Sweden. However, not all the students visited all the five countries but each student visited at least one country. The following Venn diagram presents the number of students who visited each country:



DIRECTIONS for questions 17 to 20: Type in your answer in the input box provided below the question.

17. How many students visited at most three countries?

18. What is the number of students who visited Italy but not Sweden?

19. How many students visited England along with exactly two other countries?

20. What is the number of students who visited exactly three countries?

DIRECTIONS for questions 21 to 24: Answer these questions on the basis of the information given below.

Ten persons, A through J, are sitting around a circular table, in ten equally spaced chairs. The table below presents the number of persons sitting between two persons, not necessarily in one specific direction (clockwise or anticlockwise):

Between-	Number of persons
C and G	4
A and E	3
I and J	5
G and H	7
F and D	3

Between	Number of persons
H and E	8
A and I	3
E and C	5
D and I	4

DIRECTIONS for questions 21 to 24: Select the correct alternative from the given choices.

21. Who is sitting opposite E?
 (A) B
 (B) D
 (C) F
 (D) Cannot be determined
22. If there is exactly one person sitting between E and J, who is sitting to the left of B?
 (A) A
 (B) C
 (C) F
 (D) Cannot be determined

23. Who among the following is sitting next to A?

- (A) D
 (B) C
 (C) G
 (D) H

24. If the person to the left of A and the person to the right of G are sitting next to each other, who is sitting to the left of C?

- (A) F
 (B) B
 (C) I
 (D) Cannot be determined

DIRECTIONS for questions 25 to 28: Answer these questions on the basis of the information given below.

Harman shortlists the colour and the type of dresses that he can wear on any day based on the weather prediction for that day. The weather prediction for any day can be exactly one among Sunny, Rainy, Windy, Cloudy or Humid. He has five different types of dresses among Casuals, Formals, Semi-formals, Sportswear and Party-wear. Each of the five types of dresses is of a different colour among Red, Blue, Yellow, Green and Pink. He can shortlist more than one type of dress for any day. The following information is known about the criteria based on which he shortlists the colour and the type of dresses that he can wear on any day:

- (i) He will not wear the Blue dress either on a Windy day or on a Cloudy day.
 - (ii) The Casuals that he has are either Blue or Yellow.
 - (iii) He will wear the Green dress only on a Humid day.
 - (iv) On a Sunny day, he will not wear the Red dress and on a Humid day, he will not wear the Sportswear.
 - (v) On a Rainy day, the only dress that he can wear are the Formals, which are not Pink in colour.
 - (vi) The Semi-formals are Yellow and he will not wear them on a Windy day.

DIRECTIONS for questions 25 to 28: Select the correct alternative from the given choices.

25. Which of the following dresses can Harman wear on a Windy day?

 - (A) Red Formals
 - (B) Yellow Party-wear
 - (C) Blue Sportswear
 - (D) More than one of the above

26. If Harman wore a Yellow dress on a certain day, then which of the following could have been the weather prediction for that day?

 - (A) Sunny
 - (B) Rainy
 - (C) Windy
 - (D) Humid

27. If n is the number of dresses that Harman shortlists for a day, given the weather prediction for that day, for which of the following weather predictions is n the highest?

 - (A) Rainy
 - (B) Cloudy
 - (C) Windy
 - (D) Humid

SECTION – III

DIRECTIONS for question 1: Select the correct alternative from the given choices.

1. A circle is inscribed in a square, which, in turn, is inscribed in another circle. Find the ratio of the radius of the outer circle to the radius of the inner circle.

(A) $\sqrt{2} : 1$ (B) $2 : 1$
(C) $2\sqrt{2} : 1$ (D) $4 : 1$

DIRECTIONS for question 2: Type in your answer in the input box provided below the question.

2. If $N > 1$ and $N^{\left(\frac{1}{3} \log_{256} N^2\right)} + N^{\left(\log_{16} N^3\right)} = 16$,
find the value of N

1

28. If Harman wants to wear a different dress for each possible weather prediction, in how many ways can he wear the five dresses?
(A) 0 (B) 4 (C) 2 (D) 1

DIRECTIONS for questions 29 to 32: Answer these questions on the basis of the information given below.

Each of six children – Anu, Bhanu, Hanu, Manu, Sonu and Tanu – is of a distinct weight, each of which is a multiple of 5 kg. The following information is known about their weights:

- (i) The weight of Bhanu is the average of the weights of Sonu and Tanu.
 - (ii) The weight of Anu is 20 kg less than that of Hanu.
 - (iii) The difference between the weights of Manu and Tanu is 20 kg, which is two-thirds the difference between the weights of Sonu and Tanu.
 - (iv) The average of the weight of the heaviest child and that of the lightest child, Tanu, is 50 kg.
 - (v) The weight of any child is greater than 10 kg and Hanu is not the heaviest of the six.

DIRECTIONS for questions 29 to 32: Select the correct alternative from the given choices.

DIRECTIONS for questions 3 to 5: Select the correct alternative from the given choices.

how much more time (in minutes) will B do the same?

DIRECTIONS for questions 6 and 7: Type in your answer in the input box provided below the question.

6. If the inradius and the circumradius of a rightangled triangle, when expressed in cm, are equal to the roots of the equation $x^2 - 14x + 40 = 0$, find the area (in sq. cm) of the triangle.

1

7. In how many ways can a person pay an amount ₹120 using two-rupee or five-rupee coins?

1

DIRECTIONS for questions 8 to 11: Select the correct alternative from the given choices.

8. A cable of length 72 m is cut into four pieces, such that the length of the shortest piece is 20% of the length of the longest piece. If the sum of the lengths of the remaining two pieces is equal to the sum of the lengths of the shortest and the longest pieces, then find the length (in m) of the longest piece.
(A) 25 (B) 30 (C) 20 (D) 35

9. If the ratio of the ages of two boys, A and B, in 2010 was $\frac{3}{5}$, which of the following can be the ratio of their ages in 2016?

10. If the average of the ages of A and B is 23 years and that of A, B and C is 21 years, the age of C is
(A) 15 years. (B) 19 years.
(C) 17 years. (D) 27 years.

11. Given below are two statements I and II:

 - I. The ratio of the altitudes of a triangle ABC is $2 : 5 : 6$.
 - II. The ratio of the altitudes of a triangle DEF is $3 : 4 : 8$.

Based on the above statements, which of the following options can be concluded?

- (A) Only I can be true
(B) Only II can be true
(C) Both I and II can be true
(D) Neither I nor II can be true

DIRECTIONS for question 12: Type in your answer in the input box provided below the question.

12. In a sequence of 400 numbers, the product of any two consecutive terms is 20, and the 59^{th} term is 15. If the sum of the terms from the 278^{th} term to the 378^{th} term is equal to S , then find the value of $300S$.

1

DIRECTIONS for questions 13 and 14: Select the correct alternative from the given choices.

13. Find the maximum distance between any two points lying in the area enclosed by the graph of $|y| = 10\sqrt{2} - |x|$.

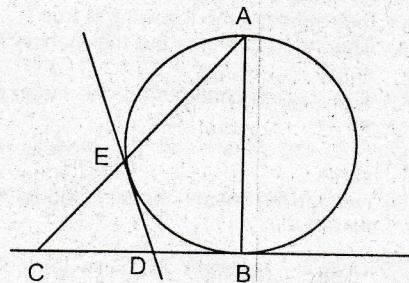
- (A) $5\sqrt{2}$ (B) $10\sqrt{2}$
 (C) 20 (D) $20\sqrt{2}$

14. The perimeter of a rectangle is equal to that of a square. If the length of the rectangle is thrice its breadth, then find the ratio of the areas of the rectangle and the square.

- (A) $\frac{4}{3}$ (B) $\frac{3}{4}$
 (C) $\frac{3}{2}$ (D) $\frac{2}{3}$

DIRECTIONS for question 15: Type in your answer in the input box provided below the question.

15. In the figure given below, AB is the diameter of the circle and BC is tangent to the circle. If CA intersects the circle at E and the tangent to the circle at E intersects BC at D, find the measure of ED (in cm), given that BC measures 16 cm.



1

DIRECTIONS for questions 16 and 17: Select the correct alternative from the given choices.

16. Find the quadratic equation whose roots are half the roots of the equation $x^2 + 5x + 3 = 0$.

(A) $x^2 + 10x + 12 = 0$ (B) $4x^2 + 20x + 3 = 0$
(C) $x^2 + 9x + 7 = 0$ (D) $4x^2 + 10x + 3 = 0$

DIRECTIONS for questions 18 and 19: Type in your answer in the input box provided below the question.

18. The average age of a class of 59 students and their teacher is 22 years and 4 months. If the average age of the class falls by four months when the teacher is excluded, what is the age (in years) of the teacher?

1

