

Sample MICA Admissions Test (MICAT) - 2

Name:

Permanent IMS No. :

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Centre : Date:

		2010
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Signature of the Invigilator

Signature of the candidate

Instructions :

This test booklet is divided into five sections - A, B, C, D & E. Each section contains different types of questions. **Please read the instructions carefully before you start responding to questions in any section.**

Sections A, B, C and D contain multiple choice questions. **The score sheet is included in this booklet for sections A, B, C and D. You have to blacken your answer by using HB pencil.** If you have to change your answer, then erase your present answer completely and blacken your new answer choice.

Each section has been allotted a time-limit as given below. It is advised that you complete the section within the time limit. However, if you are able to finish all the questions in a section before time, you may proceed to the next section.

Section A - 10 minutes

Section B - 10 minutes

Section C - 25 minutes

Section D - 15 minutes

Section E - 30 minutes

***THE TOTAL DURATION OF THE TEST IS ONE HOUR AND THIRTY MINUTES ONLY.
ALL QUESTIONS ARE COMPULSORY.***



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SCORE SHEET

Name

Date

PIN

Directions : (A) Mark your answers by darkening the appropriate circle with an HB pencil.
(B) Make no stray mark anywhere on the score sheet.

Section A	Section B	Section C	Section D
A B C D E	A B	A B C D	A B C D
1 ○○○○○○	1 ○○	1 ○○○○	1 ○○○○
2 ○○○○○○	2 ○○	2 ○○○○	2 ○○○○
3 ○○○○○○	3 ○○	3 ○○○○	3 ○○○○
4 ○○○○○○	4 ○○	4 ○○○○	4 ○○○○
5 ○○○○○○	5 ○○	5 ○○○○	5 ○○○○
6 ○○○○○○	6 ○○	6 ○○○○	6 ○○○○
7 ○○○○○○	7 ○○	7 ○○○○	7 ○○○○
8 ○○○○○○	8 ○○	8 ○○○○	8 ○○○○
9 ○○○○○○	9 ○○	9 ○○○○	9 ○○○○
10 ○○○○○○	10 ○○	10 ○○○○	10 ○○○○
11 ○○○○○○	11 ○○	11 ○○○○	11 ○○○○
12 ○○○○○○	12 ○○	12 ○○○○	12 ○○○○
13 ○○○○○○	13 ○○	13 ○○○○	13 ○○○○
14 ○○○○○○	14 ○○	14 ○○○○	14 ○○○○
15 ○○○○○○	15 ○○	15 ○○○○	15 ○○○○
16 ○○○○○○	16 ○○	16 ○○○○	16 ○○○○
17 ○○○○○○	17 ○○	17 ○○○○	17 ○○○○
18 ○○○○○○	18 ○○	18 ○○○○	18 ○○○○
19 ○○○○○○	19 ○○	19 ○○○○	19 ○○○○
20 ○○○○○○	20 ○○	20 ○○○○	20 ○○○○
21 ○○○○○○	21 ○○	21 ○○○○	21 ○○○○
22 ○○○○○○	22 ○○	22 ○○○○	22 ○○○○
23 ○○○○○○	23 ○○	23 ○○○○	23 ○○○○
24 ○○○○○○	24 ○○	24 ○○○○	24 ○○○○
25 ○○○○○○	25 ○○	25 ○○○○	25 ○○○○
26 ○○○○○○	26 ○○		
27 ○○○○○○	27 ○○		
28 ○○○○○○	28 ○○		
29 ○○○○○○	29 ○○		
30 ○○○○○○	30 ○○		



Section-A (Time - 10 minutes)

There are thirty problems in this section. Each problem consists of four clues and against that set of four clues, five alternatives are given. These alternatives are associated with either one or more than one clue in some manner. Amongst all these five alternatives, there is only one alternative that is associated with all the four clues in some manner. This alternative is the right answer. Your task is to mark the right answer from among the alternatives given.

For example, in the sample problem, alternative A 'mind' is related to all four clues as follows: (i) mind blowing (ii) mind set (iii) out of mind and (iv) mind and brain are used interchangeably. In that case, you have to encircle the alternative B.

Clues	Alternatives
(i) Blowing	(A) Rind
(ii) Set	(B) Mind
(iii) Out	(C) Wind
(iv) Brain	(D) Get
	(E) Sight

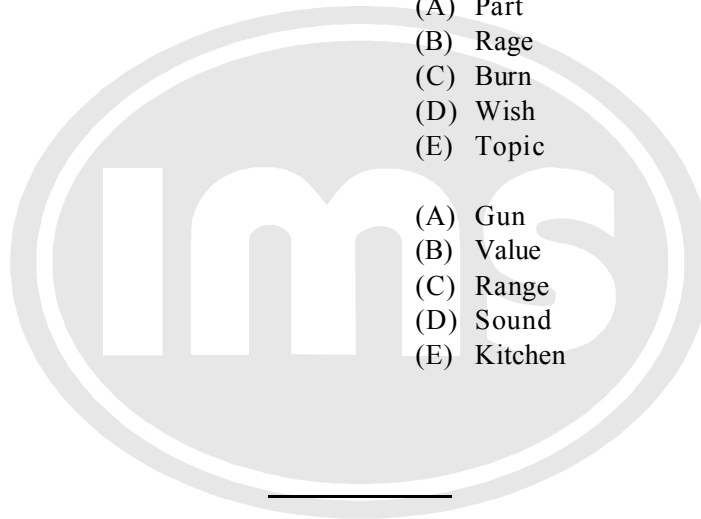
Clues	Alternatives
1. i. Deer ii. Tiger iii. Kangaroo iv. Hippopotamus	(A) Pouch (B) Stripes (C) Mammals (D) Zoo (E) Australia
2. i. Lighting ii. Character iii. Stoop iv. Tone	(A) Camera (B) Low (C) Flower Pot (D) Complicated (E) Subdued
3. i. Order ii. Law iii. Manner iv. Authority	(A) Rules (B) Understanding (C) Stipulation (D) Requirement (E) Excitement
4. i. Scare ii. Phobia iii. Anxiety iv. Nausea	(A) Temperament (B) Courage (C) Dread (D) Mind (E) Levels
5. i. Master ii. Hyatt iii. Ceremony iv. Canyon	(A) Famous (B) International (C) Renowned (D) Grand (E) Phenomenal

	Clues	Alternatives
6.	i. Sparkle ii. Hard iii. Forever iv. Poker	(A) Body (B) Diamond (C) Pearls (D) Petals (E) Girls
7.	i. Under ii. Back iii. Play iv. Work	(A) Field (B) Farm (C) Ground (D) Players (E) Sports
8.	i. Fictitious ii. Fixed iii. Monetary iv. Toxic	(A) Work (B) Fraud (C) Income (D) Character (E) Assets
9.	i. Fire ii. Life iii. General iv. Cargo	(A) Trade (B) Risk (C) Mitigation (D) Insurance (E) Transport
10.	i. Property ii. Number iii. Time iv. Concern	(A) Posh (B) Creation (C) Engineering (D) Prime (E) Watch
11.	i. Crimson ii. Vermilion iii. Magenta iv. Scarlet	(A) Red (B) Blue (C) Colours (D) Pigments (E) Shades
12.	i. Porter ii. Former iii. Literate iv. Scribe	(A) Pro (B) Trans (C) Con (D) Off (E) Super

Clues	Alternatives
13. i. Bank ii. Act iii. Letter iv. Pact	(A) Cash (B) People (C) Draft (D) Crime (E) Knowledge
14. i. Straight ii. Down iii. Cross iv. Draw	(A) Point (B) Issue (C) Matter (D) Line (E) Group
15. i. Temper ii. Height iii. Shares iv. Story	(A) Length (B) Cliff (C) Short (D) Long (E) Security
16. i. Heart ii. Tea iii. Record iv. Through	(A) Acidity (B) Achievement (C) Gramophone (D) Break (E) Blood
17. i. Cobalt ii. Electric iii. Sky iv. Turquoise	(A) Lake (B) Complexion (C) Blue (D) Mood (E) Metals
18. i. Bar ii. Salary iii. Grow iv. Voice	(A) Set (B) Rise (C) Liquor (D) Raise (E) Crops
19. i. Importance ii. Light iii. Paper iv. Gravity	(A) Mass (B) Weight (C) Density (D) Length (E) Mathematics

	Clues	Alternatives
20.	i. Cord ii. Industry iii. Cricket iv. Rate	(A) Circle (B) Music (C) Strike (D) Birds (E) Production
21.	i. Security ii. Information iii. Analysis iv. Brain	(A) Safety (B) Ability (C) Capacity (D) Defence (E) Intelligence
22.	i. Drawing ii. Company iii. Room iv. Across	(A) Painting (B) Product (C) Store (D) Board (E) Point
23.	i. Birth ii. Pock iii. Examination iv. Bench	(A) Certificate (B) Pox (C) Test (D) Desk (E) Mark
24.	i. Mark ii. Doubt iii. Answer iv. Ask	(A) Punctuation (B) Suspicion (C) Solution (D) Question (E) Query
25.	i. Sprint ii. Money iii. Dry iv. Long	(A) Run (B) Athletics (C) Job (D) Short (E) Wet
26.	i. Town ii. Dressing iii. Order iv. Market	(A) City (B) Clothes (C) Method (D) Down (E) Village

	Clues	Alternatives
27.	<ul style="list-style-type: none"> i. Temperature ii. Blood iii. Vibe iv. Shoulder 	<ul style="list-style-type: none"> (A) Cold (B) Animals (C) Joint (D) Feeling (E) Steam
28.	<ul style="list-style-type: none"> i. Tea ii. Bone iii. Clay iv. Republic 	<ul style="list-style-type: none"> (A) Pottery (B) China (C) Sri Lanka (D) India (E) Muscles
29.	<ul style="list-style-type: none"> i. Side ii. Fire iii. Desire iv. Issue 	<ul style="list-style-type: none"> (A) Part (B) Rage (C) Burn (D) Wish (E) Topic
30.	<ul style="list-style-type: none"> i. Shooting ii. Price iii. Cooking iv. Voice 	<ul style="list-style-type: none"> (A) Gun (B) Value (C) Range (D) Sound (E) Kitchen



Section - B (Time - 10 minutes)

All of us deal with different situations, in our daily life, in our own ways. The objective of this section is to know how you deal with your life. There are two options in each item, (a) and (b). Your task is to choose the option which is more descriptive of you and mark in the OMR sheet.

For example, if (a) is more descriptive of you then mark (a) and if (b) is more descriptive of you then mark (b). There is no right or wrong answer.

Please keep in the mind the following:

1. *Choose the item on the basis of **how well it describes your behaviour.***
2. ***Do not choose an item indicating about yourself as you would like to be or as others want you to be.***
3. *Please choose the option truthfully after **careful reading but do not take too much time on a particular item.***

1. (A) I think help should be given to others only if they need it.
(B) I am always ready to help the people.
2. (A) For me, first impression is the last impression as far as a person is concerned.
(B) I do not judge people on the basis of my first interaction with them.
3. (A) I feel appreciation encourages people to do better.
(B) I feel innate skill is enough motivation for people to do better.
4. (A) I generally follow the advice of people who are close to me so that they do not get hurt.
(B) I follow my own instinct in every situation, regardless of other people's advice.
5. (A) I think I can perform better under pressure.
(B) I think I can perform better in a relaxed environment.
6. (A) I will give more importance to my principles even if it means immediate loss.
(B) I will take the decision according to the needs of the situation, even by compromising on principles.
7. (A) At the time of starting the task, I do not think what will happen if it does not get completed on time.
(B) I try to figure out the consequences of my failure to perform the task on time.
8. (A) I prefer to keep one day in the week as an off, whatever may be the workload.
(B) I cannot think of an off if the work is pending.

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9. (A) If any decision of mine is against the wishes of my seniors, I will still take it but let them know.
(B) If any decision of mine is against the wishes of my seniors, I will take it but will not tell anyone.
10. (A) To enjoy anything, I need company of friends and well-wishers around me.
(B) I enjoy things in solitude.
11. (A) I do believe the news that appears in media on face value.
(B) I take anything that appears in media with a pinch of salt.
12. (A) While of interpreting a situation, I generally try to get it verified by the others.
(B) I go ahead with my interpretation.
13. (A) I feel that personal and professional parts of life can be totally separated.
(B) I think that personal and professional parts of life get mixed invariably.
14. (A) According to me, stress is a by-product of sincerity.
(B) According to me, if one is sincere, one should not get stressed.
15. (A) According to me, there should be a limit in terms of time and effort to solve any problem.
(B) According to me, solution matters, not the time or effort taken to solve it.
16. (A) I always start on the premise that the person in front of me is good.
(B) I always start on the premise that the person in front of me can be bad.
17. (A) If I cannot do something that is told by very close people, I cannot tell them so on their faces.
(B) If I cannot do anything, I will always make it clear, however close the other person is.
18. (A) I believe that if I am good to other people, they should reciprocate.
(B) I believe that if I am good to people, that's all that matters, not the reciprocation.
19. (A) According to me, values should be inculcated by parents in an informal manner.
(B) According to me, formal education of values is necessary.
20. (A) If two people with whom I am very close, fight with each other, I will naturally try to take an initiative to calm the things down.
(B) If people with whom I am close fight with each other, I will not intervene at all.
21. (A) I think admitting your own qualities and shortcomings is not conceit.
(B) I think one should not blow his own trumpet.
22. (A) I think even at higher levels in one's career, there is exploitation.
(B) I think exploitation is at lower levels, not at higher levels.
23. (A) I think corruption is present because we tolerate it.
(B) I think corruption is present because of the system.

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24. (A) I think along with the right to do something, right of not doing it is also implicit.
(B) I think along with right to do, the duty to do it for the right cause is implicit.
25. (A) If somebody is giving me advice about my behaviour, I will question him/her whether he/she follows the same.
(B) For me, good advice is what matters and whether the advisor follows it in real life or not is irrelevant.
26. (A) I think that in today's world, presentation matters more than substance.
(B) I believe that if substance is present, then presentation is meaningful, otherwise not.
27. (A) For me, being pragmatic means making compromises and sometimes making them against my wishes.
(B) For me, being pragmatic means being realistic and assess the situation before taking the decision.
28. (A) When I win a competitive event, I feel sympathetic towards those who have lost.
(B) I do not feel sympathetic about those who have lost against me in competition.
29. (A) I believe that after making efforts with total dedication, things cannot go wrong.
(B) I believe that even if dedication is total, still there are chances that things can go wrong.
30. (A) I believe that being young is a state of mind, whatever is one's age.
(B) I believe that with experience, the innocence associated with youth vanishes.
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Section - C (Time - 25 minutes)

DIRECTIONS for questions 1 to 6: In each of the following sentences, parts of the sentences have been left blank. Beneath each sentence, four different ways of completing the sentence are indicated. From among the given choices, choose the best alternative –

1. Some feel that the reason of farmers' suicides is that agriculture, especially in Andhra Pradesh and Maharashtra, which used to be _____ by rain-fed, low cost food crops, has gradually _____ towards the cultivation of cash crops.
(A) harvested – tilted (B) dependent – gone
(C) dominated – moved (D) centred – turned
2. By the time the radio had _____ way for television, every Indian _____ the small screen just as he had the big screen.
(A) created - adopted (B) paved - lured
(C) made - embraced (D) cleared - took
3. The _____ rites of the Black Magic cult were kept secret by the members and were never _____ to outsiders.
(A) eclectic – shared (B) elusive - known
(C) esoteric – divulged (D) inexplicable - open
4. Being a bit hesitant about _____ the man as a complete fraud, I decided to attack the weaker points of his theory, _____ them one by one.
(A) denouncing – debunking (B) ridiculing – proving
(C) castigating – strengthening (D) mocking – destroying
5. _____ is our _____ guide to Truth and we allow ourselves to be swept by it.
(A) Rationality - trusted (B) Reason - appointed
(C) Philosophy - revered (D) Ideology – favourite
6. Early _____ of maladjustment to college culture is _____ by the tendency to develop friendship networks outside colleges which mask signals of such maladjustment.
(A) treatment – compounded
(B) detection – facilitated
(C) identification – complicated
(D) prevention – helped

DIRECTIONS for questions 7 to 10: For each of the highlighted words below, a contextual usage is provided. Pick the word from the alternatives given that is most appropriate in the given context.

7. **Junk:** Many of the junk foods in the market today are preferred by children, causing a concern to the parents.
(A) not providing nutrition (B) garbage
(C) unusable (D) rusty

8. **Key:** Behaviour, rather than genetics, may provide the key to reducing a woman's risk of developing type 2 diabetes.
(A) Device to open a lock (B) Important
(C) Solution (D) Primary
9. **Treat:** The Sarod recital by Ustad Amjad Ali Khan was a treat for music lovers.
(A) Feast (B) Therapy (C) Behaviour (D) Thing to cherish
10. **Direct:** To direct a film is my dream.
(A) Conceptualize (B) Straight
(C) Figure of Speech (D) Show the way

DIRECTIONS for questions 11 to 15: In the questions below, a sentence is given followed by 4 different ways of phrasing the same sentence. Choose the most grammatically and semantically correct alternative.

11. If one is asked to define the words *testimony, charismatic or clandestine*, one may face discomfort.
(A) One should not be asked to define words like *testimony, charismatic or clandestine* as one may not be comfortable.
(B) One should be asked to define words like *testimony, charismatic or clandestine* even if one is not comfortable.
(C) One is not comfortable if asked to define words like *testimony, charismatic or clandestine*.
(D) One may face difficulty if asked to define words like *testimony, charismatic or clandestine*.
12. The ability to understand main ideas is perhaps the most important factor for good reading skills.
(A) One cannot develop good reading skills unless and until one develops the ability to understand main ideas.
(B) One must have the ability to understand main ideas to develop good reading skills.
(C) The ability to understand main ideas might help the person to develop good reading skills.
(D) Good reading skills are dependent solely on the ability to understand main ideas.
13. America's economy has cooled during recent months.
(A) The American Economy has slowed down considerably during recent months.
(B) The American Economy's growth rate has reduced slightly of late.
(C) The American Economy is no longer an attractive or 'hot' economy.
(D) The American Economy has decided to cool down during recent months.
14. Delays in disposals of files are everywhere.
(A) Everywhere the files get delayed.
(B) Files do not get cleared on time and that happens everywhere.
(C) People who deal with the files delay them everywhere.
(D) Delays in disposals of files are to be expected everywhere.

15. Philosophy is a word that has been used in many ways; some wider, some narrower.
- (A) Philosophy has many meanings.
 - (B) Philosophy has many applications.
 - (C) As a word, Philosophy can convey a lot of things.
 - (D) Philosophy has many uses.

DIRECTIONS for questions 16 to 20: Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the one that completes the paragraph in the most appropriate way.

16. 'To give millions knowledge of English is to enslave them. The foundation that Macaulay laid of education has enslaved us. A universal language for India should be Hindi', Gandhi wrote in Hind Swaraj. 'His opposition was not to English but what it symbolized: political slavery and cultural degradation', according to Arvind Krishna Mehrotra. At various times, Gandhi had especially warned of the dangers involved in taking to English. But ironically for both Gandhi and Nehru, English was an instrument to subjugate the empire rather than a language that enslaved them.
- (A) Gandhi did not discourage serious writers from taking to English
 - (B) Both of them resolved this paradox to their own benefit.
 - (C) They used the language fluently, like mother tongue.
 - (D) It was really enlightening and enriching.
17. Once he was Prime Minister, and then Prime Minister-in-waiting. The scion of India's premier political family, he was a 'VIP' by birth, nurtured in an ambience his fellow citizens could only dream of. But hubris stalked him day and night. For the 40 years it stayed its hand, Rajiv Gandhi was a mere mortal, a pilot working for a living though he lived in a Prime Minister's house.
- (A) But when his star rose, it was a meteoric rise.
 - (B) Then came the tragedy of his mother's assassination.
 - (C) He entered politics after his brother's death with reluctance.
 - (D) For the masses, he was a natural successor.
18. In the Indian business landscape, Reliance stands second to none. Dhirubhai Ambani embraced the cult of equity ownership when other industrial barons were preoccupied with more conservative strategies of perpetuating their control. This ensured the recruitment of a substantial body of shareholders to its cause – an agglomeration of corporate and civic voters with substantial political clout.
- (A) Ambani's style of working the delicate nexus between business and politics was visionary.
 - (B) He also made strategic political investments.
 - (C) The rising middle class of India could actually dream of a surplus income.
 - (D) His rivals were more conventional and orthodox.

19. Some philosophers endorse views according to which there are abstract objects such as numbers, or Universals. (Universals are properties that can be instantiated by multiple objects, such as *redness* or *squareness*.) Abstract objects are generally regarded as being outside of space and time, and/or as being causally inert. Mathematical objects, fictional entities and worlds are often given as examples of abstract objects. The view that there really are no abstract objects is called nominalism. Realism about such objects is exemplified by Platonism.
- (A) Other positions include moderate realism and conceptualism.
 - (B) These are not mere theories.
 - (C) They are attempts to find some meaning in the Universal chaos.
 - (D) Indian philosophy has a different take on this.
20. Existentialism is a term applied to the work of a number of 19th- and 20th-century philosophers who, despite profound doctrinal differences generally held that the focus of philosophical thought should be to deal with the conditions of existence of the individual person and his or her emotions, actions, responsibilities, and thoughts. The early 19th century philosopher Søren Kierkegaard, posthumously regarded as the father of existentialism, maintained that the individual is solely responsible for giving one's own life meaning and living that life passionately and sincerely, in spite of many existential obstacles and distractions including despair, angst, absurdity, alienation, and boredom. Subsequent existential philosophers retain the emphasis on the individual, but differ, in varying degrees, on how one achieves and what constitutes a fulfilling life, what obstacles must be overcome, and what external and internal factors are involved, including the potential consequences of the existence or non-existence of God.
- (A) Many existentialists have also regarded traditional systematic or academic philosophy, in both style and content, as too abstract and remote from concrete human experience.
 - (B) Existentialism became fashionable in the post-World War years as a way to reassert the importance of human individuality and freedom.
 - (C) Literature and Art have been influenced by the Existentialist thoughts for a long time.
 - (D) Franz Kafka and Albert Camus are regarded as the examples of Pre-World War II and Post-World War II Existentialist views.

DIRECTIONS for questions 27 to 31: The passage given below is followed by a set of 5 questions. Choose the most appropriate answer to each question.

Knowledge emerges out of perceived lacunae in existing fields and the pioneering futuristic ideas of enterprising and creative minds. The social sciences emerged in the nineteenth century out of this perceived need to tackle the newer and varied issues emerging in society due to industrialization. Various disciplines of social sciences emerged out of the felt need that specialized and differentiated disciplines required to be created to address the range of problems being thrown up by dramatic changes in society.

Thus, Political Science and Public Administration grew out of the necessity to understand and tackle the problems resulting from the transformation in the relationship between the individual, political and administrative aspects of the society and the state. The study of Political History, Political Theory, State, Ideology, Political Institutions, Administrative theories, Bureaucracy and its institutions, etc. was started to gain insights into the processes of government with the intention of improving the conditions in society.

However, it was perceived that this historical, descriptive study of political and administrative structures and institutions did not sufficiently help to alter or improve individual and societal conditions. While these studies were contributing to academic analysis, they did not have a direct impact on improving the quality of human life. It was more or less accepted that social sciences had little or no practical application. This realization made the scholars feel that social sciences should provide solutions or at least approach the actual problems of the society.

Early in the twentieth century, the thought of applying the research methods of Pure Sciences in social sciences to bring about change in them came forward. To an extent, emphasis on empirical investigation and scientific methodology did lead to clear quantifiable results in a few areas like Psychology, Economics and Management. The relevance of social science research and its increasing applicability was amply demonstrated after 1920s. Increasingly, social sciences were seen to be emerging out of their ivory tower of metaphysical and theoretical constructs to handle common problems and issues.

Economics was the first discipline to find acceptance in both - the government and the general public. The World War I and its repercussions were well analyzed and managed by economists, who found acceptance in the corridors of political decision-making. After the Great Depression, it became an integral part of all government offices. Further, theories of Psychology and Sociology, which until recently were bound within the confines of libraries and universities, were getting used to explain and tackle various issues in societies. Sociological theories, Psychological experiments and Economic Policies were creating new frontiers and boundaries for social sciences, leading to two developments. On one hand, recognizing the potential for growth, these disciplines were experimenting on novel and innovative themes and concepts which could directly be used by the society. On the other hand, the State and its governing organs were looking forward to the academicians to articulate the problems and conceptualize the solutions and alternatives to handle practical issues within the society.

The interwar period and the World War II were charting new fields and parameters for the social sciences, which could handle various tasks effectively and efficiently. Managing the socio-economic problems of the Great Depression, financing of the war, logistics, communication mechanisms during the war, administrative organization, resource allocation, rehabilitation, political accountability - these were the prime issues of this time and they showed the prospects for the Social Sciences.

Scholars began to deliberate the prospects of pooling knowledge, insights and methodologies in order to resolve common tasks and issues. Higher education, specialization and research in newer areas like decision making, scientific management, operations research, decision theory, etc. contributed in extending the scope and focus of the social sciences in 1930s and 1940s. The need and opportunity for the emergence of a new discipline dedicated to Problem Solving arose out of these conditions. The idea was a concretization of the mood at those times which were seriously grappling with the material, physical, financial, psychological, intellectual, social, philosophical, individual and societal implications of the World War II.

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21. Which of the following would be the most appropriate heading for this paragraph?
- (A) Social Sciences - From Abstract to Real
 - (B) The Emergence of Social Sciences
 - (C) Coming of Age for Social Sciences
 - (D) Social Sciences - Impacts and Influences
22. What can be the most appropriate reason of economics being the first Social Science to be accepted as a discipline for practical purposes?
- (A) The Great Depression
 - (B) World War I
 - (C) World War II
 - (D) Inter-War years
23. What is the most important reason for the evolution of Social Sciences?
- (A) Theoretical and Metaphysical constructs
 - (B) Industrialization
 - (C) Empirical Methods
 - (D) Problems of the Society
24. With respect to this passage, which of the following statements is definitely NOT true?
- (A) Social Sciences have come a long way since their origin.
 - (B) Social Sciences have provided solutions to many pressing problems.
 - (C) Social Sciences have to provide solutions to social problems.
 - (D) Both the World Wars have contributed a lot to Social Sciences
25. The author of this passage definitely agrees with this statement with respect to the passage-
- (A) Social Sciences are not dependent on empirical research like Pure Sciences.
 - (B) Social Sciences can predict the future.
 - (C) Social Sciences should combine the resources.
 - (D) Every problem had added to the understanding of the social sciences.
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Section - D (Time -15 minutes)

DIRECTIONS for questions 1 to 4: Refer to the data below and answer the questions that follow.

Seven people – Praful, Ganesh, Ravi, Sandeep, Dilip, Umesh and Lucky – are sitting in a row, not necessarily in the same order. Praful is to the left of Ganesh, who is to the immediate left of Sandeep. There is exactly one person between Ravi and Dilip. Umesh is at the extreme left end of the row. Lucky is sitting two places away to the left of Ganesh.

1. Who are sitting adjacent to Lucky?
 (A) Dilip and Ganesh (B) Sandeep and Praful
 (C) Ravi and Dilip (D) Ravi and Praful
2. Who is sitting at the extreme right end of the row?
 (A) Sandeep (B) Ravi (C) Dilip (D) Lucky
3. Who is sitting to the immediate left of Ganesh?
 (A) Dilip (B) Ravi (C) Sandeep (D) Cannot be determined
4. Who is sitting at the second place from the left end of the row?
 (A) Ganesh (B) Praful (C) Ravi (D) Lucky

DIRECTIONS for question 5: Choose the correct alternative.

5. Raju walks 30 metres North. He turns left and walks 30 metres. He turns left again and walks 60 metres. He then walks 70 metres left. After this, he turns left again and walks 60 metres and then stops. How far (in metres) is he from his starting point?
 (A) 30 (B) 40 (C) 50 (D) 60

DIRECTIONS for questions 6 to 8: Refer to the data below and answer the questions that follow.

There are 3 stretches in a race – X, Y and Z, each of which is 4 km long. The following table shows the mode of coverage of each stretch and the maximum and the minimum speeds of covering them.

Stretch	Coverage Mode	Minimum Speed (in kmph)	Maximum Speed (in kmph)
X	Bicycle	20	25
Y	Motorcycle	40	50
Z	Car	50	75

Each stretch is covered at a constant speed. The previous record in completing the race was 22 minutes.

6. Rahul travelled at the minimum speed by bicycle as well as motorcycle. If he did not break the previous record, his speed (in kmph) over stretch Z cannot exceed.
- (A) 50 (B) 52 (C) 56 (D) 60
7. Rahul travelled stretch X taking the maximum possible time. The time taken for him to cover stretch Z is $66\frac{2}{3}\%$ less than the time taken to travel stretch X. If he took $46\frac{1}{11}\%$ less time to complete the race than the previous record, then find the speed at which he has travelled stretch Y (in kmph).
- (A) 42 (B) 44 (C) 46 (D) 48
8. Rahul's overall average speed is $450\frac{1}{11}$ kmph. His speed over stretch X was $\frac{5}{12}$ th of his average speed over the stretches Y and Z together. Find his speed over stretch X (in kmph).
- (A) 22 (B) 24 (C) 25 (D) 28

DIRECTIONS for questions 9 to 16: Choose the correct alternative.

9. Ram and Shyam, two magicians, present a magic-show together. Ram triples every red flower in 10 seconds and Ravi doubles every yellow flower in 10 seconds. If after a minute there were 1049 red and yellow flowers, how many flowers were there initially?
- (A) 5 (B) 6 (C) 7 (D) 8
10. In how many ways can 4 boys be seated on 10 different chairs in a row?
- (A) 720 (B) 1080 (C) 3080 (D) 5040
11. A bag contains 7 white and 8 red balls. If 10 balls are drawn at random from the bag, what is the probability that 6 balls are white and the rest are red?
- (A) $\frac{1}{4}$ (B) $\frac{70}{429}$ (C) $\frac{3}{5}$ (D) $\frac{35}{143}$
12. The investments of P and Q are Rs.5000 and Rs.6000 respectively. P takes Rs.20 as monthly salary for running the business and the remaining profit is divided, based on the investments. If P got a total of Rs.640, then how much does Q get in the total profit?
- (A) Rs.460 (B) Rs.480 (C) Rs.500 (D) Rs. 520
13. The angles of elevation of an electric pole from two points A and B lying on the level ground on either side of the pole are 30° and 60° respectively. If the two points A and B are 500 m apart, then at what distance from point A is the electric pole?
- (A) 120 m (B) 125 m (C) 375 m (D) 380 m
14. In an election in which there were only two candidates A and B, B got 50% of the votes that A got. Had A got 200 votes less, there would have been a tie. How many people cast their votes in all? (All votes polled were valid)
- (A) 800 (B) 1000 (C) 1200 (D) 1600

15. If the numerator and the denominator of a fraction are each decreased by 3, the fraction becomes $\frac{2}{3}$. If both the numerator and the denominator are increased by 7, the fraction becomes $\frac{3}{4}$. Find the fraction.

- (A) $\frac{23}{33}$ (B) $\frac{13}{33}$ (C) $\frac{11}{33}$ (D) None of these

16. Ten years from now, the age of Raja’s father will be twice Raja’s age. Ten years ago, the age of Raja’s father was thrice Raja’s age. Find the present age of Raja and his father.

- (A) Raja is 30 and his father is 60 (B) Raja is 40 and his father is 70
(C) Raja is 30 and his father is 70 (D) Raja is 40 and his father is 60

DIRECTIONS for questions 17 to 21: Refer to the data below and answer the questions that follow.

A metal weighs 1500 kg per cubic metre and another metal weighs 2500 kg per cubic metre. These two metals are mixed to form an alloy.

17. Find the weight of 5 cubic metres of an alloy formed by mixing 40% of the first metal and 60% of the second metal.

- (A) 8,250 kg (B) 9,500 kg (C) 10,500 kg (D) 12,250 kg

18. In what proportion should both the metals be mixed to form an alloy with equal weights of both the metals?

- (A) 3:5 (B) 5:3 (C) 3:2 (D) 4:3

19. If 5 cubic metres of the first metal is mixed with 1 cubic metre of the second metal to form an alloy, then what percent is the weight of the second metal?

- (A) 25% (B) 50% (C) 75% (D) 35%

20. If 6000 kg of the first metal is mixed to form an alloy having 60% of the second metal by volume, then find the volume of the alloy.

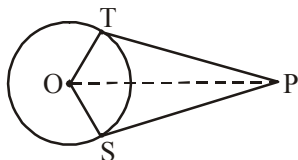
- (A) 10 cubic metres (B) 7 cubic metres
(C) 8 cubic metres (D) 10 cubic metres

21. If the weight of the first metal was 2000 kg per cubic metre and the weight of the second metal remains unchanged, and the alloy contains 25% of the first metal by volume, then find the volume of the second metal in the alloy. (The weight of the first metal in alloy = 10000 kg)

- (A) 10 cubic metres (B) 15 cubic metres
(C) 20 cubic metres (D) 12 cubic metres

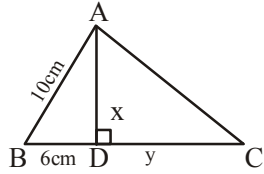
DIRECTIONS for questions 22 to 25: Choose the correct alternative.

22. In a circle with centre O, PT and PS are tangents drawn to it from point P. If PT = 24 cm and OT = 10 cm, then find the length of PO.



- (A) 26 cm (B) 28 cm (C) 30 cm (D) 32 cm

23. In the figure given below, AD is perpendicular to BC in triangle ABC. Find y.

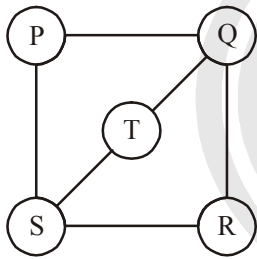


- (A) 8 cm (B) 12 cm (C) 13 cm (D) 15 cm

24. If $\tan^2 \theta - 3 = 0$ and θ is in the third quadrant, then find the value of $\sec \theta$.

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

25. Five towns P, Q, R, S and T are connected by roads as shown in the network below. Design a route such that Manish travels on all the six roads only once.



Which of the following is true for a route that satisfies the above condition?

- (A) No such route exists. (B) The route starts from T.
 (C) The route starts from P or R. (D) The route starts from Q or S.

4. **Problem Solving:**

Poverty is the problem of the poor. The privileged should not concern themselves with it.

5. **Write Précis for the following write up:-**

In the West-facing corner of the first floor library that metamorphosed into the Ambedkar home is situated an angular room that Dr. Bhimrao Ramji Ambedkar spent considerable time in while in Mumbai. The study opens out onto a balcony overlooking Dadar station, where Ambedkar appeared occasionally to greet an eager crowd of supporters gathered below. Tukaram Londhe, who was a teenager then, and who later spent his life as attendant at ‘Raj Griha’, the Ambedkar home; remembers hearing Dr. Ambedkar, pushing all Dalit children hard to study and rise in life.

The balcony, the study, the winding staircase that leads to it, indeed Raj Griha itself, is as nondescript as any other two-storey building in the colony. It has seen better days. In the study, Ambedkar’s four-foot-wide table and personal chair are still in the position they were through 1930s, 40s and 50s. Two old chairs and a sofa complete the setting. His C-shaped bookcase still holds the volumes that he had leafed through. As one’s fingers glide over the solid table, it is not difficult to imagine Dr. Ambedkar seated there, writing and fine-tuning drafts of many a volume, drawing on his memories and experiences. He indeed had a rich and large treasure of experiences and influences to call upon, as he pushed millions of Indians, British rulers, the Indian National Congress and Mahatma Gandhi into acknowledging the dehumanization of the untouchables. In October 1948, as he presided over the Drafting Committee, he completed *The Untouchables – Who were they and why they became Untouchables*. The first copy still stands in his bookcase. The dedication reads: ‘Inscribed to the Memory of Nandanar, Ravidas, Chokhamela – three renowned saints who were born among the untouchables and who by their piety and virtue won the esteem of all.’ Dr. Ambedkar may well have been talking about himself; beyond the obvious references, the inscription is a pointer to some of his earliest influences.

The young Bhimrao through his childhood years in Dapoli and Satara saw his father, a military man, live as a devoted Kabirpanthi advocating anti-idol worship who strangely insisted that his sons read the *Ramayana* and *Mahabharata* every day. Bhimrao, in his unpublished preface to the *Buddha and his Dhamma*, writes that he could not reconcile the contradiction, though he soaked in the influences, just as he could not comprehend why he was made to sit on the floor in a corner of the school classroom, or had to go thirsty but could not go to the common well, or boys in the classroom ran to ‘rescue’ their Tiffin boxes the only time he

went near it. Bhimrao Ambavadekar, his surname coming from the native village Ambavade, learned to live with the injustices without even recognizing them as such, until later when he walked through the portals of Columbia University. At the Satara school was a Brahmin teacher called Mr. Ambedkar who left a lasting impression – during lunch hour everyday he would quietly walk up to Bhimrao to drop a part of his meal into the young boy’s hands. He took so much fancy to the boy that he even changed his surname from Ambavadekar to Ambedkar in the school records.

Gautam Buddha came into Ambedkar’s life rather accidentally. When he completed his matriculation in 1907, his community wanted to felicitate him as he was the first boy to do it, but his father would have none of it. His father’s friend and literary figure Dada Keluskar prevailed. He even presided over the function and presented Bhimrao a copy of his book on Buddha’s life. Ambedkar recalls in an unpublished reference: “I read the book with great interest and was greatly impressed and moved by it.”

During his five years in Elphinstone College in Mumbai, he met the reform-minded Maharaja Sayajirao Gaekwad III of Baroda who offered a monthly scholarship. He also learned about a Mahar conference in Jejuri organized by Shivram Janba Kamble, an early reformer. Incidentally, Gaekwad, much to the chagrin of caste Hindu guests, sat and ate a meal with Ambedkar there. All this left an impression on Ambedkar as he reached Columbia University in 1913 as a post-graduate student where he formed the intellectual connections and personal relationships that were to shape much of his life’s work.

“The best friends I have had in life were some of my classmates at Columbia and my great professors, John Dewey, James Shotwell, Edwin Selgman and James Harvey Robinson,” wrote Ambedkar in Columbia Alumni news, December 1930. Of them all, he considered Prof. Dewey, one of the major philosophers of the 20th Century and Prof. Seligman, a well-known economist, as his hero and mentor respectively. When he wrote his seminal work *Annihilation of Caste* in ’36, he referred to Prof. Dewey as ‘my teacher and to whom I owe so much.’

For a boy who had to fight to be at school and was not permitted to learn Sanskrit, he had an MA in Economics with Sociology, History, Anthropology and Philosophy from Columbia University. This was a major inspiration for him to study law as well as to go to London School of Economics, and beneath it all was a strange and eclectic mix of the mysticism of saints and some strands of Marxist philosophy with Buddhist humanitarianism. An original and unique set of influences. To this amalgamation, Ambedkar brought his study of Law – he was later the Principal of Government Law College in Mumbai and established the Siddharth Law College in addition to the Siddharth College of Arts and Science through his People’s Education Society – all of which segued into his work, writing and indeed his life. The stamp of all these is there on the Constitution of India.
