

**Question
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4. 1. The fragile Yugoslav state has an uncertain future.
 A. Thus, there will surely be chaos and uncertainty if the people fail to settle their differences.
 B. Sharp ideological differences already exist in the country.
 C. Ethnic, regional, linguistic and material disparities are profound.
 D. The country will also lose the excellent reputation it enjoyed in the international arena.
 6. At worst, it will once more become vulnerable to international conspiracy and intrigue.
 (a) BCAD (b) ADCB (c) ACBD (d) DBCA
5. 1. The New Economic Policy comprises the various policy measures and changes introduced since July 1991.
 A. There is a common thread running through all these measures.
 B. The objective is simple to improve the efficiency of the system.
 C. The regulator mechanism involving multitude of controls has fragmented the capacity and reduced competition even in the private sector.
 D. The thrust of the new policy is towards creating a more competitive environment as a means to improving the productivity and efficiency of the economy.
 6. This is to be achieved by removing the banners and restrictions on the entry and growth of firms.
 (a) DCAB (b) ABCD (c) BDAC (d) CDBA
6. 1. Commercial energy consumption shows an increasing trend and poses the major challenge for the future.
 A. The demand, for petroleum, during 1996 – 97 and 2006 – 07 is anticipated to be 81 million tonnes and 125 million tonnes respectively.
 B. According to the projections of the 14th Power Survey Committee Report, the electricity generation requirements from utilities will be about 416 billion units by 1996 – 97 and 825 billion units by 2006 – 07.
 C. The production of coal should reach 303 million tonnes by 1996 – 97 to achieve Plan targets and 460 million tonnes by 2006 – 07.
 D. The demand for petroleum products has already outstripped indigenous production.
 6. Electricity is going to play a major role in the development of infrastructural facilities.
 (a) DACB (b) CADB (c) BADC (d) ABCD
7. 1. The necessity for regional integration in South Asia is underlined by the very history of the last 45 years since the liquidation of the British Empire in this part of the world.
 A. After the partition of the Indian Subcontinent, Pakistan was formed in that very area which the imperial powers had always marked out as the potential base for operations against the Russian power in Central Asia.
 B. Because of the disunity and ill-will among the South Asian neighbours, particular India and Pakistan, great powers from outside the area could meddle into their affairs and thereby keep neighbours apart.
 C. It needs to be added that it was the bountiful supply of sophisticated arms that emboldened Pakistan to go for warlike bellicosity towards India.
 D. As a part of the cold war strategy of the US, Pakistan was sucked into Washington's military alliance spreading over the years.
 6. Internally too, it was the massive induction of American arms into Pakistan which empowered the military junta of that country to stuff out the civilian government and destroy democracy in Pakistan.
 (a) ACBD (b) ABDC (c) CBAD (d) DCAB

12. 1. The history of mammals dates back at least to Triassic time.
 A. Miocene and Pliocene time was marked by culmination of several groups and continued approach towards modern characters.
 B. Development was retarded, however, until the sudden acceleration of evolutionary change that occurred in the oldest Paleocene.
 C. In the Oligocene Epoch, there was further improvement, with appearance of some new lines and extinction of others.
 D. This led in Eocene time to increase in average size, larger mental capacity, and special adaptations for different modes of life.
 6. The peak of the career of mammals in variety and average large size was attained in this epoch.
 (a) BDCA (b) ACDB (c) BCDA (d) ACBD
13. 1. The death of cinema has been predicted annually.
 A. It hasn't happened.
 B. It was said that the television would kill it off and indeed audiences plummeted reaching a low in 1984.
 C. Film has enjoyed a renaissance, and audiences are now roughly double of what they were a decade ago.
 D. Then the home computer became the projected nemesis, followed by satellite television.
 6. Why? Probably because, even in the most atomized of societies, we human beings feel the need to share our fantasies and our excitement.
 (a) CADB (b) BDAC (c) ABDC (d) DABC

Q14 to 19: A number of sentences are given below which, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentence from among the four given choices to construct a coherent paragraph.

14. A. In emission trading, the government fixes the total amount of pollution that is acceptable to maintain a desired level of air quality.
 B. Economists argue this approach makes air pollution control more cost – effective than the current practice of fixing air pollution standards and expecting all companies to pollute below these standards.
 C. USA uses emission trading to control air pollution.
 D. It then distributes emission permits to all companies in the region, which add up to the overall acceptable level of emission.
 (a) BADC (b) ACDB (c) CADB (d) DBAC
15. A. Realists believe that there is an objective reality “out there” independent of ourselves.
 B. This reality exists solely by virtue of how the world is, and it is in principle discoverable by application of the methods of science.
 C. They believe in the possibility of determining whether or not a theory is indeed really true or false.
 D. I think it is fair to say that this is the position to which most working scientists subscribe.
 (a) ABCD (b) CDBA (c) DCBA (d) BCAD

16. A. All levels of demand, whether individual, aggregate, local, national, or international are subject to change.
 B. At the same time, science and technology add new dimensions to products, their uses, and the methods used to market them.
 C. Aggregate demand fluctuates with changes in the level of business activity, GNP, and national income.
 D. The demands of individuals tend to vary with changing needs and rising income.
 (a) CBDA (b) DCAB (c) BCAD (d) ADCB
17. A. There is a strong manufacturing base for a variety of products.
 B. India has come a long way on the technology front.
 C. But the technology adopted has been largely of foreign origin.
 D. There are however areas such as atomic energy, space, agriculture, and defense where significant strides have been made in evolving relevant technologies within the country.
 (a) ADCB (b) DBAC (c) BACD (d) CBAD
18. A. Secret persons shall strike with weapons, fire or poison.
 B. Clans mutually supporting each other shall be made to strike at the weak points.
 C. He shall destroy their caravans, herds, forests and troop reinforcements.
 D. The conqueror shall cause enemy kingdom to be destroyed by neighboring kings, jungle tribes, pretenders or unjustly treated princes.
 (a) DCBA (b) ABCD (c) BDCA (d) ADCB
19. A. The individual companies vary in size, from the corner grocery to the industrial giant.
 B. Policies and management methods within firms range from formal well-planned organization and controls to slipshod day-to-day operations.
 C. Various industries offer a wide array of products or services through millions of firms largely independent of each other.
 D. Variation in the form of ownership contributes to diversity in capital investment, volume of business, and financial structure.
 (a) DBCA (b) CADB (c) BADC (d) ADCB

Q20 to 23: Read the text and the numbered statements carefully and answer the questions given at the end.

Four people of different nationalities live on the same side of a street in four houses each of different color. Each person has a different favorite drink. The following additional information is also known:

The Englishman lives in the red house.
 The Italian drinks tea.
 The Norwegian lives in the first house on the left.
 In the second house from the right they drink milk.
 The Norwegian lives adjacent to the blue house.
 The Spaniard drinks fruit juice.
 Tea is drunk in the blue house.
 The white house is to the right of the red house.

20. The color of the Norwegian's house is
 (a) yellow (b) white (c) blue (d) red

21. Milk is drunk by
 (a) Norwegian (b) English (c) Italian (d) None of the above
22. The Norwegian drinks
 (a) milk (b) cocoa (c) tea (d) fruit juice.
23. Which of the following is not true?
 (a) Milk is drunk in the red house.
 (b) The Italian lives in the blue house.
 (c) The Spaniard lives in a corner house.
 (d) The Italian lives next to the Spaniard.

Q24 to 27 : Refer to the following information and answer the questions that follow.

“Kya – Kya” is an island in the South Pacific. The inhabitants of “Kya – Kya” always answer any question with two sentences, one of which is always true and the other always false.

24. You find that your boat is stolen. You question three inhabitants of the island and they reply as follows:

John says, “I didn’t do it. Mathew didn’t do it.”

Mathew says. “I didn’t do it. Krishna didn’t do it.”

Krishna says. “I didn’t do it. I don’t know who did it.”

Who stole your boat?

- (a) John (b) Mathew (c) Krishna (d) None of them

25. There is only one pilot on the island. You interview three men, Koik, Lony and Mirna. You also notice that Koik is wearing a cap.

Mirna says, “Lony’s father is the pilot. Lony is not the priest’s son.”

Koik says, “I am the priest. On this island, only priests can wear caps.”

Lony says, “I am the priest’s son. Koik is not the priest.”

Which of the following is true?

- (a) Lony is not Koik’s son. (b) Koik is the pilot.
 (c) Mirna is the pilot. (d) Lony is the priest.

26. You are walking on the road and come to a fork. You ask the inhabitants Ram, Laxman and Lila. “Which road will take me to the village?”

Ram says, “I never speak to strangers. I am new to these parts.”

Laxman says, “I am married to Lila. Take the left road.”

Lila says, “I am married to Ram. He is not new to this place.”

Which of the following is true?

- (a) Left road takes you to the village. (b) Right road takes you to the village.
 (c) Lila is married to Laxman. (d) None of these.

27. You want to speak to the chief of the village. You question three inhabitants. Amar, Bobby and Charles. Only Bobby is wearing a red shirt.
Amar says, "I am not Bobby's son. The chief wears a red shirt."
Bobby says, "I am Amar's father. Charles is the chief."
Charles says, "The chief is one among us. I am the chief."

Who is the chief?

- (a) Amar (b) Bobby (c) Charles (d) None of them

Q28 to 31: Each question is a logical sequence of statements with a missing link, the location of which is shown parenthetically. From the four choices available you are required to choose the one which best fits the sequence logically.

28. Many of us live one-eyed lives. We rely largely on the eye of the mind to form our images of reality. It is a mechanical world based on fact and reason. (_____). So today more and more of us are opening the other eye, the eye of the heart, looking for realities to which the mind's eye is blind. This is a world warmed and transformed by the power of love, a vision of community beyond the mind's capacity to see. Either eye alone is not enough. We need "wholesight", a vision of the world in which mind and heart unite.
- (a) It had led to unprecedented scientific growth and material well – being.
(b) In the nuclear age, our mind-made world has been found flawed and dangerous, even lethal,
(c) The question is irrelevant, whether or not they can be seen and reasoned.
(d) We have built our lives based on it because it seemed predictable and safe.
29. People arguing for a position have been known to cast the opposite in an unnecessarily feeble light. (_____). People who indulge in this fallacy may be fearful or ignorant of a strong counter argument. Detecting this fallacy often depends on having already heard a better refutation, or having information with which to construct one.
- (a) Casting the opposite as weaker than it really is, is a very effective strategy.
(b) This portrayal of a refutation as weaker than it really is, is a sure way of proving your point.
(c) Casting the opposite as weaker than it really is, is not a very effective strategy.
(d) This portrayal of refutation as weaker than it really is, is unwarranted.
30. The question of what rights animals should enjoy is a vexatious one, Hundreds of millions of animals are put to death for human use each year. Contrariwise, it can be argued that slowing down scientific research would retard discovery of antidotes to diseases such as cancer which kill humans and animals alike. (_____). What if super intelligent beings from Alpha Centauri landed on earth and decided to use us for their experiments, arguing that they could save far more of their and our lives by so doing?
- (a) It will benefit both in the long run.
(b) Is the argument truly fair to animals?
(c) But the progress of human civilization cannot be made contingent on some hypothetical rights of animals.
(d) There is no question of equating human rights with those of animals.

31. A deliberation is a form of discussion in which two people begin on different sides of an issue. (_____) Then each decides, in the light of the other argument whether to adopt the other position, to change his or her position somewhat, or to maintain the same position. Both sides realize that to modify one's position is not to lose; the point is to get closer to the truth of the matter.
- (a) Each person argues his or her position most sincerely.
 - (b) The prerequisite for deliberation to be productive is that persons involved must keep an open mind.
 - (c) The purpose is to resolve the issue to the satisfaction of both parties.
 - (d) The trick is to state your viewpoint from a position of strength.

Q32 to 41: Each of these questions has a pair of CAPITALIZED words followed by four pairs of words. Choose the pair of words which best expresses the relationship similar to that expressed in the capitalized pair.

32. BRAND : PRODUCT
- (a) Dalda : Rath
 - (b) Aircraft : Flying Machine
 - (c) Shoes : Reebok
 - (d) Sports car : Automobiles
33. FOOD : GOURMET
- (a) Book : Critic
 - (b) Art : Connoisseur
 - (c) Sports : Fans
 - (d) Craft : Skill
34. NORTH : SOUTH
- (a) Black : White
 - (b) Yellow : orange
 - (c) Red : Maroon
 - (d) Red : Indigo
35. D ROUGHT : FAMINE
- (a) Poverty : Plenty
 - (b) Drip : Fluid
 - (c) Camera : Film
 - (d) Training : Skill
36. NUTS : BOLTS
- (a) Nitty : Gritty
 - (b) Bare : Feet
 - (c) Naked : Clothes
 - (d) Hard : Soft
37. SALT : SALTY
- (a) Sweet : Sugar
 - (b) Cow : Bovine
 - (c) Bitter : Sour
 - (d) Taste : Flavor
38. JUST : ARBITRARY
- (a) Order : Chaos
 - (b) Bare : Clothed
 - (c) Hope : Surprise
 - (d) Proper : Improper
39. CRIME : PUNISHMENT
- (a) Lawyer : Judge
 - (b) Court : Room
 - (c) Accused : Defendant
 - (d) Homicide : Penalty

40. ATMOSPHERE : STRATOSPHERE
(a) Nimbus : Cloud
(c) Aircraft : Jet
(b) Instrument : Calibration
(d) Climate : Rain
41. DIVIDE : UNITE
(a) Split : Apart
(b) Fission : Fusion
(b) Marriage : Divorce
(d) Chasm : Gap

Q42 to 46: Each of the following questions has four items. Mark the one that does not belong to this group.

42. (a) Invoice (b) Sales Tax (c) Octroi (d) Quotation
43. (a) Equestrian (b) Neigh (c) Derby (d) Bark
44. (a) Apt (b) Relevant (c) Appropriate (d) Adept
45. (a) Ring (b) Shoulder (c) Finger (d) Write
46. (a) Abstract (b) Conceptual (c) Material (d) Idealist

Q47 to 50 : Each question is a sentence broken into four parts. Select that part which has an error.

47. (a) You did not wait
(c) went to meet him.
(b) for us before you
(d) Isn't it?
48. (a) The police have prevented
(c) city without informing them
(b) Rajan in leaving the
(d) two days in advance.
49. (a) I would have
(c) documents yesterday if
(b) given you the
(d) you had asked for it.
50. (a) Who have you
(c) on astrophysics
(b) invited for the lecture
(d) this evening?

Section – II

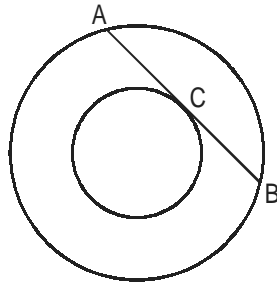
Q51 - 57 : Each of these items has a question followed by two statements. As the answer, Mark (a), If the question can be answered with the help of statement I alone, Mark (b), If the question can be answered with the help of statement II, alone, Mark (c), If both, statement I and statement II are needed to answer the question, and Mark (d), If the question cannot be answered even with the help of both the statements.

51. Given that X and Y are non-negative. What is the value of X?
I. $2X + 2Y \leq 40$
II. $X - 2Y \geq 20$
52. What are the values of 3 integers a, b, and c?
I. $ab = 8$
II. $bc = 9$
53. Is the average of the largest and the smallest of four given numbers greater than the average of the four numbers?
I. The difference between the largest and the second largest numbers is greater than the difference between the second smallest and the smallest numbers.
II. The difference between the largest and the second largest numbers is less than the difference between the second largest and the second smallest numbers.
54. What are the ages of the three brothers?
I. The product of their ages is 21.
II. The sum of their ages is not divisible by 3.
55. Two types of widgets, namely type A and type B, are produced on a machine. The number of machine hours available per week is 80. How many widgets of type A must be produced?
I. One unit of type A widget requires 2 machine hours and one unit of type B widget requires 4 machine hours.
II. The widget dealer wants supply of at least 10 units of type A widget per week and he would not accept less than 15 units of type B widget.
56. What is the area of a regular hexagon?
I. The length of the boundary line of the hexagon is 36 cm.
II. The area of the hexagon is 6 times the area of an equilateral triangle formed on one of the sides.
57. What is the price of mangoes per kg?
I. Ten kg of mangoes and two dozens of oranges cost Rs.252.
II. Two kg of mangoes could be bought in exchange for one dozen oranges.

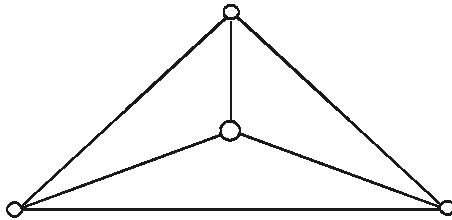
Q58 – 100 : Choose the appropriate answer choice.

58. Two oranges, three bananas and four apples cost Rs.15. Three oranges, two bananas and one apple cost Rs 10. I bought 3 oranges, 3 bananas and 3 apples. How much did I pay?
(a) Rs.10 (b) Rs.8 (c) Rs.15 (d) cannot be determined

67. The line AB is 6 metres in length and is tangent to the inner one of the two concentric circles at point C. It is known that the radii of the two circles are integers. The radius of the outer circle is



- (a) 5 metres (b) 4 metres (c) 6 metres (d) 3 metres
68. Four cities are connected by a road network as shown in the figure. In how many ways can you start from any city and come back to it without travelling on the same road more than once?



- (a) 8 (b) 12 (c) 16 (d) 20

Q69 and 70 : Use the following information :

Eighty five children went to an amusement park where they could ride on the merry – go round, roller coaster, and Ferris wheel. It was known that 20 of them took all three rides, and 55 of them took at least two of the three rides. Each ride cost Re.1, and the total receipt of the amusement park was Rs.145.

69. How many children did not try any of the rides?
 (a) 5 (b) 10 (c) 15 (d) 20
70. How many children took exactly one ride?
 (a) 5 (b) 10 (c) 15 (d) 20
71. John bought five mangoes and ten oranges together for forty rupees. Subsequently, he returned one mango and got two oranges in exchange. The price of an orange would be
 (a) Rs.1 (b) Rs.2 (c) Rs.3 (d) Rs.4
72. The number of positive integers not greater than 100, which are not divisible by 2, 3 or 5 is
 (a) 26 (b) 18 (c) 31 (d) None
73. Let $u_{n+1} = 2u_n + 1 (n = 0, 1, 2, \dots)$ and $u_0 = 0$. Then u_{10} nearest to
 (a) 1023 (b) 2047 (c) 4095 (d) 8195

Q74 and 75 :

A function $f(x)$ is said to be even if $f(-x)=f(x)$, and odd if $f(-x) = -f(x)$. Thus, for example, the function given by $f(x) = x^2$ is even, while the function given by $f(x) = x^3$ is odd. Using this definition, answer the following questions.

74. The function given by $f(x) = |x|^3$ is
(a) even (b) odd (c) neither (d) both
75. The sum of two odd functions
(a) is always an even function (b) is always an odd function
(c) is sometimes odd and sometimes even (d) may be neither odd nor even
76. A five digit number is formed using digits 1, 3, 5, 7 and 9 without repeating any one of them. What is the sum of all such possible numbers?
(a) 6666600 (b) 6666660 (c) 6666666 (d) None
77. A box contains 6 red balls, 7 green balls and 5 blue balls. Each ball is of a different size. The probability that the red ball selected is the smallest red ball, is
(a) 1/18 (b) 1/3 (c) 1/6 (d) 2/3

Q78 and 79, use the following information:

ABC forms an equilateral triangle in which B is 2 km from A. A person starts walking from B in a direction parallel to AC and stops when he reaches a point D directly east of C. He, then, reverses direction and walks till he reaches a point E directly south of C.

78. Then D is
(a) 3 km east and 1 km north of A
(b) 3 km east and $\sqrt{3}$ km north of A
(c) $\sqrt{3}$ km east and 1 km south of A
(d) $\sqrt{3}$ km west and 3 km north of A
79. The total distance walked by the person is
(a) 3 km (b) 4 km (c) $2\sqrt{3}$ km (d) 6 km
80. A slab of ice 8 inches in length, 11 inches in breadth, and 2 inches thick was melted and resolidified into the form of a rod of 8 inches diameter. The length of such a rod, in inches, is nearest to
(a) 3 (b) 3.5 (c) 4 (d) 4.5
81. Let $x < 0.50$, $0 < y < 1$, $z > 1$. Given a set of numbers, the middle number, when they are arranged in ascending order, is called the median. So the median of the numbers x , y , and z would be
(a) less than one (b) between 0 and 1 (c) greater than 1 (d) cannot say
82. The maximum possible value of $y = \min(1/2 - 3x^2/4, 5x^2/4)$ for the range $0 < x < 1$ is
(a) 1/3 (b) 1/2 (c) 5/27 (d) 5/16

83. A group of workers was put on a job. From the second day onwards, one worker was withdrawn each day. The job was finished when the last worker was withdrawn. Had no worker been withdrawn at any stage, the group would have finished the job in two-third the time. How many workers were there in the group?
 (a) 2 (b) 3 (c) 5 (d) 11
84. Consider the five points comprising of the vertices of a square and the intersection point of its diagonals. How many triangles can be formed using these points?
 (a) 4 (b) 6 (c) 8 (d) 10
85. Out of 100 families in the neighbourhood, 45 own radios, 75 have TVs, 25 have VCRs. Only 10 families have all three and each VCR owner also has a TV. If 25 families have radio only, how many have only TV?
 (a) 30 (b) 35 (c) 40 (d) 45

Q86 to 88 : The following functions have been defined for three numbers A, B and C :

@ (A, B) = average of A and B

*(A, B) = product of A and B

/(A, B) = A divided by B

Answer these questions with the above data.

86. If $A = 2$ and $B = 4$, the value of $@/(*(A, B), B), A$ would be
 (a) 2 (b) 4 (c) 6 (d) 16
87. The sum of A and B is given by
 (a) $*(@ (A, B), 2)$ (b) $/(@ (A, B), 2)$ (c) $@(* (A, B), 2)$ (d) $@/(@ (A, B), 2)$
88. The sum of A, B, and C is given by
 (a) $*(@(*(@ (B, A), 2), C), 3)$ (b) $/(@(*(@ (B, A), 3), C), 2)$
 (c) $/(@(* (B, A), 2), C), 3)$ (d) None of these
89. A report consists of 20 sheets each of 55 lines and each such line consist of 65 characters. This report is retyped into sheets each of 65 lines such that each line consists of 70 characters. The percentage reduction in number of sheets is closest to
 (a) 20 (b) 5 (c) 30 (d) 35
90. Let $x < 0$, $0 < y < 1$, $z > 1$. Which of the following may be false?
 (a) $(x^2 - z^2)$ has to be positive. (b) yz can be less than one.
 (c) xy can never be zero. (d) $(y^2 - z^2)$ is always negative.
91. A young girl counted in the following way on the fingers of her left hand. She started calling the thumb 1, the index finger 2, middle finger 3, ring finger 4, little finger 5, then reversed direction, calling the ring finger 6, middle finger 7, index finger 8, thumb 9, then back to the index finger for 10, middle finger for 11, and so on. She counted up to 1994. She ended on her.
 (a) thumb (b) index finger (c) middle finger (d) ring finger

Q92 to 94 : Use the following information:

Q started to move from point B towards point A exactly an hour after P started from A in the opposite direction. Q's speed was twice that of P. When P had covered one-sixth of the distance between the points A and B, Q had also covered the same distance.

92. The point where P and Q would meet is
(a) Closer to A (b) Exactly between A and B
(c) Closer to B (d) P and Q will not meet at all
93. How many hours would P take to reach B?
(a) 2 (b) 5 (c) 6 (d) 12
94. How many more hours would P (compared to Q) take to complete his journey?
(a) 4 (b) 5 (c) 6 (d) 7
95. The smallest number which when divided by 4, 6 or 7 leaves a remainder of 2, is
(a) 44 (b) 62 (c) 80 (d) 86
96. The diameter of a hollow cone is equal to the diameter of a spherical ball. If the ball is placed at the base of the cone, what portion of the ball will be outside the cone?
(a) 50% (b) less than 50% (c) more than 50% (d) 100%
97. A ship leave on a long voyage. When it is 18 miles from the shore, a seaplane, whose speed is ten times that of the ship, is sent to deliver mail. How far from the shore does the seaplane catch up with the ship?
(a) 24 miles (b) 25 miles (c) 22 miles (d) 20 miles
98. The product of all integers from 1 to 100 will have the following numbers of zeros at the end.
(a) 20 (b) 24 (c) 19 (d) 22
99. Let x , y and z be distinct positive integers satisfying $x < y < z$ and $x + y + z = k$. What is the smallest value of K that does not determine x , y , z uniquely?
(a) 9 (b) 6 (c) 7 (d) 8
100. Amar, Akbar, and Anthony came from the same public school in the Himalayas. Every boy in that school either fishes for trout or plays frisbee. All fishermen like snow while no frisbee player likes rain. Amar dislikes whatever Akbar likes and likes whatever Akbar dislikes. Akbar likes rain and snow. Anthony likes whatever the other two like. Who is a fisherman but not a frisbee player?
(a) Amar (b) Akbar (c) Anthony (d) None

Section – III

Q101 to 150: Each passage in this part is followed by questions based upon its contents. Read the passage carefully and choose the best answer for each question.

Passage – 1

Emile Durkheim, the first person to be formally recognized as a sociologist and the most scientific of the pioneers, conducted a study that stands as a research model for sociologists today. His investigation of suicide was, in fact, the first sociological study to use statistics. In *suicide* (1964, originally published in 1897) Durkheim documented his contention that some aspects of human behaviour – even something as allegedly individualistic as suicide – can be explained without reference to individuals.

Like all of Durkheim's work, suicide must be viewed within the context of his concern for social integration. Durkheim wanted to see if suicide rates within a social entity (for example, a group, organization, or society) are related to the degree to which individuals are socially involved (integrated and regulated). Durkheim describes three types of suicide: egoistic, anomic, and altruistic. Egoistic suicide is promoted when individuals do not have sufficient social ties. Since single (never married) adults, for example, are not heavily involved with the family life, they are more likely to commit suicide than are married adults. Altruistic suicide on the other hand, is more likely to occur when social integration is too strong. The ritual suicide of Hindu widows on their husbands funeral pyres is one example. Military personnel, trained to lay down their lives for their country, provide another illustration.

Durkheim's third type of suicide – anomic suicide increases when the social regulation of individuals is disrupted. For example, suicide rates increase during economic depressions. People who suddenly find themselves without a job or without hope of finding one are more prone to kill themselves. Suicides may also increase during period of prosperity. People may loosen their social ties by taking new jobs, moving to new communities, or finding new mates.

Using data from the government population reports of several countries (much of it from the French Government Statistical Office), Durkheim found strong support for his line reasoning. Suicide rates were higher among single than married people, among military personnel than civilians, among divorced than married people, and among people involved in nationwide economic crises.

It is important to realize that Durkheim's primary interest was not in the empirical (observations) indicators he used such as suicide rates among military personnel, married people, and so forth. Rather, Durkheim used the following indicators to support several of his contentions: (1) Social behavior can be explained by social rather than psychological factors; (2) suicide is affected by the degree of integration and regulation within social entities; and (3) Since society can be studied scientifically, sociology is worthy of recognition in the academic world. Durkheim was successful on all three counts.

101. Higher suicide rate during rapid progress in a society is a manifestation of
- (a) altruistic suicide.
 - (b) anomic suicide.
 - (c) egoistic suicide.
 - (d) None of the above.

102. In his study of suicide Durkheim's main purpose was
- (a) to document that suicide can be explained without reference to the individual.
 - (b) to provide an explanation of the variation in the rate of suicide across societies.
 - (c) to categorize various types of suicides.
 - (d) to document that social behavior can be explained by social rather than psychological factors.
103. Increase in the suicide rate during economic depression is an example of
- (a) altruistic suicide.
 - (b) anomic suicide.
 - (c) egoistic suicide.
 - (d) Both a and c.
104. Single adults not heavily involved with family life are more likely to commit suicide. Durkheim categorized this as
- (a) anomic suicide.
 - (b) altruistic suicide.
 - (c) egoistic suicide.
 - (d) Both (b) and (c)
105. According to Durkheim, suicide rates within a social entity can be explained in terms of
- (a) absence of social ties.
 - (b) disruption of social regulation.
 - (c) nature of social integration.
 - (d) All of the above.
106. According to Durkheim, altruistic suicide is more likely among
- (a) military personnel than among civilians.
 - (b) single people than among married people.
 - (c) divorcees than among married people.
 - (d) people involved in nationwide economic crises.
107. Basing himself on his own indicators, Durkheim was
- (a) right on some counts, not others.
 - (b) vindicated on all counts.
 - (c) wrong but did not realize that he was right.
 - (d) substantially correct but formally wrong.
108. To support his contentions, Durkheim relied on the following indicators
- (a) social behaviour is explicable predominantly through social factors.
 - (b) suicide is contingent upon the degree of regulation and interaction.
 - (c) recognizing sociology is to acknowledge that society is susceptible to scientific investigation.
 - (d) All of the above.
109. Ritual suicide of Hindu widows on their husband's funeral pyres is
- (a) a manifestation of strong social integration.
 - (b) an example of brutality against women.
 - (c) an example of anomic suicide.
 - (d) an example of egoistic suicide.

Passage – 2

How quickly things change in the technology business! A decade ago, IBM was the awesome and undisputed king of the computer trade, universally feared and respected. A decade ago, two little companies called Intel and Microsoft were mere blips on the radar screen of the industry, upstart start-ups that had signed on to make the chips and software for IBM's new line of personal computers. Though their products soon became industry standards, the two companies remained protected children of the market leader.

What happened since is a startling reversal of fortune. IBM is being ravaged by the worst crisis in the company's 79 year history. It is undergoing its fifth restructuring in the past seven years as well as seemingly endless rounds of job cuts and firings that have eliminated 100,000 jobs since 1985. Last week IBM announced to its shell-shocked investors that it lost \$4.97 billion last year – the biggest loss in American corporate history.

And just when IBM is losing ground in one market after another, Intel and Microsoft have emerged as the computer industry's most fearsome pair of competitors. The numbers on Wall Street tell a stunning story. Ten years ago, the market value of the stock of Intel and Microsoft combined amounted to about a tenth of IBM's. Last week, with IBM's stock at an 11-year low Microsoft's value surpassed its old mentor's for the first time ever (\$26.76 billion to \$26.48 billion) and Intel (\$24.3 billion) is not far behind. While IBM is posting losses, Intel's profits jumped 30% and Microsoft's rose 44%.

Both Intel, the world's largest supplier of computer chips, and Microsoft, the world's largest supplier of computer software, have assumed the role long played by Big Blue as the industry's pacesetter. What is taking place is a generational shift unprecedented in the information age – one recalls a transition in the US auto industry 70 years ago, when Alfred Sloan's upstart General Motors surpassed Ford Motor as America's No. 1 car maker. The transition also reflects the decline of computer manufacturers such as IBM, Wang and Unisys and the rise of companies like Microsoft, Intel and AT&T that create the chips and software to make the computers work. "Just like Dr. Frankenstein, IBM created these two monster competitors," says Richard Shaffer publisher of the Computer Letter "Now even IBM is in danger of being trampled by the creations it unleashed."

Although Intel and Microsoft still have close relationships with Big Blue, there is little love lost between IBM and its potent progeny. IBM had an ugly falling-out with former partner Microsoft over the future of personal-computer software. Microsoft developed the now famous disk operating system for IBM-PC – called DOS – and later created the operating software for the next generation of IBM personal computers, the Personal System/2. When PS/2 and its operating system, OS/2, failed to catch on, a feud erupted over how the two companies would upgrade the system. Although they publicly patched things up, the partnership was tattered. IBM developed its own version of OS/2, which has so far failed to capture the industry's imagination. Microsoft's competing version, dubbed New Technology, or NT, will debut in a few months and will incorporate Microsoft's highly successful Windows program, which lets users juggle several programs at once. Windows NT, however, will offer more new features, such as the ability to link many computers together in a network and to safeguard them against unauthorized use.

IBM and Intel have also been parting company. After relying almost exclusively on the Santa Clara, California company for the silicon chips that serve as computer brains, IBM has moved to reduce its dependence on Intel by turning to competing vendors. In Europe, IBM last year began selling a low-cost line of PC's called Ambra, which runs on chips made by Intel rival Advanced Micro Devices. IBM also demonstrated a sample PC using a chip made by another Intel enemy, Cyrix. And that October IBM said it would begin selling the company's own chips to outsiders in direct competition with Intel.

IBM clearly feels threatened. And the wounded giant still poses the biggest threat to any further dominance by Intel and Microsoft. Last year, it teamed up with both companies most bitter rivals – Apple Computers and Motorola – to develop advanced software and microprocessors for a new generation of desktop computers. In selecting Apple and Motorola, IBM bypassed its longtime partners. Just as Microsoft's standard operating system runs only on computers built around Intel's computer chips, Apple's software runs only on Motorola's chips. Although IBM has pledged that the new system will eventually run on a variety of machines, it will initially run only computer programs written for Apple's Macintosh or IBM's OS/2. Its competitive juice now flowing, IBM last week announced that it and Apple Computer will deliver the operating system in 1994 – a year ahead of schedule.

110. As a result of greater competition in the US Computer industry
 - (a) some computer companies are expanding while others are contracting.
 - (b) employment in the industry is going down.
 - (c) the industry is becoming more monopolized.
 - (d) the share value of IBM is going up relative to that of Intel and Microsoft.

111. Which of the following statements is not implied by the passage?
 - (a) The market of microchips and software's are becoming leaders in the computer industry.
 - (b) Wang and Unisys are primarily manufacturers of computers.
 - (c) IBM laying off workers in the biggest job cut in American corporate history.
 - (d) Intel is based in California.

112. The personal computer called Ambra is marketed by:
 - (a) Cyrix.
 - (b) IBM .
 - (c) Intel.
 - (d) Microsoft.

113. Why is something that happened 70 years ago in the US auto industry being mentioned here?
 - (a) General Motors broke away from Ford Motors.
 - (b) A new company went ahead of an established market leader.
 - (c) Like Dr. Frankenstein, Ford Motor created a monster in General Motors.
 - (d) Microsoft, Intel and AT & T were originally created by IBM.

114. Who is mentioned as the principal supplier of silicon chips to IBM?
 - (a) AT&T.
 - (b) Microsoft.
 - (c) Cyrix.
 - (d) Intel.

115. One possible conclusion from the passage is that
 - (a) share prices are not a good indicator of a company's performance.
 - (b) firing workers restores a company's health.
 - (c) all companies ultimately regret being a Dr. Frankenstein to some other company.
 - (d) consumers gain as a result of competition among producers.

116. Which of the following statements is true?
- (a) IBM plans to introduce a new system that will run on a variety of machines.
 - (b) IBM's new generation desk top computers will run only on Motorola's chips.
 - (c) IBM is working out a joint strategy with Apple to force Motorola to supply chips at a lower price.
 - (d) IBM is going to sell its own chips to Apple and Motorola.
117. Many computers will be linked together through a network in a system developed by
- (a) IBM.
 - (b) Apple.
 - (c) Microsoft.
 - (d) None of the above.
118. What was the original reason for the feud between IBM and Microsoft?
- (a) The two companies developed competing software's.
 - (b) Microsoft and Intel teamed up against IBM.
 - (c) IBM began to purchase microchips from Intel instead of Microsoft.
 - (d) IBM made loses while Microsoft made profits.

Passage – 3

Environmental protection and management is deservedly attracting a lot of attention these days. This is a desirable development in the face of the alarming rate of natural resource degradation which greatly hampers their optimal utilization. When waste waters emanating from municipal sewage, industrial effluent, agriculture and land runoffs, find their way either to ground water reservoirs or other surface water sources, the quality of water deteriorates, rendering it unfit for use. The natural balance is distributed when concentrated discharges of waste water is not controlled. This is because the cleansing forces of nature cannot do their job in proportion to the production of filthy matter.

According to the National Environment Engineering and Research Institute (NEERI), a staggering 70 percent of water available in the country is polluted. According to the Planning Commission "From the Dal lake in the North to the Chaliyar river in the South From Damodar and Hoogly in the East to the Thane Creek in the West, the picture of water pollution is uniformly gloomy. Even our large perennial rivers, like the Ganga, are today are heavily polluted".

According to one study, all the 14 major rivers of India are highly polluted. Beside the Ganga, these rivers include the Yamuna, Narmada, Godaveri, Krishna and Cauvery. These rivers carry 85 percent of the surface runoff and their drainage basins cover 73 percent of the country. The pollution of the much revered Ganga is due in particular to municipal sewage that accounts for $\frac{3}{4}$ th of its pollution load. Despite India having legislation on water pollution [The Water (Prevention and Control of Pollution) Act, 1974] and various water pollution control boards, rivers have today become synonymous with drains and sewers.

Untreated community wastes discharged into water courses from human settlements account for four times as much waste water as industrial effluent. Out of India's 3,119 towns and cities, only 217 have partial (209) or full (8) sewerage treatment facilities and cover less than a third of the urban population. Statistics from a report of the Central Board for Prevention and Control of Water Pollution. Statistics from a report of the Central Board for Prevention and Control of Water Pollution reveal that 1,700 of 2,700 water

using industries in India are polluting the water around their factories. Only 160 industries have waste water treatment plants. One estimate suggests that the volume of waste water of industrial origin will be comparable to that of domestic sewerage in India by 2000 AD. Discharges from agricultural fields, which carry fertilizing ingredients of nitrogen, phosphorous and pesticides are expected to be three times as much as domestic sewage. By that date, thermal pollution generated by discharges from thermal power plants will be the largest in volume.

Toxic effluents deplete the levels of oxygen in the rivers, endanger all aquatic life and render water absolutely unfit for human consumption, apart from affecting industrial production. Sometimes these effects have been disastrous. A recent study reveals that the water of the Ganga, Yamuna, Kali and Hindon rivers have considerable concentrations of heavy metals due to inflow of industrial wastes, which pose a serious health hazard to the millions living on their banks. Similarly, the Cauvery and Kapila rivers in Karnataka have been found to contain metal pollutants, which threaten the health of people in riverine towns. The Periyar, the largest river of Kerala, receives extremely toxic effluent that result in high incidence of skin problems and fish kills. The Godavari of Andhra Pradesh and the Damodar and Hoogly in West Bengal receive untreated industrial toxic wastes. A high level of pollution has been found in the Yamuna, while the Chambal of Rajasthan is considered the most polluted river in Rajasthan. Even in industrially backward Orissa, the Rushikula river is extremely polluted. The fate of the Krishna in Andhra Pradesh, the Tungabhadra in Karnataka, the Chaliyar in Kerala, the Gomti in U.P., the Narmada in M.P. and the Sone and the Subarnarekha rivers in Bihar is no different.

According to the W.H.O.- eighty percent of diseases prevalent in India are water-borne; many of them assume epidemic proportions. The prevalence of these diseases heighten under conditions of drought. It is also estimated that India loses as many as 73 million man-days every year due to water prone diseases, costing Rs.600 crore by way of treatment expenditure and production losses. Management of water resources with respect to their quality also assumes greater importance especially when the country can no more afford to waste water.

The recent Clean-the Ganga Project with an action plan estimated to cost the exchequer Rs.250 crore (which has been accorded top priority) is a trend setter in achieving this goal. The action plan evoked such great interest that offers of assistance have been received from France, UK, US and the Netherlands as also the World Bank. This is indeed laudable. Poland too has now joined this list. The very fact that these countries have volunteered themselves to contribute their mite is a healthy reflection of global concern over growing environmental degradation and the readiness of the international community to participate in what is a truly formidable task. It may be recalled that the task of cleansing the Ganga along the Rishikesh – Hardwar stretch under the first phase of the Ganga Action Plan has been completed and the results are reported to be encouraging.

The reasons for the crisis of drinking water resources are drying up and the lowering of ground water through overpumping; this is compounded by the pollution of water sources. All these factors increase the magnitude of the problem. An assessment of the progress achieved by the end of March 1985, on completion of the first phase of the International Drinking Water Supply and Sanitation Decade (1981 – '91) reveals that drinking water has been available to 73 percent of the urban population and 56 percent of the rural population only. This means that nearly half the country's rural population has to get drinking water facilities. This needs to be urgently geared up especially when considered against the Government's professed objective of providing safe drinking water and sanitation to all by the end of the International Drinking Water Supply and Sanitation Decade i.e. March 1991. The foremost action in this would be to clean up our water resources.

As per surveys conducted by the NEERI, per capita drinking water losses in different cities in the country range between 11,000 to 31,000 litres annually. This indicates a waste level of 20 to 35 percent of the total flow of water in the distribution system primarily due to leaks in main and household service pipes. Preventive maintenance programme would substantially reduce losses, wastages and would certainly go a long way in solving the problem.

According to the Union Ministry of Works and Housing, of the 2.31 lakhs problem villages most have been provided with at least one source of drinking water as of March, 1986. The balance (38,748) villages are expected to be covered during the seventh plan. A time bound national policy on drinking water is being formulated by Government, wherein the task is proposed to be completed by the end of the seventh plan. An outlay of Rs.6,522.47 crores has been allotted for the water supply and sanitation sector in the seventh plan period against an outlay of Rs.3,922.02 crores in the sixth plan. Of this, outlay for rural water supply sector is Rs.3,454.47 crores. It is expected that this outlay would help to cover about 86.4 percent of the urban and 82.2 percent of the rural population with safe drinking water facilities by March 1991. Hygienic sanitation facilities would be provided to 44.7 percent and 1.8 percent of the urban and rural population respectively within the same period.

119. According to NEERI
- (a) the extent of water pollution in the Dal Lake is grim.
 - (b) 70 percent of the total water available in the country is polluted.
 - (c) only 217 out of 3119 towns and cities have sewage treatment facilities.
 - (d) all the 14 major rivers of India are highly polluted.
120. The degradation of natural resources will necessarily lead to
- (a) poor economic utilization of resources.
 - (b) contamination of water from municipal sewage.
 - (c) water unfit for human consumption.
 - (d) none of the above.
121. Which of the following statements has/ have been made by the W.H.O?
- (a) Water-borne diseases account for 80 percent of all diseases prevalent in India.
 - (b) Water-borne diseases in India create a loss of Rs.600 crores every year.
 - (c) Both (a) and (b).
 - (d) None of the above.
122. Which of the following statements is correct?
- (a) The river Periyar is in the South India.
 - (b) The river Periyar is the largest river of Kerala.
 - (c) The river Gomti is also extremely polluted.
 - (d) All of the above are correct.
123. Municipal sewage pollutants account for
- (a) the lowest percentage of water pollution
 - (b) 75 percent of the Ganga's water pollution load.
 - (c) twice the volume of the waste water of industrial origin.
 - (d) three times as much as the discharge from agricultural fields.

124. The crisis of drinking water is caused chiefly by
(a) the green house effect.
(b) water pollution caused by industrial development.
(c) drying up of water sources and over pumping.
(d) increasing urbanization.
125. The cost of the 'Clean-the –Ganga Pollution' Project Action Plan is likely to be sourced from
(a) the Indian exchequer.
(b) France, UK, US and the Netherlands.
(c) the World Bank, Poland, UK.
(d) the US, UK, Netherlands, Poland, France, the World Bank and India.
126. Considerable amounts of metal pollutants are found in the river(s)
(a) Chambal of Rajasthan.
(b) Rushikula in Orissa.
(c) Damodar, Hoogly, Krishna and Gomti.
(d) Ganga, Yamuna, Kali, Hindon, Cauvery and Kapila.
127. Out of the total outlay for water supply and sanitation in the seventh plan, rural water supply sector would receive
(a) about 53 percent.
(b) over 80 percent.
(c) between 65 to 80 percent.
(d) equal to 44.7 percent.
128. The best remedy for shortage lies in
(a) putting up more pumps in rural areas.
(b) cleaning up polluted water.
(c) reducing the waste level of 25-30 percent of the total flow of water.
(d) constructing large sized dams.

Passage – 4

To teach is to create a space in which obedience to truth is practiced. Space may sound a vague, poetic metaphor until we realize that it describes experiences of everyday life. We know what it means to be in a green and open field; we know what it means to be on a crowded rush hour bus. These experiences of physical space have parallels in our relations with others. On our jobs we know what it is to be pressed and crowded, our working space diminished by the urgency of deadlines and competitiveness of colleagues. But then there are times when deadlines disappear and colleagues cooperate, when everyone has a space to move, invent and produce with energy and enthusiasm. With family and friends, we know how it feels to have unreasonable demands placed upon us, to be boxed in by the expectations of those nearest to us. But then there are times when we feel accepted for who we are (or forgiven for who we are not), times when a spouse or a child or a friend gives us the space, both to be and to become.

Similar experiences of crowding and space are found in education. To sit in a class where the teacher stuffs our minds with information, organizes it with finality, insists on having the answers while being utterly uninterested in our views, and focus us into a grim competition for grades – to sit in such a class is to

experience a lack of space for learning. But to study with a teacher, who not only speaks but also listens, who not only answers but asks questions and welcomes our insights, who provides information and theories that do not close doors but open new ones, who encourages students to help each other learn – to study with such a teacher is to know the power of a learning space.

A learning space has three essential dimensions: openness, boundaries and an air of hospitality. To create open learning space is to remove the impediments to learning that we find around and within us; we often create them ourselves to evade the challenge of truth and transformation. One source of such impediments is our fear of appearing ignorant to others or to ourselves. The oneness of a space is created by the firmness of its boundaries. A learning space cannot extend indefinitely; if it did, it would not be a structure for learning but an invitation for confusion and chaos. When space boundaries are violated, the quality of space suffers. The teacher who wants to create an open learning space must define and defend its boundaries with care. Because the pursuit of truth can be painful and discomforting, the learning space must be hospitable. Hospitable means receiving each other, our struggles, our new-born ideas with openness and care. It means creating an ethos in which the community of truth can form and the pain of its transformation be borne. A learning space needs to be hospitable not to make learning painless, but to make painful things possible, things without which no learning can occur, things like exposing ignorance, testing tentative hypotheses, challenging false or partial information, and mutual criticism of thought.

The task of creating learning space with qualities of openness, boundaries and hospitality can be approached at several levels. The most basic level is the physical arrangement of the classroom, Consider the traditional classroom setting with row of chairs facing the lectern where learning space is confined to the narrow alley of attention between each student and teacher. In this space, there is no community of truth, hospitality of room for students to relate to the thoughts of each other. Contrast it with the chairs placed in a circular arrangement creating an open space within which learners can interconnect. At another level, the teacher can create conceptual space-space with words in two ways. One is through assigned reading; the other is through lecturing, assigned reading, not in the form of speed reading several hundred pages but contemplative reading which opens, not fills, our learning space. A teacher can also create a learning space by means of lectures. By providing critical information and a framework of interpretation, a lecturer can lay down boundaries within which learning occurs.

We also create learning space through the kind of speech we utter and the silence from which true speech emanates. Speech is a precious gift and a vital tool, but too often our speaking is an evasion of truth, a way of buttressing our self-serving reconstructions of reality. Silence must therefore be an integral part of learning space. In silence, more than in arguments, our mind made world falls away and we are open to the truth that seeks us. Words often divide us, but silence can unite. Finally teachers must also create emotional space in the class-room, space that allows feelings to arise and be dealt with because submerged feelings can undermine learning. In an emotionally honest learning space, one created by a teacher who does not fear dealing with feelings, the community of truth can flourish between us and we can flourish in it.

129. The task of creating learning space with qualities of openness, boundaries and hospitality is multidimensional. It involves operating at
- (a) psychological and conceptual levels.
 - (b) physical, perceptual and behavioral levels.
 - (c) physical, conceptual and emotional levels.
 - (d) conceptual, verbal and sensitive levels.

130. The statement 'the openness of a space is created by the firmness of its boundaries' appears contradictory. Which of the following statements provides the best justification for the proposition?
- (a) We cannot have a space without boundaries.
 - (b) Bounded space is highly structured.
 - (c) When space boundaries are violated, the quality of space suffers.
 - (d) A teacher can effectively defend a learning space without boundaries.
131. According to the author, learning is a painful process because
- (a) it exposes our ignorance.
 - (b) our views and hypotheses are challenged.
 - (c) it involves criticizing the views of other.
 - (d) All of the above reasons.
132. Understanding the notion of space in our relations with other is
- (a) to acknowledge the beauty of a poetic metaphor.
 - (b) exclusively rooted in our experiences of physical space.
 - (c) to accept a spiritual dimension in our dealings with our peers.
 - (d) to extend the parallel of physical space to our experiences in daily life.
133. Which of the following statements best describes the author's conception of learning space?
- (a) Where the teacher is friendly.
 - (b) Where there is no grim competition for grades.
 - (c) Where the students are encouraged to learn about space.
 - (d) Where the teacher provides information and theories which open new doors and encourages students to help each other learn.
134. According to the author, silence must be an integral part of learning space because
- (a) silence helps to unite us with others to create a community of truth.
 - (b) silent contemplation prepares us to construct our mind –made world.
 - (c) speaking is too often an exercise in the evasion of truth.
 - (d) speaking is too often a way of buttressing our self – serving reconstruction of reality.
135. Another way of describing the author's notion of learning space can be summarized in the following manner
- (a) It is vital that learning be accompanied by unlearning.
 - (b) Learning encompasses such elements as courage, dignity and endeavour.
 - (c) An effective teacher recognizes the value of empathy.
 - (d) Encourage good learners, discourage indifferent ones.
136. According to the author, an effective teacher does not allow
- (a) feelings to arise within the learning space.
 - (b) silence to become an integral part of the learning space.
 - (c) learning space to be filled by speed reading of several hundred pages of assigned reading.
 - (d) violation of learning space boundaries.
137. An emotionally honest learning space can only be created by
- (a) a teacher committed to joining the community of truth.
 - (b) a teacher who is not afraid of confronting feelings.
 - (c) a teacher who takes care not to undermine the learning process.
 - (d) a teacher who worships critical silence.

138. Conceptual space with words can be created by
- (a) assigned reading and lecturing.
 - (b) speed reading and written comprehension.
 - (c) gentle persuasion and deliberate action.
 - (d) creative extrapolation and illustrations.

Passage – 5

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

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

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

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

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

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

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

139. The author argues that the Japanese system
 - (a) is better than the American system.
 - (b) Is highly productive and gives corporate leadership a long term view as a result of its strong traditions.
 - (c) is slowly becoming Americanized.
 - (d) succeeds without business schools, where as the US system fails because of it.

140. The growth of popularity of business schools among students was most probably due to
 - (a) Herbert A. Simon a management professor winning the Nobel Prize in economics.
 - (b) the gain in academic stature.
 - (c) the large number of MBA degree awarded.
 - (d) a perception that it was a 'passport to good life.'

141. According to the passage
 - (a) learning, which was useful in the 1960's and 1970's became irrelevant in the 1980's.
 - (b) management education faced criticisms in the 1980's
 - (c) business schools are insensitive to the needs of industry.
 - (d) by the 1980's business schools contributed to the decline in US competitiveness.

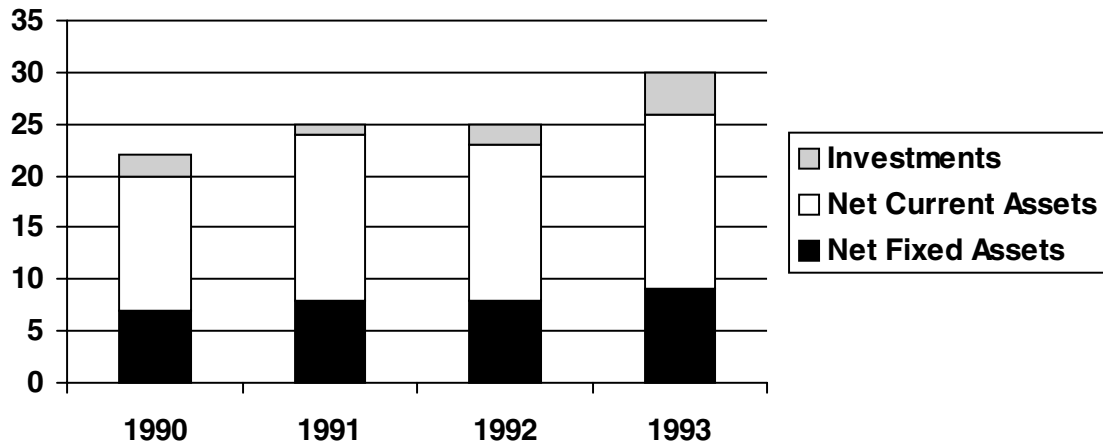
142. A criticism that management education did not face was that
 - (a) it imparted poor quantitative skills to MBAs.
 - (b) it was unnecessarily and deleterious.
 - (c) it was irrevocably irrelevant.
 - (d) it inculcated undesirable attitudes in students.

143. The absence of business schools in Japan
- (a) is due to the prevalent belief that management ability can only be acquired over years of practical experience.
 - (b) was due to the high priority placed on learning as opposed to doing in Confucian culture.
 - (c) is hard to explain for the proponents of business education.
 - (d) contributed a great deal to their success in international trade and business.
144. The 1960's and 1970's can best be described as a period
- (a) when quality business education contribute to the superiority of US corporations.
 - (b) when the number of MBAs rose from under 5,000 to over 50,000.
 - (c) when management education gained new academic stature and greater respect.
 - (d) when the MBA became more disreputable.
145. US business schools faced criticism in the 1980's because
- (a) of the decline in Japanese competitiveness.
 - (b) many critics felt the learning had little relevance to business problems.
 - (c) people realized that management ability cannot be taught.
 - (d) MBAs were unwilling to accept responsibility for implementation on the shop floor.
146. Training programmes in Japanese corporations have
- (a) been based upon Confucian culture.
 - (b) sought the socialization of newcomers.
 - (c) been targeted at people who have neither the capacity nor the incentive to quit.
 - (d) been teaching people to do menial tasks.
147. The Japanese modified their views on management education because of
- (a) greater exposure to US MBA programmes.
 - (b) the need to develop worldwide contacts and become Americanized.
 - (c) the outstanding success of business schools in the US during the 1960's and 1970's.
 - (d) a combination of increased competitive pressures and greater multi-nationalisation of Japanese business.
148. The Japanese were initially able to do without business schools as a result of
- (a) their highly developed and intensively competitive education system.
 - (b) dispatching hundreds of Western technology and modernization.
 - (c) their highly specific in-company training programmes.
 - (d) prevailing beliefs regarding educational institutions.
149. The main difference between US and Japanese corporations is
- (a) that one employs MBAs, the other does not.
 - (b) that US corporations do not employ Japanese people.
 - (c) that US corporations pay more to fresh recruits.
 - (d) in the process of selecting and orienting new recruits.
150. The author argues that
- (a) Japanese do not do without business schools as is generally perceived.
 - (b) Japanese corporations do not hire MBAs because of traditions of universal and rigorous academic education, life long employment and strong group identification.
 - (c) placing MBAs in operational and menial tasks is a major factor in Japanese business success.
 - (d) US corporations should emulate the Japanese and change the way new recruits are induced.

156. Which company had the highest total expenses?
 (a) ANT (b) BAT (c) CAT (d) DAT
157. Which company had the lowest profits?
 (a) ANT (b) BAT (c) CAT (d) DAT
158. Which company had the highest profits.
 (a) ANT (b) BAT (c) CAT (d) DAT

Q159 to 162 : Study the graph below and answer the questions.

Total Assets are defined as Net Fixed Assets + Net Current Assets + Investments



159. What is the approximate simple annual growth rate of Total Assets 1990 and 1993?
 (a) 36% (b) 12% (c) 9% (d) 27%
160. In any two consecutive years, the growth rate is lowest for
 (a) Net Fixed Assets. (b) Net Current Assets.
 (c) Investments. (d) Total Assets.
161. Between 1991 and 1992, the highest growth rate was seen for
 (a) Net Fixed Assets (b) Net Current Assets.
 (c) Investments. (d) Total Assets.
162. The only item which has not shown a negative growth in every year between 1990 and 1993 is
 (a) Net Fixed Assets. (b) Net Current Assets.
 (c) Investments. (d) Total Assets.

Q163 to 166 : Use the following information:

Swetha, Swarna, Sneha and Soumya are four sisters who have an agreement that they share all snacks equally among themselves. One day, uncle Prem gave a box of cookies to Swetha. Since the other sisters were not around, Swetha divided the cookies into four parts, ate her share and put the rest into the box. As she was closing the box, Swarna came in, She took all the cookies from the box and divided them into four equal parts. Swetha and Swarna ate one part each and put the rest into the box. Just then Sneha walked in. She took all the cookies from the box, divided them into four equal parts. The three of them ate their respective shares and put the rest into the box. Later, when Soumya came, she divided all the cookies into four equal parts and all the four sisters ate their respective shares. In total, Soumya ate 3 cookies.

163. How many cookies, in total, did Sneha eat?
(a) 30 (b) 12 (c) 15 (d) 6
164. How many cookies did uncle Prem give to Swetha?
(a) 128 (b) 156 (c) 256 (d) 192
165. How many cookies, in total, did Swetha eat?
(a) 32 (b) 142 (c) 72 (d) 71
166. How many cookies, in total, did Swarna eat?
(a) 9 (b) 30 (c) 39 (d) 78

Q167 to 171 are based on the following information:

A professor keeps data on students tabulated by performance and sex of the student . The data is kept on a computer disk, but unfortunately some of it is lost because of a virus. Only the following could be recovered :

	Performance			Total
	Average	Good	Excellent	
Male			10	
Female				32
Total		30		

Panic buttons were pressed but to no avail. An expert committee was formed, which decided that the following facts were self evident:

Half the students were either excellent or good.
40% of the students were females.
One third of the male students were average.

167. How many students were both female and excellent?
(a) 0 (b) 8 (c) 16 (d) 32
168. How many students were both male and good?
(a) 10 (b) 16 (c) 22 (d) 48

169. Among average students, what was the ratio of male to female?
 (a) 1 : 2 (b) 2 : 1 (c) 3 : 2 (d) 2 : 3
170. What proportion of female students were good?
 (a) 0 (b) 0.25 (c) 0.5 (d) 1.0
171. What proportion of good students were male?
 (a) 0 (b) 0.73 (c) 0.4 (d) 1.0

Q172 to 175 :

Given below are the forecasts of the World and Asian energy demand for the years 1990, 2000 and 2010 AD. The demand is given in million barrels per day, crude oil equivalent.

	1990		2000		2010	
	World	Asia	World	Asia	World	Asia
Petroleum	50.0	4.0	70.0	10.0	80.0	15.0
Natural Gas	30.0	0.5	40.0	2.5	50.0	5.0
Solid Fuels	50.0	4.0	60.0	5.0	75.0	10.0
Nuclear	10.0	0.5	20.0	1.0	25.0	1.3
Hydropower	10.0	1.0	10.0	1.5	20.0	2.0
Total	150.00	10.0	200.0	20.0	250.0	33.3

172. Over 1990 – 2010, which two fuels meet more than 60 percent of the total energy demand of both World and Asia?
 (a) Petroleum & Natural Gas (b) Petroleum & Solid Fuels
 (c) Natural Gas & Solid Fuels (d) None of the above
173. Which fuel's proportion in the total energy demand increases over the decade 1990–2000 and decreases over the decade 2000 – 2010 for both the World and Asia?
 (a) Petroleum (b) Natural Gas (c) Solid Fuels (d) Nuclear
174. Which is the fuel whose proportion in the total energy demand will decrease continuously over the period 1990 – 2010, in Asia?
 (a) Natural Gas (b) Solid Fuels (c) Nuclear (d) Hydropower
175. Which is the fuel whose proportion to the total energy demand of the world will remain constant over the period 1990 – 2010 but whose proportion will increase in the total energy demand in Asia?
 (a) Solid Fuels (b) Nuclear (c) Hydropower (d) Natural Gas

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Answers and Explanations

1	d	21	b	41	c	61	a	81	b	101	b	121	c	141	b	161	c
2	c	22	b	42	d	62	d	82	d	102	a	122	d	142	c	162	d
3	a	23	d	43	d	63	c	83	b	103	b	123	b	143	a	163	c
4	a	24	b	44	d	64	a	84	c	104	c	124	c	144	c	164	a
5	b	25	b	45	d	65	a	85	c	105	d	125	d	145	b	165	d
6	a	26	a	46	c	66	c	86	a	106	a	126	d	146	b	166	c
7	b	27	b	47	d	67	a	87	a	107	b	127	a	147	d	167	a
8	c	28	b	48	b	68	b	88	a	108	d	128	b	148	a	168	c
9	c	29	c	49	d	69	c	89	a	109	a	129	c	149	d	169	d
10	d	30	b	50	a	70	c	90	a	110	a	130	c	150	a	170	b
11	a	31	a	51	c	71	b	91	b	111	c	131	d	151	c	171	b
12	a	32	d	52	c	72	a	92	a	112	b	132	d	152	c	172	b
13	c	33	b	53	a	73	a	93	d	113	b	133	d	153	b	173	a
14	c	34	a	54	d	74	a	94	c	114	d	134	a	154	b	174	d
15	a	35	d	55	c	75	b	95	d	115	c	135	c	155	d	175	d
16	d	36	a	56	a	76	a	96	c	116	a	136	c	156	c		
17	c	37	b	57	c	77	c	97	d	117	c	137	b	157	a		
18	a	38	a	58	c	78	b	98	b	118	a	138	a	158	b		
19	b	39	d	59	c	79	d	99	d	119	b	139	b	159	b		
20	a	40	c	60	c	80	b	100	b	120	a	140	d	160	c		

1. d B. starts at the beginning of Indian industrialization, A. elaborates on it, C. talks about the scenario today, D. states a common element between the beginning and today. The word 'However' in D makes it the conclusive statement AC is mandatory pair. Thus option D (BACD) is the best option.
2. c The correct sequence is ABCD. The question in (1) is answered by A. B follows A by talking about how the state spies upon the taxpayers. C follows B and likens the state's possible behavior to what the tax authority tries to do inconsistently. D talks about an Orwellian System (a despotic form of government described in Orwell's novel 1984) thereby linking it to sentence 6.
3. a C. makes a comparison between competition and justice. D. states what the choice is 'not between', and B. by using 'rather' shows that it should follow D. A continues with the idea and leads to 6. Also DB is a mandatory pair and hence, we are left with only one option i.e. A.
4. a A. uses 'thus' to show the effect of the disparities in Yugoslavia mentioned in B. and C. It should thus follow the two. D. uses the phrase 'will also'..., thus showing that it should follow A.
5. b The use of 'these measures' in A. refers to the measures stated in 1., so it should be the first sentence in the series. B talks about the objectives of these measures and C. and D. elaborate on the idea.
6. a D. introduces the problem related to petroleum products, A. presents statistics to support it. B. talks about electricity, an idea which is continued in 6., so B. should be the last sentence in the series.
7. b A. starts at the beginning of the last 45 years, B. states how external powers tried to control the region, D. continues with the idea. C. talks about supply of arms to Pakistan, an idea that is continued in 6.
8. c C. states a cause for the problem introduced in 1. B. starts with 'added to this', showing that it should follow C. A. introduces a way out of the situation and 6. analyses the solution. Therefore A. should precede 6.
9. c A. introduces us to Rumford's experiments, D. tells us about his observations. C. introduces the term 'caloric', B. explains the term.
10. d C. introduces a controversy regarding 'recognition', A. states an aspect of that controversy, B. talks about what happens when an object is encountered and D. talks about what happens when the same object is countered again. BD is a mandatory pair and D has to be the sentence that makes a pair with sentence 6.
11. a D. continues with the idea introduced in 1. C. states an explanation about the phenomenon, B. refers to this explanation and A. states how it was substantiated. Also A will be the last sentence as it forms a mandatory pair with sentence 6.
12. a There are two mandatory pairs in the questions. BD and A6. B. talks about the beginning of evolution changes, D. about adaptations, C. about further improvements as well as about extinctions, and A. about the approach towards modern lines.
13. c A. states that what has been predicted annually, according to 1. has not happened. B., and then D., talk about events that led to such a prediction. The use of 'then' in D. shows that it should follow B. C. makes a statement that is analysed in 6.
14. c C. introduces the topic of the passage, A. and D. explain it, B. presents the Economists' view of the whole idea.
15. a A. introduces the view of realists regarding reality, B. refers to 'this reality' and should follow A. C. refers to the realists again by using 'they' and should follow A. and B. D. presents the author's view about the given position.
16. d A. introduces 'changes in demands' as the topic sentence, D. gives some factors leading to the changes, C. elaborates on them and B. shows the effect of some more factors on the same issue.
17. c B. talks about the positive aspect of India's technological front, A. continues with the same, C. introduces the other side of the issue by using 'but' and D. contradicts C. by giving certain examples.
18. a D. introduces the topic of destruction of enemy kingdom by conquerors, C. uses the pronoun 'he' thus should follow D., B. and A. present more methods adopted by the conqueror in destroying the enemy.
19. b C. introduces the idea of various industries offering services through millions of firms, A. states that the individual firms vary in size, D. talks about other variations and B. about the variations in policies etc. within the firms.

For questions 20 to 23: If we were to number the houses 1-2-3-4 from left to right, the information given in the question can be depicted as:

Nationality	House Colour	Favourite Drink	House Number
English	Red	Milk	3
Italian	Blue	Tea	2
Norwegian	Yellow	Cocoa	1
Spaniard	White	Fruit Juice	4

Knowing this, we can answer all the questions.

20. a The colour of the Norwegian's house is yellow.

21. b Milk is drunk by the Englishman.
22. b The Norwegian drinks Cocoa.
23. d The only statement that is not true is (d), as the Italian lives in house no. 2 and the Spaniard lives in house no. 4, which are not next to each other.

Q24-27: The best way to solve these kinds of questions is to assume that one of the statements is either true or false and thus figure out whether there is consistency in what everyone is saying.

24. b Let us assume that John's first statement is true. So his second statement must be false. This implies that Mathew did it. This makes Mathew's first statement false. So the second statement has to be true. This implies that Krishna didn't do it. So Krishna's first statement is true and his second statement is false. Since all the statements are consistent with each other, the assumption made by us should be the correct one. So it is Mathew who stole the boat.
25. b The key here are the statements made by Koik. Since we know that he is wearing a cap, if his first statement is false, then his second statement cannot be true. So his first statement is true and his second statement is false. This implies that Koik is the priest. This makes Lony's second statement false and so his first statement is true. So Lony is Koik's son. This makes Mirna's second statement false and so his first statement is true. So Lony's father is a pilot. Thus, Koik is the pilot. (**Note:** Koik is also the priest).
26. a The first statement of Ram is obviously false, as he is saying that he never speaks to a stranger, when he actually is. So he must be new to those parts. This makes the second statement of Lila false. So she should be married to Ram. This makes the first statement of Ram false. So the left road should take you to the village.
27. b If you observe Charles's statement carefully, you will figure out that his first statement is true and second statement is false. For instance, if his first statement is false, then his second statement cannot be true. There would be inconsistency in what he is talking. So Charles is not the chief. This makes Bobby's second statement false and first statement true. So Bobby is Amar's father and hence, Amar's first statement is false. So his second statement must be true. This implies that the chief is wearing the red shirt. So Bobby is the chief.
28. b What follows the blank shows that what has been happening till now has led to some undesirable things and hence a change is now coming in. b. is the only choice that shows what wrong has happened.
29. c c. suggests that the strategy adopted by some people is not very effective, and the idea is continued with in

the passage when the author refers to it as 'this fallacy'.

30. b What follows the blank shows that the author is against the argument projected in the beginning of the passage. B. is the only choice which would support this.
31. a The passage begins with the situation of two people on two different sides of the issue. Each gets a chance to argue his or her position and after listening to each other they decide whether they wish to change their position or not. The use of 'then' after the blank shows that some action has taken place before it, and a. is the only choice showing an action.
32. d A brand is a type of product and a sports car is a type of an automobile.
33. b A gourmet is an expert on food and a connoisseur is an expert on art.
34. a North is the opposite of south and black of white.
35. d Drought and famine are synonyms as are training and skill.
36. a Nuts and bolts are used together as a phrase just as nitty-gritty are also used together.
37. b Salty is the adjective for the noun 'salt'. Bovine is the adjective for the noun 'cow'.
38. a Lack of being just is the defining characteristic of arbitrary just as lack of having order is a characteristic of chaos.
39. d A crime leads to punishment, just as a homicide leads to a penalty.
40. c Stratosphere is a layer of atmosphere, jet is a kind of an aircraft.
41. c The first word of both the pairs implies 'to cut or break up something into parts' while the second word in both means 'bringing things together'.
42. d All others relate to payments made for something.
43. d Equestrian means of or pertaining to horseback riding. Neigh is the cry of a horse. A derby is an annual horse race. Bark is the odd word out.
44. d All others are synonyms.
45. d All others are nouns, while write is a verb.
46. c All others are synonyms.
47. d The correct tag question should use the same auxiliary verb as in the main clause, hence the correct tag question here would be, 'did you?'.

48. b The correct idiomatic usage is 'prevented someone from leaving'.
49. d The 'documents' are a plural noun, so should be referred to by them and not it.
50. a Here who is acting as an object for the verb invited, hence should be replaced by 'whom'.
51. c **From statement I:** $2X + 2Y \leq 40$ or $X + Y \leq 20$
This statement alone cannot give the value of X.
From statement II: $X - 2Y \geq 20$
This statement also alone cannot give the value of X.
On combining statements I and II:
Multiplying the second statement by -1 and adding both the statements, we get
 $3Y \leq 0$ i.e., $Y \leq 0$, but it is given that Y is non negative.
 $\therefore Y = 0$ and $X = 20$
Hence, the answer is (c).
52. c **From statement I:**
(a, b) can be (1, 8), (2, 4), (4, 2) and (8, 1).
Therefore, statement I alone cannot give the value of a, b and c.
From statement II:
(b, c) can be (1, 9), (3, 3) and (9, 1).
On combining statements I and II:
 $b = 1$, $a = 8$ and $c = 9$
Hence, the answer is (c).
53. a If the numbers are a, b, c and d such that $a < b < c < d$, then from statement I, we get $(d - c) > (b - a)$.
So we can say, $(d + a) > (b + c)$ or $(d + a) + (d + a) > (b + c) + (d + a)$. Dividing both the sides by 4, we get
 $\frac{(d + a)}{2} > \frac{(a + b + c + d)}{4}$.
This shows that the average of the largest and the smallest of four numbers is indeed greater than the average of all the 4 numbers. Hence, we can answer the question using first statement only.
54. d From statement I, the ages could be either (1, 3, 7) or (1, 1, 21). Statement II doesn't simplify this further as none of the above combinations when added is divisible by 3.
Hence, the answer is (d).
55. c **From statement I:** From this statement, exact number of widgets produced by machine A cannot be determined.
From statement II: From this statement also exact number of widgets produced by machine A cannot be determined.
On combining statements I and II: Dealer produced minimum 10 units of widget A and 15 units of widget B and for that he requires $10 \times 2 + 15 \times 4 = 80$ machine hours and number of machine hours available per week is also 80 hours.
Hence, he produced 10 units of widget A.
56. a **From statement I:** We can say that the perimeter of the hexagon is 36 cm, or the length of each side is 6 cm. From this we can find its area. So this statement alone is sufficient to answer the question.
From statement II: It does not provide any other data, but merely states the property of a regular hexagon. So, this statement alone is not sufficient to answer the question.
57. c **From statement I:** Let price per kg of mangoes be Rs.x and price per dozen of oranges be Rs.y.
 $\therefore 10x + 2y = 252$
From this statement, we cannot find x.
From statement II: $2x = y$
From this statement also, we cannot find the price per kg of mangoes.
On combining statements I and II: $14x = 252$ i.e., $x = 18$
Hence, the answer is (c).
58. c The two equations are : $2o + 3b + 4a = 15$ and $3o + 2b + a = 10$.
Adding the two equations, we get
 $5o + 5b + 5a = 25$
 $\Rightarrow o + b + a = 5$
 $\therefore 3o + 3b + 3a = 15$.
59. c Since the inflation rate is 8% in both the years 1994 and 1995, therefore, the rate of increase of the price of sugar is 10%.
 \therefore Price of sugar on January 1, 1996 = Price of sugar on January 1, 1994 $\times \left(1 + \frac{10}{100}\right)^2 = 20 \times 1.21 = \text{Rs.}24.20$ per kg.
60. c Total number of two digit codes that can be formed is $10 \times 10 = 100$
Out of them 0,1,6,8,9 can create confusion.
Using these five digits, total number of two digit numbers that can be made is $5 \times 5 = 25$.
But out of these 25 numbers 00,11,88,69 and 96 will not make any confusion.
Hence, the required answer is $100 - 25 + 5 = 80$.
61. a It can be very easy to figure out that $(x + y)$ will always be greater than xy , only if one of them is 1. For eg. If $x = 1$ and $y = 2$, then $(x + y) = 3$ and $xy = 2$.
Hence, $(x + y) > xy$.
Other than this, for all other values of x & y, $(x + y)$ will always be less than xy , and hence, the ratio of $\frac{(x + y)}{xy} < 1$, and hence, cannot be an integer. Also, even if one of the values is 1, $\frac{(x + y)}{xy}$ will never be an integer. Hence, the answer is (a).

62. d You can do this by the method of simulation. For eg. Let the three numbers be 1, 3 & 5. So option (a) is $1^2 3^2 5^2 = 225$, which is odd. (b) is $3(1^2 + 3^3)5^2 = 2100$, which is even. $5 + 3 + 5^4 = 633$, which is odd. (d) is $5^2 \frac{(14 + 34)}{2} = 1025$, which is not even and hence, the answer.

63. c This can be logically done in the following manner. There are 139 players in all. We want to determine 1 champion among them. So all except the Champion should lose. A player can lose only once and since any match produces only one loser, to produce 138 losers, there should be 138 matches that should be played.

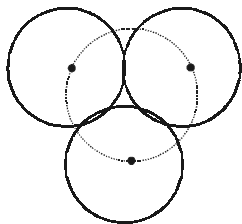
64. a The initial reading for 10 coins is : 6 Tails and 4 Heads
 After repeating the process of flipping one coin at random for 7 times, the final reading for 9 coins is: 5 Tails and 4 Heads.
 Therefore, possible final reading for 10 coins is: 6 Tails and 4 Heads or 5 Tails and 5 Heads.
 If the final reading is 6T and 4H, it is same as the initial one. However, this is not possible as the process of flipping a coin has taken place an odd number of times, so there has to be atleast one change in the final reading.
 Therefore, the final reading is 5T and 5H.
 So the covered coin will certainly be a Head.

65. a Let the two given numbers be x and y such that $x > y$. According to the question,

$$x - \frac{y}{2} = 3 \left(y - \frac{y}{2} \right)$$

$$\Rightarrow \frac{x}{y} = \frac{2}{1}$$

66. c

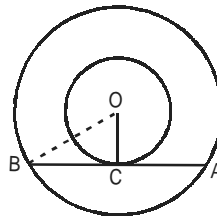


It can be seen that, if we place the 3 cones in such a way that they touch each other, it will be similar to placing 3 circles touching, with vertices of the cone corresponding to the centers of the circles. The centers of the circle form an equilateral triangle with each side being $2r$. A circle that passes through the centers will be the circumcircle to such a triangle. The radius of the circumcircle of an equilateral triangle is $\left(\frac{1}{\sqrt{3}} \right)$ times its side.

Hence, in our case it would be be

$$\left(\frac{2r}{\sqrt{3}} \right) \text{ and } \left(\frac{2r}{\sqrt{3}} \right) > r, \text{ since } \sqrt{3} = 1.73 \text{ (approx.).}$$

67. a



Let x meters and y meters be the radius of the outer and the inner circles respectively and O be their center.

In right angled $\triangle OCB$,

$$CB^2 = OB^2 - OC^2$$

$$\Rightarrow 9 = x^2 - y^2$$

$$\Rightarrow (x + y) (x - y) = 9 \times 1$$

As x and y are integers, therefore, $x + y = 9$ and $x - y = 1$.

Thus, $x = 5$.

Hence, radius of the outer circle is 5 meters.

68. b It can be seen that every city is connected to all the other 3 cities.

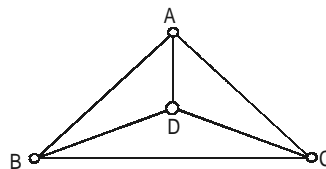
If we start from city A, there are 3 ways in which we can proceed, viz. AB, AD or AC.

Once we are at any of these cities, each one of them is connected to the other 3 cities. But since we cannot go back to city A, there are only 2 ways in which we can proceed from here.

If we are at B, we can take either paths BD or BC.

From this point, we have a choice of going directly to A (thus skipping 4th city) or go to 4th city and come back to A. Eg. If we are at D, we can either take DA or DCA. So there are 2 more ways to go from here.

Hence, required number of ways = $3 \times 2 \times 2 = 12$.



For questions 69 and 70:

Let x , y and z be the number of children who took 1 ride, 2 rides and 3 rides respectively.

Since $z = 20$ and $y + z = 55$, $y = 35$.

Then, total number of rides = $x + 2y + 3z = 145$

$$\Rightarrow x + 2 \times 35 + 3 \times 20 = 145$$

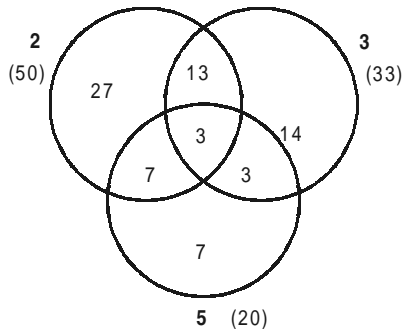
$$\Rightarrow x = 15$$

69. c Number of children, who did not try any of the rides
 $= 85 - (x + y + z)$
 $= 85 - (15 + 35 + 20) = 15$

70. c Number of children, who took exactly one ride = $x = 15$

71. b The price of 1 mango is equal to the price of 2 oranges. Hence, 5 mangoes will be equivalent to 10 oranges. So 20 oranges cost Rs.40, therefore one orange will cost Rs.2.

72. a The following Venn diagram shows the distribution of numbers between 1 and 100 that are divisible by 2, 3, 5 or a combination of two or more of them.



50 numbers are divisible by 2, 33 numbers are divisible by 3 and 20 numbers are divisible by 5.

3 numbers are divisible by all 2, 3 and 5.

16 numbers are divisible by both 2 and 3, therefore 13 numbers are divisible by 2 and 3 but not by 5.

10 numbers are divisible by both 2 and 5, therefore 7 numbers are divisible by 2 and 5 but not by 3.

6 numbers are divisible by both 3 and 5, therefore 3 numbers are divisible by 3 and 5 but not by 2.

Total number of numbers that are divisible by one or more among 2, 3 and 5 = $27 + 14 + 7 + 13 + 3 + 7 + 3 = 74$

Hence, the required number = $100 - 74 = 26$.

73. a $U_0 = 2^0 - 1 = 0$
 $U_1 = 2^1 - 1 = 1$
 $U_2 = 2^2 - 1 = 3$
 $U_3 = 2^3 - 1 = 7$ and so on.
Hence, $U_{10} = 2^{10} - 1 = 1023$.

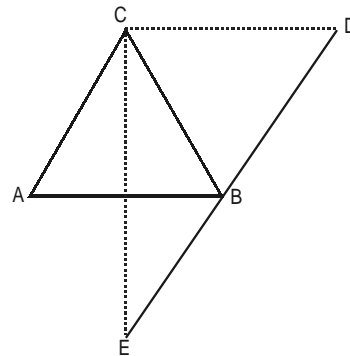
74. a $f(x) = |x|^3$
 $\therefore f(-x) = |-x|^3 = |x|^3 = f(x)$.
Hence, the given function is even.

75. b Let $f(x) = g(x) + h(x)$,
where g and h are odd functions.
 $\therefore f(-x) = g(-x) + h(-x) = -g(x) - h(x) = -f(x)$.
Hence, $f(x)$ is an odd function.

76. a If we assume that any digit is in a fixed position, then the remaining four digits can be arranged in $4! = 24$ ways. So each of the 5 digits will appear in each of the five places 24 times. So the sum of the digits in each position is $24(1 + 3 + 5 + 7 + 9) = 600$. Hence, the sum of all such numbers will be $600(1 + 10 + 100 + 1000 + 10000) = 6666600$.

77. c Since there are 6 red balls and all six of them are of different sizes, probability of choosing the smallest among them is $\frac{1}{6}$.

For questions 78 and 79:



78. b Since $\triangle ABC$ is an equilateral triangle with length of the side 2 km, so its altitude will be $\sqrt{3}$ km. As point D is directly east of C, so D is 3 km east and $\sqrt{3}$ km north of A.

79. d $ABDC$ and $AEBC$, both are rhombus with each side 2 km.
Hence, the total distance walked by the person = $BD + DB + BE = 2 + 2 + 2 = 6$ km.

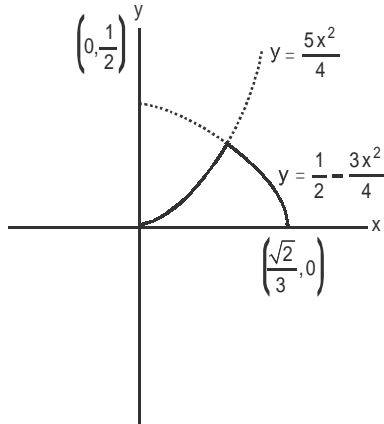
80. b Let l be the length of the rod, then
Volume of slab = Volume of rod

$$\Rightarrow 8 \times 11 \times 2 = \pi \left(\frac{8}{2}\right)^2 \times l \pi$$

$$\Rightarrow l = 3.5 \text{ inches.}$$

81. b Since there are two numbers which are less than 1 (viz. x and y), it is obvious that the median will be less than 1. Hence, (c) cannot be the answer. Since $x < 0.5$ and $0 < y < 1$, the median will not be less than 0. Hence, the answer is (b).

82. d



So maximum possible value will be at the point of intersection of the two graphs.

$$\therefore \frac{1}{2} - \frac{3x^2}{4} = \frac{5x^2}{4}$$

$$\Rightarrow x^2 = \frac{1}{4}$$

$$\text{Hence, required maximum value} = \frac{5x^2}{4} = \frac{5}{4} \times \frac{1}{4} = \frac{5}{16}$$

83. b Let the work done by a worker be x units, w be the total work and n be the number of workers in the group. Then,

$w =$ Work done on the n th day i.e. last day + Work done on the second last day + ... + Work done on the first day

$$\Rightarrow w = x + 2x + \dots + nx = \frac{n(n+1)x}{2} \quad \dots (i)$$

When none of the workers is removed, then

$$w = nx \times \frac{2n}{3} = \frac{2n^2x}{3} \quad \dots (ii)$$

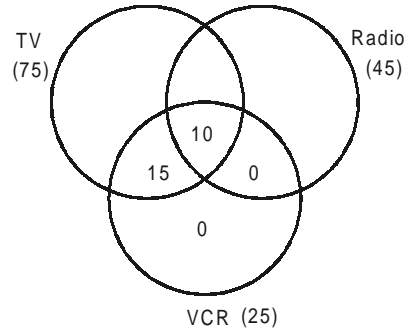
From equation (i) and (ii), we get

$$\frac{n(n+1)x}{2} = \frac{2n^2x}{3}$$

$$\Rightarrow n = 3.$$

84. c We can form a triangle with any 3 points which are not collinear. 3 points out of 5 can be chosen in ${}^5C_3 = 10$ ways. But of these, the three points lying on the two diagonals will be collinear. So $10 - 2 = 8$ triangles can be formed.

85. c



Since each VCR owner also has a TV, therefore, 15 families own both TV and VCR but not Radio. Since 25 families have radio only, therefore, 10 families own both TV and Radio but not VCR. Hence, number of families having only TV = $75 - 10 - 10 - 15 = 40$.

86. a $@/(/(2, 4), 4), 2) = @/(/(8, 4), 2) = @(2, 2) = 2$.

87. a $A + B = 2((A + B)/2) = 2(@ (A, B)) = *(@ (A, B), 2)$.

88. a Sum of A, B, C = $[A + B + C] = 3\{[2((A + B)/2) + C] / 3\} = *(@ (* (@ (B, A), 2), C), 3)$.
(HINT : Students please note that for Q87 and Q88, if it doesn't strike you to simplify in this manner, the best way is to simplify the answer choices and work backwards.)

89. a The total number of the characters = $(20 \times 55 \times 65)$. Let the number of pages in the new format be n . Thus, the total number of the characters = $(65 \times 70 \times n)$. Since the total number of the characters remains same, therefore, $n \approx 16$.

Hence, the required percentage

$$= \frac{20-16}{20} \times 100 = 20\%$$

90. a Let us evaluate each option.

Option (a): As $x < 0$ and $z > 1$, let $x = -1$ and $z = 3$, then $(x^2 - z^2) = -8$. Hence, this option is not true.

Option (b): As $0 < y < 1$ and $z > 1$, let $y = \frac{1}{4}$ and $z = 2$,

$$\text{then } yz = \frac{1}{4} \times 2 = \frac{1}{2}$$

Therefore, yz can be less than 1.

Option (c): Since, none of the x and y is equal to zero, therefore xy can never be zero.

Option (d): $0 < y < 1$ and $z > 1$, therefore $(y^2 - z^2)$ is always negative.

Hence, answer is (a).

91. b She counted thumb on 1, 9, 17, 25 and so on. So it forms an arithmetic progression.
She counted thumb closest of 1994 on
(1 + 1992 (multiple of 8)) = 1993
Hence, she would have counted 1994 on the index finger.

92. a It is clear that after a particular amount of time P and Q are equidistant from A and B respectively and speed of Q is twice the speed of P, therefore, in the remaining time distance moved by Q will be twice than P. Hence, they would meet closer to A.

93. d Let the speed of P be x and the distance between A and B be d , so the speed of Q will be $2x$.
According to the question,

$$(1+t)v = 2vt = \frac{d}{6} \text{ (Let } t \text{ be the travel time of Q)}$$

$$\Rightarrow t = 1, \text{ and } d = 12v$$

Hence, the time taken by P to reach to B

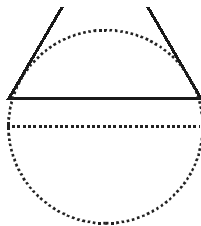
$$= \frac{d}{v} = 12 \text{ hours.}$$

94. c As P takes 12 hours to complete his journey, so Q moving with twice the speed of P will take $\frac{12}{2} = 6$ hours to complete his journey.

Hence P will take 6 hours more than Q to complete the journey.

95. d Required number = LCM (4, 6, 7) + 2 = 86.

96. c It can be seen that if a spherical ball is placed inside a hollow cone of same diameter, the ball won't go up to the diameter. In other words, because of the slanting edges of the cone, only less than 50% of the ball would enter the cone. i.e, more than 50% of the ball would be outside the cone.



97. d The separation between the ship and the seaplane is 18 miles. Since the two are travelling in the same direction, the relative speed would be 9 times the speed of the ship (If speed of ship is x miles/hour, speed of the seaplane would be $10x$ and $10x - x = 9x$). Hence, to catch up with the ship, the seaplane would take

$$\frac{18}{9x} = \frac{2}{x} \text{ hours. Now, the ship covers } x \text{ miles in an}$$

hour, so in $\frac{2}{x}$ hours it would cover 2 miles. So when the seaplane catches up with the ship, it would be $18 + 2 = 20$ miles from the shore.

98. b Number of 2 in the product of all integers from 1 to 100

$$= \frac{100}{2} + \frac{100}{4} + \frac{100}{8} + \frac{100}{16} + \frac{100}{32} + \frac{100}{64}$$

$$= 50 + 25 + 12 + 6 + 3 + 1 = 91 \text{ and number of 5 in the}$$

$$\text{product of all integers from 1 to 100} = \frac{100}{5} + \frac{100}{25}$$

$$= 20 + 4 = 24$$

Hence, number of zeros at the end = Lowest of the (number of 2, number of 5) = 24.

99. d In this case since x , y and z are distinct positive integers, our aim is figure out which of the answer choices cannot be expressed as the sum of 3 integers uniquely. For eg. 6 can only be expressed as (1 + 2 + 3). 7 can only be expressed as (1 + 2 + 4). But 8 can be expressed as either (1, 2, 5) or (1, 3, 4).

100. b Since Akbar likes rain, he cannot be a frisbee player (as no frisbee player likes rain). And since every boy in the school does one of the two, Akbar has to be a fisherman.

101. b It is a manifestation of anomic suicide.

102. a Furkheim was trying to document the fact that something as individualistic as suicide can be explained without reference to individuals.

103. b It is also a manifestation of anomic suicide.

104. c This was categorised as egoistic suicide.

105. d Durkheim uses all three as explanations for suicide within a social entity.

106. a Military personnel, trained to lay their lives for the country are more likely to commit suicide.

107. b Durkheim was successful on all three indicators that he based his contentions on.

108. d He has used all the given indicators to support his contentions.

109. a This would happen due to a manifestation of strong individual ties.

110. a The passage shows that though IBM is losing ground in one market after another, Intel and Microsoft have emerged as the computer industry's most fearsome pair of competitors.

111. c IBM's 'loss' and not the 'lay off' was the biggest in the corporate history.
112. b IBM marketed Ambra.
113. b General Motors, a relatively new company, had surpassed Ford as America's No. 1 car maker.
114. d Intel was the major supplier of silicon chips to IBM.
115. c The passage states that each company feels threatened by its own creations.
116. a The passage states that IBM plans to introduce a new system that would run on a variety of machines.
117. c Windows NT, developed by Microsoft will link together many computers through a network.
118. a Both marketed their own versions of Os2.
119. b NEERI has reported that 70% of the total water available in the country is polluted.
120. a The degradation of natural resources will lead to poor economic utilization of resources.
121. c W.H.O. has made both the observations.
122. d All the given statements are supported by the passage.
123. b 75% of Ganga's pollution comes from municipal sewage.
124. c Drying up of water resources and over pumping causes drinking water crisis.
125. d US, UK, Netherlands, Poland, France, World Bank and India are together going to fund the project.
126. d Ganga, Yamuna, kali, Hindon, cauvery and Kapila, have all shown great amounts of metal pollutants in their waters.
127. a Out of a total outlay of 6,522.47 crores, rural water supply would receive 3,454.47 crores.
128. b The shortage can be best tackled by cleaning up polluted water.
129. c This task should operate at the physical, conceptual as well as at the emotional levels.
130. c Violation of space boundaries makes the quality of space suffer, hence openness of space can be created only by the firmness of its boundaries.
131. d The author has given all three as reasons that make learning a painful process.
132. d Our experiences in the physical world have parallels in our relationships with others, where the concept of space also works.
133. d The author feels that a learning space would be one where the teacher provides information and theories which encourage the process of learning.
134. a Silence unites us and we also become more open to truth.
135. c An effective teacher would be one who is not afraid of dealing with feelings.
136. c An effective teacher would never allow the learning space to be filled by reading of a big number of pages of assigned reading.
137. b An emotionally honest learning space is created by a teacher who is not afraid of dealing with feelings.
138. a Assigned reading and lecturing can create a conceptual space.
139. b The author states that the harmony among these traditional elements has made Japanese industry highly productive and given corporate leadership a long term view.
140. d It was widely perceived that management education was a passport to good life.
141. b In 1980's management education had started getting criticism from various quarters.
142. c Management education faced all other criticisms in the 1980's
143. a Japan has traditionally believed that management ability can only be acquired through years of practical experience.
144. c In 1960's and 1970's management education gained academic stature. A management professor was even awarded the Nobel prize. It also gained more respect.
145. b In 1980's critics charged that learning had little relevance to real business problems.
146. b Training programmes in Japanese corporations have sought the socialization of new comers.
147. d Increased competitive pressures and greater multi nationalism of Japanese business made Japan change its attitude towards management education.
148. a The author states that the Japanese educational system is highly developed and intensely competitive, raising the mathematical and literary capabilities of the Japanese to the highest in the world.

149. d The two differ in their process of selecting and orienting new recruits.

150. a The author has given the example of Wharton to argue that Japanese do not 'do without' business schools.

Q151- 154: The given graph can be represented in the following table:

Company	Sales (1)	Expend. (2)	Profit (3)=(1)-(2)	Equity (4)	Pro/Equ (3)/(4)	Sal/Equ (1)/(4)	Sal/Exp (1)/(2)	Growth Rate Sales
1990	80	76	4	8	0.5	10	1.05	-
1991	92	88	4	8	0.5	11.5	1.04	15%
1992	106	100	6	22	0.27	4.82	1.06	15.21%
1993	128	114	14	22	0.64	5.82	1.12	20.75%

151. c It is clear that the profit per rupee of equity is highest for 1993 viz. 0.64.

152. c The simple annual growth rate in sales is maximum for the year 1992-93 viz. 20.75%.

153. b Sales per rupee of the expenditure is lowest for the year 1991 viz. 1.04.

154. b Sales per rupee of equity is highest for 1991 viz. 11.5

For questions 155 to 158: Let the profits of CAT and DAT be x, Sales of CAT and BAT be y and sales of ANT be z. So we have

COMPANY	SALES	EXPENDITURE	PROFIT
ANT	z	0.9z	0.1z
BAT	y	0.8y	0.2y
CAT	y	5x	x
DAT	3x	2x	x

Now, it is said that the total expenses of CAT were Rs.10 lakhs. Thus, $5x = \text{Rs.}10 \text{ lakhs}$ or $x = \text{Rs.}2 \text{ lakhs}$. Also, total expenses of ANT were 10% less than those of CAT = Rs.9 lakhs. Hence, $0.9z = 9 \text{ lakhs}$ or $z = 10 \text{ lakhs}$. Finally, in case of CAT, since Sales – Expenditure = Profit, Sales = Expenditure + Profit = $6x = 12 \text{ lakhs}$, $y = 12 \text{ lakhs}$.

Our final table will become:

COMPANY	SALES	EXPENDITURE	PROFIT
ANT	10	9	1
BAT	12	9.6	2.4
CAT	12	10	2
DAT	6	4	2

(All values in lakh Rupees)

155. d From the above table, it can be seen that the company that had the lowest sales is DAT viz. Rs.6 lakhs.

156. c CAT had highest total expenses i.e., Rs.10 lakhs.

157. a ANT had lowest profits i.e., Rs.1 lakh.

158. b BAT had the highest profits i.e., Rs.2.4 lakhs.

For questions 159 to 162:

The given graph can be represented in the following manner:

Years	Net Fixed Assets (NFA)	Net Current Assets (NCA)	Investments	Total Assets (TA)
1990	7	13	2	22
1991	8	16	1	25
1992	7.5	15	2	25
1993	9	17	4	30

159. b The growth rate of total assets between 1990-93 = $\frac{(30 - 22)}{22} = 36\%$. But this is for a 3 year period.

Hence, simple average annual growth rate = $\frac{36}{3} = 12\%$.

160. c It can be seen that the growth rate is lowest for investments in 1990-91 viz. 50% decrease.

161. c Between 1991 and 1992, the highest growth rate was seen for investments viz. 100% increase.

162. d It can be seen that every individual item has shown a decrease in some year or the other. Only Total Assets has not followed this trend.

For question 163 to 166: Since Soumya was the last one to eat the cookies and she ate 3 cookies, the total number of cookies left when she entered the room = $(3 \times 4) = 12$. This should be Soumya's share that was left in the box uneaten. Hence, just before Soumya entered, Swetha, Sneha and Swarna would have eaten their share of 12 cookies each. Total number of cookies left when Sneha entered = $(12 \times 4) = 48$. This in turn should have been the combined share of Sneha and Soumya (24×2) that was left in the box uneaten. So just before Sneha entered, Swetha and Swarna should have eaten 24 cookies each. In other words number of cookies left, just before Swarna entered = $(24 \times 4) = 96$. Now this should have been the combined share of Swarna, Sneha and Soumya (3×32) that was kept in the box by Swetha. So just before Swarna entered, Swetha must have eaten her share of 32 cookies. Hence, total number of cookies given by Prem uncle = $(32 \times 4) = 128$.

The situation is also shown in the following table:

		Number of cookies eaten					
		Swetha	Swarna	Sneha	Soumya	Not Eaten	Total
Girl entered	Soumya	3	3	3	3	-	12
	Sneha	12	12	12	-	12	48
	Swarna	24	24	-	-	$(24 \times 2) = 48$	96
	Swetha	32	-	-	-	$(32 \times 3) = 96$	128
Total		71	39	15	3	-	-

163. c Sneha ate 15 cookies, in total.

164. a Prem uncle gave 128 cookies to Swetha.

165. d Swetha ate 71 cookies, in total.

166. c Swarna ate 39 cookies, in total.

For questions 167 to 171: Since 40% of the students were females, i.e., 32 students. Total number of students was 80 and total number of male students was 48. Since half of the students were either excellent or good, (number of average students) = (number of good students + number of excellent students) = 40, number of excellent students = 40 – 30 = 10.

As $\frac{1}{3}$ rd of male students were average, total number of male students that were average = $\left(\frac{1}{3} \times 48\right) = 16$ and hence, total

number of male students that were good = $(48 - 16 - 10) = 22$.

Based on the above revelations, the following table can be drawn:

	Performance			Total
	Average	Good	Excellent	
Male	16	22	10	48
Female	24	8	0	32
Total	40	30	10	80

167. a Number of students who were both female and excellent = 0.

168. c Number of students who were both male and good = 22.

169. d Ratio of male to female among average students = 16 : 24 = 2 : 3.

170. b Proportion of female students who were good = $\left(\frac{8}{32}\right) = 0.25$.

171. b Proportion of good students who are male = $\left(\frac{22}{30}\right) = 0.73$.

172. b Thus, we can see that Solid Fuels and Petroleum together constitute more than 60% of total energy in both World and Asia for the given period.

173. a As seen from the above table, Petroleum is the fuel whose proportion in the total energy demand increases during 1990-2000 and decreases during 2000-2010 for both World and Asia.

174. d In case of Asia, for the given answer choices, we can make the following table:

		1990	2000	2010
Total Energy		10	20	33
Natural Gas	Value	0.5	2.5	5
	Proportion	5%	12.50%	15.15%
Solid Fuels	Value	4	5	10
	Proportion	40%	25%	30.30%
Nuclear	Value	0.5	1	1.3
	Proportion	5%	5%	3.90%
Hydropower	Value	1	1.5	2
	Proportion	10%	7.50%	6.06%

Hence, we can see that the proportion of Hydropower goes on decreasing over the period.

175. d In case of the World, for the answer choices, we can make the following table.

		1990	2000	2010
Total Energy		150	200	250
Natural Gas	Value	30	40	50
	Proportion	20%	20%	20%
Solid Fuels	Value	50	60	75
	Proportion	33.30%	30%	30%
Nuclear	Value	10	20	25
	Proportion	6.66%	10%	10%
Hydropower	Value	10	10	20
	Proportion	6.66%	5%	8%

Hence, we can see that the proportion of Nuclear gas in total energy demand of the World remains constant over the given period and its proportion will increase in the total energy demand in Asia.
(Use information of the question number 174.)