

IBPS PO PRELIMS (Paper-3)

English Language

Q.1 In the following questions, a passage is given with some bold words. These words have been numbered. In front of each number four words are suggested that could replace the given highlighted word (if it is incorrect). Choose the corresponding option as your answer choice. If the given word is correct, then choose option (E) as your answer.

The current education policy was **formulate (1)** in the 1980s. It underwent modifications in 1992. But that was when the liberalisation of the economy was barely out of the policy books, the importance of the digital sphere wasn't recognised beyond specialist circles, the demographic dividend was scarcely talked about and the Right To Education Act was a decade-and-a-half away from entering the statute book. The New Education Policy (NEP), announced by the government on Wednesday, is thus long overdue. It has been in the making for nearly five years and reports of two committees — the TSR Subramanian Committee in 2016 and the K Kasturirangan Committee last year — have informed the final draft. The challenge before its framers was not just to respond to the **vigorous (2)** of the knowledge economy but also to **reckon (3)** with a milieu in which pedagogy has become deeply politicised. To its credit, the policy does not bear too heavy an imprint of the deeply polarised political climate in which it has been finalised.

The NEP proposes the extension of the Right to Education (RTE) to all children up to the age of 18 but it is also alive to the criticism that while **allowed (4)** accessibility, the RTE Act paid short shrift to learning outcomes. It talks about improving foundational literacy and numeracy — deficits in which have been underlined by several ASER reports — and underlines the importance of pedagogical and technological interventions to scale down the learning crisis. It proposes a range of measures that aim “to make education more experiential, holistic, discovery-oriented, learner-centred and enjoyable” — including the move to make the mother tongue or the local language the medium of instruction. It is welcome that children will be given more choice of subjects, and “there will be no hard separation among arts, humanities and sciences”. In higher education too, it does well to **slumber (5)** the breaking of boundaries between disciplines and transforming institutions “into large multi-disciplinary universities and colleges”.

1. formulating

2. mapping

3. drafted

4. subsumed

5. No replacement required

Ans -3

Solution:As the given sentence is talking about the time when the education policy was finalised, it can be clearly seen that 'drafted' is the most appropriate replacement for the highlighted word. Hence, the correct answer choice would be option (c)

Drafted - prepare a preliminary version of (a document).

Subsumed - include or absorb (something) in something else.

Q.2 In the following questions, a passage is given with some bold words. These words have been numbered. In front of each number four words are suggested that could replace the given highlighted word (if it is incorrect). Choose the corresponding option as your answer choice. If the given word is correct, then choose option (E) as your answer.

The current education policy was **formulate (1)** in the 1980s. It underwent modifications in 1992. But that was when the liberalisation of the economy was barely out of the policy books, the importance of the digital sphere wasn't recognised beyond specialist circles, the demographic dividend was scarcely talked about and the Right To Education Act was a decade-and-a-half away from entering the statute book. The New Education Policy (NEP), announced by the government on Wednesday, is thus long overdue. It has been in the making for nearly five years and reports of two committees — the TSR Subramanian Committee in 2016 and the K Kasturirangan Committee last year — have informed the final draft. The challenge before its framers was not just to respond to the **vigorous (2)** of the knowledge economy but also to **reckon (3)** with a milieu in which pedagogy has become deeply politicised. To its credit, the policy does not bear too heavy an imprint of the deeply polarised political climate in which it has been finalised.

The NEP proposes the extension of the Right to Education (RTE) to all children up to the age of 18 but it is also alive to the criticism that while **allowed (4)** accessibility, the RTE Act paid short shrift to learning outcomes. It talks about improving foundational literacy and numeracy — deficits in which have been underlined by several ASER reports — and underlines the importance of pedagogical and technological interventions to scale down the learning crisis. It proposes a range of measures that aim "to make education more experiential, holistic, discovery-oriented, learner-centred and enjoyable" — including

the move to make the mother tongue or the local language the medium of instruction. It is welcome that children will be given more choice of subjects, and “there will be no hard separation among arts, humanities and sciences”. In higher education too, it does well to **slumber (5)** the breaking of boundaries between disciplines and transforming institutions “into large multi-disciplinary universities and colleges”.

1. brave
2. lethargy
3. robust
4. dynamics
5. No replacement required

Ans -4

Solution:As the given sentence is talking about various aspects of knowledge economy, it can be clearly seen that ‘dynamics’ is the most appropriate replacement for the highlighted word. Hence, the correct answer choice would be option (d).

Dynamics - the forces or properties which stimulate growth, development, or change within a system or process.

Lethargy - a lack of energy and enthusiasm.

Vigorous - strong, healthy, and full of energy.

Q.3 In the following questions, a passage is given with some bold words. These words have been numbered. In front of each number four words are suggested that could replace the given highlighted word (if it is incorrect). Choose the corresponding option as your answer choice. If the given word is correct, then choose option (E) as your answer.

The current education policy was **formulate (1)** in the 1980s. It underwent modifications in 1992. But that was when the liberalisation of the economy was barely out of the policy books, the importance of the digital sphere wasn't recognised beyond specialist circles, the demographic dividend was scarcely talked about and the Right To Education Act was a decade-and-a-half away from entering the statute book. The New Education Policy (NEP), announced by the government on Wednesday, is thus long overdue. It has been in the making for nearly five years and reports of two committees — the TSR Subramanian Committee in 2016 and the K Kasturirangan Committee last year — have informed the final draft. The challenge before its framers was not just to respond to the **vigorous (2)** of the knowledge economy but also to **reckon (3)** with a milieu in which pedagogy has become deeply politicised. To its credit, the policy does not bear too heavy an imprint of the deeply polarised political climate in which it has been finalised.

The NEP proposes the extension of the Right to Education (RTE) to all children up to the age of 18 but it is also alive to the criticism that while **allowed (4)** accessibility, the RTE Act paid short shrift to learning outcomes. It talks about improving foundational literacy and numeracy — deficits in which have been underlined by several ASER reports — and underlines the importance of pedagogical and technological interventions to scale down the learning crisis. It proposes a range of measures that aim “to make education more experiential, holistic, discovery-oriented, learner-centred and enjoyable” — including the move to make the mother tongue or the local language the medium of instruction. It is welcome that children will be given more choice of subjects, and “there will be no hard separation among arts, humanities and sciences”. In higher education too, it does well to **slumber (5)** the breaking of boundaries between disciplines and transforming institutions “into large multi-disciplinary universities and colleges”.

1. elective
2. determined
3. alive
4. classify
5. No replacement required

Ans -5

Solution:It can be clearly seen that ‘reckon’ is the most word to fit in the given sentence. Hence, the correct answer choice would be option (e).

Reckon - establish by calculation.

Q.4 In the following questions, a passage is given with some bold words. These words have been numbered. In front of each number four words are suggested that could replace the given highlighted word (if it is incorrect). Choose the corresponding option as your answer choice. If the given word is correct, then choose option (E) as your answer.

The current education policy was **formulate (1)** in the 1980s. It underwent modifications in 1992. But that was when the liberalisation of the economy was barely out of the policy books, the importance of the digital sphere wasn't recognised beyond specialist circles, the demographic dividend was scarcely talked about and the Right To Education Act was a decade-and-a-half away from entering the statute book. The New Education Policy (NEP), announced by the government on Wednesday, is thus long overdue. It has been in the making for nearly five years and reports of two committees — the TSR Subramanian Committee in 2016 and the K Kasturirangan Committee last year — have informed the final draft. The challenge before its framers was not just to respond to the **vigorous (2)** of the knowledge economy but also to **reckon (3)** with a milieu in which pedagogy has become deeply politicised. To its credit, the policy does not bear too heavy an imprint of the deeply polarised political climate in which it has been finalised.

The NEP proposes the extension of the Right to Education (RTE) to all children up to the age of 18 but it is also alive to the criticism that while **allowed (4)** accessibility, the RTE Act paid short shrift to learning outcomes. It talks about improving foundational literacy and numeracy — deficits in which have been underlined by several ASER reports — and underlines the importance of pedagogical and technological interventions to scale down the learning crisis. It proposes a range of measures that aim “to make education more experiential, holistic, discovery-oriented, learner-centred and enjoyable” — including the move to make the mother tongue or the local language the medium of instruction. It is welcome that children will be given more choice of subjects, and “there will be no hard separation among arts, humanities and sciences”. In higher education too, it does well to **slumber (5)** the breaking of boundaries between disciplines and transforming institutions “into large multi-disciplinary universities and colleges”.

1. directed

2. mandating

3. warrant
4. assisting
5. No replacement required

Ans -2

Solution: Going through the meaning of the given words it can be clearly seen that 'mandating' is the most appropriate replacement for the highlighted word both grammatically and contextually. Hence, the correct answer choice would be option (b)

Mandating - give (someone) authority to act in a certain way.

Q.5 In the following questions, a passage is given with some bold words. These words have been numbered. In front of each number four words are suggested that could replace the given highlighted word (if it is incorrect). Choose the corresponding option as your answer choice. If the given word is correct, then choose option (E) as your answer.

The current education policy was **formulate (1)** in the 1980s. It underwent modifications in 1992. But that was when the liberalisation of the economy was barely out of the policy books, the importance of the digital sphere wasn't recognised beyond specialist circles, the demographic dividend was scarcely talked about and the Right To Education Act was a decade-and-a-half away from entering the statute book. The New Education Policy (NEP), announced by the government on Wednesday, is thus long overdue. It has been in the making for nearly five years and reports of two committees — the TSR Subramanian Committee in 2016 and the K Kasturirangan Committee last year — have informed the final draft. The challenge before its framers was not just to respond to the **vigorous (2)** of the knowledge economy but also to **reckon (3)** with a milieu in which pedagogy has become deeply politicised. To its credit, the policy does not bear too heavy an imprint of the deeply polarised political climate in which it has been finalised.

The NEP proposes the extension of the Right to Education (RTE) to all children up to the age of 18 but it is also alive to the criticism that while **allowed (4)** accessibility, the RTE Act paid short shrift to learning outcomes. It talks about improving foundational literacy and numeracy — deficits in which have been

underlined by several ASER reports — and underlines the importance of pedagogical and technological interventions to scale down the learning crisis. It proposes a range of measures that aim “to make education more experiential, holistic, discovery-oriented, learner-centred and enjoyable” — including the move to make the mother tongue or the local language the medium of instruction. It is welcome that children will be given more choice of subjects, and “there will be no hard separation among arts, humanities and sciences”. In higher education too, it does well to **slumber (5)** the breaking of boundaries between disciplines and transforming institutions “into large multi-disciplinary universities and colleges”.

1. envisage
2. frailty
3. delicate
4. lay
5. No replacement required

Ans -1

Solution:It can be clearly seen that ‘envisage’ is the most appropriate replacement both grammatically and contextually for the highlighted word. Hence, the correct answer choice would be option (a).

Envisage - contemplate or conceive of as a possibility or a desirable future event.

Slumber – sleep.

Frailty - the condition of being weak and delicate.

Q.6 For each of the following sentences, four words are highlighted in bold and numbered as (A), (B), (C) and (D). Some words have been swapped from their places and interchanged with other words which are highlighted and labelled. Choose the option which displays correct swapping of words making the sentence grammatically correct and contextually meaningful. If all words are in their

places, choose option (E) “No Correction Required” as your answer.

The **pressure (A)** in GDP and **stimulus (B)** recovery could put **plunge (C)** on the White House and Congress to agree on a second **faltering (D)** package.

1. A-D and B-C
2. B-C
3. A-D
4. A-C and B-D
5. No Correction Required

Ans -4

Solution:The words positioned at (A) and (C) and at (B) and (D) are incorrectly placed.

‘ The plunge in GDP and faltering recovery could put pressure on the White House and Congress to agree on a second stimulus package .’ is a meaningful sentence.

So, interchanging the words present at (A) with (C) and (B) with (D) would yield a grammatically correct and contextually meaningful sentence. Hence, option (d) is the correct answer.

Q.7 For each of the following sentences, four words are highlighted in bold and numbered as (A), (B), (C) and (D). Some words have been swapped from their places and interchanged with other words which are highlighted and labelled. Choose the option which displays correct swapping of words making the sentence grammatically correct and contextually meaningful. If all words are in their places, choose option (E) “No Correction Required” as your answer.

The **siphoned (A)** of this hardest hit of the Religare group's firms includes debt restructuring, **recovering (B)** in a new investor, and **roping (C)** substantial dues from the erstwhile promoters Malvinder and Shivinder Mohan Singh, who had allegedly **resolution (D)** off funds and are currently in jail.

1. A-D and B-C
2. B-C
3. A-D
4. A-C and B-D
5. No Correction Required

Ans -1

Solution:The words positioned at (A) and (D) and at (B) and (C) are incorrectly placed.

' *The resolution of this hardest hit of the Religare group's firms includes debt restructuring, roping in a new investor, and recovering substantial dues from the erstwhile promoters Malvinder and Shivinder Mohan Singh, who had allegedly siphoned off funds and are currently in jail.* ' is a meaningful sentence. So, interchanging the words present at (A) with (D) and (B) with (C) would yield a grammatically correct and contextually meaningful sentence. Hence, option (a) is the correct answer.

Q.8 For each of the following sentences, four words are highlighted in bold and numbered as (A), (B), (C) and (D). Some words have been swapped from their places and interchanged with other words which are highlighted and labelled. Choose the option which displays correct swapping of words making the sentence grammatically correct and contextually meaningful. If all words are in their places, choose option (E) "No Correction Required" as your answer.

Anticipating an **increase (A)** in child marriages and **trafficking (B)** in the aftermath of cyclone Amphan, the Commission for Protection of Child Rights (WBCPCR) had come up with a **dedicated (C)** helpline and a desk to deal with the **issue (D)** as early as June.

1. A-D and B-C
2. B-C
3. A-D
4. A-C and B-D
5. No Correction Required

Ans -5

Solution: 'Anticipating an increase in child marriages and trafficking in the aftermath of cyclone Amphan, the Commission for Protection of Child Rights (WBCPCR) had come up with a dedicated helpline and a desk to deal with the issue as early as June.' is a meaningful sentence.

So, no interchange is required as the given sentence is already a grammatically correct and contextually meaningful sentence. Hence, option (e) is the correct answer.

Q.9 For each of the following sentences, four words are highlighted in bold and numbered as (A), (B), (C) and (D). Some words have been swapped from their places and interchanged with other words which are highlighted and labelled. Choose the option which displays correct swapping of words making the sentence grammatically correct and contextually meaningful. If all words are in their places, choose option (E) "No Correction Required" as your answer.

Economists said given the government's **exceeding (A)** borrowing plans, both to meet **stimulus (B)** spending and **bridge (C)** the revenue shortfall as a result of the pandemic, the fiscal deficit may end up as high as 8% of GDP, far **additional (D)** the budget's goal of 3.5%.

1. A-D and B-C
2. B-C
3. A-D
4. A-C and B-D
5. No Correction Required

Ans -3

Solution:The words positioned at (A) and (D) are incorrectly placed.

' Economists said given the government's additional borrowing plans, both to meet stimulus spending and bridge the revenue shortfall as a result of the pandemic, the fiscal deficit may end up as high as 8% of GDP, far exceeding the budget's goal of 3.5%.' is a meaningful sentence.

So, interchanging the words present at (A) with (D) would yield a grammatically correct and contextually meaningful sentence. Hence, option (c) is the correct answer.

Q.10 For each of the following sentences, four words are highlighted in bold and numbered as (A), (B), (C) and (D). Some words have been swapped from their places and interchanged with other words which are highlighted and labelled. Choose the option which displays correct swapping of words making the sentence grammatically correct and contextually meaningful. If all words are in their places, choose option (E) "No Correction Required" as your answer.

With the ministry **allowing (A)** self-application and **entries (B)** the deadline during lockdown, a record number of **extending (C)** have been received, with the SAI undertaking the **arduous (D)** vetting process.

1. A-D and B-C
2. B-C

3. A-D

4. A-C and B-D

5. No Correction Required

Ans -2

Solution:The words positioned at (B) and (C) are incorrectly placed.

' With the ministry allowing self-application and extending the deadline during lockdown, a record number of entries have been received, with the SAI undertaking the arduous vetting process.' is a meaningful sentence.

So, interchanging the words present at (B) with (C) would yield a grammatically correct and contextually meaningful sentence. Hence, option (b) is the correct answer.

Q.11 In each of the question given below, two statements are given with one blank each, which must be filled in with the same word. Following the statements are five words. Choose the most appropriate word which could fill in both the blanks to make both the statements grammatically and contextually correct.

(A) We shall _____ this problem to the organizing committee.

(B) One of the biggest mistakes computer buyers make is to _____ monitors as an afterthought.

1. advance

2. discarded

3. advanced

4. relegate

5. Both (b) and (c)

Ans -4

Solution: Among the given words, the most suitable word to fit in both blanks is 'relegate', which means 'assign an inferior rank or position to, transfer (a sports team) to a lower division of a league.'. Hence, option (d) is the most suitable answer choice.

Q.12 In each of the question given below, two statements are given with one blank each, which must be filled in with the same word. Following the statements are five words. Choose the most appropriate word which could fill in both the blanks to make both the statements grammatically and contextually correct.

(A) Rahul has already had his first meeting with the upper sixth council during which a number of suggestions were _____.

(B) It's been a decade since the project was _____ and it has gone through a maze of approvals and reviews.

1. predict

2. mooted

3. replete

4. hovered

5. Both (b) and (d)

Ans -2

Solution:Among the given words, the most suitable word to fit in both blanks is 'mooted', which means 'raise (a question or topic) for discussion; suggest (an idea or possibility)'.

Hence, option (b) is the most suitable answer choice.

Replete - filled or well-supplied with something.

Hovered - remain in one place in the air.

Q.13 In each of the question given below, two statements are given with one blank each, which must be filled in with the same word. Following the statements are five words. Choose the most appropriate word which could fill in both the blanks to make both the statements grammatically and contextually correct.

(A) I simply mean that they are now living the suffering they've inflicted on others as _____ for their sins.

(B) Sometimes, as a self-imposed _____, he would stand up to his neck in a lake of cold water, reciting Scripture.

1. reward

2. atonement

3. exclusion

4. penance

5. Both (b) and (d)

Ans -5

Solution:Among the given words, the most suitable words to fit in both blanks are 'penance' and 'atonement'. Penance - punishment inflicted on oneself as an outward expression of repentance for

wrongdoing.

Atonement - reparation or expiation for sin.

Hence, option (e) is the most suitable answer choice.

Q.14 In each of the question given below, two statements are given with one blank each, which must be filled in with the same word. Following the statements are five words. Choose the most appropriate word which could fill in both the blanks to make both the statements grammatically and contextually correct.

(A) After a criminal's _____, it was the custom for a victim to be scourged with the flagellum, a whip with leather throngs.

(B) Claims that the world's first cloned baby could be on its way have been met with widespread _____.

1. acquittal
2. notion
3. absolution
4. condemnation
5. Both (a) and (c)

Ans -4

Solution: Among the given words, the most suitable word to fit in both blanks is 'condemnation', which means 'the expression of very strong disapproval; censure'.

Hence, option (d) is the most suitable answer choice.

Acquittal - a judgement or verdict that a person is not guilty of the crime with which they have been

charged.

Absolution - formal release from guilt, obligation, or punishment.

Q.15 In each of the question given below, two statements are given with one blank each, which must be filled in with the same word. Following the statements are five words. Choose the most appropriate word which could fill in both the blanks to make both the statements grammatically and contextually correct.

(A) For once the child was _____ as if it were asleep, or pondering upon some deep enigma.

(B) Such fine-scale layering and extensive continuity point to a _____ environment of deposition for the iron formation.

1. quiescent
2. contrasting
3. covenant
4. prophesy
5. Both (a) and (c)

Ans -1

Solution: Among the given words, the most suitable word to fit in both blanks is 'quiescent', which means 'in a state or period of inactivity or dormancy'.

Hence, option (a) is the most suitable answer choice.

Covenant - an agreement.

Q.16 In the following questions a sentence is given with certain highlighted phrases. Two columns (I) and (II) are given, column (I) consists of highlighted phrase given in the sentence and column (II) consists of the appropriate replacement. Match the correct replacements. If the sentence is correct mark no error as your answer.

India is considered measures to prevent trade partners, mainly in Southeast Asia, from re-routing Chinese **goods to India in little** added value, two government sources said, **amid strained ties with Beijing** and a push for self-reliance.

COLUMN (I)

- (A) India is considered measures
- (B) goods to India in little
- (C) amid strained ties with Beijing

COLUMN II

- (D) India is considering measures
- (E) goods to India with little
- (F) amid strained ties for Beijing

1. A-D & B-E
2. A-D, B-E & C-F
3. B-E
4. C-F & A-D
5. no error

Ans -1

Solution: Among the given highlighted phrases “A” and “B” will be replaced with “D” and “E” respectively to make the statement grammatically correct and contextually meaningful. Hence, option (a) is the most suitable answer choice.

Q.17 In the following questions a sentence is given with certain highlighted phrases. Two columns (I) and (II) are given, column (I) consists of highlighted phrase given in the sentence and column (II) consists of the appropriate replacement. Match the correct replacements. If the sentence is correct mark no error as your answer.

There’s a widespread impression that the new Consumer Protection Act **will only be regulate** the operations **of the legacy e-commerce players** Amazon and Flipkart.

COLUMN (I)

- (A) There’s a widespread impression
- (B) will only be regulate the
- (C) of the legacy e-commerce players

COLUMN II

- (D) There’s an widespread impression
- (E) will only regulate the
- (F) of the legacy e-commerce player

1. A-D & B-E

2. A-D, B-E & C-F

3. B-E

4. C-F & A-D

5. no error

Ans -3

Solution: Among the given highlighted phrases only “B” will be replaced with “E” to make the statement grammatically correct and contextually meaningful. Hence, option (c) is the most suitable answer choice.

Q.18 In the following questions a sentence is given with certain highlighted phrases. Two columns (I) and (II) are given, column (I) consists of highlighted phrase given in the sentence and column (II) consists of the appropriate replacement. Match the correct replacements. If the sentence is correct mark no error as your answer.

Insurance regulator **IRDAI is exempted** life insurance companies **from issue policy document** and copy of the proposal form in physical form **to policies issued this** fiscal (2020-21) year.

COLUMN (I)

- (A) IRDAI is exempted
- (B) from issue policy document
- (C) to policies issued this

COLUMN II

- (D) IRDAI has exempted
- (E) from issuing policy document
- (F) for policies issued this

1. A-D & B-E

2. A-D, B-E & C-F

3. B-E

4. C-F & A-D

5. no error

Ans -2

Solution:The given highlighted phrases “A”, “B” and “C” will be replaced with “D”, “E” and “F” respectively to make the statement grammatically correct and contextually meaningful. Hence, option (b) is the most suitable answer choice.

Q.19 In the following questions a sentence is given with certain highlighted phrases. Two columns (I) and (II) are given, column (I) consists of highlighted phrase given in the sentence and column (II) consists of the appropriate replacement. Match the correct replacements. If the sentence is correct mark no error as your answer.

By rejecting the three-language formula advocated in the National Education Policy (NEP 2020), Tamil Nadu Chief Minister Edappadi K. Palaniswami **has only reiterated the State’s unwavering position on an emotive and political issue.**

COLUMN (I)

- (A) By rejecting the three-language
- (B) has only reiterated the
- (C) on an emotive and political issue

COLUMN II

- (D) By rejection the three-language
- (E) have only reiterated the
- (F) in an emotive and political issue

1. A-D & B-E

2. A-D, B-E & C-F

3. C-F

4. C-F & A-D

5. no error

Ans -5

Solution:All the given highlighted phrases are making the statement grammatically correct and contextually meaningful. Hence, option (e) is the most suitable answer choice.

Q.20 In the following questions a sentence is given with certain highlighted phrases. Two columns (I) and (II) are given, column (I) consists of highlighted phrase given in the sentence and column (II) consists of the appropriate replacement. Match the correct replacements. If the sentence is correct mark no error as your answer.

The horrific bombing of Hiroshima and Nagasaki in 1945 did not immediately draw condemnation from leaders into the world.

COLUMN (I)

(A) The horrific bombing of

(B) in 1945 did not

(C) from leaders into the

COLUMN II

(D) The horrific bomb of

(E) since 1945 did not

(F) from leaders across the

1. A-D & B-E

2. A-D, B-E & C-F

3. C-F

4. C-F & A-D

5. no error

Ans -3

Solution: Among the given highlighted phrases only “C” will be replaced with “F” to make the statement grammatically correct and contextually meaningful. Hence, option (c) is the most suitable answer choice.

Q.21 Read the following passage and answer the following questions. Some words are highlighted to help you answer some of the questions.

The finding that 8.4 lakh poor households have completed at least 80 days of the 100-day limit for work under the MGNREGS and 1.4 lakh among those have completed the full quota, should come as no surprise. While these numbers are a fraction of the 4.6 crore households which have benefited from MGNREGS this year, the fact that many poor households have nearly completed their full quota of employment under the scheme in just the last two months (May-June 2020) is a reflection of the distress that has driven them to take recourse to it. With the economy **reeling** after extended lockdowns following the COVID-19 pandemic and migrant labourers losing jobs in urban areas and returning to their rural homes to avoid destitution, the scheme has come as a huge relief to poor families. The government’s decision to extend it into the monsoon season has also benefited households. Data from this year show that in nearly two-thirds of the States, demand for MGNREGS work has doubled or even tripled in a number of districts compared to the previous year. Only in States where kharif crop was sown, the demand was relatively lower. But with some States resorting to their own shutdowns to curtail the spread of COVID-19, the prospects of a robust economic recovery that would benefit those

engaged in casual labour and daily wage-labour remain dim. The fairly good monsoon this season should help with providing for more agricultural jobs beyond the MGNREGS works as well, but the surging rate of demand for work under the scheme suggests that it is time the government thought about extending the limit, at least on a State-by-State basis. The swell in agrarian employment in the monsoon season notwithstanding, the excess supply of labour owing to reverse migration from the cities could depress wages. This makes an extension of the limit of work days under the MGNREGS even more imperative. Since its implementation over a decade ago, the scheme has acted as insurance for rural dwellers during crop failures and agrarian crises. But the Centre's outlook towards it continues to limit it only as a "fall-back" option for the poor. Even before the COVID-19-induced crisis, a lack of demand and falling consumption among the poor were constraining the economy. The MGNREGS, if utilised as more than just an insurance scheme and as a vehicle for rural development, could potentially address that problem. The lessons from its successes and failures could be used for a more comprehensive job guarantee plan that covers urban India too. Besides **alleviating** distress, this could also boost consumption and aid economic recovery. An extension of the 100-day limit and comprehensive implementation of the scheme in rural areas can be the first step.

Which of the following has been deduced from the fact that most families have consumed their employment quota in few months?

1. A bulk of internal migrants in India's cities comes from the poor states and those are the geographies where more work under MGNREGS needs to be created.
2. It is a manifestation of hardships that has forced these households to complete their employment quota.
3. Some work is better than no work and helps in bringing down the unemployment rate.
4. In a year in which the wider economy is expected to contract, agriculture is expected to continue to grow.
5. Both (a) and (c).

Ans -2

Solution: Refer to the first paragraph- "*the fact that many poor households have nearly completed their full quota of employment under the scheme in just the last two months (May-June 2020) is a reflection of the distress that has driven them to take recourse to it.*" Referring to the quoted text, we can infer that

the statement given in option (b) is correct in context of the given question. Hence, option (b) is the most suitable answer choice.

Q.22 Read the following passage and answer the following questions. Some words are highlighted to help you answer some of the questions.

The finding that 8.4 lakh poor households have completed at least 80 days of the 100-day limit for work under the MGNREGS and 1.4 lakh among those have completed the full quota, should come as no surprise. While these numbers are a fraction of the 4.6 crore households which have benefited from MGNREGS this year, the fact that many poor households have nearly completed their full quota of employment under the scheme in just the last two months (May-June 2020) is a reflection of the distress that has driven them to take recourse to it. With the economy **reeling** after extended lockdowns following the COVID-19 pandemic and migrant labourers losing jobs in urban areas and returning to their rural homes to avoid destitution, the scheme has come as a huge relief to poor families. The government's decision to extend it into the monsoon season has also benefited households. Data from this year show that in nearly two-thirds of the States, demand for MGNREGS work has doubled or even tripled in a number of districts compared to the previous year. Only in States where kharif crop was sown, the demand was relatively lower. But with some States resorting to their own shutdowns to curtail the spread of COVID-19, the prospects of a robust economic recovery that would benefit those engaged in casual labour and daily wage-labour remain dim. The fairly good monsoon this season should help with providing for more agricultural jobs beyond the MGNREGS works as well, but the surging rate of demand for work under the scheme suggests that it is time the government thought about extending the limit, at least on a State-by-State basis. The swell in agrarian employment in the monsoon season notwithstanding, the excess supply of labour owing to reverse migration from the cities could depress wages. This makes an extension of the limit of work days under the MGNREGS even more imperative. Since its implementation over a decade ago, the scheme has acted as insurance for rural dwellers during crop failures and agrarian crises. But the Centre's outlook towards it continues to limit it only as a "fall-back" option for the poor. Even before the COVID-19-induced crisis, a lack of demand and falling consumption among the poor were constraining the economy. The MGNREGS, if utilised as more than just an insurance scheme and as a vehicle for rural development, could potentially address that problem. The lessons from its successes and failures could be used for a more comprehensive job guarantee plan that covers urban India too. Besides **alleviating** distress, this could also boost consumption and aid economic recovery. An extension of the 100-day limit and comprehensive implementation of the scheme in rural areas can be the first step.

Which of the following has/ have been the repercussion(s) of lockdown implemented at state levels?

1. Employment opportunities by the government remain concentrated in certain parts of the country.
2. Varied availability of work under the scheme across different states.
3. The prospects of economic recovery are encouraging.
4. The likelihood of bringing the economy back on track remains feeble.
5. All are correct.

Ans -4

Solution: Refer to the first paragraph- “ *But with some States resorting to their own shutdowns to curtail the spread of COVID-19, the prospects of a robust economic recovery that would benefit those engaged in casual labour and daily wage-labour remain dim.*” Referring to the quoted text, we can infer that the statement given in option (d) is correct in context of the given question. Hence, option (d) is the most suitable answer choice.

Q.23 Read the following passage and answer the following questions. Some words are highlighted to help you answer some of the questions.

The finding that 8.4 lakh poor households have completed at least 80 days of the 100-day limit for work under the MGNREGS and 1.4 lakh among those have completed the full quota, should come as no surprise. While these numbers are a fraction of the 4.6 crore households which have benefited from MGNREGS this year, the fact that many poor households have nearly completed their full quota of employment under the scheme in just the last two months (May-June 2020) is a reflection of the distress that has driven them to take recourse to it. With the economy **reeling** after extended lockdowns following the COVID-19 pandemic and migrant labourers losing jobs in urban areas and returning to their rural homes to avoid destitution, the scheme has come as a huge relief to poor families. The government’s decision to extend it into the monsoon season has also benefited households. Data from this year show that in nearly two-thirds of the States, demand for MGNREGS work has doubled or even tripled in a number of districts compared to the previous year. Only in States where kharif crop was

sown, the demand was relatively lower. But with some States resorting to their own shutdowns to curtail the spread of COVID-19, the prospects of a robust economic recovery that would benefit those engaged in casual labour and daily wage-labour remain dim. The fairly good monsoon this season should help with providing for more agricultural jobs beyond the MGNREGS works as well, but the surging rate of demand for work under the scheme suggests that it is time the government thought about extending the limit, at least on a State-by-State basis. The swell in agrarian employment in the monsoon season notwithstanding, the excess supply of labour owing to reverse migration from the cities could depress wages. This makes an extension of the limit of work days under the MGNREGS even more imperative. Since its implementation over a decade ago, the scheme has acted as insurance for rural dwellers during crop failures and agrarian crises. But the Centre's outlook towards it continues to limit it only as a "fall-back" option for the poor. Even before the COVID-19-induced crisis, a lack of demand and falling consumption among the poor were constraining the economy. The MGNREGS, if utilised as more than just an insurance scheme and as a vehicle for rural development, could potentially address that problem. The lessons from its successes and failures could be used for a more comprehensive job guarantee plan that covers urban India too. Besides **alleviating** distress, this could also boost consumption and aid economic recovery. An extension of the 100-day limit and comprehensive implementation of the scheme in rural areas can be the first step.

Which of the following could be deemed as major reasons behind a slowed economic progress even before the pandemic hit the country?

1. With many workers moving back to their native places, internal remittances were bound to come down dramatically during this financial year.
2. Low demand, lack of manpower, stuck working capital and a lack of capital leading to further stress on employment.
3. Demand scarcity along with diminishing expenditure by the impoverished section of the society.
4. The movement (albeit slow) of people from agriculture to manufacturing, a more productive sector.
5. None of these.

Ans -3

Solution: Refer to the second paragraph- “ *Even before the COVID-19-induced crisis, a lack of demand and falling consumption among the poor were constraining the economy.*” Referring to the quoted text, we can infer that the statement given in option (c) is correct in context of the given question. Hence, option (c) is the most suitable answer choice.

Q.24 Read the following passage and answer the following questions. Some words are highlighted to help you answer some of the questions.

The finding that 8.4 lakh poor households have completed at least 80 days of the 100-day limit for work under the MGNREGS and 1.4 lakh among those have completed the full quota, should come as no surprise. While these numbers are a fraction of the 4.6 crore households which have benefited from MGNREGS this year, the fact that many poor households have nearly completed their full quota of employment under the scheme in just the last two months (May-June 2020) is a reflection of the distress that has driven them to take recourse to it. With the economy **reeling** after extended lockdowns following the COVID-19 pandemic and migrant labourers losing jobs in urban areas and returning to their rural homes to avoid destitution, the scheme has come as a huge relief to poor families. The government’s decision to extend it into the monsoon season has also benefited households. Data from this year show that in nearly two-thirds of the States, demand for MGNREGS work has doubled or even tripled in a number of districts compared to the previous year. Only in States where kharif crop was sown, the demand was relatively lower. But with some States resorting to their own shutdowns to curtail the spread of COVID-19, the prospects of a robust economic recovery that would benefit those engaged in casual labour and daily wage-labour remain dim. The fairly good monsoon this season should help with providing for more agricultural jobs beyond the MGNREGS works as well, but the surging rate of demand for work under the scheme suggests that it is time the government thought about extending the limit, at least on a State-by-State basis. The swell in agrarian employment in the monsoon season notwithstanding, the excess supply of labour owing to reverse migration from the cities could depress wages. This makes an extension of the limit of work days under the MGNREGS even more imperative. Since its implementation over a decade ago, the scheme has acted as insurance for rural dwellers during crop failures and agrarian crises. But the Centre’s outlook towards it continues to limit it only as a “fall-back” option for the poor. Even before the COVID-19-induced crisis, a lack of demand and falling consumption among the poor were constraining the economy. The MGNREGS, if utilised as more than just an insurance scheme and as a vehicle for rural development, could potentially address that problem. The lessons from its successes and failures could be used for a more comprehensive job guarantee plan that covers urban India too. Besides **alleviating** distress, this could also boost consumption and aid economic recovery. An extension of the 100-day limit and comprehensive implementation of the scheme in rural areas can be the first step.

Which of the following inferences could be drawn from the given passage?

1. Since the labour need the money immediately, they accept anything that the 'feudal lords' offer.
2. The sheer magnitude of reverse migration makes it impossible for the administration to create jobs for all under a single scheme.
3. MGNREGS is important in the rescue of the poor during a time of distress.
4. The ongoing lockdown has affected earnings of daily wage workers in the district as they are unable to get work.
5. None of these.

Ans -3

Solution:The given passage highlighted the dependence of the rural poor on MGNREGS especially after the reverse migration due to COVID-19 pandemic. Among the given statements, option (c) summarizes the information provided in the passage. Hence, option (c) is the most suitable answer choice.

Q.25 Read the following passage and answer the following questions. Some words are highlighted to help you answer some of the questions.

The finding that 8.4 lakh poor households have completed at least 80 days of the 100-day limit for work under the MGNREGS and 1.4 lakh among those have completed the full quota, should come as no surprise. While these numbers are a fraction of the 4.6 crore households which have benefited from MGNREGS this year, the fact that many poor households have nearly completed their full quota of employment under the scheme in just the last two months (May-June 2020) is a reflection of the distress that has driven them to take recourse to it. With the economy **reeling** after extended lockdowns

following the COVID-19 pandemic and migrant labourers losing jobs in urban areas and returning to their rural homes to avoid destitution, the scheme has come as a huge relief to poor families. The government's decision to extend it into the monsoon season has also benefited households. Data from this year show that in nearly two-thirds of the States, demand for MGNREGS work has doubled or even tripled in a number of districts compared to the previous year. Only in States where kharif crop was sown, the demand was relatively lower. But with some States resorting to their own shutdowns to curtail the spread of COVID-19, the prospects of a robust economic recovery that would benefit those engaged in casual labour and daily wage-labour remain dim. The fairly good monsoon this season should help with providing for more agricultural jobs beyond the MGNREGS works as well, but the surging rate of demand for work under the scheme suggests that it is time the government thought about extending the limit, at least on a State-by-State basis. The swell in agrarian employment in the monsoon season notwithstanding, the excess supply of labour owing to reverse migration from the cities could depress wages. This makes an extension of the limit of work days under the MGNREGS even more imperative. Since its implementation over a decade ago, the scheme has acted as insurance for rural dwellers during crop failures and agrarian crises. But the Centre's outlook towards it continues to limit it only as a "fall-back" option for the poor. Even before the COVID-19-induced crisis, a lack of demand and falling consumption among the poor were constraining the economy. The MGNREGS, if utilised as more than just an insurance scheme and as a vehicle for rural development, could potentially address that problem. The lessons from its successes and failures could be used for a more comprehensive job guarantee plan that covers urban India too. Besides **alleviating** distress, this could also boost consumption and aid economic recovery. An extension of the 100-day limit and comprehensive implementation of the scheme in rural areas can be the first step.

A suitable title for the given passage could be-

1. MGNREGS: 100 days of job a mirage
2. A case for extension
3. A fate of left-out
4. Agriculture sector during pandemic
5. None of these.

Ans -2

Solution:The given passage highlights the need to extend work days under MGNREGS. Among the given options, the most suitable title for the given passage will be “ **A case for extension**”. Hence, option (b) is the most suitable answer choice.

Q.26 Read the following passage and answer the following questions. Some words are highlighted to help you answer some of the questions.

The finding that 8.4 lakh poor households have completed at least 80 days of the 100-day limit for work under the MGNREGS and 1.4 lakh among those have completed the full quota, should come as no surprise. While these numbers are a fraction of the 4.6 crore households which have benefited from MGNREGS this year, the fact that many poor households have nearly completed their full quota of employment under the scheme in just the last two months (May-June 2020) is a reflection of the distress that has driven them to take recourse to it. With the economy **reeling** after extended lockdowns following the COVID-19 pandemic and migrant labourers losing jobs in urban areas and returning to their rural homes to avoid destitution, the scheme has come as a huge relief to poor families. The government’s decision to extend it into the monsoon season has also benefited households. Data from this year show that in nearly two-thirds of the States, demand for MGNREGS work has doubled or even tripled in a number of districts compared to the previous year. Only in States where kharif crop was sown, the demand was relatively lower. But with some States resorting to their own shutdowns to curtail the spread of COVID-19, the prospects of a robust economic recovery that would benefit those engaged in casual labour and daily wage-labour remain dim. The fairly good monsoon this season should help with providing for more agricultural jobs beyond the MGNREGS works as well, but the surging rate of demand for work under the scheme suggests that it is time the government thought about extending the limit, at least on a State-by-State basis. The swell in agrarian employment in the monsoon season notwithstanding, the excess supply of labour owing to reverse migration from the cities could depress wages. This makes an extension of the limit of work days under the MGNREGS even more imperative. Since its implementation over a decade ago, the scheme has acted as insurance for rural dwellers during crop failures and agrarian crises. But the Centre’s outlook towards it continues to limit it only as a “fall-back” option for the poor. Even before the COVID-19-induced crisis, a lack of demand and falling consumption among the poor were constraining the economy. The MGNREGS, if utilised as more than just an insurance scheme and as a vehicle for rural development, could potentially address that problem. The lessons from its successes and failures could be used for a more comprehensive job guarantee plan that covers urban India too. Besides **alleviating** distress, this could also boost consumption and aid economic recovery. An extension of the 100-day limit and comprehensive implementation of the scheme in rural areas can be the first step.

Which of the following words is similar in meaning with **REELING**, as highlighted in the given passage?

1. Nugatory
2. Emphatic
3. Staggering
4. Attenuating
5. None of these.

Ans -3

Solution: Among the given words, 'staggering' is similar in meaning with 'reeling'. Hence, option (c) is the most suitable answer choice.

Staggering- continue in existence or operation uncertainly or precariously.

Attenuate- Reduce the force, effect or value of something.

Emphatic- expressing something forcibly and clearly.

Nugatory- of no value or importance.

Q.27 Read the following passage and answer the following questions. Some words are highlighted to help you answer some of the questions.

The finding that 8.4 lakh poor households have completed at least 80 days of the 100-day limit for work under the MGNREGS and 1.4 lakh among those have completed the full quota, should come as no surprise. While these numbers are a fraction of the 4.6 crore households which have benefited from MGNREGS this year, the fact that many poor households have nearly completed their full quota of employment under the scheme in just the last two months (May-June 2020) is a reflection of the distress that has driven them to take recourse to it. With the economy **reeling** after extended lockdowns following the COVID-19 pandemic and migrant labourers losing jobs in urban areas and returning to their rural homes to avoid destitution, the scheme has come as a huge relief to poor families. The government's decision to extend it into the monsoon season has also benefited households. Data from

this year show that in nearly two-thirds of the States, demand for MGNREGS work has doubled or even tripled in a number of districts compared to the previous year. Only in States where kharif crop was sown, the demand was relatively lower. But with some States resorting to their own shutdowns to curtail the spread of COVID-19, the prospects of a robust economic recovery that would benefit those engaged in casual labour and daily wage-labour remain dim. The fairly good monsoon this season should help with providing for more agricultural jobs beyond the MGNREGS works as well, but the surging rate of demand for work under the scheme suggests that it is time the government thought about extending the limit, at least on a State-by-State basis. The swell in agrarian employment in the monsoon season notwithstanding, the excess supply of labour owing to reverse migration from the cities could depress wages. This makes an extension of the limit of work days under the MGNREGS even more imperative. Since its implementation over a decade ago, the scheme has acted as insurance for rural dwellers during crop failures and agrarian crises. But the Centre's outlook towards it continues to limit it only as a "fall-back" option for the poor. Even before the COVID-19-induced crisis, a lack of demand and falling consumption among the poor were constraining the economy. The MGNREGS, if utilised as more than just an insurance scheme and as a vehicle for rural development, could potentially address that problem. The lessons from its successes and failures could be used for a more comprehensive job guarantee plan that covers urban India too. Besides **alleviating** distress, this could also boost consumption and aid economic recovery. An extension of the 100-day limit and comprehensive implementation of the scheme in rural areas can be the first step.

Which of the following words is opposite in meaning to **ALLEVIATING**, as highlighted in the given passage?

1. Permeating
2. Vacillating
3. Grumbling
4. Exacerbating
5. None of these.

Ans -4

Solution: Among the given words, 'exacerbating' is opposite to 'alleviating'. Hence, option (d) is the most suitable answer choice.

Exacerbating- make (a problem, bad situation, or negative feeling) worse.

Alleviating- make (suffering, deficiency, or a problem) less severe.
Vacillate (verb)- to waver between different opinions or actions
Grumbled- protest.
Permeate- spread throughout (something)/ pervade.

Q.28 In the following questions two columns are given containing three sentences/phrases each. In first column, sentences/phrases are A, B and C and in the second column the sentences/phrases are D, E and F. A sentence/phrase from the first column may or may not connect with another sentence/phrase from the second column to make a grammatically and contextually correct sentence. Each question has five options, four of which display the sequence(s) in which the sentences/phrases can be joined to form a grammatically and contextually correct sentence. Choose appropriate option. If none of the options given forms a correct sentence after combination, mark (E), i.e. "None of these" as your answer.

COLUMN I (A) Amit Beniwal knocked out top seed Chandril Sood 6-3, 6-1 in the first round
(B) The 26-year-old from Punjab, who has a personal best of 17.17m, was in poor form
(C) Koepka, 29, has a chance to do what only one golfer has done

COLUMN II (D) as he finished eighth with a best of 15.78m in the Classic Permit Meeting de Montreuil near Paris on Tuesday.

(E) where five prior editions have produced enduring Major championship memories.

(F) cruised into the second round with a 6-1, 6-2 win over Aakash Ahlawat.

1. Only A-E and B-F
2. Only B-D
3. Only A-F
4. Only C-E
5. None of these

Ans -2

Solution:Combination B-D successfully forms a grammatically viable and contextually meaningful sentence as the relevant phrases are of similar context and in appropriate grammatical syntax. The coherent sentence thus formed is, ***"The 26-year-old from Punjab, who has a personal best of 17.17m, was in poor form as he finished eighth with a best of 15.78m in the Classic Permit Meeting de***

Montreuil near Paris on Tuesday". All the other combinations fail to form coherent sentences; hence, option (b) is the most viable answer choice.

Q.29 In the following questions two columns are given containing three sentences/phrases each. In first column, sentences/phrases are A, B and C and in the second column the sentences/phrases are D, E and F. A sentence/phrase from the first column may or may not connect with another sentence/phrase from the second column to make a grammatically and contextually correct sentence. Each question has five options, four of which display the sequence(s) in which the sentences/phrases can be joined to form a grammatically and contextually correct sentence. Choose appropriate option. If none of the options given forms a correct sentence after combination, mark (E), i.e. "None of these" as your answer.

COLUMN I (A) Hong Kong police fired rubber bullets and tear gas at demonstrators, who
(B) Mr. Johnson offered no details of how to break the deadlock in Parliament
(C) The budget request for India will be increased and those for

COLUMN II (D) that would allow people to be sent to mainland China for trial descended into violent chaos.

(E) threw plastic bottles, on Wednesday as protests against an extradition Bill.

(F) that prevented Ms. May from getting her deal through.

1. Only A-E and B-F
2. Only B-D
3. Only A-F
4. Only C-E
5. None of these

Ans -1

Solution:Combination A-E and B-F successfully forms grammatically viable and contextually meaningful sentences as the relevant phrases are of similar context and in appropriate grammatical syntax. The coherent sentence thus formed are, "**Hong Kong police fired rubber bullets and tear gas at demonstrators, who threw plastic bottles, on Wednesday as protests against an extradition Bill**". "**Mr. Johnson offered no details of how to break the deadlock in Parliament that prevented Ms. May**

from getting her deal through”.

All the other combinations fail to form coherent sentences; hence, option (a) is the most viable answer choice.

Q.30 In the following questions two columns are given containing three sentences/phrases each. In first column, sentences/phrases are A, B and C and in the second column the sentences/phrases are D, E and F. A sentence/phrase from the first column may or may not connect with another sentence/phrase from the second column to make a grammatically and contextually correct sentence. Each question has five options, four of which display the sequence(s) in which the sentences/phrases can be joined to form a grammatically and contextually correct sentence. Choose appropriate option. If none of the options given forms a correct sentence after combination, mark (E), i.e. “None of these” as your answer.

COLUMN I (A) Author Amitav Ghosh was felicitated with the 54th Jnanpith Award for his
(B) Following President Gotabaya Rajapaksa’s rise to power last year on a huge mandate
(C) In Bishkek, Russia and Central Asian countries are likely to express “broad support” for China
COLUMN II (D) is seeking a decisive parliamentary majority to amend the Constitution.
(E) for popular short-video app TikTok to Microsoft, three people familiar with the matter said on Sunday.
(F) outstanding contribution to the enrichment of Indian Literature in English.

1. Only A-E and B-F
2. Only B-D
3. Only A-F
4. Only C-E
5. None of these

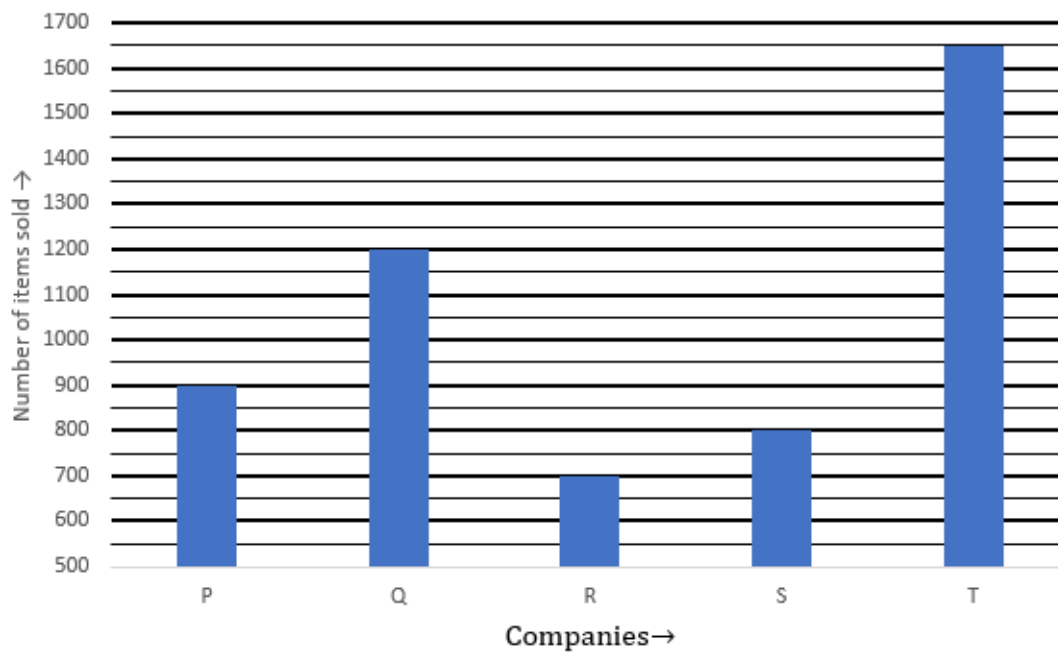
Ans -3

Solution:Combination A-F successfully forms a grammatically viable and contextually meaningful sentence as the relevant phrases are of similar context and in appropriate grammatical syntax. The coherent sentence thus formed is, **“Author Amitav Ghosh was felicitated with the 54th Jnanpith Award for his**

outstanding contribution to the enrichment of Indian Literature in English". All the other combinations fail to form coherent sentences; hence, option (c) is the most viable answer choice.

Quantitative Aptitude

Q.31 Bar chart given below shows total number of items sold by five companies and table shows the percentage of items which are rejected (due to some defect in them) by customers out of total items sold by respective companies.



Companies	Percentage of items rejected
P	25
Q	20
R	15
S	40
T	30

Note - Total items sold = number of items rejected + number of items which are not rejected

Find the average number of items which are rejected by the customers to company P, R and T?

1. 275
2. 255
3. 325
4. None of these
5. 350

Ans -1

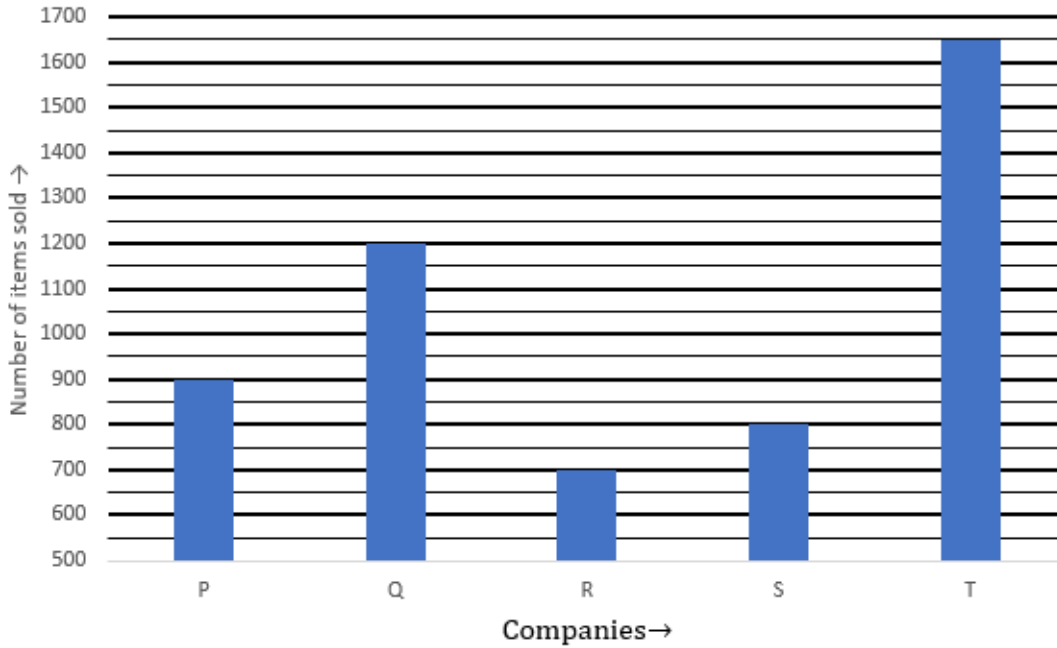
Solution:

Required average

$$= \frac{1}{3} \left[900 \times \frac{25}{100} + 700 \times \frac{15}{100} + 1650 \times \frac{30}{100} \right]$$

$$= \frac{1}{3} [225 + 105 + 495] = 275$$

Q.32 Bar chart given below shows total number of items sold by five companies and table shows the percentage of items which are rejected (due to some defect in them) by customers out of total items sold by respective companies.



Companies	Percentage of items rejected
P	25
Q	20
R	15
S	40
T	30

Note - Total items sold = number of items rejected + number of items which are not rejected

Number of items sold by company P which are not rejected are what percent more or less than total items which are rejected by customers to company Q and R together?

1. 85% less

2. $85\frac{11}{23}\%$ more

3. $75\frac{13}{23}\%$ less

4. $95\frac{15}{23}\%$ more

5. 77% less

Ans -4

Solution:

Number of items which are not rejected
by customer to company $P = 900 \times \frac{75}{100} = 675$

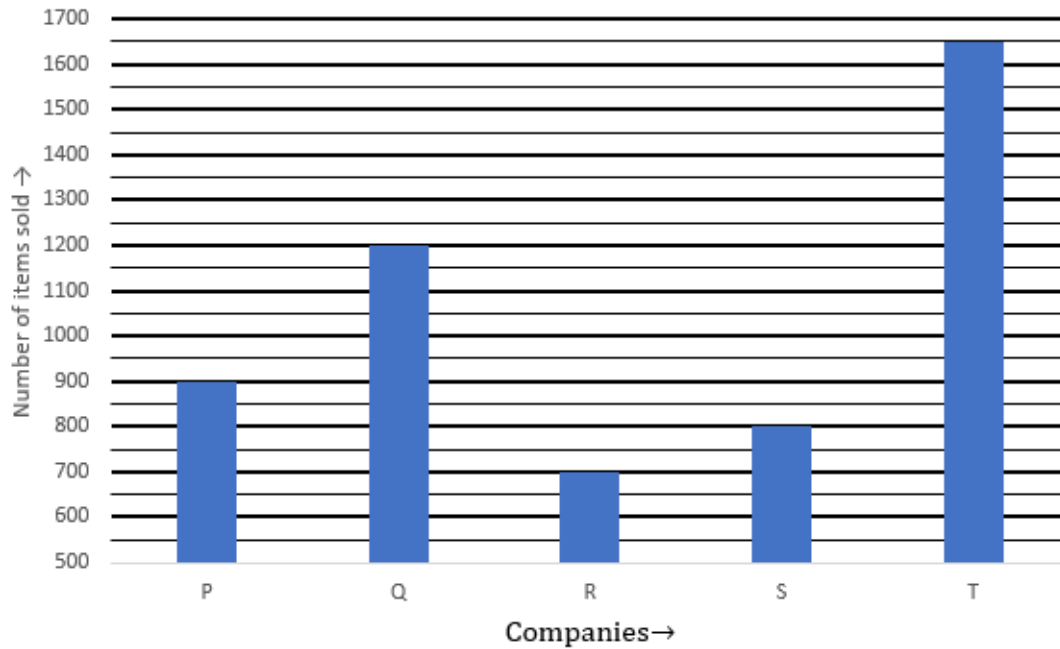
Items which were rejected by customer
to company Q and R together

$$= 1200 \times \frac{20}{100} + 700 \times \frac{15}{100}$$
$$= 240 + 105 = 345$$

$$\text{Required Percentage} = \frac{675 - 345}{345} \times 100$$

$$= 95\frac{15}{23}\% \text{ more}$$

Q.33 Bar chart given below shows total number of items sold by five companies and table shows the percentage of items which are rejected (due to some defect in them) by customers out of total items sold by respective companies.



Companies	Percentage of items rejected
P	25
Q	20
R	15
S	40
T	30

Note - Total items sold = number of items rejected + number of items which are not rejected

Find the ratio of number of items which are not rejected by customers to company S to total number of items which are rejected by customers to company R and T together?

1. 2 : 5

2. 1 : 2

3. 4 : 5

4. 3 : 5

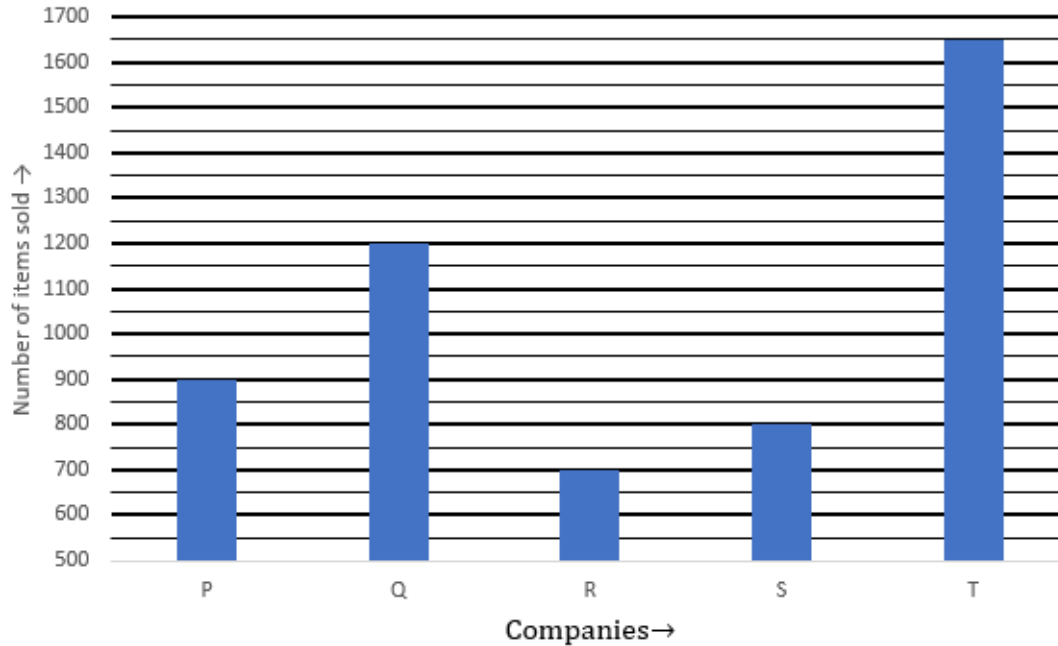
5. None of these

Ans -3

Solution:

$$\begin{aligned} \text{Required ratio} &= \frac{800 \times \frac{60}{100}}{700 \times \frac{15}{100} + 1650 \times \frac{80}{100}} \\ &= \frac{480}{105 + 495} = \frac{480}{600} = 4 : 5 \end{aligned}$$

Q.34 Bar chart given below shows total number of items sold by five companies and table shows the percentage of items which are rejected (due to some defect in them) by customers out of total items sold by respective companies.



Companies	Percentage of items rejected
P	25
Q	20
R	15
S	40
T	30

Note - Total items sold = number of items rejected + number of items which are not rejected

Rejected items by customers to company Q is what percent of rejected items by customers to company S?

1. 50%

2. 75%

3. 45%

4. 60%

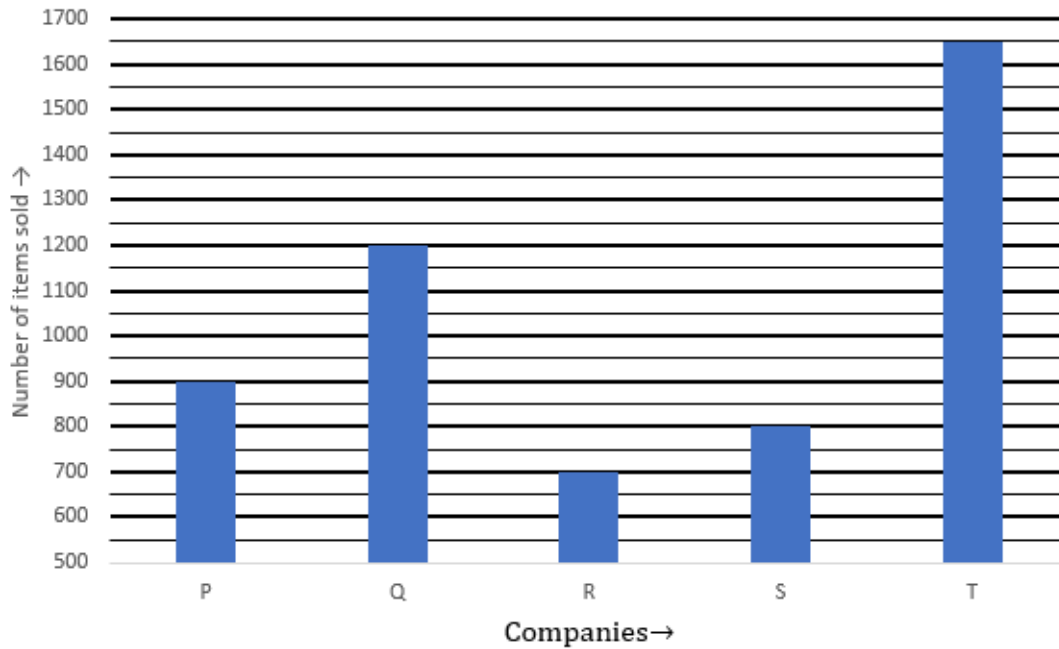
5. 65%

Ans -2

Solution:

$$\text{Required Percentage} = \frac{1200 \times \frac{30}{100}}{800 \times \frac{40}{100}} \times 100 = 75\%$$

Q.35 Bar chart given below shows total number of items sold by five companies and table shows the percentage of items which are rejected (due to some defect in them) by customers out of total items sold by respective companies.



Companies	Percentage of items rejected
P	25
Q	20
R	15
S	40
T	30

Note - Total items sold = number of items rejected + number of items which are not rejected

What is the difference between no. of items which are sold by company R and T, which are not rejected by customers?

1. None of these

2. 420

3. 520

4. 440

5. 560

Ans -5

Solution:

$$\begin{aligned}\text{Required difference} &= 1650 \times \frac{70}{100} - 700 \times \frac{85}{100} \\ &= 1155 - 595 = 560\end{aligned}$$

Q.36 What will come at the place of question mark(?) in the given number series.

9, 43, 169, 503, 1001, ?

1. 995

2. 809

3. 999

4. 997

5. 1006

Ans -1

Solution:

Series is

$$\times 5-2, \times 4-3, \times 3-4, \times 2-5, \times 1-6$$

$$\Rightarrow 1001 \times 1 - 6 = 995$$

Q.37 What will come at the place of question mark(?) in the given number series.

79, 54, 75, 58, 71, ?

1. 53

2. 62

3. 71

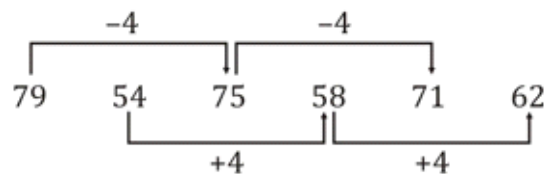
4. 78

5. 64

Ans -2

Solution:

Series is



Q.38 What will come at the place of question mark(?) in the given number series.

50, 53, 67, 100, 160, ?

1. 240

2. 263

3. 258

4. 255

5. 161

Ans -4

Solution:

Series is

$$+2^2-1, +4^2-2, +6^2-3, +8^2-4, 10^2-5$$

$$\Rightarrow 160 + 10^2 - 5 = 255$$

Q.39 What will come at the place of question mark(?) in the given number series.

162, 54, 36, ? , 48, 80

1. 33

2. 42

3. 24

4. 30

5. 36

Ans -5

Solution:

$$\times \frac{1}{3}, \times \frac{2}{3}, \times \frac{3}{3}, \times \frac{4}{3}, \dots \dots$$

$$\Rightarrow 36 \times 1 = 36$$

Q.40 What will come at the place of question mark(?) in the given number series.

9, 5, 7, 22, 120, ?

1. 1100

2. 1088

3. 890

4. 1050

5. 1000

Ans -2

Solution:

Series is

$$\times \frac{1}{2} + 0.5, \times 1 + 2, \times 2 + 8, \times 4 + 32, \times 8 + 128$$

$$\Rightarrow 120 \times 8 + 128 = 1088$$

Q.41 Two cards are drawn at random from a pack of 52 cards, then find the probability of getting one red face card and one black ace?

1. $\frac{1}{221}$

2. $\frac{2}{221}$

3. $\frac{76}{221}$

4. $\frac{91}{221}$

5. $\frac{5}{221}$

Ans -2

Solution:

$$\text{Required probability} = \frac{{}^6C_1 \times {}^2C_1}{{}^{52}C_2}$$

$$= \frac{6 \times 2}{52 \times 51}$$
$$= \frac{6 \times 2}{26 \times 51} = \frac{2}{221}$$

Q.42 If side of a square is equal to height of equilateral triangle, then find ratio of area of equilateral triangle to area of square?

1. $\sqrt{2} : 5$

2. $3 : 5$

3. $\sqrt{3} : 2$

4. $1 : \sqrt{3}$

5. Data insufficient.

Ans -4

Solution:

Let side of square be 'x' & side of equilateral triangle be 'y'.

ATQ,

$$x = \frac{\sqrt{3}}{2} \times y \text{ [given]}$$

$$y = \frac{2x}{\sqrt{3}}$$

$$\text{Required ratio} = \frac{\frac{\sqrt{3}}{4} y^2}{x^2} = \frac{\sqrt{3}}{4} \times \left(\frac{2x}{\sqrt{3}}\right)^2 \times \frac{1}{x^2}$$

$$= \frac{\sqrt{3}}{4} \times \frac{4x^2}{3} \times \frac{1}{x^2}$$

$$= 1 : \sqrt{3}$$

Q.43 Deepak invested some amount on SI out of Rs.47000 and rest amount on C.I. for two years. If S.I. is offering 12% p.a. and C. I. is offering 15% p.a. compounding annually and C.I. is Rs.532.5 more than S.I., then find amount invested by Deepak on C.I.?

1. Rs.23000

2. Rs.22000

3. Rs.21000

4. Rs.25000

5. Rs.24000

Ans -3

Solution:

Let amount invested by Deepak at C.I. be 'Rs.x'.

So, amount invested by Deepak at S.I. = Rs (47000 - x)

Now,

Equivalent rate of interest of 15% C.I. for

$$2 \text{ years} = 15 + 15 + \frac{15 \times 15}{100} = 32.25\%$$

ATQ,

$$\frac{x \times 32.25}{100} - \frac{(47000 - x) \times 2 \times 12}{100} = 532.5$$

$$32.25x + 24x = 1181250$$

$$x = 21000 \text{ Rs.}$$

Q.44 B is twice as old as A. Average of present age of A and B is 24 years and average of present age of B and C is 38 years. Find present age of C is what percent less than present age of A and B together?

1. $4\frac{2}{9}\%$

2. $11\frac{6}{11}\%$

3. $5\frac{1}{5}\%$

4. $13\frac{2}{7}\%$

5. $8\frac{1}{3}\%$

Ans -5

Solution:

Let present age of A be 'x' years.

So, present age of B = 2x years

And let present age of C be 'y' years.

ATQ,

$$\frac{x + 2x}{2} = 24$$

$$3x = 48$$

$$x = 16 \text{ years}$$

Hence, Present age of B = 2x

$$= 32 \text{ years}$$

Now,

$$\frac{32 + y}{2} = 38$$

$$y = 44 \text{ years.}$$

$$\text{So, required \%} = \frac{(32 + 16) - 44}{(32 + 16)} \times 100$$

$$= \frac{4}{48} \times 100$$

$$= 8\frac{1}{3}\%$$

Q.45 A pipe can fill a tank in 36 minutes & other pipes can fill it in 48 minutes, but a third Pipe can empty it in 18 minutes. The first two pipes are kept open for 16 minutes in the beginning then the third Pipe is also opened. In what time is the cistern emptied?

1. 120 min
2. 80 min
3. 96 min
4. 112 min
5. 144 min

Ans -4

Solution:

Let Capacity of tank be 144 litre.

So, efficiency of Ist Pipe = 4 litre / min

Efficiency of IInd Pipe = 3 litre /min

Efficiency of IIIrd pipe = 8 litre /min

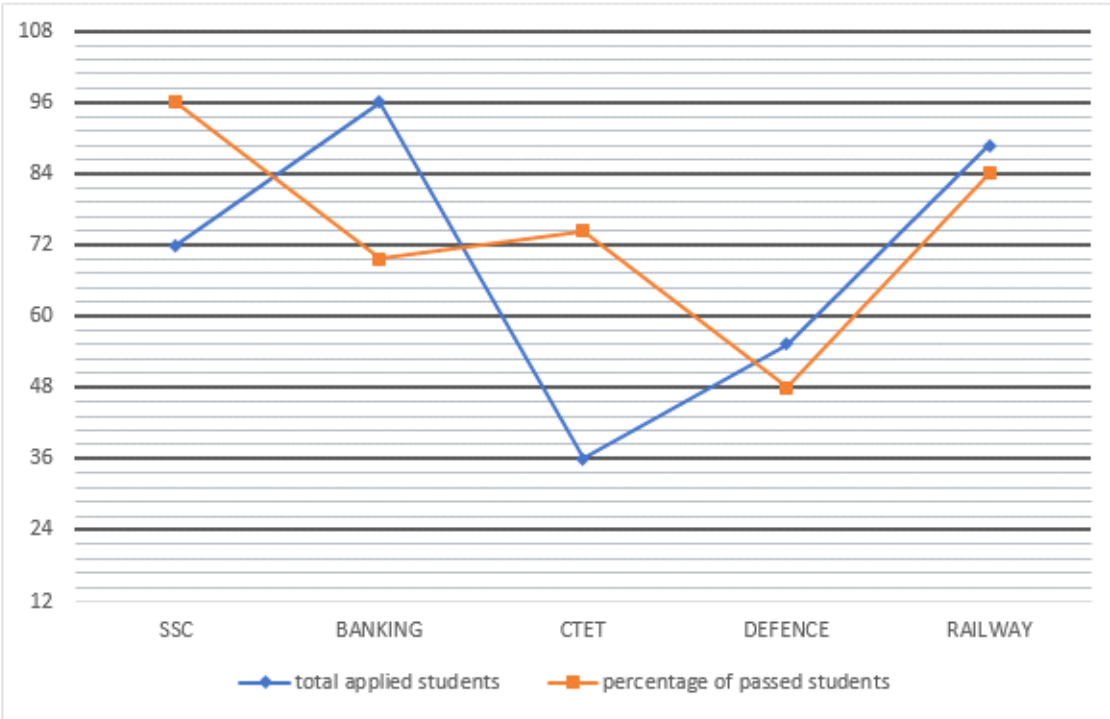
ATQ,

First tank will be filled by pipe Ist & IInd
and then emptied when pipe Ist, IInd & IIIrd
together are opened

So, $(4 + 3) \times 16 = (8 - 4 - 3) t$

$t = \frac{112}{1} = 112 \text{ min.}$

Q.46 Line chart given below gives information about total no. of students (in '00) applied for various exams in a city and percentage of students who passed exam out of total appeared students.



If in RAILWAY exams non-appeared students are $5\frac{5}{7}\%$ of total appeared students, then find total students who passed in RAILWAY exams.

1. 7046
2. 8000
3. 8400
4. 7056
5. 8006

Ans -4

Solution:

Total applied students in RAILWAY exam
= 8880

Let no. of students who appeared in RAILWAY
exam be $70x$

Then no. of students who did not appeared in
exam = $70x \times \frac{40}{700} = 4x$

ATQ

$$70x + 4x = 8880$$

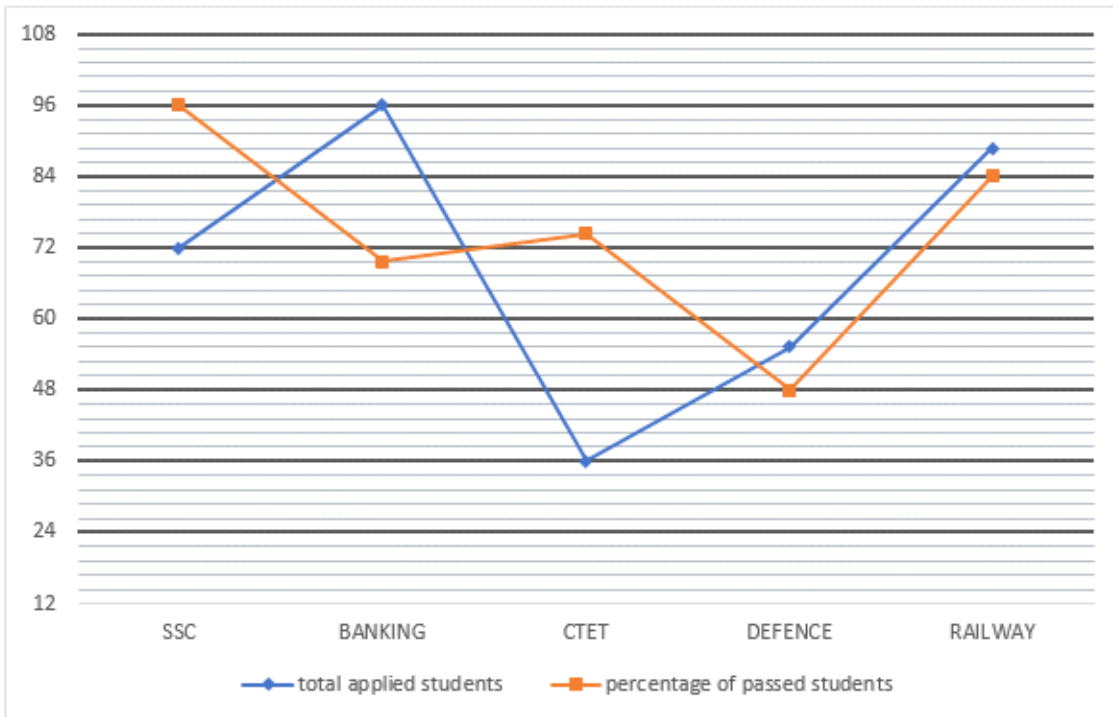
$$x = 120$$

So, $70x = 8400$

Total students who passed RAILWAY exam

$$= 8400 \times \frac{84}{100} = 7056$$

Q.47 Line chart given below gives information about total no. of students (in '00) applied for various exams in a city and percentage of students who passed exam out of total appeared students.



In SSC exam, out of total applied students 720 students were not able to reach the exam center and another 1080 students didn't take the exam. Find percentage of passed students out of total applied students.

1. 72%
2. 75%
3. 84%
4. 48%
5. $83\frac{1}{3}\%$

Ans -1

Solution:

Total students applied in SSC exam = 7200

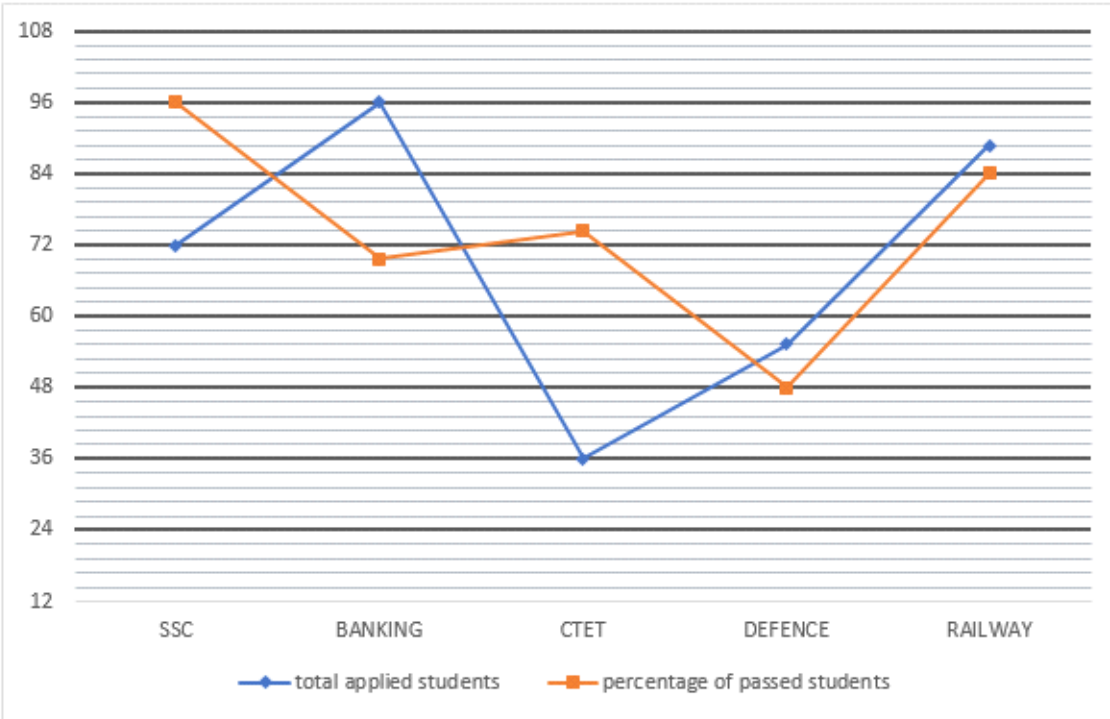
Total no. of students who appeared in SSC exam
= 7200 - 720 - 1080 = 5400

Total students who passed SSC exam

$$= 5400 \times \frac{96}{100} = 54 \times 96$$

$$\text{Required percentage} = \frac{(54 \times 96)}{7200} \times 100 = 72\%$$

Q.48 Line chart given below gives information about total no. of students (in '00) applied for various exams in a city and percentage of students who passed exam out of total appeared students.



In BANKING exam $83\frac{1}{3}\%$ of total applied students appeared in exam. Find total students who passed BANKING exam.

1. 5184
2. 8008
3. 5000
4. 7058
5. 5568

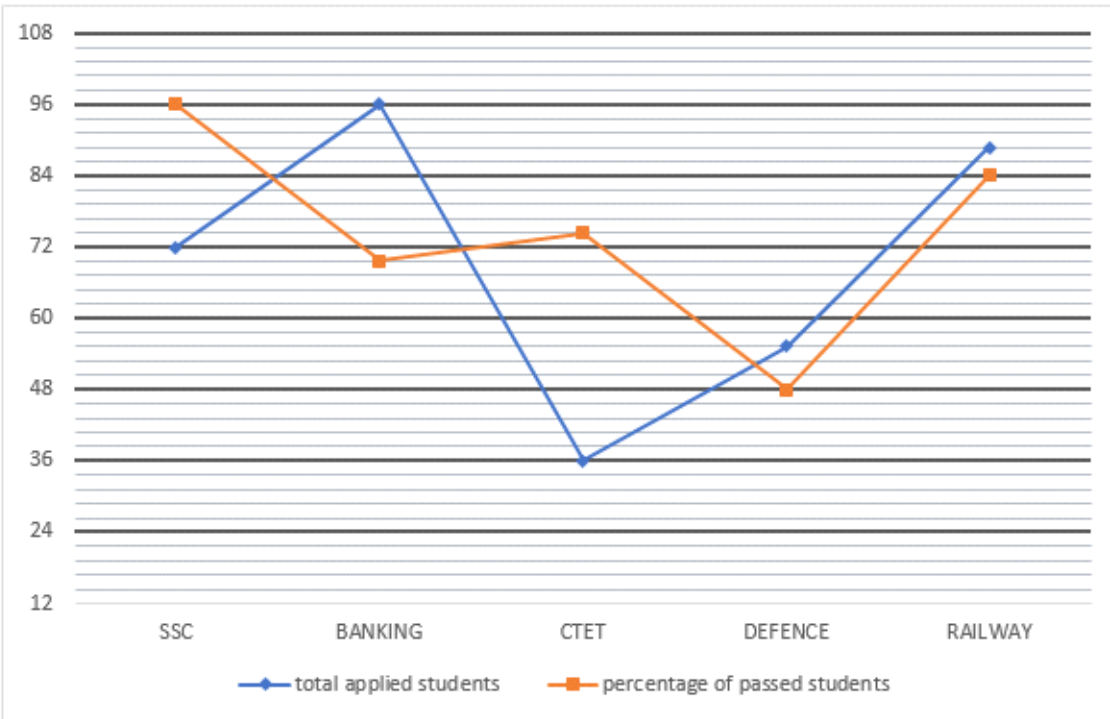
Ans -5

Solution:

Total no. of students applied in BANKING exam = 9600

$$\text{Required no. of students} = 9600 \times \frac{250}{300} \times \frac{69.6}{100} = 5568$$

Q.49 Line chart given below gives information about total no. of students (in '00) applied for various exams in a city and percentage of students who passed exam out of total appeared students.



If in DEFENCE exam total 2400 students passed the examination, then find total appeared students in DEFENCE exam is what percent of total no. of applied students in DEFENCE exam. (approx.)

1. 95%

2. 91%

3. 96%

4. 92%

5. 89%

Ans -2

Solution:

Total students who applied in DEFENCE

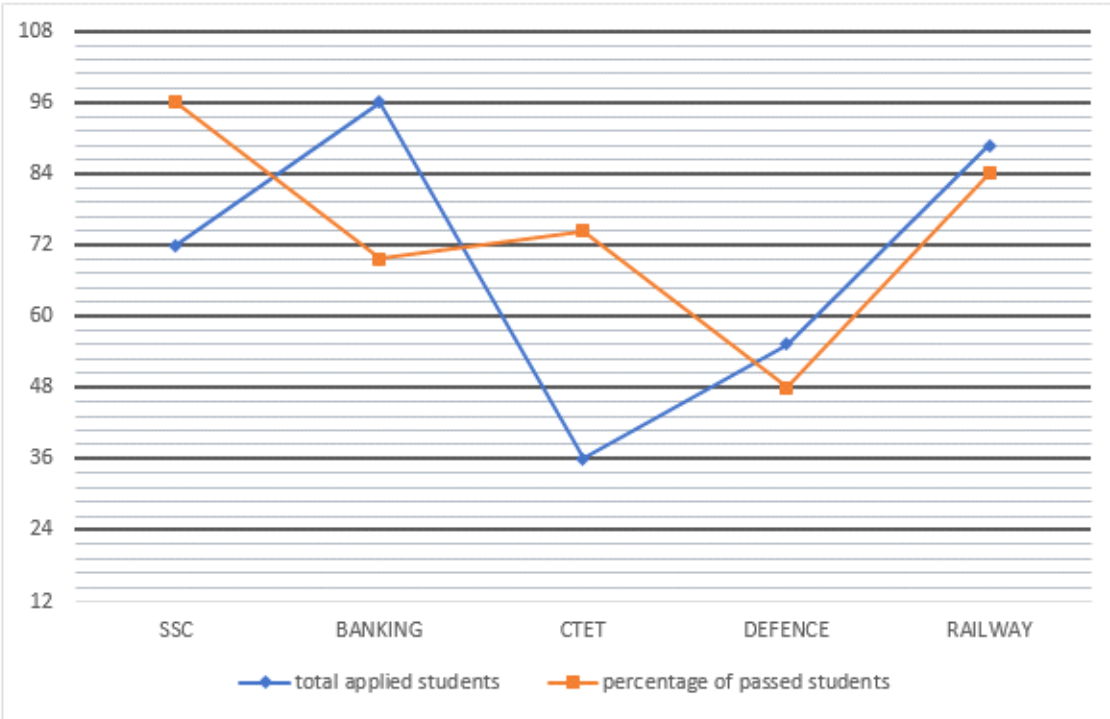
exam = 5520

Total appeared students in DEFENCE

exam = $\frac{2400}{48} \times 100 = 5000$

Required percentage = $\frac{5000}{5520} \times 100 \approx 90\%$

Q.50 Line chart given below gives information about total no. of students (in '00) applied for various exams in a city and percentage of students who passed exam out of total appeared students.



In CTET exam, 83.2% of appeared boys and 70% of appeared girls passed the exam. If ratio of appeared girls to appeared boys is 2:1 and total 2232 students passed in CTET exam, then find ratio of total applied students to total appeared girls in CTET exam.

1. 9:5
2. 18:1
3. 6:5
4. 18:5
5. 9:4

Ans -1

Solution:

total no. of students applied in CTET exam = 3600

Let total no. of girls who appeared in CTET exam be $2x$

Then total no. of boys who appeared in CTET exam = x

ATQ

$$2x \times \frac{70}{100} + x \times \frac{83.2}{100} = 2232$$

$$2232x = 2232000$$

$$x = 1000$$

$$\text{Required ratio} = \frac{3600}{2 \times x} = \frac{3600}{2000}$$

$$\Rightarrow 9:5$$

Q.51 Calculate the approximate value of given questions.

$$24.92\% \text{ of } 180.01 + (18.96)^2 = ? \% \text{ of } 1014.89$$

1. 30

2. 60

3. 50

4. 40

5. 70

Ans -4

Solution:

$$\frac{25}{100} \times 180 + (19)^2 = \frac{?}{100} \times 1015$$
$$45 + 361 = \frac{?}{100} \times 1015$$

$$406 \times \frac{100}{1015} = ?$$
$$? = 40$$

Q.52 Calculate the approximate value of given questions.

$$\frac{24.89\% \text{ of } 624.09}{19.7\% \text{ of } 994.89} \times 397.97 - 19.78 = ?^3 - 19.14 \times 23.06$$

1. 9

2. 13

3. 4

4. 19

5. 11

Ans -1

Solution:

$$\frac{\frac{25}{100} \times 624}{\frac{20}{100} \times 995} \times 398 - 20 = (?)^3 - 19 \times 23$$
$$\Rightarrow \frac{156}{199} \times 398 - 20 + 437 = (?)^3$$
$$\Rightarrow 729 = (?)^3$$
$$\Rightarrow ? = 9$$

Q.53 Calculate the approximate value of given questions.

$$\frac{? \times 20.03 \times 4.99}{99.99} = \frac{(7699.99 - ?) \times 9.03 \times 5.99}{100.05}$$

1. 1700

2. 2400

3. 2800

4. 2600

5. 2700

Ans -5

Solution:

$$100 \times ? = 7700 \times 54 - 54 \times ?$$

$$? = \frac{7700 \times 54}{154}$$

$$? = 2700$$

Q.54 Calculate the approximate value of given questions.

$$(? + 761.19) + 170.09\% \text{ of } \left(\frac{7499.97}{750.05}\right) = 38.54 \times 44.79$$

1. 947

2. 837

3. 679

4. 911

5. 977

Ans -5

Solution:

$$\begin{aligned} (? + 761) + \frac{170}{100} \times \frac{7500}{750} &= 39 \times 45 \\ \Rightarrow ? + 778 &= 1755 \\ \Rightarrow ? &= 977 \end{aligned}$$

Q.55 Calculate the approximate value of given questions.

$$\sqrt{821.01 - \sqrt{1368.97}} = \sqrt{?} + \sqrt{575.98}$$

1. 25

2. 36

3. 49

4. 16

5. 9

Ans -4

Solution:

$$\sqrt{821 - \sqrt{1369}} = \sqrt{?} + \sqrt{576}$$
$$\sqrt{784} = \sqrt{?} + 24$$
$$? = 16$$

Q.56 A man can row at 14 km/hr. in still water and speed of stream is 2 km/hr. If it takes him 7 hr. to row to a place & to come back, then find how far is the place?

1. 36 km

2. 48 km

3. 28 km

4. 54 km

5. 42 km

Ans -2

Solution:

Let the distance covered by man
between two places is 'D'

ATQ.

$$7 = \frac{D}{16} + \frac{D}{12}$$

$$7 = D \left[\frac{3 + 4}{48} \right]$$

$$D = 48 \text{ km}$$

Q.57 A shopkeeper marked his article 60% above the cost price and ratio of discount allowed to profit earned is 4 : 1. If profit earned is Rs.180 less than discount allowed, then find ratio of selling price to marked price of the article.

1. 3 : 5

2. 6 : 7

3. 4 : 7

4. 7 : 10

5. None of the above

Ans -4

Solution:

Let C.P of the article be Rs. $100x$

So, M.P. of the article = $100x \times \frac{160}{100} = \text{Rs. } 160x$

Let discount allowed on article & profit earned on article be 'Rs. $4y$ ' & 'Rs. y ' respectively.

ATQ,

$$4y - y = 180$$

$$y = 60$$

Hence, discount allowed on article = $4y = \text{Rs. } 240$

And profit earned on article = $y = \text{Rs. } 60$

Now,

$$160x - 240 = 100x + 60$$

$$60x = 300$$

$$x = 5$$

Hence, M.P of the article = Rs. $160x = \text{Rs. } 800$

And S.P. of the article = $800 - 240 = 560$

So, Required ratio = $\frac{560}{800} = \frac{7}{10}$

Q.58 A vessel contains mixture in which 25% is water and rest is milk. If 40 liters more water added in vessel, then quantity of water becomes 40% of mixture. Find the quantity of milk in the vessel?

1. 100 l

2. 140 l

3. 160 l

4. 120 l

5. 80 l

Ans -4

Solution:

Let total mixture in vessel be Q liters.

Initial quantity of water in vessel = $0.25Q$

And, quantity of milk in vessel = $0.75Q$

ATQ –

$$\frac{0.25Q+40}{0.75Q} = \frac{40}{60}$$

$$15Q + 2400 = 30Q$$

$$15Q = 2400$$

$$Q = 160 \text{ l}$$

$$\text{Quantity of milk in vessel} = 160 \times \frac{75}{100} = 120 \text{ l}$$

Q.59 The sum of three consecutive odd numbers and three consecutive even numbers together is 231 and the smallest even number is 9 less than that of smallest odd number. Find the sum of largest odd and largest even number?

1. 81

2. 79

3. 83

4. 77

5. 75

Ans -1

Solution:

Let smallest even number be x

Then the smallest odd number be $(x+9)$

Then the other two even number will be $(x+2)$ and $(x+4)$

And the other two odd number will be $(x+11)$ and $(x+13)$

ATQ

$$\{x+(x+2)+(x+4)+(x+9)+(x+11)+(x+13)\}=231$$

$$x=32$$

So, Largest odd number=45 and largest even number=36

Required sum=81

Q.60 Monthly income of Veer is $11\frac{1}{9}\%$ more than that of Anurag. Anurag saves 40% of his income.

Veer expend $3\frac{19}{27}\%$ less than that of Anurag. If difference between both saving is Rs. 2400, then find difference between expenditure of Veer and Anurag?

1. 200 Rs.

2. 600 Rs.

3. 400 Rs.

4. 800 Rs.

5. 500 Rs.

Ans -3

Solution:

Let income of Anurag = $9P$ Rs.

So, income of Veer will = $10P$ Rs.

Expenditure of Anurag = $9P \times \frac{60}{100} = 5.4P$ Rs.

Expenditure of Veer = $5.4P \times \frac{26}{27} = 5.2P$ Rs.

ATQ –

$$(10P - 5.2P) - (9P - 5.4P) = 2400$$

$$4.8P - 3.6P = 2400$$

$$P = 2000$$

Required difference

$$= 5.4 \times 2000 - 5.2 \times 2000 = 400 \text{ Rs}$$

Q.61 Each question consists of two equations I & II. You have to solve each equations and mark answer as per instructions.

I. $x^2 + 5x + 6 = 0$

II. $y^2 + 7y + 12 = 0$

1. $x > y$

2. $x \leq y$

3. $x = y$ or no relation can be established

4. $x < y$

5. $x \geq y$

Ans -5

Solution:

$$\text{I. } x^2 + 3x + 2x + 6 = 0$$

$$(x + 2)(x + 3) = 0$$

$$x = -3, -2$$

$$\text{II. } y^2 + 4y + 3y + 12 = 0$$

$$(y + 4)(y + 3) = 0$$

$$y = -4, -3$$

clearly, $x \geq y$

Q.62 Each question consists of two equations I & II. You have to solve each equations and mark answer as per instructions.

$$\text{I. } 2x^2 + 5x - 3 = 0$$

$$\text{II. } 3y^2 - 2y - 1 = 0$$

1. $x > y$

2. $x \leq y$

3. $x = y$ or no relation can be established

4. $x < y$

5. $x \geq y$

Ans -3

Solution:

$$\text{I. } 2x^2 + 6x - x - 3 = 0$$

$$(2x - 1)(x + 3) = 0$$

$$x = -3, \frac{1}{2}$$

$$\text{II. } 3y^2 - 3y + y - 1 = 0$$

$$(3y + 1)(y - 1) = 0$$

$$y = -\frac{1}{3}, 1$$

clearly, no relation

Q.63 Each question consists of two equations I & II. You have to solve each equations and mark answer as per instructions.

$$\text{I. } 2x + 3y = 7$$

$$\text{II. } 4x - 3y = 5$$

1. $x > y$

2. $x \leq y$

3. $x = y$ or no relation can be established

4. $x < y$

5. $x \geq y$

Ans -1

Solution:

from I & II

$$x = 2$$

$$y = 1$$

clearly, $x > y$

Q.64 Each question consists of two equations I & II. You have to solve each equations and mark answer as per instructions.

I. $x^2 - 13x + 42 = 0$

II. $y^2 - 17y + 72 = 0$

1. $x > y$

2. $x \leq y$

3. $x = y$ or no relation can be established

4. $x < y$

5. $x \geq y$

Ans -4

Solution:

I. $x^2 - 7x - 6x + 42 = 0$

$(x - 7)(x - 6) = 0$

$x = 6, 7$

II. $y^2 - 9y - 8y + 72 = 0$

$(y - 9)(y - 8) = 0$

$y = 8, 9$

clearly, $x < y$

Q.65 Each question consists of two equations I & II. You have to solve each equations and mark answer as per instructions.

I. $x^2 - 19x - 92 = 0$

II. $2x + y = 72$

1. $x > y$

2. $x \leq y$

3. $x = y$ or no relation can be established

4. $x < y$

5. $x \geq y$

Ans -4

Solution:

I. $x^2 - 23x + 4x - 92 = 0$

$(x - 23)(x + 4) = 0$

$x = -4, 23$

II. when $x = -4; y = 80$

When $x = 23; y = 26$

Clearly, $x < y$

Reasoning

Q.66 Study the following information carefully and answer the questions given below:

Eight students i.e. P, Q, R, S, J, K, L and M of different classes sit in a square table but not necessarily in same order. Four students sit at corner and four sits at middle of the side of the square. Students sit at corner face outside and students sit at middle of the side face towards center.

There are three students sit between L and class 5 student. Class 6 student sits 2nd to the right of class 7 student. Class 5 student sits immediate left of P. Q sits 3rd to the left of L. Class 7 student is an immediate neighbor of Q. R who is in class 8, sits 3rd to the right of Q. S sits immediate right of J who is in class 9. Students of class 11 and 12 sits opposite to each other. Student of class 10 sits 2nd to the right of class 11 student. K who faces outside is not an immediate neighbor of Q.

Who among the following sits immediate left of M?

1. P

2. Q

3. R

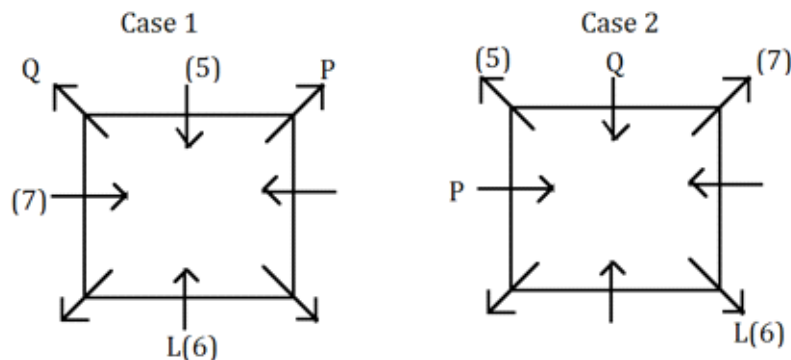
4. S

5. None of these

Ans -1

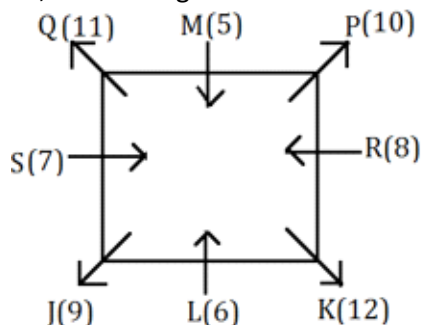
Solution:

From the given statements, there are three students sit between L and class 5 student. Here, we get two possibility i.e. Case 1 and Case 2. Class 5 student sits immediate left of P. Q sits 3rd to the left of L. Class 7 student is an immediate neighbor of Q. Class 6 student sits 2nd to the right of class 7 student.



From the given statements, R who is in class 8, sits 3rd to the right of Q. S sits immediate right of J who is in class 9. Students of class 11 and 12 sits opposite to each other. Student of class 10 sits 2nd to the right of class 11 student. K who faces outside is not an immediate neighbor of Q. Here, Case 2 is ruled out.

So, final arrangement will be: -



Q.67 Study the following information carefully and answer the questions given below:

Eight students i.e. P, Q, R, S, J, K, L and M of different classes sit in a square table but not necessarily in same order. Four students sit at corner and four sits at middle of the side of the square. Students sit at

corner face outside and students sit at middle of the side face towards center.

There are three students sit between L and class 5 student. Class 6 student sits 2nd to the right of class 7 student. Class 5 student sits immediate left of P. Q sits 3rd to the left of L. Class 7 student is an immediate neighbor of Q. R who is in class 8, sits 3rd to the right of Q. S sits immediate right of J who is in class 9. Students of class 11 and 12 sits opposite to each other. Student of class 10 sits 2nd to the right of class 11 student. K who faces outside is not an immediate neighbor of Q.

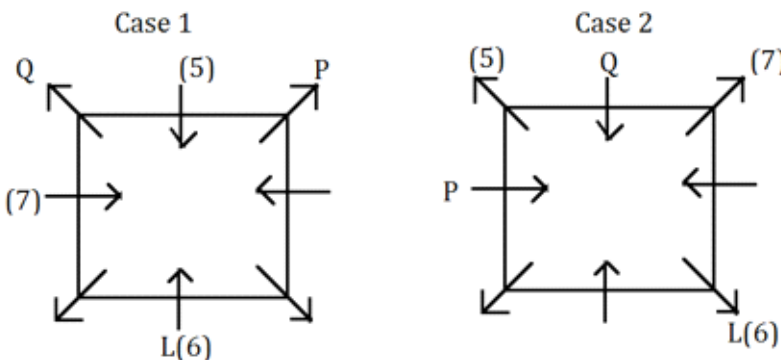
L is in which among the following class?

1. Class 5
2. Class 6
3. Class 7
4. Class 10
5. None of these

Ans -2

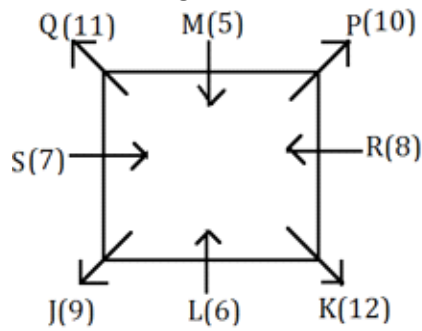
Solution:

From the given statements, there are three students sit between L and class 5 student. Here, we get two possibility i.e. Case 1 and Case 2. Class 5 student sits immediate left of P. Q sits 3rd to the left of L. Class 7 student is an immediate neighbor of Q. Class 6 student sits 2nd to the right of class 7 student.



From the given statements, R who is in class 8, sits 3rd to the right of Q. S sits immediate right of J who is in class 9. Students of class 11 and 12 sits opposite to each other. Student of class 10 sits 2nd to the right of class 11 student. K who faces outside is not an immediate neighbor of Q. Here, Case 2 is ruled out.

So, final arrangement will be: -



Q.68 Study the following information carefully and answer the questions given below:

Eight students i.e. P, Q, R, S, J, K, L and M of different classes sit in a square table but not necessarily in same order. Four students sit at corner and four sits at middle of the side of the square. Students sit at corner face outside and students sit at middle of the side face towards center.

There are three students sit between L and class 5 student. Class 6 student sits 2nd to the right of class 7 student. Class 5 student sits immediate left of P. Q sits 3rd to the left of L. Class 7 student is an immediate neighbor of Q. R who is in class 8, sits 3rd to the right of Q. S sits immediate right of J who is in class 9. Students of class 11 and 12 sits opposite to each other. Student of class 10 sits 2nd to the right of class 11 student. K who faces outside is not an immediate neighbor of Q.

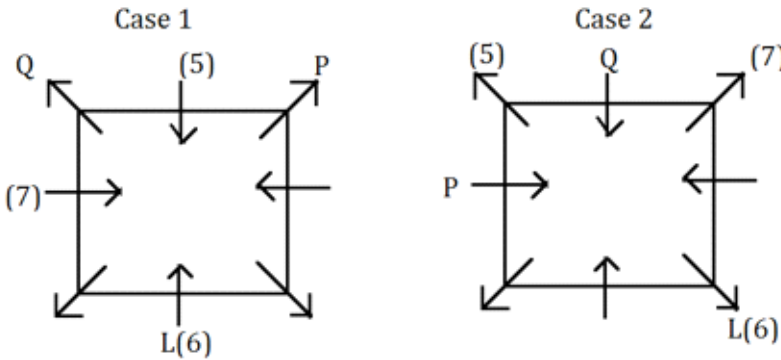
How many students are sitting between P and the student of class 12 when counted clockwise from P?

1. One
2. Two
3. Three
4. Four
5. None of these

Ans -1

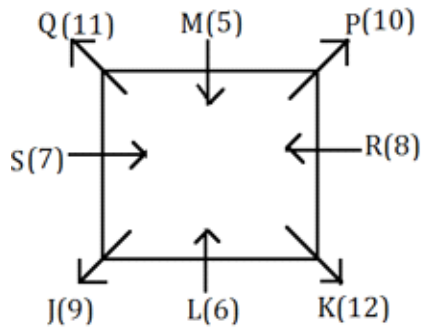
Solution:

From the given statements, there are three students sit between L and class 5 student. Here, we get two possibility i.e. Case 1 and Case 2. Class 5 student sits immediate left of P. Q sits 3rd to the left of L. Class 7 student is an immediate neighbor of Q. Class 6 student sits 2nd to the right of class 7 student.



From the given statements, R who is in class 8, sits 3rd to the right of Q. S sits immediate right of J who is in class 9. Students of class 11 and 12 sits opposite to each other. Student of class 10 sits 2nd to the right of class 11 student. K who faces outside is not an immediate neighbor of Q. Here, Case 2 is ruled out.

So, final arrangement will be:-



Q.69 Study the following information carefully and answer the questions given below:

Eight students i.e. P, Q, R, S, J, K, L and M of different classes sit in a square table but not necessarily in same order. Four students sit at corner and four sits at middle of the side of the square. Students sit at corner face outside and students sit at middle of the side face towards center.

There are three students sit between L and class 5 student. Class 6 student sits 2nd to the right of class 7

student. Class 5 student sits immediate left of P. Q sits 3rd to the left of L. Class 7 student is an immediate neighbor of Q. R who is in class 8, sits 3rd to the right of Q. S sits immediate right of J who is in class 9. Students of class 11 and 12 sits opposite to each other. Student of class 10 sits 2nd to the right of class 11 student. K who faces outside is not an immediate neighbor of Q.

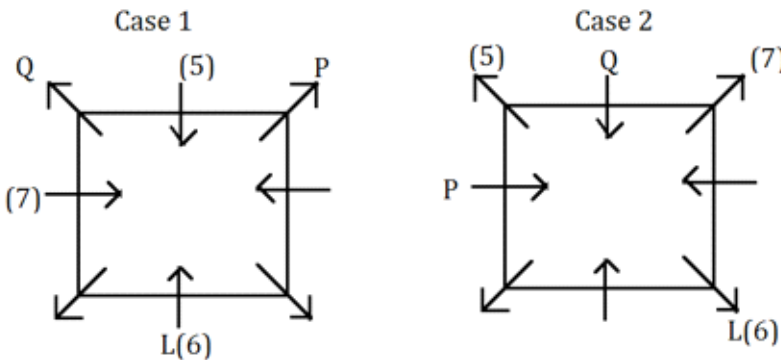
Who among the following sits 2nd to the right of the student who sits 3rd to the left of M?

1. Q
2. R
3. S
4. J
5. None of these

Ans -4

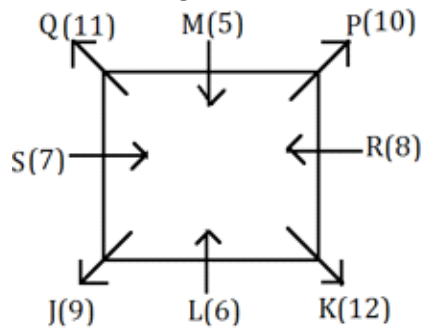
Solution:

From the given statements, there are three students sit between L and class 5 student. Here, we get two possibility i.e. Case 1 and Case 2. Class 5 student sits immediate left of P. Q sits 3rd to the left of L. Class 7 student is an immediate neighbor of Q. Class 6 student sits 2nd to the right of class 7 student.



From the given statements, R who is in class 8, sits 3rd to the right of Q. S sits immediate right of J who is in class 9. Students of class 11 and 12 sits opposite to each other. Student of class 10 sits 2nd to the right of class 11 student. K who faces outside is not an immediate neighbor of Q. Here, Case 2 is ruled out.

So, final arrangement will be: -



Q.70 Study the following information carefully and answer the questions given below:

Eight students i.e. P, Q, R, S, J, K, L and M of different classes sit in a square table but not necessarily in same order. Four students sit at corner and four sits at middle of the side of the square. Students sit at corner face outside and students sit at middle of the side face towards center.

There are three students sit between L and class 5 student. Class 6 student sits 2nd to the right of class 7 student. Class 5 student sits immediate left of P. Q sits 3rd to the left of L. Class 7 student is an immediate neighbor of Q. R who is in class 8, sits 3rd to the right of Q. S sits immediate right of J who is in class 9. Students of class 11 and 12 sits opposite to each other. Student of class 10 sits 2nd to the right of class 11 student. K who faces outside is not an immediate neighbor of Q.

Four of the following five are alike in certain way based from a group, find the one which does not belong to that group?

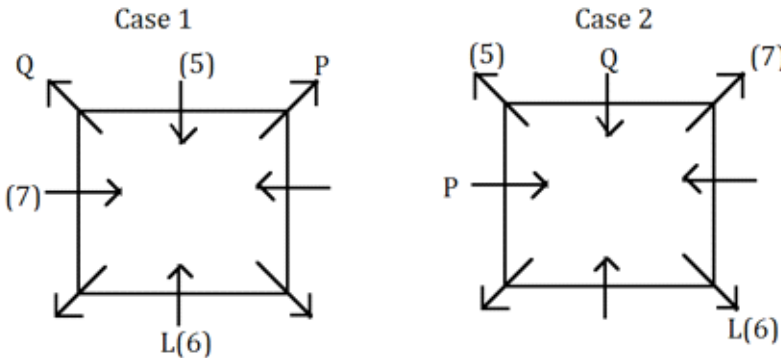
1. R
2. S
3. P
4. M

5. L

Ans -3

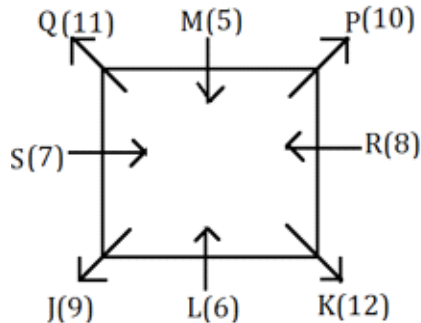
Solution:

From the given statements, there are three students sit between L and class 5 student. Here, we get two possibility i.e. Case 1 and Case 2. Class 5 student sits immediate left of P. Q sits 3rd to the left of L. Class 7 student is an immediate neighbor of Q. Class 6 student sits 2nd to the right of class 7 student.



From the given statements, R who is in class 8, sits 3rd to the right of Q. S sits immediate right of J who is in class 9. Students of class 11 and 12 sits opposite to each other. Student of class 10 sits 2nd to the right of class 11 student. K who faces outside is not an immediate neighbor of Q. Here, Case 2 is ruled out.

So, final arrangement will be: -



Q.71 In each of the question, relationships between some elements are shown in the statements. These statements are followed by conclusions numbered I and II. Read the statements and give the answer.

Statements:

$A > B \leq C \leq E > G > H, H < I = J$

Conclusion:

I. $A < H$

II. $E \leq I$

1. If only conclusion I true.
2. If only conclusion II true.
3. If either conclusion I or II true.
4. If neither conclusion I nor II true.
5. If both conclusions I and II true.

Ans -4

Solution:

I. $A < H$ (false)

II. $E \leq I$ (false)

Q.72 In each of the question, relationships between some elements are shown in the statements. These statements are followed by conclusions numbered I and II. Read the statements and give the answer.

Statements:

$G > H < I < J > K = L, L \leq M = D$

Conclusions:

I. $G < I$

II. $L \leq D$

1. If only conclusion I true.
2. If only conclusion II true.
3. If either conclusion I or II true.
4. If neither conclusion I nor II true.
5. If both conclusions I and II true.

Ans -2

Solution:

I. $G < I$ (false)

II. $L \leq D$ (true)

Q.73 In each of the question, relationships between some elements are shown in the statements. These statements are followed by conclusions numbered I and II. Read the statements and give the answer.

Statements:

$V < J < K \leq U \leq F, T > U < R$

Conclusions:

I. $V < K$

II. $R > F$

1. If only conclusion I true.
2. If only conclusion II true.
3. If either conclusion I or II true.
4. If neither conclusion I nor II true.
5. If both conclusions I and II true.

Ans -1

Solution:

I. $V < K$ (true)

II. $R > F$ (false)

Q.74 Study the following information carefully and answer the questions given below:

Seven students i.e. S, T, U, V, W, X and Y of different schools i.e. APS, DPS, KVS, NVS, NPS, SVM and MLM are living at different floors of eight floored building in which one floor is vacant. 1st floor is numbered as 1, 2nd floor is numbered as 2 and so on topmost floor is numbered as 8. All above information is not necessarily in same order.

There are two floors gap between the students of APS and KVS. U lives above the student of NVS. W lives below U who is not from APS and NPS. Y is not from DPS and SVM also Y lives at odd numbered floor but not in 1st floor. S lives immediate above Y and immediate below the student of KVS. There are as many floors above W as below X, who is not from KVS and APS. 2nd and 6th Floor are not a vacant

floor. There are two floors gap between the students of DPS and SVM and the student of DPS lives above the student of SVM. W is neither from NVS nor from KVS. There are two students live between T and V who is not from KVS. There are three students live between the students of NPS and MLM.

Who among the following lives at 5th floor?

1. No one
2. S
3. T
4. U
5. None of these

Ans -3

Solution:

From the given statements, Y is not from DPS and SVM lives at odd numbered floor but not in 1st floor. S lives immediate above Y and immediate below the student of KVS. There are two floors gap between the students of APS and KVS. Here, we get three possibilities i.e. Case 1, Case 2 and Case 3.

Case 1			Case 2			Case 3		
Floors	Student	School	Floors	Student	School	Floors	Student	School
8		APS	8			8		
7			7		KVS	7		
6			6	S		6		
5		KVS	5	Y		5		KVS
4	S		4		APS	4	S	
3	Y		3			3	Y	
2			2			2		APS
1			1			1		

From the given statements, there are as many floors above W as below X who is not from KVS and APS. W lives below U who is not from APS and NPS. There are two floors gap between the students of DPS and SVM and the student of DPS lives above the student of SVM. Y is not from DPS and SVM. 2nd and 6th Floor are not a vacant floor. There are two students live between T and V who is not from KVS. Here, Case 2 is ruled out and we get one more possibility i.e. Case 3a.

Case 1			Case 3			Case 3a		
Floors	Student	School	Floors	Student	School	Floors	Student	School
8	V	APS	8	X		8	V	
7	X	DPS	7	.....	.....	7	X	DPS
6	U		6	U		6	U	
5	T	KVS	5	T	KVS	5	T	KVS
4	S	SVM	4	S	DPS	4	S	SVM
3	Y		3	Y		3	Y	
2	W		2	V	APS	2	W	APS
1	.....	.....	1	W	SVM	1	.....	.....

From the given statements, U lives above the student of NVS. W is neither from NVS nor from KVS. There are three students live between the students of NPS and MLM. U is not from APS and NPS. Here, Case 3 and Case 3a are ruled out.

So, final arrangement will be: -

Floors	Student	School
8	V	APS
7	X	DPS
6	U	MLM
5	T	KVS
4	S	SVM
3	Y	NVS
2	W	NPS
1	.....	.....

Q.75 Study the following information carefully and answer the questions given below:

Seven students i.e. S, T, U, V, W, X and Y of different schools i.e. APS, DPS, KVS, NVS, NPS, SVM and MLM are living at different floors of eight floored building in which one floor is vacant. 1st floor is numbered as 1, 2nd floor is numbered as 2 and so on topmost floor is numbered as 8. All above information is not necessarily in same order.

There are two floors gap between the students of APS and KVS. U lives above the student of NVS. W lives below U who is not from APS and NPS. Y is not from DPS and SVM also Y lives at odd numbered floor but not in 1st floor. S lives immediate above Y and immediate below the student of KVS. There are as many floors above W as below X, who is not from KVS and APS. 2nd and 6th Floor are not a vacant floor. There are two floors gap between the students of DPS and SVM and the student of DPS lives above the student of SVM. W is neither from NVS nor from KVS. There are two students live between T and V who is not from KVS. There are three students live between the students of NPS and MLM.

Which among the following floor S lives?

1. 3rd Floor
2. 2nd Floor
3. 4th Floor
4. 8th Floor
5. None of these

Ans -3

Solution:

From the given statements, Y is not from DPS and SVM lives at odd numbered floor but not in 1st floor. S lives immediate above Y and immediate below the student of KVS. There are two floors gap between the students of APS and KVS. Here, we get three possibilities i.e. Case 1, Case 2 and Case 3.

Case 1			Case 2			Case 3		
Floors	Student	School	Floors	Student	School	Floors	Student	School
8		APS	8			8		
7			7		KVS	7		
6			6	S		6		
5		KVS	5	Y		5		KVS
4	S		4		APS	4	S	
3	Y		3			3	Y	
2			2			2		APS
1			1			1		

From the given statements, there are as many floors above W as below X who is not from KVS and APS. W lives below U who is not from APS and NPS. There are two floors gap between the students of DPS and SVM and the student of DPS lives above the student of SVM. Y is not from DPS and SVM. 2nd and 6th Floor are not a vacant floor. There are two students live between T and V who is not from KVS. Here, Case 2 is ruled out and we get one more possibility i.e. Case 3a.

Case 1			Case 3			Case 3a		
Floors	Student	School	Floors	Student	School	Floors	Student	School
8	V	APS	8	X		8	V	
7	X	DPS	7	.....	.....	7	X	DPS
6	U		6	U		6	U	
5	T	KVS	5	T	KVS	5	T	KVS
4	S	SVM	4	S	DPS	4	S	SVM
3	Y		3	Y		3	Y	
2	W		2	V	APS	2	W	APS
1	.....	.....	1	W	SVM	1	.....	.....

From the given statements, U lives above the student of NVS. W is neither from NVS nor from KVS. There are three students live between the students of NPS and MLM. U is not from APS and NPS. Here, Case 3 and Case 3a are ruled out.

So, final arrangement will be: -

Floors	Student	School
8	V	APS
7	X	DPS
6	U	MLM
5	T	KVS
4	S	SVM
3	Y	NVS
2	W	NPS
1	.....	.....

Q.76 Study the following information carefully and answer the questions given below:

Seven students i.e. S, T, U, V, W, X and Y of different schools i.e. APS, DPS, KVS, NVS, NPS, SVM and MLM are living at different floors of eight floored building in which one floor is vacant. 1st floor is numbered as 1, 2nd floor is numbered as 2 and so on topmost floor is numbered as 8. All above information is not necessarily in same order.

There are two floors gap between the students of APS and KVS. U lives above the student of NVS. W lives below U who is not from APS and NPS. Y is not from DPS and SVM also Y lives at odd numbered floor but not in 1st floor. S lives immediate above Y and immediate below the student of KVS. There are as many floors above W as below X, who is not from KVS and APS. 2nd and 6th Floor are not a vacant floor. There are two floors gap between the students of DPS and SVM and the student of DPS lives above the student of SVM. W is neither from NVS nor from KVS. There are two students live between T and V who is not from KVS. There are three students live between the students of NPS and MLM.

U study in which of the following school?

1. KVS
2. MLM
3. NVS
4. NPS
5. None of these

Ans -2

Solution:

From the given statements, Y is not from DPS and SVM lives at odd numbered floor but not in 1st floor. S lives immediate above Y and immediate below the student of KVS. There are two floors gap between the students of APS and KVS. Here, we get three possibilities i.e. Case 1, Case 2 and Case 3.

Case 1			Case 2			Case 3		
Floors	Student	School	Floors	Student	School	Floors	Student	School
8		APS	8			8		
7			7		KVS	7		
6			6	S		6		
5		KVS	5	Y		5		KVS
4	S		4		APS	4	S	
3	Y		3			3	Y	
2			2			2		APS
1			1			1		

From the given statements, there are as many floors above W as below X who is not from KVS and APS. W lives below U who is not from APS and NPS. There are two floors gap between the students of DPS and SVM and the student of DPS lives above the student of SVM. Y is not from DPS and SVM. 2nd and 6th Floor are not a vacant floor. There are two students live between T and V who is not from KVS. Here, Case 2 is ruled out and we get one more possibility i.e. Case 3a.

Case 1			Case 3			Case 3a		
Floors	Student	School	Floors	Student	School	Floors	Student	School
8	V	APS	8	X		8	V	
7	X	DPS	7	.....	.....	7	X	DPS
6	U		6	U		6	U	
5	T	KVS	5	T	KVS	5	T	KVS
4	S	SVM	4	S	DPS	4	S	SVM
3	Y		3	Y		3	Y	
2	W		2	V	APS	2	W	APS
1	.....	.....	1	W	SVM	1	.....	.....

From the given statements, U lives above the student of NVS. W is neither from NVS nor from KVS. There are three students live between the students of NPS and MLM. U is not from APS and NPS. Here, Case 3 and Case 3a are ruled out.

So, final arrangement will be: -

Floors	Student	School
8	V	APS
7	X	DPS
6	U	MLM
5	T	KVS
4	S	SVM
3	Y	NVS
2	W	NPS
1	.....	.....

Q.77 Study the following information carefully and answer the questions given below:

Seven students i.e. S, T, U, V, W, X and Y of different schools i.e. APS, DPS, KVS, NVS, NPS, SVM and MLM are living at different floors of eight floored building in which one floor is vacant. 1st floor is numbered as 1, 2nd floor is numbered as 2 and so on topmost floor is numbered as 8. All above information is not necessarily in same order.

There are two floors gap between the students of APS and KVS. U lives above the student of NVS. W lives below U who is not from APS and NPS. Y is not from DPS and SVM also Y lives at odd numbered floor but not in 1st floor. S lives immediate above Y and immediate below the student of KVS. There are as many floors above W as below X, who is not from KVS and APS. 2nd and 6th Floor are not a vacant floor. There are two floors gap between the students of DPS and SVM and the student of DPS lives above the student of SVM. W is neither from NVS nor from KVS. There are two students live between T and V who is not from KVS. There are three students live between the students of NPS and MLM.

Which of the following floor is vacant?

1. 1 st Floor
2. 3 rd Floor
3. 4 th Floor
4. 5 th Floor
5. 7 th Floor

Ans -1

Solution:

From the given statements, Y is not from DPS and SVM lives at odd numbered floor but not in 1st floor. S lives immediate above Y and immediate below the student of KVS. There are two floors gap between the students of APS and KVS. Here, we get three possibilities i.e. Case 1, Case 2 and Case 3.

Case 1			Case 2			Case 3		
Floors	Student	School	Floors	Student	School	Floors	Student	School
8		APS	8			8		
7			7		KVS	7		
6			6	S		6		
5		KVS	5	Y		5		KVS
4	S		4		APS	4	S	
3	Y		3			3	Y	
2			2			2		APS
1			1			1		

From the given statements, there are as many floors above W as below X who is not from KVS and APS. W lives below U who is not from APS and NPS. There are two floors gap between the students of DPS and SVM and the student of DPS lives above the student of SVM. Y is not from DPS and SVM. 2nd and 6th Floor are not a vacant floor. There are two students live between T and V who is not from KVS. Here, Case 2 is ruled out and we get one more possibility i.e. Case 3a.

Case 1			Case 3			Case 3a		
Floors	Student	School	Floors	Student	School	Floors	Student	School
8	V	APS	8	X		8	V	
7	X	DPS	7	.....	.....	7	X	DPS
6	U		6	U		6	U	
5	T	KVS	5	T	KVS	5	T	KVS
4	S	SVM	4	S	DPS	4	S	SVM
3	Y		3	Y		3	Y	
2	W		2	V	APS	2	W	APS
1	.....	.....	1	W	SVM	1	.....	.....

From the given statements, U lives above the student of NVS. W is neither from NVS nor from KVS. There are three students live between the students of NPS and MLM. U is not from APS and NPS. Here, Case 3 and Case 3a are ruled out.

So, final arrangement will be: -

Floors	Student	School
8	V	APS
7	X	DPS
6	U	MLM
5	T	KVS
4	S	SVM
3	Y	NVS
2	W	NPS
1	.....	.....

Q.78 If 1st, 5th and 6th letter of the word "FROZEN" are combined to form a meaningful word, then what will be the 2nd letter from the left in the so formed word. If more than one meaningful word is formed then the answer is M, if no such word is formed then answer is S?

1. F
2. S
3. N

4. M

5. E

Ans -5

Solution:FEN is a meaningful word

Q.79 Study the following information carefully and answer the questions given below:

In each of the questions below are given some statements followed by some conclusions. You have to take the given statements to be true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follows from the given statements disregarding commonly known facts.

Statements:

Only a few golf is cricket.

Some cricket is football.

No basketball is football.

Conclusions:

I. All cricket being basketball is a possibility.

II. Some golf is not cricket.

1. If only conclusion I follows.

2. If only conclusion II follows.

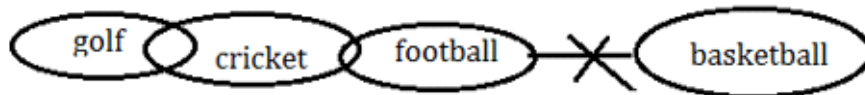
3. If either conclusion I or II follows.

4. If neither conclusion I nor II follows.

5. If both conclusions I and II follow.

Ans -2

Solution:



Q.80 Study the following information carefully and answer the questions given below:

In each of the questions below are given some statements followed by some conclusions. You have to take the given statements to be true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follows from the given statements disregarding commonly known facts.

Statements:

Only a few golf is cricket.

Some cricket is football.

No basketball is football.

Conclusions:

I. Some cricket is not golf.

II. Some cricket Can never be basketball.

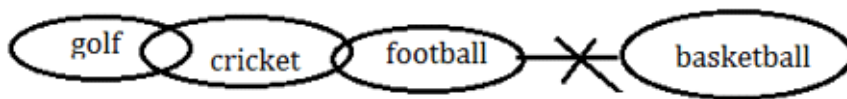
1. If only conclusion I follows.

2. If only conclusion II follows.

3. If either conclusion I or II follows.
4. If neither conclusion I nor II follows.
5. If both conclusions I and II follow.

Ans -2

Solution:



Q.81 Study the following information carefully and answer the questions given below:

Eight persons P, Q, R, S, T, U, V and W were born either on 11th or 16th of different months i.e. January, March, April and May but not necessarily in same order.

Three persons were born between S and W and both were born in the month of maximum number of days. There are as many persons were born before Q as after R. P was born in the month which has 30 days. T was born just before P and both were born in different months. V was born just after Q. S was born before U.

How many persons were born before Q?

1. No one
2. Three
3. One

4. Two

5. More than three

Ans -1

Solution:

From the given statements, three persons were born between S and W and both were born in the month of maximum number of days. P was born in the month which has 30 days. T was born just before P and both were born in different months. Here, we get two possibilities i.e. Case 1 and Case 2.

Months	Dates	Case 1	Case 2
January	11		
	16		
March	11	S	W
	16	T	T
April	11	P	P
	16		
May	11	W	S
	16		

From the given statements, there are as many persons were born before Q as after R. V was born just after Q. S was born before U. Here, Case 2 is ruled out.

So, the final arrangement will be: -

Months	Dates	Persons
January	11	Q
	16	V
March	11	S
	16	T
April	11	P
	16	U
May	11	W
	16	R

Q.82 Study the following information carefully and answer the questions given below:

Eight persons P, Q, R, S, T, U, V and W were born either on 11th or 16th of different months i.e. January, March, April and May but not necessarily in same order.

Three persons were born between S and W and both were born in the month of maximum number of days. There are as many persons were born before Q as after R. P was born in the month which has 30 days. T was born just before P and both were born in different months. V was born just after Q. S was born before U.

Who among the following person was born on 16th April?

1. P
2. R
3. U
4. T
5. None of these

Ans -3

Solution:

From the given statements, three persons were born between S and W and both were born in the month of maximum number of days. P was born in the month which has 30 days. T was born just before P and both were born in different months. Here, we get two possibilities i.e. Case 1 and Case 2.

Months	Dates	Case 1	Case 2
January	11		
	16		
March	11	S	W
	16	T	T
April	11	P	P
	16		
May	11	W	S
	16		

From the given statements, there are as many persons were born before Q as after R. V was born just after Q. S was born before U. Here, Case 2 is ruled out.

So, the final arrangement will be: -

Months	Dates	Persons
January	11	Q
	16	V
March	11	S
	16	T
April	11	P
	16	U
May	11	W
	16	R

Q.83 Study the following information carefully and answer the questions given below:

Eight persons P, Q, R, S, T, U, V and W were born either on 11th or 16th of different months i.e. January, March, April and May but not necessarily in same order.

Three persons were born between S and W and both were born in the month of maximum number of days. There are as many persons were born before Q as after R. P was born in the month which has 30

days. T was born just before P and both were born in different months. V was born just after Q. S was born before U.

When was V born?

1. 11th January
2. 16th January
3. 16th March
4. 11th April
5. None of these

Ans -2

Solution:

From the given statements, three persons were born between S and W and both were born in the month of maximum number of days. P was born in the month which has 30 days. T was born just before P and both were born in different months. Here, we get two possibilities i.e. Case 1 and Case 2.

Months	Dates	Case 1	Case 2
January	11		
	16		
March	11	S	W
	16	T	T
April	11	P	P
	16		
May	11	W	S
	16		

From the given statements, there are as many persons were born before Q as after R. V was born just after Q. S was born before U. Here, Case 2 is ruled out.

So, the final arrangement will be: -

Months	Dates	Persons
January	11	Q
	16	V
March	11	S
	16	T
April	11	P
	16	U
May	11	W
	16	R

Q.84 Study the following information carefully and answer the questions given below:

Eight persons P, Q, R, S, T, U, V and W were born either on 11th or 16th of different months i.e. January, March, April and May but not necessarily in same order.

Three persons were born between S and W and both were born in the month of maximum number of days. There are as many persons were born before Q as after R. P was born in the month which has 30 days. T was born just before P and both were born in different months. V was born just after Q. S was born before U.

Who among the following was born just after U?

1. P
2. T
3. W

4. R

5. None of these

Ans -3

Solution:

From the given statements, three persons were born between S and W and both were born in the month of maximum number of days. P was born in the month which has 30 days. T was born just before P and both were born in different months. Here, we get two possibilities i.e. Case 1 and Case 2.

Months	Dates	Case 1	Case 2
January	11		
	16		
March	11	S	W
	16	T	T
April	11	P	P
	16		
May	11	W	S
	16		

From the given statements, there are as many persons were born before Q as after R. V was born just after Q. S was born before U. Here, Case 2 is ruled out.

So, the final arrangement will be: -

Months	Dates	Persons
January	11	Q
	16	V
March	11	S
	16	T
April	11	P
	16	U
May	11	W
	16	R

Q.85 Study the following information carefully and answer the questions given below:

Eight persons P, Q, R, S, T, U, V and W were born either on 11th or 16th of different months i.e. January, March, April and May but not necessarily in same order.

Three persons were born between S and W and both were born in the month of maximum number of days. There are as many persons were born before Q as after R. P was born in the month which has 30 days. T was born just before P and both were born in different months. V was born just after Q. S was born before U.

Four of the following five are alike in certain way based from a group, find the one which does not belong to that group?

1. U-T

2. T-V

3. W-R

4. R-U

5. P-S

Solution:

From the given statements, three persons were born between S and W and both were born in the month of maximum number of days. P was born in the month which has 30 days. T was born just before P and both were born in different months. Here, we get two possibilities i.e. Case 1 and Case 2.

Months	Dates	Case 1	Case 2
January	11		
	16		
March	11	S	W
	16	T	T
April	11	P	P
	16		
May	11	W	S
	16		

From the given statements, there are as many persons were born before Q as after R. V was born just after Q. S was born before U. Here, Case 2 is ruled out.

So, the final arrangement will be: -

Months	Dates	Persons
January	11	Q
	16	V
March	11	S
	16	T
April	11	P
	16	U
May	11	W
	16	R

Q.86 How many pairs of letters are there in the word “ **RANDOMLY**” which has as many letters between them as we have in the English alphabetical series (from both forward and backward direction)?

1. Two

2. One
3. Three
4. None
5. More than three

Ans -5

Solution:



Q.87 Study the following information carefully and answer the questions given below:

w b 3 @ a 4 c # d 9 6 o \$ t 6 y 5 % u q 2 ! h j & s e * 8 = f

If all the vowels and symbols are eliminated from the above series then, which of the following element is 14th from the right end?

1. d
2. 9
3. c
4. 6
5. None of these

Ans -1

Solution:d

Q.88 Study the following information carefully and answer the questions given below:

w b 3 @ a 4 c # d 9 6 o \$ t 6 y 5 % u q 2 ! h j & s e * 8 = f

Which of the following element is 20th to the right of the 10th from the left end in the given series?

1. 3
2. w
3. b
4. @
5. None of these

Ans -5

Solution:=

Q.89 Study the following information carefully and answer the questions given below:

w b 3 @ a 4 c # d 9 6 o \$ t 6 y 5 % u q 2 ! h j & s e * 8 = f

How many symbols are there in the above series which are immediately preceded by a number and immediately followed by a vowel?

1. One
2. None
3. Two
4. Three
5. More than three

Ans -3

Solution:3@a, 5%u

Q.90 Study the following information carefully and answer the questions given below:

w b 3 @ a 4 c # d 9 6 o \$ t 6 y 5 % u q 2 ! h j & s e * 8 = f

How many numbers are there in the above series which are immediately preceded by as well as followed by a letter?

1. One
2. None
3. Two
4. More than three
5. Three

Ans -3

Solution:a4c, t6y

Q.91 Study the following information carefully and answer the questions given below:

Eight persons i.e. M, N, O, P, Q, R, S and T are sitting in a circular table but not necessarily in same order. Some of them are facing towards the centre and some are facing towards outside of the table. No three adjacent persons face same direction.

N sits 3rd to the right of Q who is not an immediate neighbour of S. O sits 2nd to the left of P. There are as many persons sit between S and T as between N and P. Both O and T are immediate neighbour of N. Immediate neighbours of T faces towards outside. O sits 3rd to the right of R who faces towards centre. R sits 2nd to the right of S.

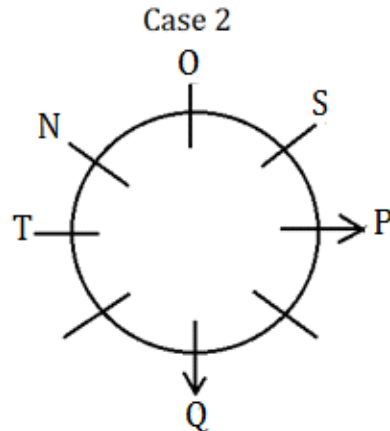
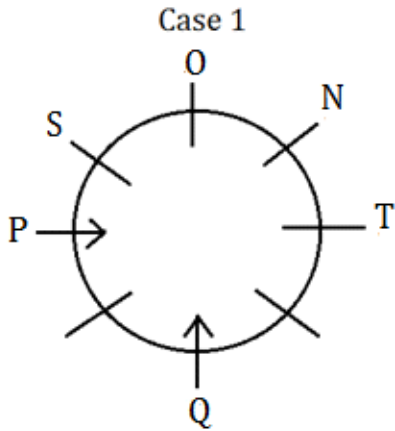
Who among the following person sits immediate left of M?

1. P
2. T
3. Q
4. R
5. None of these

Ans -3

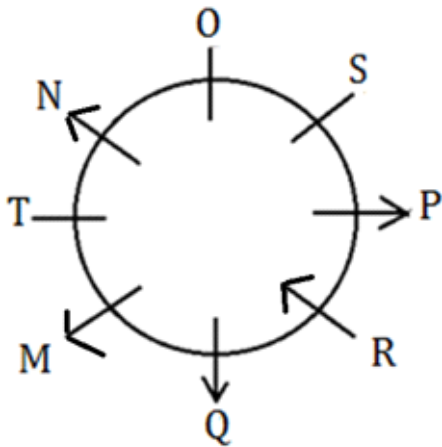
Solution:

From the given statements, N sits 3rd to the right of Q who is not an immediate neighbor of S. Here, we get two possibilities i.e. Case 1 and Case 2. O and T are immediate neighbor of N. O sits 2nd to the left of P. There are as many persons sit between S and T as between N and P.



From the given statements, O sits 3rd to the right of R who faces towards center. R sits 2nd to the right of S. Here, Case 1 is ruled out. Immediate neighbors of T faces towards outside. No three adjacent persons face same direction.

So, final arrangement will be: -



Q.92 Study the following information carefully and answer the questions given below:

Eight persons i.e. M, N, O, P, Q, R, S and T are sitting in a circular table but not necessarily in same order. Some of them are facing towards the centre and some are facing towards outside of the table. No three adjacent persons face same direction.

N sits 3rd to the right of Q who is not an immediate neighbour of S. O sits 2nd to the left of P. There are as many persons sit between S and T as between N and P. Both O and T are immediate neighbour of N. Immediate neighbours of T faces towards outside. O sits 3rd to the right of R who faces towards centre.

R sits 2nd to the right of S.

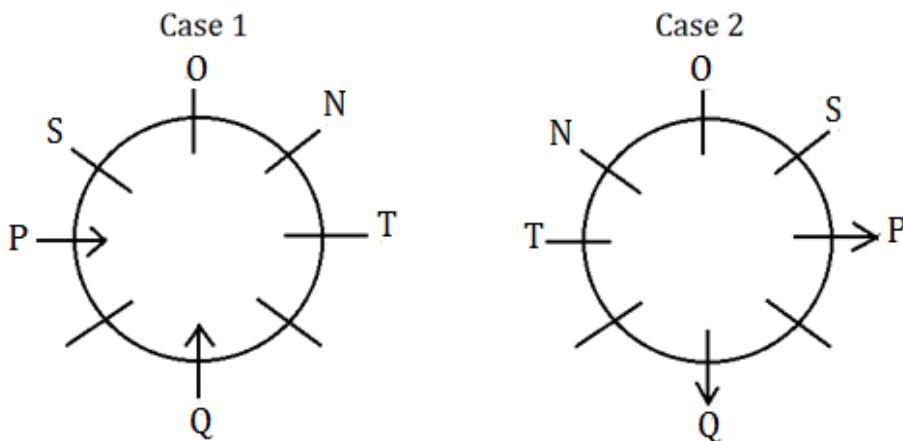
How many persons are sitting between R and O when counted from the right of R?

1. None
2. One
3. Two
4. Three
5. More than three

Ans -3

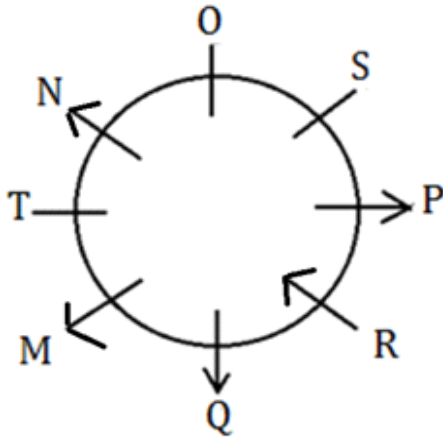
Solution:

From the given statements, N sits 3rd to the right of Q who is not an immediate neighbor of S. Here, we get two possibilities i.e. Case 1 and Case 2. O and T are immediate neighbor of N. O sits 2nd to the left of P. There are as many persons sit between S and T as between N and P.



From the given statements, O sits 3rd to the right of R who faces towards center. R sits 2nd to the right of S. Here, Case 1 is ruled out. Immediate neighbors of T faces towards outside. No three adjacent persons face same direction.

So, final arrangement will be: -



Q.93 Study the following information carefully and answer the questions given below:

Eight persons i.e. M, N, O, P, Q, R, S and T are sitting in a circular table but not necessarily in same order. Some of them are facing towards the centre and some are facing towards outside of the table. No three adjacent persons face same direction.

N sits 3rd to the right of Q who is not an immediate neighbour of S. O sits 2nd to the left of P. There are as many persons sit between S and T as between N and P. Both O and T are immediate neighbour of N. Immediate neighbours of T faces towards outside. O sits 3rd to the right of R who faces towards centre. R sits 2nd to the right of S.

Who among the following person sits opposite to R?

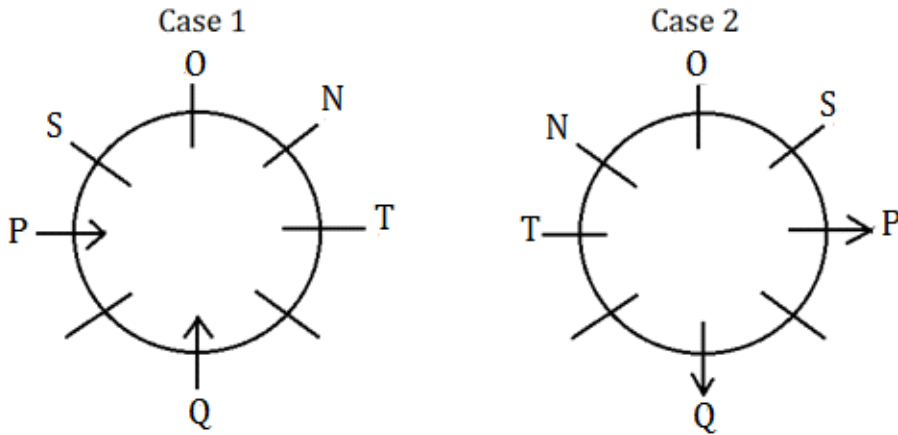
1. N
2. M
3. P
4. Q

5. None of these

Ans -1

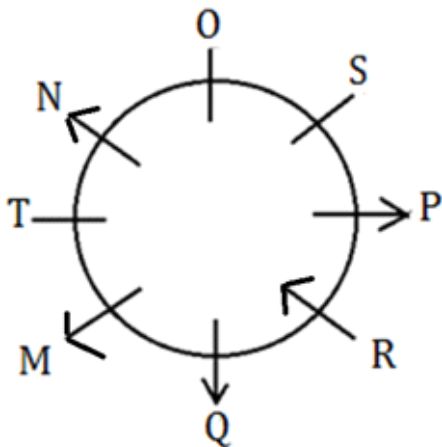
Solution:

From the given statements, N sits 3rd to the right of Q who is not an immediate neighbor of S. Here, we get two possibilities i.e. Case 1 and Case 2. O and T are immediate neighbor of N. O sits 2nd to the left of P. There are as many persons sit between S and T as between N and P.



From the given statements, O sits 3rd to the right of R who faces towards center. R sits 2nd to the right of S. Here, Case 1 is ruled out. Immediate neighbors of T faces towards outside. No three adjacent persons face same direction.

So, final arrangement will be: -



Q.94 Study the following information carefully and answer the questions given below:

Eight persons i.e. M, N, O, P, Q, R, S and T are sitting in a circular table but not necessarily in same order. Some of them are facing towards the centre and some are facing towards outside of the table. No three adjacent persons face same direction.

N sits 3rd to the right of Q who is not an immediate neighbour of S. O sits 2nd to the left of P. There are as many persons sit between S and T as between N and P. Both O and T are immediate neighbour of N. Immediate neighbours of T faces towards outside. O sits 3rd to the right of R who faces towards centre. R sits 2nd to the right of S.

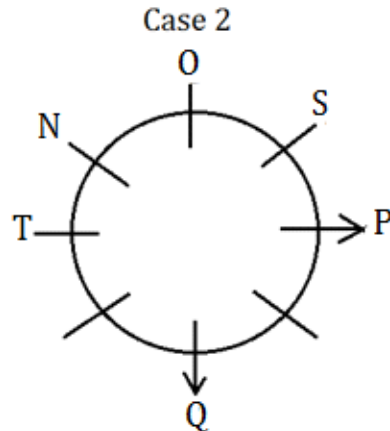
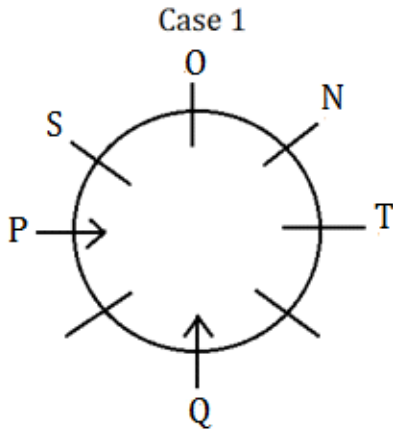
Which of the following statement is true regarding T?

1. M sits immediate left of T
2. T sits immediate right of N
3. Q sits opposite to T
4. T faces outside
5. None is true

Ans -5

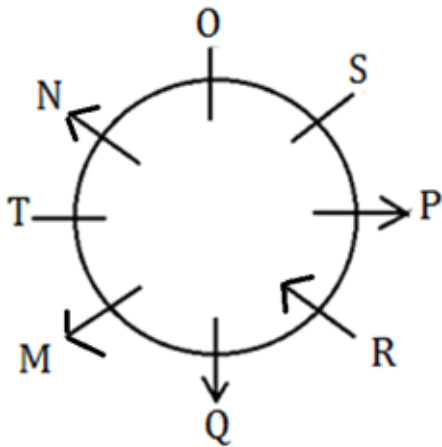
Solution:

From the given statements, N sits 3rd to the right of Q who is not an immediate neighbor of S. Here, we get two possibilities i.e. Case 1 and Case 2. O and T are immediate neighbor of N. O sits 2nd to the left of P. There are as many persons sit between S and T as between N and P.



From the given statements, O sits 3rd to the right of R who faces towards center. R sits 2nd to the right of S. Here, Case 1 is ruled out. Immediate neighbors of T faces towards outside. No three adjacent persons face same direction.

So, final arrangement will be: -



Q.95 Study the following information carefully and answer the questions given below:

Eight persons i.e. M, N, O, P, Q, R, S and T are sitting in a circular table but not necessarily in same order. Some of them are facing towards the centre and some are facing towards outside of the table. No three adjacent persons face same direction.

N sits 3rd to the right of Q who is not an immediate neighbour of S. O sits 2nd to the left of P. There are as many persons sit between S and T as between N and P. Both O and T are immediate neighbour of N. Immediate neighbours of T faces towards outside. O sits 3rd to the right of R who faces towards centre.

R sits 2nd to the right of S.

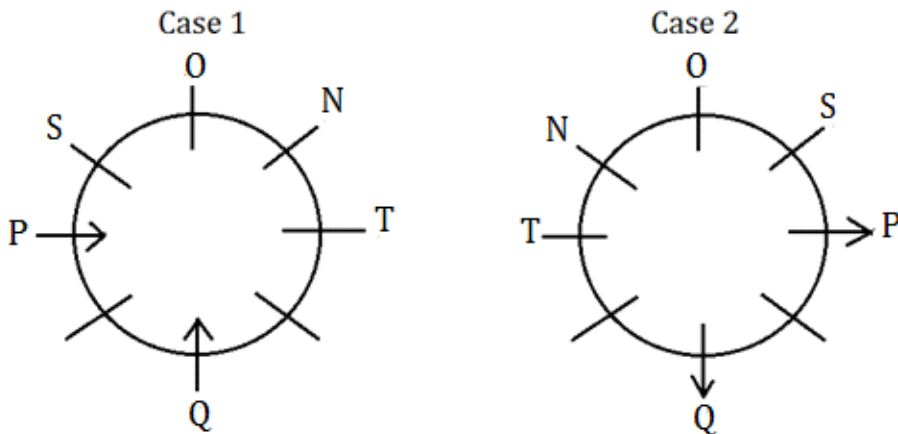
Four of the following five are alike in certain way based from a group, find the one which does not belong to that group?

1. M
2. N
3. P
4. Q
5. T

Ans -5

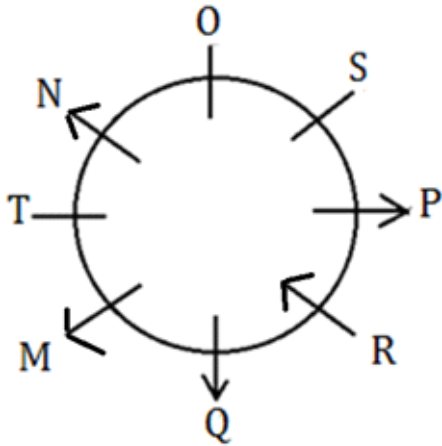
Solution:

From the given statements, N sits 3rd to the right of Q who is not an immediate neighbor of S. Here, we get two possibilities i.e. Case 1 and Case 2. O and T are immediate neighbor of N. O sits 2nd to the left of P. There are as many persons sit between S and T as between N and P.



From the given statements, O sits 3rd to the right of R who faces towards center. R sits 2nd to the right of S. Here, Case 1 is ruled out. Immediate neighbors of T faces towards outside. No three adjacent persons face same direction.

So, final arrangement will be: -



Q.96 Study the following information carefully and answer the questions given below:

In a certain code language:

“group beauty contest” is coded as “bt ac mn ”

“beauty is soul” is coded as “ac op jk”

“group is constant” is coded as “bt op rq”

“constant soul peace” is coded as “rq jk ab”

What is the code of “constant” as per the given code language?

1. rq
2. mn
3. jk
4. op
5. None of these

Ans -1

Solution:

WORDS	CODES
group	bt
beauty	ac
contest	mn
is	op
soul	jk
constant	rq
peace	ab

Q.97 Study the following information carefully and answer the questions given below:

In a certain code language:

“group beauty contest” is coded as “bt ac mn ”

“beauty is soul” is coded as “ac op jk”

“group is constant” is coded as “bt op rq”

“constant soul peace” is coded as “rq jk ab”

Which of the following word may have the code “bt” as per the given code language?

1. soul

2. group

3. is

4. peace

5. Either (a) or (c)

Ans -2

Solution:

WORDS	CODES
group	bt
beauty	ac
contest	mn
is	op
soul	jk
constant	rq
peace	ab

Q.98 Study the following information carefully and answer the questions given below:

In a certain code language:

“group beauty contest” is coded as “bt ac mn ”

“beauty is soul” is coded as “ac op jk”

“group is constant” is coded as “bt op rq”

“constant soul peace” is coded as “rq jk ab”

What is the code of “contest peace” as per the given code language?

1. mn jk

2. ab jk

3. mn ab

4. rq jk

5. None of these

Ans -3

Solution:

WORDS	CODES
group	bt
beauty	ac
contest	mn
is	op
soul	jk
constant	rq
peace	ab

Q.99 Study the following information carefully and answer the questions given below:

In a certain code language:

“group beauty contest” is coded as “bt ac mn ”

“beauty is soul” is coded as “ac op jk”

“group is constant” is coded as “bt op rq”

“constant soul peace” is coded as “rq jk ab”

Which of the following words may have code “jk op” as per the given code language?

1. group is
2. soul contest
3. peace is
4. soul is
5. None of these

Ans -4

Solution:

WORDS	CODES
group	bt
beauty	ac
contest	mn
is	op
soul	jk
constant	rq
peace	ab

Q.100 If each of the even position letter in the word ‘ **PORTION** ’ is changed to its next letter and each of the odd position letter is changed to its previous letter according to the English alphabetical order, then how many letters in the new arrangement are repeated?

1. More than three
2. Three
3. One
4. None
5. Two

Ans -3

Solution:
PORTION
OPQUHPM