**To view all objection(s) raised by you, visit "Objection Summary" tab to submit and make payment.**

View Objection Summary

| Question ID | Section | Question | Raise Objection |
|---|---|---|---|
| 203441 | Logical Reasoning | The question contains a pair of words followed by four options. The relationship between the first pair of words is similar to the relationship between the third word and one of the options. Choose the correct option that best completes the analogy.<br>Eye : Myopia :: Teeth : ?<br>314761 Pyorrhoea<br>314762 Cataract<br>314763 Trachoma<br>314764 Eczema<br>314765 Psoriasis<br>**Correct Option:** 314761 **Candidate Response:** 314762 | Raise / View Objection |
| 203442 | Logical Reasoning | The question contains a pair of words followed by four options. The relationship between the first pair of words is similar to the relationship between the third word and one of the options. Choose the correct option that best completes the analogy.<br>Wimbledon Trophy: Tennis :: Walker's Cup: ?<br>314766 Hockey<br>314767 Golf | Raise / View Objection |

| | | | |
|---|---|---|---|
| | | | |
| | | 314768 | Cricket |
| | | 314769 | Polo |
| | | 314770 | Wrestling |
| | | **Correct Option:** 314767 | **Candidate Response:** 314767 |
| 203443 | Logical Reasoning | The question contains a pair of words followed by four options. The relationship between the first pair of words is similar to the relationship between the third word and one of the options. Choose the correct option that best completes the analogy.<br>Virology: Virus :: Entomology : ? | Raise / View Objection |
| | | 314771 | Insects |
| | | 314772 | Bacteria |
| | | 314773 | Fungi |
| | | 314774 | Animals |
| | | 314775 | Fishes |
| | | **Correct Option:** 314771 | **Candidate Response:** 314771 |
| 203444 | Logical Reasoning | The question contains a pair of words followed by four options. The relationship between the first pair of words is similar to the relationship between the third word and one of the options. Choose the correct option that best completes the analogy.<br>Scale: Length :: Odometer : ? | Raise / View Objection |

| | | | |
|---|---|---|---|
| | | 314776 | Smell |
| | | 314777 | Temprature |
| | | 314778 | Speed |
| | | 314779 | Rain |
| | | 314780 | Current |

| | |
|---|---|
| **Correct Option:** 314778 | **Candidate Response:** 314776 |

| | | | |
|---|---|---|---|
| 203445 | Logical Reasoning | The question contains a pair of words followed by four options. The relationship between the first pair of words is similar to the relationship between the third word and one of the options. Choose the correct option that best completes the analogy.<br><br>Annihilation : Fire :: Cataclysm : ? | Raise / View Objection |

| | |
|---|---|
| 314781 | Steam |
| 314782 | Earthquake |
| 314783 | Emergency |
| 314784 | Disaster |
| 314785 | Radiation |

| | |
|---|---|
| **Correct Option:** 314782 | **Candidate Response:** 314782 |

| | | | |
|---|---|---|---|
| 203446 | Logical Reasoning | Find the odd word from the given alternatives. | Raise / View Objection |

| | |
|---|---|
| 314786 | Petrol |

| | | |
|---|---|---|
| 314787 | Acetone | |
| 314788 | Kerosene | |
| 314789 | Mercury | |
| 314790 | Propoane | |

| | |
|---|---|
| **Correct Option:** 314789 | **Candidate Response:** 314789 |

203447 | Logical Reasoning | Raise / View Objection

Find the odd word from the given alternatives.

| | |
|---|---|
| 314791 | 728 |
| 314792 | 512 |
| 314793 | 343 |
| 314794 | 216 |
| 314795 | 125 |

| | |
|---|---|
| **Correct Option:** 314791 | **Candidate Response:** 314794 |

203448 | Logical Reasoning | Raise / View Objection

Find the odd word from the given alternatives.

| | |
|---|---|
| 314796 | Prophecy |
| 314797 | Omen |
| 314798 | History |

| | | |
|---|---|---|
| 314799 | Forecast |
| 314800 | Prediction |

| | |
|---|---|
| **Correct Option:** 314798 | **Candidate Response:** 314797 |

| | | |
|---|---|---|
| 203449 | Logical Reasoning | Raise / View Objection |

Find the odd one out from the given alternatives

| | |
|---|---|
| 314801 | 2, 3, 5, 7 |
| 314802 | 11, 13, 17, 19 |
| 314803 | 23, 29, 31, 37 |
| 314804 | 40, 41, 43, 47 |
| 314805 | 53, 59, 61, 67 |

| | |
|---|---|
| **Correct Option:** 314804 | **Candidate Response:** 314802 |

| | | |
|---|---|---|
| 203450 | Logical Reasoning | Raise / View Objection |

Find the odd one out from the given alternatives

| | |
|---|---|
| 314806 | Time |
| 314807 | Distance |
| 314808 | Speed |
| 314809 | Mass |
| 314810 | Energy |

| | | | |
|---|---|---|---|
| | | **Correct Option:** 314808 | **Candidate Response:** 314809 |

| | | | |
|---|---|---|---|
| 203451 | Logical Reasoning | If MANGO is written as RFSLT, how is ORANGE written in that code? | Raise / View Objection |

| | |
|---|---|
| 314811 | QTPKJD |
| 314812 | PQNJIF |
| 314813 | UXGTMK |
| 314814 | QTPJDF |
| 314815 | TWFSLJ |

| | |
|---|---|
| **Correct Option:** 314815 | **Candidate Response:** 314815 |

| | | | |
|---|---|---|---|
| 203452 | Logical Reasoning | If WATER is written as YCVGT, then what is written as HKTG | Raise / View Objection |

| | |
|---|---|
| 314816 | FIRE |
| 314817 | LOVE |
| 314818 | BALD |
| 314819 | KITE |
| 314820 | CARD |

| | |
|---|---|
| **Correct Option:** 314816 | **Candidate Response:** 314816 |

| | | |
|---|---|---|
| 203453 | Logical | |

| | | | |
|---|---|---|---|
| | Reasoning | If MUSIC is coded as LVRJB, how is NOTES coded in that code?<br>314821 MPSFR<br>314822 MQVFT<br>314823 OPUFT<br>314824 MQVET<br>314825 PQVET<br>**Correct Option:** 314821 **Candidate Response:** 314823 | Raise / View Objection |
| 203454 | Logical Reasoning | If A1B3C5D7E9 is coded as B2C4D6E8F0, how is M3N5O7P9 coded in the same way?<br>314826 N4O6P8Q0<br>314827 N4O6P8Q1<br>314828 L4M6N8O0<br>314829 N4O6P8R0<br>314830 O5P7Q9R0<br>**Correct Option:** 314826 **Candidate Response:** 314826 | Raise / View Objection |
| 203455 | Logical Reasoning | If 1294 is written as 3516, how is 1385 written in the same code?<br>314831 3890 | Raise / View Objection |

| | | |
|---|---|---|
| 314832 | 2950 | |
| 314833 | 2049 | |
| 314834 | 3607 | |
| 314835 | 3039 | |

| | |
|---|---|
| **Correct Option:** 314834 | **Candidate Response:** 314831 |

| | | |
|---|---|---|
| 203456 | Logical Reasoning | Raise / View Objection |

A woman introduces a man as the son of the brother of her mother. How is the man related to the woman?

| | |
|---|---|
| 314836 | Brother |
| 314837 | Uncle |
| 314838 | Nephew |
| 314839 | Cousin |
| 314840 | Father |

| | |
|---|---|
| **Correct Option:** 314838 | **Candidate Response:** 314836 |

| | | |
|---|---|---|
| 203457 | Logical Reasoning | Raise / View Objection |

If A is the mother of B, B is the son of C, and D is the brother of C, how is D related to A?

| | |
|---|---|
| 314841 | Brother-in-law |
| 314842 | Uncle |
| 314843 | Nephew |

| | | |
|---|---|---|
| | | Nephew |
| 314844 | Cousin | |
| 314845 | Father | |

| | |
|---|---|
| **Correct Option:** 314841 | **Candidate Response:** 314844 |

| | | |
|---|---|---|
| 203458 | Logical Reasoning | Raise / View Objection |

Vinod is the brother of Bhaskar. Manohar is the sister of Vinod. Biswal is the brother of Preetam and Preetam is the daughter of Bhaskar. Who is the uncle of Biswal?

| | |
|---|---|
| 314846 | Bhaskar |
| 314847 | Manohar |
| 314848 | Preetam |
| 314849 | Vinod |
| 314850 | Data not sufficient |

| | |
|---|---|
| **Correct Option:** 314849 | **Candidate Response:** 314846 |

| | | |
|---|---|---|
| 203459 | Logical Reasoning | Raise / View Objection |

If A # B means A is brother of B, A @ B means A is mother of B, A $ B means A is father of B, A & B means A is sister of B. In the expression G @ O & S # V $ J, how is S related to father of J, who is a male?

| | |
|---|---|
| 314851 | Brother |
| 314852 | Uncle |
| 314853 | Son |

| | | | |
|---|---|---|---|
| | | 314854 | Nephew |
| | | 314855 | Brother - in - law |

| | |
|---|---|
| **Correct Option:** 314851 | **Candidate Response:** 314852 |

| | | | |
|---|---|---|---|
| 203460 | Logical Reasoning | Read the following information carefully to answer the questions given below :<br>(i) 'A×B' means 'A is the brother of B;<br>(ii) 'A÷B' means 'B is the father of A;<br>(iii) 'A+B' means 'A is the sister of B;<br>(iv) 'A–B' means 'A is the mother of B;<br>Which of the following means 'Q is the paternal uncle of K'? | Raise / View Objection |

| | |
|---|---|
| 314856 | K + B ÷ N × Q + D |
| 314857 | K × B ÷ N × Q × D |
| 314858 | Q × L ÷ R × K |
| 314859 | K × P ÷ M × Q |
| 314860 | K + P ÷ M × Q |

| | |
|---|---|
| **Correct Option:** 314857 | **Candidate Response:** 314859 |

| | | | |
|---|---|---|---|
| 203461 | Logical Reasoning | A clock is so placed that at 12 noon its minute hand points towards north-east. In which direction does its hour hand point at 1:30 p.m. ? | Raise / View Objection |

| | |
|---|---|
| 314861 | North |
| 314862 | South |

| | | |
|---|---|---|
| | | South |
| 314863 | East | |
| 314864 | West | |
| 314865 | North-East | |

| | |
|---|---|
| **Correct Option:** 314863 | **Candidate Response:** 314862 |

| | | | |
|---|---|---|---|
| 203462 | Logical Reasoning | If a man is facing west and turns 45° clockwise, then 180° clockwise, and then 270° counterclockwise. In which direction is he facing now? | Raise / View Objection |

| | |
|---|---|
| 314866 | South |
| 314867 | South-West |
| 314868 | North |
| 314869 | North-West |
| 314870 | North-East |

| | |
|---|---|
| **Correct Option:** 314867 | **Candidate Response:** 314869 |

| | | | |
|---|---|---|---|
| 203463 | Logical Reasoning | Read the following information and answer the given questions.<br><br>Farmer Batuk Singh has a larger square field divided into nine smaller square fields, all equal, arranged in three rows of three fields each. One side of the field runs exactly east-west. The middle square must be planted with rice because it is wet. The wheat and barley should be continuous so that they can be harvested all at once by a mechanical harvester. Two of the fields should be planted with soybeans. The northwestern most field should be planted with peanuts and the southern third of the field is suitable only for vegetables. | Raise / View Objection |

If Batuk Singh decides to plant the wheat next to the peanuts, in which square will the barley be?

| | |
|---|---|
| 314871 | The square immediately north of the rice |
| 314872 | The square immediately east of the rice |
| 314873 | The square immediately west of the rice |
| 314874 | The square immediately north east of the rice |
| 314875 | The square immediately north west of the rice |

| | |
|---|---|
| **Correct Option:** 314874 | **Candidate Response:** 314873 |

| | | | |
|---|---|---|---|
| 203464 | Logical Reasoning | Read the following information and answer the given questions.<br><br>Farmer Batuk Singh has a larger square field divided into nine smaller square fields, all equal, arranged in three rows of three fields each. One side of the field runs exactly east-west. The middle square must be planted with rice because it is wet. The wheat and barley should be continuous so that they can be harvested all at once by a mechanical harvester. Two of the fields should be planted with soybeans. The northwestern most field should be planted with peanuts and the southern third of the field is suitable only for vegetables.<br><br>Which square can be planted with wheat? | Raise / View Objection |

| |
|---|
| 314876 |

| | | | |
|---|---|---|---|
| | | | |
| | | | The square immediately north of the rice |
| | | 314877 | The square immediately west of the rice |
| | | 314878 | The square immediately south of the rice |
| | | 314879 | The square immediately south west of the rice |
| | | 314880 | The square immediately north west of the rice |

| | |
|---|---|
| **Correct Option:** 314876 | **Candidate Response:** 314877 |

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|---|---|---|---|
| 203465 | Logical Reasoning | In the question below, two statements are given, followed by two conclusions numbered I and II. You have to take the given two statements to be true even if they seem to be at variance from commonly known facts. Read the conclusion and then decide which of the given conclusions logically follows from the two given statements, disregarding commonly known facts.<br><br>**Statements:** No women teacher can play. Some women teachers are athletes.<br><br>**Conclusions:**<br><br>I. Male athletes can play.<br><br>II. Some athletes can play. | Raise / View Objection |
| | | 314881 | Only conclusion I follows |
| | | 314882 | Only conclusion II follows |
| | | 314883 | Either I or II follows |
| | | 314884 | Neither I nor II follow |
| | | 314885 | Both I and II follows |

| | |
|---|---|
| **Correct Option:** 314884 | **Candidate Response:** 314885 |

| | | | |
|---|---|---|---|
| 203466 | Logical Reasoning | Mohan and Ramesh are ranked seventh and eleventh respectively from the top in a class of 41 students. What will be their respective ranks from the bottom in the class?<br><br>314886: 30th and 34th<br>314887: 35th and 31st<br>314888: 34th and 30th<br>314889: 34th and 31st<br>314890: 36th and 32nd<br><br>**Correct Option:** 314887 **Candidate Response:** 314888 | Raise / View Objection |
| 203467 | Logical Reasoning | Six boys, A, B, C, D, E and F, are marching in a line. They are arranged according to their height. The tallest are at the back and shortest in front.<br>. F is between B and A<br>. E is shorter than D but taller than C, who is taller than A.<br>. E and F have two boys between them.<br>. A is not the shortest among them all.<br><br>Where is E ?<br><br>314891: Between A and B<br>314892: Between A and C<br>314893: Between D and C<br>314894: Between F and C<br>314895: Between F and B | Raise / View Objection |

| | | | |
|---|---|---|---|
| | | | |

| | |
|---|---|
| **Correct Option:** 314893 | **Candidate Response:** 314892 |

| | | | |
|---|---|---|---|
| 203468 | Logical Reasoning | Six boys, A, B, C, D, E and F, are marching in a line. They are arranged according to their height. The tallest are at the back and shortest in front.<br>. F is between B and A<br>. E is shorter than D but taller than C, who is taller than A.<br>. E and F have two boys between them.<br>. A is not the shortest among them all.<br><br>Who is the tallest? | Raise / View Objection |

| | |
|---|---|
| 314896 | A |
| 314897 | B |
| 314898 | C |
| 314899 | D |
| 314900 | E |

| | |
|---|---|
| **Correct Option:** 314899 | **Candidate Response:** 314897 |

| | | | |
|---|---|---|---|
| 203469 | Logical Reasoning | Six boys, A, B, C, D, E and F, are marching in a line. They are arranged according to their height. The tallest are at the back and shortest in front.<br>. F is between B and A<br>. E is shorter than D but taller than C, who is taller than A.<br>. E and F have two boys between them.<br>. A is not the shortest among them all. | Raise / View Objection |

If we start counting from the shortest, which boy is forth one in the line?

| | |
|---|---|
| 314901 | A |
| 314902 | B |
| 314903 | C |
| 314904 | D |
| 314905 | E |

| | |
|---|---|
| **Correct Option:** 314903 | **Candidate Response:** 314905 |

| | | | |
|---|---|---|---|
| 203470 | Logical Reasoning | Six boys, A, B, C, D, E and F, are marching in a line. They are arranged according to their height. The tallest are at the back and shortest in front.<br>. F is between B and A<br>. E is shorter than D but taller than C, who is taller than A.<br>. E and F have two boys between them.<br>. A is not the shortest among them all.<br><br>Who is the shortest? | Raise / View Objection |

| | |
|---|---|
| 314906 | A |
| 314907 | B |
| 314908 | C |
| 314909 | D |
| 314910 | E |

| | |
|---|---|
| **Correct Option:** 314907 | **Candidate Response:** 314908 |

| | | | |
|---|---|---|---|
| 203471 | Logical Reasoning | Complete the series;<br>4, 7, 12, 19, 28, ?<br><br>314911 37<br>314912 29<br>314913 39<br>314914 32<br>314915 35<br><br>**Correct Option:** 314913 **Candidate Response:** 314913 | Raise / View Objection |
| 203472 | Logical Reasoning | Complete the series;<br>WXCD, UVEF, STGH, QRIJ, ?<br><br>314916 OPKL<br>314917 OPQR<br>314918 LRMS<br>314919 AYBZ<br>314920 KLYZ<br><br>**Correct Option:** 314916 **Candidate Response:** 314916 | Raise / View Objection |
| 203473 | Logical Reasoning | | |

| | | | |
|---|---|---|---|
| | | How many meaningful words can be formed with the letter of the word LAME? | Raise / View Objection |

| | |
|---|---|
| 314921 | 1 |
| 314922 | 2 |
| 314923 | 3 |
| 314924 | 4 |
| 314925 | 5 |

| | |
|---|---|
| **Correct Option:** 314923 | **Candidate Response:** 314921 |

| | | | |
|---|---|---|---|
| 203474 | Logical Reasoning | How many meaningful four-letter words can be formed using the second, sixth, eighth and tenth letters of the word 'ARCHITECTURE' ? | Raise / View Objection |

| | |
|---|---|
| 314926 | 1 |
| 314927 | 2 |
| 314928 | 3 |
| 314929 | 4 |
| 314930 | 5 |

| | |
|---|---|
| **Correct Option:** 314926 | **Candidate Response:** 314926 |

| | | | |
|---|---|---|---|
| 203475 | Logical Reasoning | | Raise / View Objection |

A word has been given in capital letters followed by four other words. Out of these, only one can be formed using the letters of the given word. Find out that word.

**IMPATIENCE**

| | |
|---|---|
| 314931 | CENTRE |
| 314932 | REMAIN |
| 314933 | PENCIL |
| 314934 | IMPACT |
| 314935 | PACKET |

| | |
|---|---|
| **Correct Option:** 314934 | **Candidate Response:** 314934 |

203476 | Logical Reasoning

A number arrangement machine, when given a particular input , rearranges it following a particular rule. The following is an illustration of the input and the stages of arrangement.

Input : 245,316,436,519,868,710,689

Step I :710,316,436,519,868,245,689

Step II :710,316,245,519,868,436,689

Step III: 710,316,245,436,868,519,689

Step IV: 710,316,245,436,519,868,689

Step IV is the last step of input. How many steps will be required to get the final output from the following input ?

Input : 544,653,325,688,461,231,857

Raise / View Objection

| | |
|---|---|
| 314936 | 4 |
| 314937 | 5 |
| 314938 | |

| | | | |
|---|---|---|---|
| | | 314938 | 6 |
| | | 314939 | 3 |
| | | 314940 | 2 |

| | |
|---|---|
| **Correct Option:** 314937 | **Candidate Response:** 314938 |

| | | | |
|---|---|---|---|
| 203477 | Logical Reasoning | A word and number arrangement machine, when given an input line of words and numbers, rearranges them following a particular rule at each step. The following is an illustration of input and rearrangement:<br><br>Input : exam 81 56 over down up 16 64<br><br>Step I : down exam 81 56 over up 16 64<br><br>Step II : down 81 exam 56 over up 16 64<br><br>Step III : down 81 exam 64 56 over up 16<br><br>Step IV : down 81 exam 64 over 56 up 16<br><br>Step IV is the last step of the rearrangement of the above input.<br><br>As per the rule followed in the above steps, answer the following questions.<br><br>Input: 98 11 64 22 but will an it<br><br>Which of the following will be step VI? | Raise / View Objection |

| | |
|---|---|
| 314941 | Step VI not possible as Step V is the last step |
| 314942 | an 98 but 64 it 22 11 will |
| 314943 | an 98 but 64 it 22 will 11 |
| 314944 | an 11 but 22 it 64 will 98 |
| 314945 | an 11 but 22 it 64 98 will |

| | |
|---|---|
| **Correct Option:** 314943 | **Candidate Response:** 314941 |

203478 | Logical Reasoning

A word and number arrangement machine, when given an input line of words and numbers, rearranges them following a particular rule at each step. The following is an illustration of input and rearrangement:

Input : exam 81 56 over down up 16 64

Step I : down exam 81 56 over up 16 64

Step II : down 81 exam 56 over up 16 64

Step III : down 81 exam 64 56 over up 16

Step IV : down 81 exam 64 over 56 up 16

Step IV is the last step of the rearrangement of the above input.

As per the rule followed in the above steps, answer the following questions.

Input: 32 now 20 gift 53 box 62 at

Which of the following will be Step IV?

| | |
|---|---|
| 314946 | at 62 box 53 32 now 20 gift |
| 314947 | at 62 box 53 gift 32 now 20 |
| 314948 | at 62 box 53 gift 20 now 32 |
| 314949 | at 62 box 53 gift 32 20 now |
| 314950 | Step IV is not possible as Step III is the last step |

| | |
|---|---|
| **Correct Option:** 314946 | **Candidate Response:** 314948 |

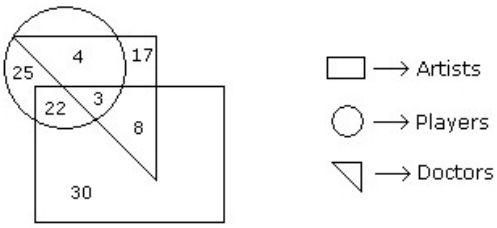
| | | | |
|---|---|---|---|
| 203479 | Logical Reasoning | A word and number arrangement machine, when given an input line of words and numbers, rearranges them following a particular rule at each step. The following is an illustration of input and rearrangement:<br><br>Input : exam 81 56 over down up 16 64<br><br>Step I : down exam 81 56 over up 16 64<br><br>Step II : down 81 exam 56 over up 16 64<br><br>Step III : down 81 exam 64 56 over up 16<br><br>Step IV : down 81 exam 64 over 56 up 16<br><br>Step IV is the last step of the rearrangement of the above input.<br><br>As per the rule followed in the above steps, answer the following questions.<br><br>Input: pay by 18 36 nose ear 72 54<br><br>Which of the following steps will be the last step? | Raise / View Objection |

| | |
|---|---|
| 314951 | 3 |
| 314952 | 4 |
| 314953 | 5 |
| 314954 | 6 |
| 314955 | 7 |

| | |
|---|---|
| **Correct Option:** 314954 | **Candidate Response:** 314954 |

| | | | |
|---|---|---|---|
| 203480 | Logical Reasoning | A club has 256 members, of whom 144 can play football, 123 can play tennis, and 132 can play cricket. Moreover, 58 members can play both football and tennis, 25 can play both cricket and tennis, while 63 can play both football and cricket. If every member can play at least one game, then the number of members who can play only tennis is<br><br>314956 48<br>314957 43<br>314958 45<br>314959 52<br>314960 50<br><br>**Correct Option:** 314957 **Candidate Response:** 314957 | Raise / View Objection |
| 203481 | Logical Reasoning | | Raise / View Objection |

Study the following figure and answer the questions given below.



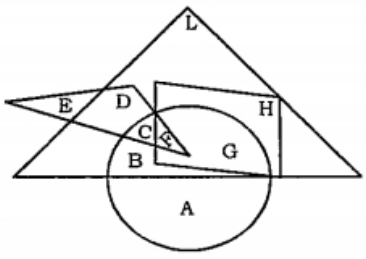

How many artists are players?

| | |
|---|---|
| 314961 | 32 |
| 314962 | 15 |
| 314963 | 25 |
| 314964 | 17 |
| 314965 | 12 |

**Correct Option:** 314963 | **Candidate Response:** 314963

203482 | Logical Reasoning

In the following figure, the smaller triangle represents the teachers, the big triangle, the politicians, the circle, the graduates and the rectangle, the members of Parliament. Different regions are represented by the letters of the English alphabet.




On the basis of the above diagram, answer the following questions:

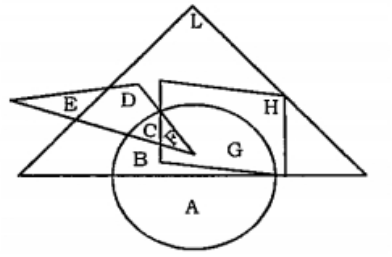
Which among the following regions represents the graduates or teachers, but not politicians?

| | |
|---|---|
| 314966 | B, G |

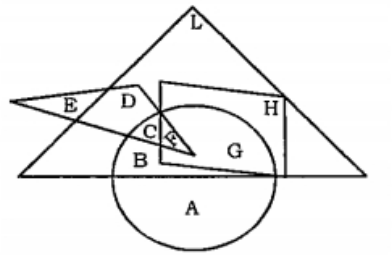
Raise / View Objection

| | |
|---|---|
| 314967 | G, H |
| 314968 | A, E |
| 314969 | E, F |
| 314970 | A, C |

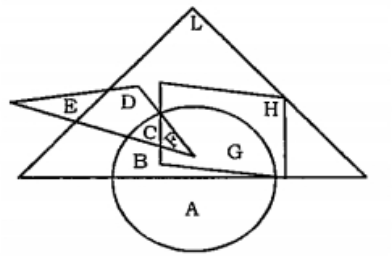
| | |
|---|---|
| **Correct Option:** 314968 | **Candidate Response:** 314968 |

| | | | |
|---|---|---|---|
| 203483 | Logical Reasoning | In the following figure, the smaller triangle represents the teachers, the big triangle, the politicians, the circle, the graduates and the rectangle, the members of Parliament. Different regions are represented by the letters of the English alphabet.<br><br><br>On the basis of the above diagram, answer the following questions:<br><br>Which among the following regions represents the graduate politicians, but not the members of parliment? | Raise / View Objection |

| | |
|---|---|
| 314971 | B, C |
| 314972 | L, B |
| 314973 | D, H |
| 314974 | D, L |
| 314975 | L, H |

| | | | | |
|---|---|---|---|---|
| | | **Correct Option:** 314971 | **Candidate Response:** 314971 | |
| 203484 | Logical Reasoning | In the following figure, the smaller triangle represents the teachers, the big triangle, the politicians, the circle, the graduates and the rectangle, the members of Parliament. Different regions are represented by the letters of the English alphabet.<br><br><br>On the basis of the above diagram, answer the following questions:<br><br>Which among the following regions represents the politicians who are neither graduates nor teachers? | | Raise / View Objection |
| | | 314976 | E, F | |
| | | 314977 | D, E | |
| | | 314978 | L, H | |
| | | 314979 | C, D | |
| | | 314980 | C, L | |
| | | **Correct Option:** 314978 | **Candidate Response:** 314977 | |
| 203485 | Logical Reasoning | | | Raise / View Objection |

In the following figure, the smaller triangle represents the teachers, the big triangle, the politicians, the circle, the graduates and the rectangle, the members of Parliament. Different regions are represented by the letters of the English alphabet.




On the basis of the above diagram, answer the following questions:

Which of the following regions represent the members of parliament who are graduate as well as teachers?

| | |
|---|---|
| 314981 | G |
| 314982 | H |
| 314983 | F |
| 314984 | C |
| 314985 | B |

| | |
|---|---|
| **Correct Option:** 314983 | **Candidate Response:** 314984 |

203486 | Logical Reasoning

The following questions are based on the information given below:

A cuboid shaped wooden block is 6 cm in length, 4 cm in breadth and 1 cm in height.
Two faces measuring 4 cm x 1 cm are coloured black.
Two faces measuring 6 cm x 1 cm are coloured red.
Two faces measuring 6 cm x 4 cm are coloured green.
The block is divided into 6 equal cubes of side 1 cm (from 6 cm side), 4 equal cubes of side 1 cm (from 4 cm side).

Raise / View Objection

How many cubes having red, green and black colours on at least one side of the cube will be formed ?

| | |
|---|---|
| 314986 | 16 |
| 314987 | 8 |
| 314988 | 4 |
| 314989 | 12 |
| 314990 | 24 |

| | |
|---|---|
| **Correct Option:** 314988 | **Candidate Response:** 314987 |

| | | | |
|---|---|---|---|
| 203487 | Logical Reasoning | The following questions are based on the information given below:<br><br>A cuboid shaped wooden block is 6 cm in length, 4 cm in breadth and 1 cm in height.<br>Two faces measuring 4 cm x 1 cm are coloured black.<br>Two faces measuring 6 cm x 1 cm are coloured red.<br>Two faces measuring 6 cm x 4 cm are coloured green.<br>The block is divided into 6 equal cubes of side 1 cm (from 6 cm side), 4 equal cubes of side 1 cm (from 4 cm side).<br><br>How many small cubes will be formed ? | Raise / View Objection |

| | |
|---|---|
| 314991 | 24 |
| 314992 | 12 |
| 314993 | 64 |
| 314994 | 20 |
| 314995 | 6 |

| | | | |
|---|---|---|---|
| | | **Correct Option:** 314991 | **Candidate Response:** 314993 |

| | | | |
|---|---|---|---|
| 203488 | Logical Reasoning | The following questions are based on the information given below:<br><br>A cuboid shaped wooden block is 6 cm in length, 4 cm in breadth and 1 cm in height.<br>Two faces measuring 4 cm x 1 cm are coloured black.<br>Two faces measuring 6 cm x 1 cm are coloured red.<br>Two faces measuring 6 cm x 4 cm are coloured green.<br>The block is divided into 6 equal cubes of side 1 cm (from 6 cm side), 4 equal cubes of side 1 cm (from 4 cm side).<br><br>How many cubes will have 4 coloured sides and two non-coloured sides ? | Raise / View Objection |

| | |
|---|---|
| 314996 | 4 |
| 314997 | 8 |
| 314998 | 12 |
| 314999 | 16 |
| 315000 | 20 |

| | |
|---|---|
| **Correct Option:** 314996 | **Candidate Response:** 314997 |

| | | | |
|---|---|---|---|
| 203489 | Logical Reasoning | The following questions are based on the information given below:<br><br>A cuboid shaped wooden block is 6 cm in length, 4 cm in breadth and 1 cm in height.<br>Two faces measuring 4 cm x 1 cm are coloured black.<br>Two faces measuring 6 cm x 1 cm are coloured red.<br>Two faces measuring 6 cm x 4 cm are coloured green.<br>The block is divided into 6 equal cubes of side 1 cm (from 6 cm side), 4 equal cubes of side 1 cm (from 4 cm side).<br><br>How many cubes will have green colour on two sides and rest of the four sides having no colour ? | Raise / View Objection |

| | | |
|---|---|---|
| 315001 | 4 |
| 315002 | 8 |
| 315003 | 12 |
| 315004 | 16 |
| 315005 | 10 |

| | |
|---|---|
| **Correct Option:** 315002 | **Candidate Response:** 315001 |

| | | | |
|---|---|---|---|
| 203490 | Logical Reasoning | The following questions are based on the information given below:<br><br>A cuboid shaped wooden block is 6 cm in length, 4 cm in breadth and 1 cm in height.<br>Two faces measuring 4 cm x 1 cm are coloured black.<br>Two faces measuring 6 cm x 1 cm are coloured red.<br>Two faces measuring 6 cm x 4 cm are coloured green.<br>The block is divided into 6 equal cubes of side 1 cm (from 6 cm side), 4 equal cubes of side 1 cm (from 4 cm side).<br><br>How many cubes will remain if the cubes having black and green colors are removed ? | Raise / View Objection |

| | |
|---|---|
| 315006 | 8 |
| 315007 | 12 |
| 315008 | 16 |

| | | |
|---|---|---|
| 315009 | 20 | |
| 315010 | 10 | |

| | |
|---|---|
| **Correct Option:** 315008 | **Candidate Response:** 315008 |

| | | |
|---|---|---|
| 203491 | Logical Reasoning | Raise / View Objection |

Given below are two statements, one is labelled as Assertion (A) and other one labelled as Reason (R).

Assertion (A) : Tides indicate the regular and periodic rise and fall in sea level.

Reason (R) : Tides are caused by the gravitational pull of the Moon and the Sun.

In light of the above statements, choose the *correct* answer from the options given below.

| | |
|---|---|
| 315011 | Both (A) and (R) are true and (R) is the correct explanation of (A). |
| 315012 | Both (A) and (R) are true but (R) is NOT the correct explanation of (A). |
| 315013 | (A) is true but (R) is false. |
| 315014 | (A) is false but (R) is true. |
| 315015 | Both (A) and (R) are false. |

| | |
|---|---|
| **Correct Option:** 315011 | **Candidate Response:** 315011 |

| | | |
|---|---|---|
| 203492 | Logical Reasoning | Raise / View Objection |

| | | | |
|---|---|---|---|
| | | Given below are two statements, one is labelled as Assertion (A) and other one labelled as Reason (R).<br><br>Assertion (A) : When a body is dipped in a liquid fully or partially, there is a decrease in its weight.<br><br>Reason (R) : The decrease in weight is due to the higher density of the displaced liquid.<br><br>In light of the above statements, choose the *correct* answer from the options given below. | |
| | | 315016 Both (A) and (R) are true and (R) is the correct explanation of (A).<br>315017 Both (A) and (R) are true but (R) is NOT the correct explanation of (A).<br>315018 (A) is true but (R) is false.<br>315019 (A) is false but (R) is true.<br>315020 Both (A) and (R) are false. | |
| | | **Correct Option:** 315017 **Candidate Response:** 315016 | |
| 203493 | Logical Reasoning | Given below are two statements, one is labelled as Assertion (A) and other one labelled as Reason (R).<br><br>Assertion (A) : When a man is standing in a lift which is either at rest or moving up or moving down, with uniform speed, he does not find any apparent change in his weight.<br><br>Reason (R) : The reaction of the floor of the lift is equal to his weight.<br><br>In light of the above statements, choose the *correct* answer from the options given below. | Raise / View Objection |
| | | 315021 Both (A) and (R) are true and (R) is the correct explanation of (A).<br>315022 Both (A) and (R) are true but (R) is NOT the correct explanation of (A). | |

| | |
|---|---|
| 315023 | (A) is true but (R) is false. |
| 315024 | (A) is false but (R) is true. |
| 315025 | Both (A) and (R) are false. |

| | |
|---|---|
| **Correct Option:** 315025 | **Candidate Response:** 315022 |

| | | | |
|---|---|---|---|
| 203494 | Logical Reasoning | Given below is a statement and two assumptions. These assumptions may or may not be implicit in the statement.<br><br>**Statement:**<br><br>Nobody can predict as to how long our country will take to contain unfortunate and disastrous terrorist activities.<br><br>**Assumption A:** It is impossible to put an end to terrorist activities.<br><br>**Assumption B:** Efforts to control the terrorist activities are on.<br><br>Determine whether one or both assumptions are implicit or not in the given statement and choose the correct option from the options given below: | Raise / View Objection |

| | |
|---|---|
| 315026 | Only Assumption A is implicit |
| 315027 | Only Assumption B is implicit |
| 315028 | Neither Assumption A nor Assumption B are implicit |
| 315029 | Both Assumption A and Assumption B are implicit |

| | | | |
|---|---|---|---|
| | | 315030 | Either Assumption A or Assumption B is implicit |

| | |
|---|---|
| **Correct Option:** 315027 | **Candidate Response:** 315026 |

| | | |
|---|---|---|
| 203495 | Logical Reasoning | Raise / View Objection |

Given below is a statement and two assumptions. These assumptions may or may not be implicit in the statement.

**Statement:** The X-Airlines has temporarily suspended flights to a few destinations for the next four days due to the strike call given by the Pilots' Association.

**Assumption A:** The airlines may be able to restore all the flights after four days.

**Assumption B:** The Pilots' Association may withdraw the strike call within four days.

Determine whether one or both assumptions are implicit or not in the given statement and choose the correct option from the options given below:

| | |
|---|---|
| 315031 | Only Assumption A is implicit |
| 315032 | Only Assumption B is implicit |
| 315033 | Neither Assumption A nor Assumption B are implicit |
| 315034 | Both Assumption A and Assumption B are implicit |
| 315035 | Either Assumption A or Assumption B is implicit |

| | |
|---|---|
| **Correct Option:** 315031 | **Candidate Response:** 315031 |

| | | |
|---|---|---|
| 203496 | Logical Reasoning | Raise / View Objection |

**Read the following information carefully and answer the questions given below:**

Sumeet, Philips, Wasim, Bishan and Chetan are five players of the College Cricket Team and their hometowns are Surat, Pune, Warangal, Bangalore and Chandigarh, but not in that order. The five specialist slots of spinner, pace bowler, wicket keeper, batsman and captain are held by them, again not in the order of their names stated above.

(i) Their names, hometowns and specialities do not start with the same letter.
(ii) Neither Philips nor Wasim is the captain, and they do not belong to either Surat or Bangalore.
(iii) Sumeet is neither a wicket keeper nor a batsman.
(iv) Pune is not Bishan's hometown.
(v) The player who hails from Bangalore is a wicket keeper.
(vi) The captain's hometown is Pune, while the batsman does not hail from Warangal.

Who is the spinner ?

| | |
|---|---|
| 315036 | Philips |
| 315037 | Chetan |
| 315038 | Bishan |
| 315039 | Wasim |
| 315040 | Sumeet |

| | |
|---|---|
| **Correct Option:** 315036 | **Candidate Response:** 315040 |

| | | | |
|---|---|---|---|
| 203497 | Logical Reasoning | | Raise / View Objection |

**Read the following information carefully and answer the questions given below:**

Sumeet, Philips, Wasim, Bishan and Chetan are five players of the College Cricket Team and their hometowns are Surat, Pune, Warangal, Bangalore and Chandigarh, but not in that order. The five specialist slots of spinner, pace bowler, wicket keeper, batsman and captain are held by them, again not in the order of their names stated above.

(i) Their names, hometowns and specialities do not start with the same letter.
(ii) Neither Philips nor Wasim is the captain, and they do not belong to either Surat or Bangalore.
(iii) Sumeet is neither a wicket keeper nor a batsman.
(iv) Pune is not Bishan's hometown.
(v) The player who hails from Bangalore is a wicket keeper.
(vi) The captain's hometown is Pune, while the batsman does not hail from Warangal.

The spinner's hometown is

| | |
|---|---|
| 315041 | Chandigarh |
| 315042 | Banglore |
| 315043 | Pune |
| 315044 | Surat |
| 315045 | Warangal |

| | |
|---|---|
| **Correct Option:** 315045 | **Candidate Response:** 315044 |

| | | | |
|---|---|---|---|
| 203498 | Logical Reasoning | | Raise / View Objection |

**Read the following information carefully and answer the questions given below:**

Sumeet, Philips, Wasim, Bishan and Chetan are five players of the College Cricket Team and their hometowns are Surat, Pune, Warangal, Bangalore and Chandigarh, but not in that order. The five specialist slots of spinner, pace bowler, wicket keeper, batsman and captain are held by them, again not in the order of their names stated above.

(i) Their names, hometowns and specialities do not start with the same letter.
(ii) Neither Philips nor Wasim is the captain, and they do not belong to either Surat or Bangalore.
(iii) Sumeet is neither a wicket keeper nor a batsman.
(iv) Pune is not Bishan's hometown.
(v) The player who hails from Bangalore is a wicket keeper.
(vi) The captain's hometown is Pune, while the batsman does not hail from Warangal.

Chandigarh is the hometown of

| | |
|---|---|
| 315046 | Sumeet |
| 315047 | Bishan |
| 315048 | Wasim |
| 315049 | Philips |
| 315050 | Chetan |

| | |
|---|---|
| **Correct Option:** 315048 | **Candidate Response:** 315050 |

| | | | |
|---|---|---|---|
| 203499 | Logical Reasoning | | Raise / View Objection |

**Read the following information carefully and answer the questions given below:**

Sumeet, Philips, Wasim, Bishan and Chetan are five players of the College Cricket Team and their hometowns are Surat, Pune, Warangal, Bangalore and Chandigarh, but not in that order. The five specialist slots of spinner, pace bowler, wicket keeper, batsman and captain are held by them, again not in the order of their names stated above.

(i) Their names, hometowns and specialities do not start with the same letter.
(ii) Neither Philips nor Wasim is the captain, and they do not belong to either Surat or Bangalore.
(iii) Sumeet is neither a wicket keeper nor a batsman.
(iv) Pune is not Bishan's hometown.
(v) The player who hails from Bangalore is a wicket keeper.
(vi) The captain's hometown is Pune, while the batsman does not hail from Warangal.

Who is the pace-bowler?

| | |
|---|---|
| 315051 | Chetan |
| 315052 | Wasim |
| 315053 | Sumeet |
| 315054 | Bishan |
| 315055 | Philips |

| | |
|---|---|
| **Correct Option:** 315054 | **Candidate Response:** 315055 |

| | | | |
|---|---|---|---|
| 203500 | Logical Reasoning | | Raise / View Objection |

**Read the following information carefully and answer the questions given below:**

Sumeet, Philips, Wasim, Bishan and Chetan are five players of the College Cricket Team and their hometowns are Surat, Pune, Warangal, Bangalore and Chandigarh, but not in that order. The five specialist slots of spinner, pace bowler, wicket keeper, batsman and captain are held by them, again not in the order of their names stated above.

(i) Their names, hometowns and specialities do not start with the same letter.
(ii) Neither Philips nor Wasim is the captain, and they do not belong to either Surat or Bangalore.
(iii) Sumeet is neither a wicket keeper nor a batsman.
(iv) Pune is not Bishan's hometown.
(v) The player who hails from Bangalore is a wicket keeper.
(vi) The captain's hometown is Pune, while the batsman does not hail from Warangal.

Chetan's hometown is

| | |
|---|---|
| 315056 | Pune |
| 315057 | Surat |
| 315058 | Banglore |
| 315059 | Warangal |
| 315060 | Chandigarh |

| | |
|---|---|
| **Correct Option:** 315058 | **Candidate Response:** 315060 |

| | | | |
|---|---|---|---|
| 203501 | Logical Reasoning | | Raise / View Objection |

Read the following information carefully to answer the question given below.

A person is asked to put in a basket one apple when ordered 'One', one guava when ordered 'Two', one orange when ordered 'Three' and is asked to take out from the basket one apple and one guava both when ordered 'Four' The order sequence executed by the person is as follows

1 2 3 3 2 1 4 2 3 1 4 2 2 3 3 1 4 1 1 3 2 3 4

How many fruits will be there in the basket at the end of the above order sequence?

| | |
|---|---|
| 315061 | 10 |
| 315062 | 11 |
| 315063 | 12 |
| 315064 | 13 |
| 315065 | 14 |

| | |
|---|---|
| **Correct Option:** 315062 | **Candidate Response:** 315064 |

203502 Logical Reasoning

Read the following information carefully to answer the question given below.

A person is asked to put in a basket one apple when ordered 'One', one guava when ordered 'Two', one orange when ordered 'Three' and is asked to take out from the basket one apple and one guava both when ordered 'Four' The order sequence executed by the person is as follows

1 2 3 3 2 1 4 2 3 1 4 2 2 3 3 1 4 1 1 3 2 3 4

Raise / View Objection

How many guavas will be there in the basket at the end of the above order sequence?

| | |
|---|---|
| 315066 | 1 |
| 315067 | 2 |
| 315068 | 3 |
| 315069 | 4 |
| 315070 | 5 |

**Correct Option:** 315067 | **Candidate Response:** 315066

203503 | Logical Reasoning

Raise / View Objection

Read the following information carefully to answer the question given below.

A person is asked to put in a basket one apple when ordered 'One', one guava when ordered 'Two', one orange when ordered 'Three' and is asked to take out from the basket one apple and one guava both when ordered 'Four' The order sequence executed by the person is as follows

1 2 3 3 2 1 4 2 3 1 4 2 2 3 3 1 4 1 1 3 2 3 4

How many apples will be there in the basket at the end of the above order sequence?

| | |
|---|---|
| 315071 | 1 |
| 315072 | 2 |
| 315073 | 3 |
| 315074 | 4 |
| 315075 | 5 |

| | | | |
|---|---|---|---|
| | | | |

| | |
|---|---|
| **Correct Option:** 315072 | **Candidate Response:** 315073 |

| | | |
|---|---|---|
| 203504 | Logical Reasoning | Raise / View Objection |

Consider a group comprising 4 students- Reena, Beena, Meena and Neena, who stand in a row. Reena and Beena stand in sixth and seventh position respectively from the left. Meena and Neena stand in the fourth and fifth positions, respectively from the right. When Beena and Meena exchange their positions, then Beena will be fifteenth from the left.

Reena's position from the right is

| | |
|---|---|
| 315076 | 11 |
| 315077 | 6 |
| 315078 | 13 |
| 315079 | 14 |
| 315080 | 18 |

| | |
|---|---|
| **Correct Option:** 315078 | **Candidate Response:** 315077 |

| | | |
|---|---|---|
| 203505 | Logical Reasoning | Raise / View Objection |

Consider a group comprising 4 students- Reena, Beena, Meena and Neena, who stand in a row. Reena and Beena stand in sixth and seventh position respectively from the left. Meena and Neena stand in the fourth and fifth positions, respectively from the right. When Beena and Meena exchange their positions, then Beena will be fifteenth from the left.

Originally, Neena's position from the left is

| | |
|---|---|
| 315081 | 10 |

| | | | |
|---|---|---|---|
| | | 315082 | 14 |
| | | 315083 | 8 |
| | | 315084 | 13 |
| | | 315085 | 16 |

| | |
|---|---|
| **Correct Option:** 315082 | **Candidate Response:** 315084 |

| | | | |
|---|---|---|---|
| 203506 | Logical Reasoning | Consider a group comprising 4 students- Reena, Beena, Meena and Neena, who stand in a row. Reena and Beena stand in sixth and seventh position respectively from the left. Meena and Neena stand in the fourth and fifth positions, respectively from the right. When Beena and Meena exchange their positions, then Beena will be fifteenth from the left.<br><br>If Neena and Reena also exchange their positions between themselves, then after exchange Neena's position from the left will be? | Raise / View Objection |

| | | | |
|---|---|---|---|
| | | 315086 | 6 |
| | | 315087 | 8 |
| | | 315088 | 10 |
| | | 315089 | 12 |
| | | 315090 | 14 |

| | |
|---|---|
| **Correct Option:** 315086 | **Candidate Response:** 315089 |

| | | | |
|---|---|---|---|
| 203507 | Logical Reasoning | | Raise / View Objection |

Consider a group comprising 4 students- Reena, Beena, Meena and Neena, who stand in a row. Reena and Beena stand in sixth and seventh position respectively from the left. Meena and Neena stand in the fourth and fifth positions, respectively from the right. When Beena and Meena exchange their positions, then Beena will be fifteenth from the left.

After the exchange of positions between Beena and Meena, what is Meena's position from right?

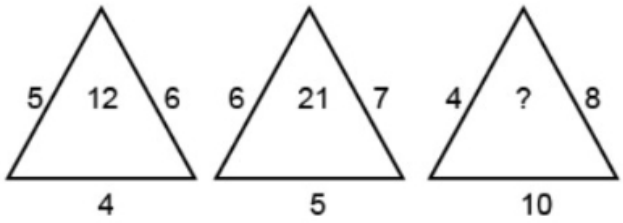
| | |
|---|---|
| 315091 | 5 |
| 315092 | 8 |
| 315093 | 10 |
| 315094 | 12 |
| 315095 | 14 |

**Correct Option:** 315094 | **Candidate Response:** 315093

203508 | Logical Reasoning

Raise / View Objection

Find the missing character from among the given options.




| | |
|---|---|
| 315096 | 30 |
| 315097 | 32 |
| 315098 | 34 |
| 315099 | |

| | | | |
|---|---|---|---|
| | | 315099 | 22 |
| | | 315100 | 24 |

| | |
|---|---|
| **Correct Option:** 315097 | **Candidate Response:** 315097 |

| | | |
|---|---|---|
| 203509 | Logical Reasoning | Raise / View Objection |

Find the missing character from among the given alternatives.

| | | |
|---|---|---|
| F | I | O |
| A | J | K |
| E | M | ? |

| | |
|---|---|
| 315101 | Q |
| 315102 | R |
| 315103 | S |
| 315104 | B |
| 315105 | T |

| | |
|---|---|
| **Correct Option:** 315102 | **Candidate Response:** 315101 |

| | | |
|---|---|---|
| 203510 | Logical Reasoning | Raise / View Objection |

Find the missing character from among the given alternatives.

| | | |
|---|---|---|
| 3C | 2B | 4A |
| 27A | ? | 64B |
| 9B | 4A | 16C |

| | |
|---|---|
| 315106 | 12B |
| 315107 | 8C |

| | |
|---|---|
| 315108 | 18C |
| 315109 | 16C |
| 315110 | 16B |

| | |
|---|---|
| **Correct Option:** 315107 | **Candidate Response:** 315107 |

| | | | |
|---|---|---|---|
| 203511 | Logical Reasoning | | Raise / View Objection |

**Study the following information carefully and answer the questions given below:**

Following are the conditions for granting an advance of Rs. 10 lakhs to the farmers for purchasing tractor, by a Gramin Bank.
The farmer must-
(i) have at least five acres of cultivable land.
(ii) be able to produce collateral of at least Rs. 8 lakhs.
(iii) not be more than 50 years old as on 1.12.2024.
(iv) not have any outstanding unpaid loan from the bank.
(v) be able to produce a recommendation letter from the Panchayat Pradhan.

In the case of a farmer who satisfies all other criteria except-
(A) at (i) above, but is able to cultivate more than one crop in each piece of land, the case is to be referred to Chairman of the bank.
(B) at (iv) above, but has Fixed Deposits of at least Rs. 4 lakhs with the bank, the case is to be referred to the General Manager of the bank.

In each question below, detailed information of one farmer is given. You have to carefully study the information provided in each case and take one of the following courses of actions based on the information and conditions given above. You are not to assume anything other than the information provided in each question. All these cases are given to you as on 1.12.2024. You have to indicate your decision by marking answers to each question as follows :

A: if the advance is not to be granted

B: if the case is to be referred to the General Manager of the bank

C: if the case is to be referred to the Chairman of the bank

D: if the advance is to be granted

E: if the data is insufficient to decide

Vilas Deshmukh was born on 3rd February, 1975. He has six acres of cultivable land. He has submitted a recommendation letter issued by Panchayat Pradhan. He can pledge collateral of more than Rs. 8 lakhs. He doesn't have any unpaid loan from the bank.

| | |
|---|---|
| 315111 | A |
| 315112 | B |

| | | | |
|---|---|---|---|
| | | 315113 | C |
| | | 315114 | D |
| | | 315115 | E |

| | |
|---|---|
| **Correct Option:** 315114 | **Candidate Response:** 315115 |

| | | | |
|---|---|---|---|
| 203512 | Logical Reasoning | | Raise / View Objection |

**Study the following information carefully and answer the questions given below:**

Following are the conditions for granting an advance of Rs. 10 lakhs to the farmers for purchasing tractor, by a Gramin Bank.
The farmer must-
(i) have at least five acres of cultivable land.
(ii) be able to produce collateral of at least Rs. 8 lakhs.
(iii) not be more than 50 years old as on 1.12.2024.
(iv) not have any outstanding unpaid loan from the bank.
(v) be able to produce a recommendation letter from the Panchayat Pradhan.

In the case of a farmer who satisfies all other criteria except-
(A) at (i) above, but is able to cultivate more than one crop in each piece of land, the case is to be referred to Chairman of the bank.
(B) at (iv) above, but has Fixed Deposits of at least Rs. 4 lakhs with the bank, the case is to be referred to the General Manager of the bank.

In each question below, detailed information of one farmer is given. You have to carefully study the information provided in each case and take one of the following courses of actions based on the information and conditions given above. You are not to assume anything other than the information provided in each question. All these cases are given to you as on 1.12.2024. You have to indicate your decision by marking answers to each question as follows :

A: if the advance is not to be granted

B: if the case is to be referred to the General Manager of the bank

C: if the case is to be referred to the Chairman of the bank

D: if the advance is to be granted

E: if the data is insufficient to decide

Mahipal Rana was born 8th March, 1975. He can produce a recommendation letter from the Panchayat Pradhan. He does not have any outstanding loanHe has fixed deposit of Rs. 5 lakhs is addition to his collateral of Rs. 8 lakhs.He has four acres of cultivable land with only one crop.

| | |
|---|---|
| 315116 | A |
| 315117 | B |

| | |
|---|---|
| 315118 | C |
| 315119 | D |
| 315120 | E |

| | |
|---|---|
| **Correct Option:** 315116 | **Candidate Response:** 315118 |

| | | | |
|---|---|---|---|
| 203513 | Logical Reasoning | | Raise / View Objection |

**Study the following information carefully and answer the questions given below:**

Following are the conditions for granting an advance of Rs. 10 lakhs to the farmers for purchasing tractor, by a Gramin Bank.
The farmer must-
(i) have at least five acres of cultivable land.
(ii) be able to produce collateral of at least Rs. 8 lakhs.
(iii) not be more than 50 years old as on 1.12.2024.
(iv) not have any outstanding unpaid loan from the bank.
(v) be able to produce a recommendation letter from the Panchayat Pradhan.

In the case of a farmer who satisfies all other criteria except-
(A) at (i) above, but is able to cultivate more than one crop in each piece of land, the case is to be referred to Chairman of the bank.
(B) at (iv) above, but has Fixed Deposits of at least Rs. 4 lakhs with the bank, the case is to be referred to the General Manager of the bank.

In each question below, detailed information of one farmer is given. You have to carefully study the information provided in each case and take one of the following courses of actions based on the information and conditions given above. You are not to assume anything other than the information provided in each question. All these cases are given to you as on 1.12.2024. You have to indicate your decision by marking answers to each question as follows :

A: if the advance is not to be granted

B: if the case is to be referred to the General Manager of the bank

C: if the case is to be referred to the Chairman of the bank

D: if the advance is to be granted

E: if the data is insufficient to decide

Rishi Thakur was born on 5th June, 1976. He has obtained a recommendation letter from the Panchayat Pradhan. He has eight acres of cultivable land and pledge collateral of Rs. 8 lakhs in addition to his fixed deposit of Rs. 6 lakhs. He has an outstanding loan of Rs. 4 lakhs.

| | |
|---|---|
| 315121 | A |
| 315122 | B |
| 315123 | |

| | | | |
|---|---|---|---|
| | | 315123 | C |
| | | 315124 | D |
| | | 315125 | E |

| | |
|---|---|
| **Correct Option:** 315122 | **Candidate Response:** 315121 |

| | | | |
|---|---|---|---|
| 203514 | Logical Reasoning | A statement/ group of statements is given followed by some conclusions. Without resolving anything yourself, choose the conclusion which logically follows from the given statement.<br><br>Statement: Many business offices are located in buildings having two to eight floors. If a building has more than three floors, it has a lift.<br>Conclusions:<br>(a) All floors may be reached by lifts.<br>(b) Only floors above the third floor have lifts.<br>(c) Seventh floors have lifts.<br>(d) Second floors do not have lifts | Raise / View Objection |

| | |
|---|---|
| 315126 | (a) |
| 315127 | (b) |
| 315128 | (c) |
| 315129 | (a) & (d) |
| 315130 | (c) & (d) |

| | |
|---|---|
| **Correct Option:** 315128 | **Candidate Response:** 315129 |

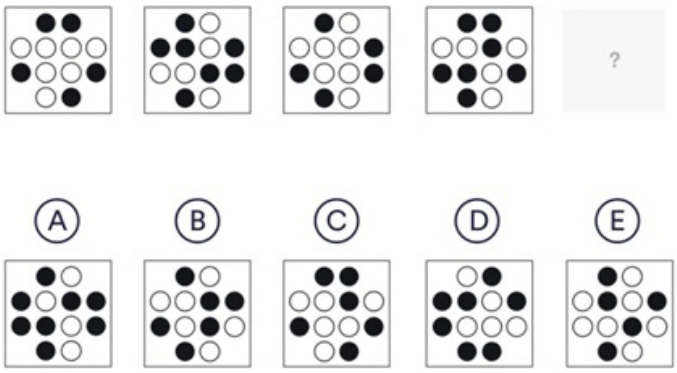
| | | | |
|---|---|---|---|
| 203515 | Logical Reasoning | For given question, a statement is followed by two conclusions. Point out the correct conclusion:<br><br>(a) If only conclusion I is true<br><br>(b) If only conclusion II is true<br><br>(c) If both the conclusions are true<br><br>(d) If neither of the conclusions is true<br><br>(e) If either conclusion I or conclusion II is true<br><br>**Statement:** Douglas is my cousin. A cousin may be a sister's son, uncle's son or brother's son.<br><br>**Conclusions:**<br>I. Douglas is my sister's son.<br>II. Douglas is my uncle's son. | Raise / View Objection |

| | |
|---|---|
| 315131 | (a) |
| 315132 | (b) |
| 315133 | (c) |
| 315134 | (d) |
| 315135 | (e) |

| | |
|---|---|
| **Correct Option:** 315134 | **Candidate Response:** 315135 |

| | | | |
|---|---|---|---|
| 203516 | Abstract Reasoning | | Raise / View Objection |

Which shape comes next in the sequence?



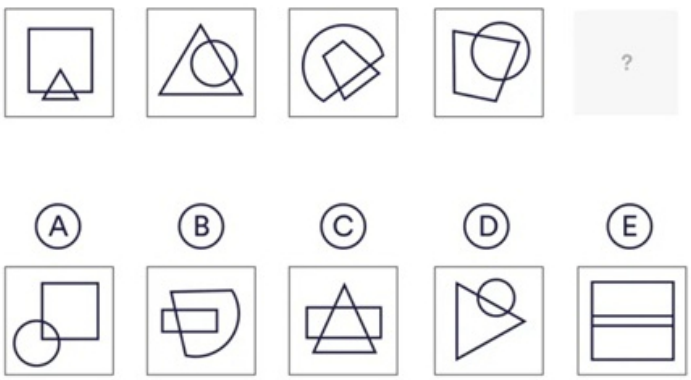

| | |
|---|---|
| 315136 | A |
| 315137 | B |
| 315138 | C |
| 315139 | D |
| 315140 | E |

| | |
|---|---|
| **Correct Option:** 315140 | **Candidate Response:** 315139 |

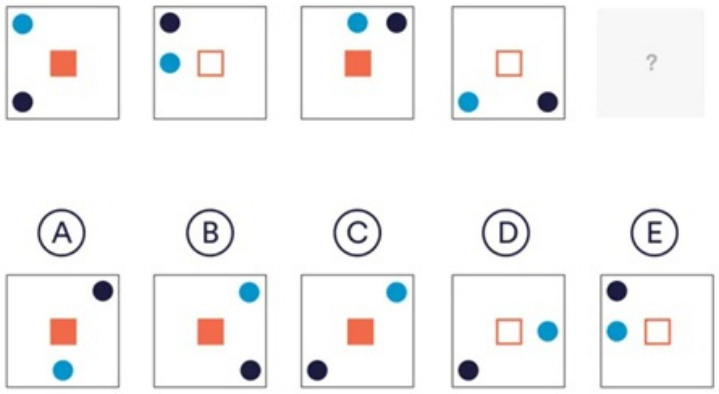
203517 | Abstract Reasoning

Raise / View Objection

Complete the sequence.

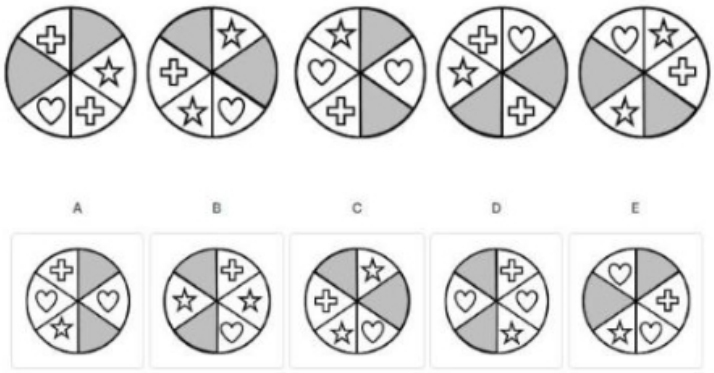



| | |
|---|---|
| 315141 | A |

| | | | |
|---|---|---|---|
| | | 315142 | B |
| | | 315143 | C |
| | | 315144 | D |
| | | 315145 | E |
| | | **Correct Option:** 315142 | **Candidate Response:** 315141 |
| 203518 | Abstract Reasoning | Identify which shape will come next in the sequence.   | Raise / View Objection |
| | | 315146 | A |
| | | 315147 | B |
| | | 315148 | C |
| | | 315149 | D |
| | | 315150 | E |
| | | **Correct Option:** 315148 | **Candidate Response:** 315148 |
| 203519 | Abstract Reasoning | | |

Raise / View Objection

Which shape comes next in the sequence?

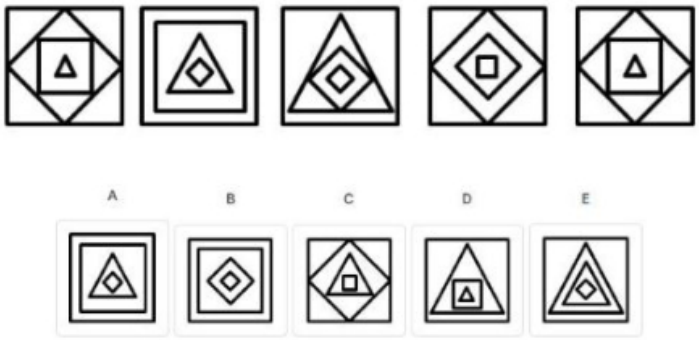



| | |
|---|---|
| 315151 | A |
| 315152 | B |
| 315153 | C |
| 315154 | D |
| 315155 | E |

| | |
|---|---|
| **Correct Option:** 315154 | **Candidate Response:** 315152 |

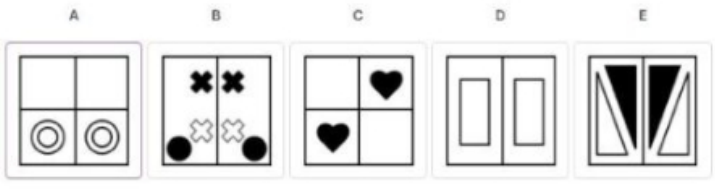
| | | | |
|---|---|---|---|
| 203520 | Abstract Reasoning | | Raise / View Objection |

Choose the image that completes the pattern (From left to right):




| | |
|---|---|
| 315156 | A |
| 315157 | B |
| 315158 | C |
| 315159 | D |
| 315160 | E |

| | |
|---|---|
| **Correct Option:** 315156 | **Candidate Response:** 315156 |

| | | | |
|---|---|---|---|
| 203521 | Abstract Reasoning | Choose the odd one out:<br> | Raise / View Objection |

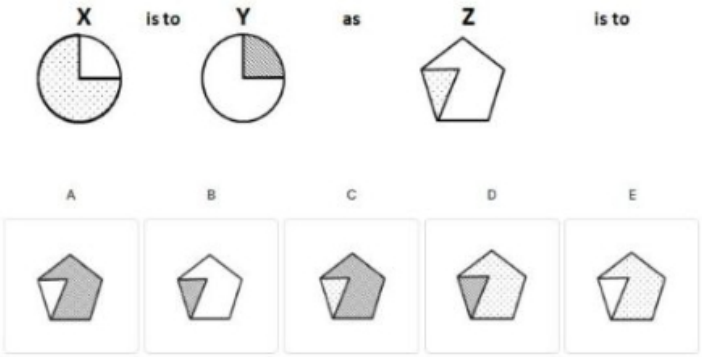
| | |
|---|---|
| 315161 | A |
| 315162 | B |
| 315163 | C |

| | | | |
|---|---|---|---|
| | | 315164 | D |
| | | 315165 | E |

| | |
|---|---|
| **Correct Option:** 315163 | **Candidate Response:** 315163 |

| | | |
|---|---|---|
| 203522 | Abstract Reasoning | Raise / View Objection |

Which option completes the sequence best?

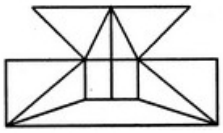



| | |
|---|---|
| 315166 | A |
| 315167 | B |
| 315168 | C |
| 315169 | D |
| 315170 | E |

| | |
|---|---|
| **Correct Option:** 315166 | **Candidate Response:** 315170 |

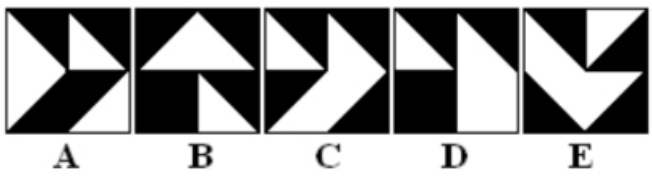
| | | |
|---|---|---|
| 203523 | Abstract Reasoning | Raise / View Objection |

Find the minimum number of straight lines required to make the given figure.



| | |
|---|---|
| 315171 | 16 |
| 315172 | 17 |
| 315173 | 18 |
| 315174 | 19 |
| 315175 | 20 |

| | |
|---|---|
| **Correct Option:** 315172 | **Candidate Response:** 315173 |

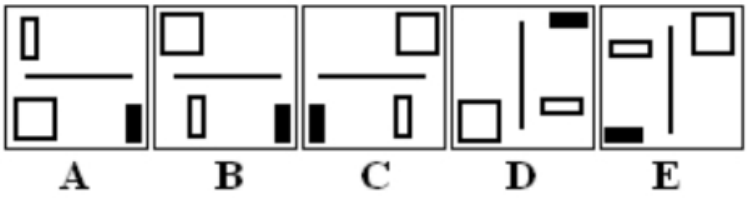
| | | | |
|---|---|---|---|
| 203524 | Abstract Reasoning | Which figure is the odd one out?<br><br> | Raise / View Objection |

| | |
|---|---|
| 315176 | A |
| 315177 | B |
| 315178 | C |
| 315179 | D |
| 315180 | E |

| | | | |
|---|---|---|---|
| | | **Correct Option:** 315177 | **Candidate Response:** 315177 |

| | | |
|---|---|---|
| 203525 | Abstract Reasoning | Raise / View Objection |

Which figure is the odd one out?

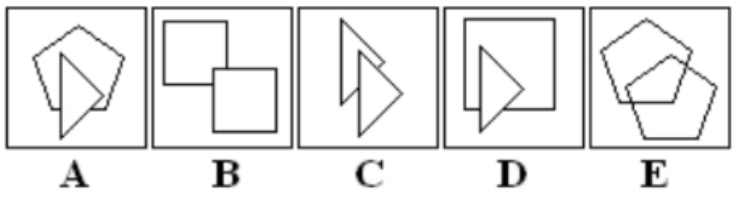



| | |
|---|---|
| 315181 | A |
| 315182 | B |
| 315183 | C |
| 315184 | D |
| 315185 | E |

| | |
|---|---|
| **Correct Option:** 315181 | **Candidate Response:** 315185 |

| | | |
|---|---|---|
| 203526 | Abstract Reasoning | Raise / View Objection |

Find the odd one out.



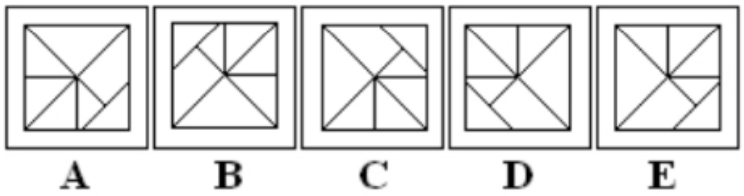

| | |
|---|---|
| 315186 | A |
| 315187 | B |

| | |
|---|---|
| 315188 | C |
| 315189 | D |
| 315190 | E |

| | |
|---|---|
| **Correct Option:** 315189 | **Candidate Response:** 315189 |

| | | |
|---|---|---|
| 203527 | Abstract Reasoning | Raise / View Objection |

Find the odd one out.

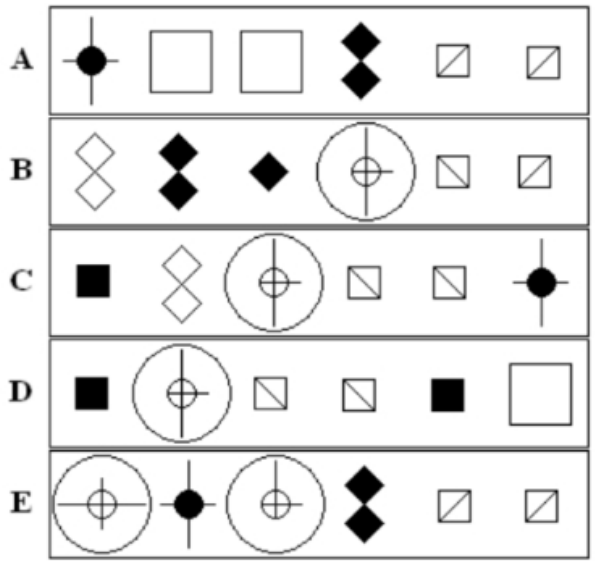



| | |
|---|---|
| 315191 | A |
| 315192 | B |
| 315193 | C |
| 315194 | D |
| 315195 | E |

| | |
|---|---|
| **Correct Option:** 315195 | **Candidate Response:** 315193 |

| | | |
|---|---|---|
| 203528 | Abstract Reasoning | Raise / View Objection |

Find the odd one out.



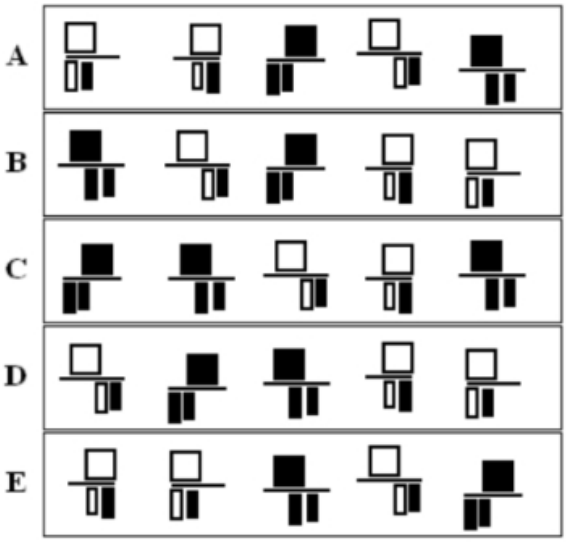

| | |
|---|---|
| 315196 | A |
| 315197 | B |
| 315198 | C |
| 315199 | D |
| 315200 | E |

**Correct Option:** 315197 | **Candidate Response:** 315199

203529 | Abstract Reasoning

Raise / View Objection

Find the odd one out.

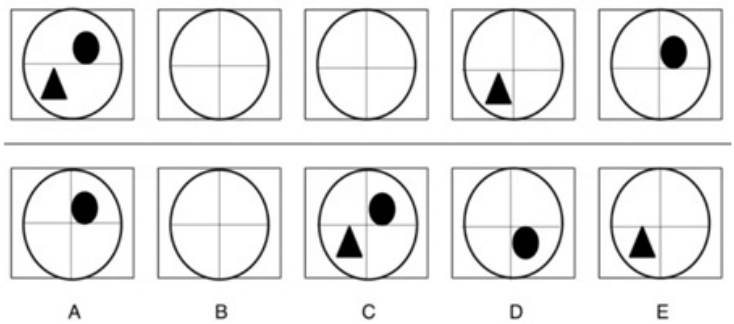



| | |
|---|---|
| 315201 | A |
| 315202 | B |
| 315203 | C |
| 315204 | D |
| 315205 | E |

| | |
|---|---|
| **Correct Option:** 315203 | **Candidate Response:** 315205 |

203530 | Abstract Reasoning

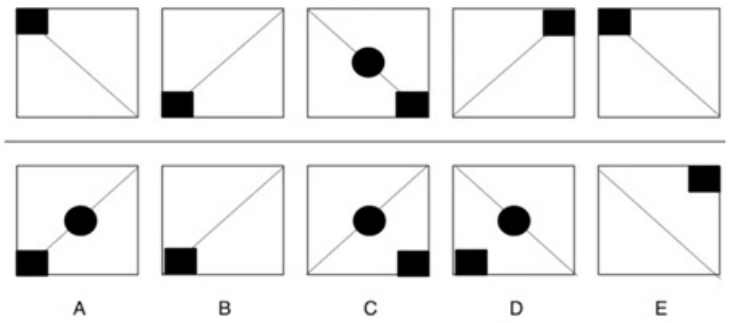
Which of the boxes comes next in the sequence?



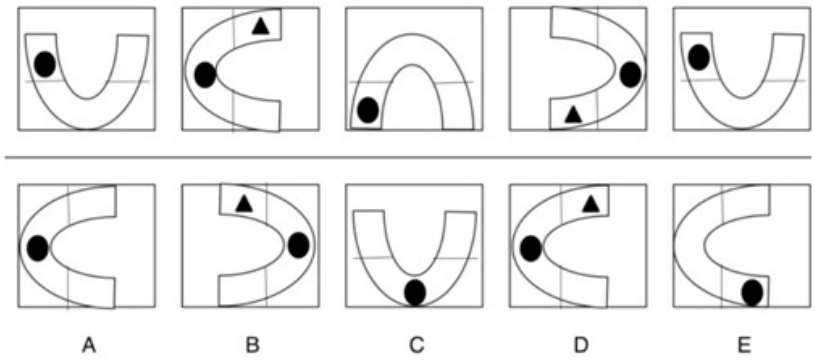
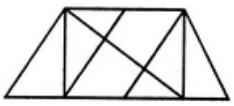

Raise / View Objection

| | |
|---|---|
| 315206 | A |
| 315207 | B |
| 315208 | C |
| 315209 | D |
| 315210 | E |

| | |
|---|---|
| **Correct Option:** 315207 | **Candidate Response:** 315208 |

| | | | |
|---|---|---|---|
| 203531 | Abstract Reasoning | Which shape follows in the sequence?<br><br> | Raise / View Objection |

| | |
|---|---|
| 315211 | A |
| 315212 | B |
| 315213 | C |
| 315214 | D |
| 315215 | E |

| | | | | |
|---|---|---|---|---|
| | | **Correct Option:** 315211 | **Candidate Response:** 315212 | |
| 203532 | Abstract Reasoning | Which box follows the sequence?<br><br> | | Raise / View Objection |
| | | 315216 | A | |
| | | 315217 | B | |
| | | 315218 | C | |
| | | 315219 | D | |
| | | 315220 | E | |
| | | **Correct Option:** 315219 | **Candidate Response:** 315217 | |
| 203533 | Abstract Reasoning | Find the number of triangles in the given figure.<br> | | Raise / View Objection |
| | | 315221 | 10 | |
| | | 315222 | 12 | |
| | | 315223 | 14 | |

| | |
|---|---|
| 315224 | 16 |
| 315225 | 18 |

| | |
|---|---|
| **Correct Option:** 315223 | **Candidate Response:** 315221 |

| | | |
|---|---|---|
| 203534 | Abstract Reasoning | Raise / View Objection |

Find the minimum number of straight lines required to make the given figure.

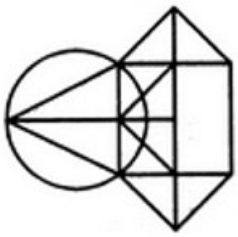


| | |
|---|---|
| 315226 | 9 |
| 315227 | 11 |
| 315228 | 14 |
| 315229 | 12 |
| 315230 | 8 |

| | |
|---|---|
| **Correct Option:** 315227 | **Candidate Response:** 315227 |

| | | |
|---|---|---|
| 203535 | Abstract Reasoning | Raise / View Objection |

Find the number of triangles in the given figure.



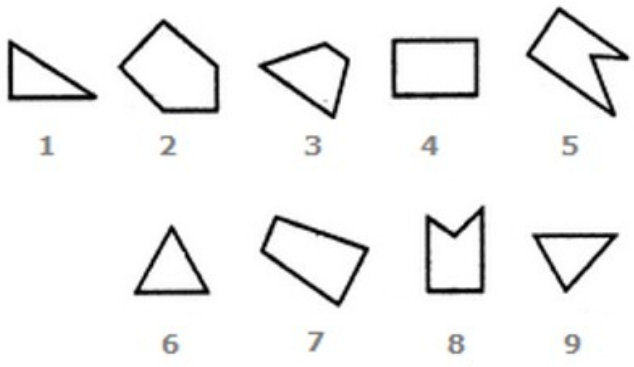
| | |
|---|---|
| 315231 | 10 |
| 315232 | 11 |
| 315233 | 12 |
| 315234 | 14 |
| 315235 | 16 |

| | |
|---|---|
| **Correct Option:** 315234 | **Candidate Response:** 315231 |

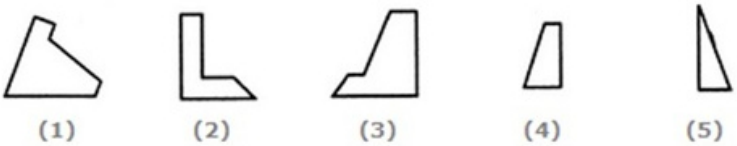
203536 | Abstract Reasoning

Raise / View Objection

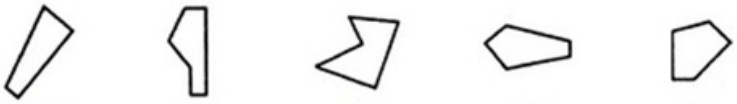
Group the given figures into three classes using each figure only once.




| | |
|---|---|
| 315236 | 7,8,9 ; 2,4,3 ; 1,5,6 |
| 315237 | 1,3,2 ; 4,5,7 ; 6,8,9 |

| | | | |
|---|---|---|---|
| | | 315238 | 1,6,8 ; 3,4,7 ; 2,5,9 |
| | | 315239 | 1,6,9 ; 3,4,7 ; 2,5,8 |
| | | 315240 | 1,6,9 ; 3,4,8 ; 2,5,7 |
| | | **Correct Option:** 315239 | **Candidate Response:** 315236 |
| 203537 | Abstract Reasoning | Select the alternative which represents three out of the five alternative figures which, when fitted into each other, would form a complete square.   | Raise / View Objection |
| | | 315241 | 123 |
| | | 315242 | 124 |
| | | 315243 | 135 |
| | | 315244 | 145 |
| | | 315245 | 142 |
| | | **Correct Option:** 315244 | **Candidate Response:** 315243 |
| 203538 | Abstract Reasoning | | Raise / View Objection |

Select the alternative which represents three out of the five alternative figures which when fitted into each other would form a complete square.

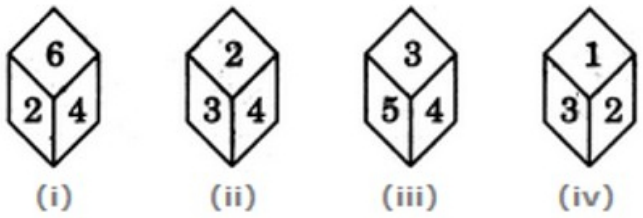



| | |
|---|---|
| 315246 | 135 |
| 315247 | 123 |
| 315248 | 145 |
| 315249 | 235 |
| 315250 | 435 |

| | |
|---|---|
| **Correct Option:** 315246 | **Candidate Response:** 315248 |

203539 | Abstract Reasoning

A dice is thrown four times and its four different positions are shown below. Find the number on the face opposite the face showing 2.




| | |
|---|---|
| 315251 | 1 |
| 315252 | 3 |
| 315253 | 4 |
| 315254 | 5 |

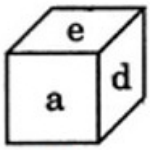
Raise / View Objection

| | | |
|---|---|---|
| 315255 | 6 | |

| | |
|---|---|
| **Correct Option:** 315254 | **Candidate Response:** 315252 |

| | | |
|---|---|---|
| 203540 | Abstract Reasoning | |

In a dice a, b, c and d are written on the adjacent faces, in a clockwise order and e and f at the top and bottom. When c is at the top, what will be at the bottom?



(i)

| | |
|---|---|
| 315256 | a |
| 315257 | b |
| 315258 | d |
| 315259 | e |
| 315260 | f |

| | |
|---|---|
| **Correct Option:** 315256 | **Candidate Response:** 315260 |

Raise / View Objection

| | | |
|---|---|---|
| 203541 | Quantitative Aptitude | |

Which of the following is a prime number?

| | |
|---|---|
| 315261 | 517 |
| 315262 | 559 |
| 315263 | 571 |
| 315264 | |

Raise / View Objection

| | |
|---|---|
| | 533 |
| 315265 | 539 |

| | |
|---|---|
| **Correct Option:** 315263 | **Candidate Response:** 315263 |

| | | |
|---|---|---|
| 203542 | Quantitative Aptitude | Raise / View Objection |

Find the sum of first 90 even natural numbers.

| | |
|---|---|
| 315266 | 8180 |
| 315267 | 8190 |
| 315268 | 9180 |
| 315269 | 8100 |
| 315270 | 8150 |

| | |
|---|---|
| **Correct Option:** 315267 | **Candidate Response:** |

| | | |
|---|---|---|
| 203543 | Quantitative Aptitude | Raise / View Objection |

How many distinct prime factors are there in 9900?

| | |
|---|---|
| 315271 | 7 |
| 315272 | 4 |
| 315273 | 11 |
| 315274 | 5 |
| 315275 | 15 |

| | | | | |
|---|---|---|---|---|
| | | **Correct Option:** 315272 | **Candidate Response:** 315272 | |
| 203544 | Quantitative Aptitude | Find the HCF of 405, 585, 765 and 900.<br>315276: 35<br>315277: 45<br>315278: 55<br>315279: 65<br>315280: 25 | **Correct Option:** 315277 | **Candidate Response:** 315277 | Raise / View Objection |
| 203545 | Quantitative Aptitude | Two numbers are in the ratio 4:5. Their LCM is 240. Find the sum of numbers.<br>315281: 108<br>315282: 180<br>315283: 120<br>315284: 105<br>315285: 125 | **Correct Option:** 315281 | **Candidate Response:** 315283 | Raise / View Objection |
| 203546 | Quantitative Aptitude | | | | |

| | | | |
|---|---|---|---|
| | | Raju got married 8years ago. His present age is 6/5 times his age at the time of his marriage. Raju's sister was 10 years younger than him at the time of his marriage. The present age of Raju's sister is? | Raise / View Objection |
| | | 315286 30 years<br>315287 35 years<br>315288 38 years<br>315289 36 years<br>315290 40 years | |
| | | **Correct Option:** 315288 **Candidate Response:** 315288 | |
| 203547 | Quantitative Aptitude | An employer engaged a servant with free boarding and lodging for one year with the condition that the servant will be given Rs. 15000 and a cycle at the end of the year. The servant agreed but served the employer only for 9 months and thus received Rs. 11000 and a cycle. The price of the cycle is: | Raise / View Objection |
| | | 315291 Rs. 1100<br>315292 Rs. 1000<br>315293 Rs. 1200<br>315294 Rs. 1500<br>315295 Rs. 1300 | |
| | | **Correct Option:** 315292 **Candidate Response:** 315293 | |

| | | | |
|---|---|---|---|
| 203548 | Quantitative Aptitude | If the length of a certain rectangle is decreased by 4 cm and the width is increased by 3 cm, a square with the same area as the original rectangle would result. Find the perimeter of the original rectangle. | Raise / View Objection |

| | |
|---|---|
| 315296 | 45 cm |
| 315297 | 50 cm |
| 315298 | 55 cm |
| 315299 | 53 cm |
| 315300 | 48 cm |

| | |
|---|---|
| **Correct Option:** 315297 | **Candidate Response:** 315299 |

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|---|---|---|---|
| 203549 | Quantitative Aptitude | Which of the following is a factor of $x^3 - 19x + 30$? | Raise / View Objection |

| | |
|---|---|
| 315301 | x + 2 |
| 315302 | x + 1 |
| 315303 | x - 2 |
| 315304 | x - 1 |
| 315305 | x - 7 |

| | |
|---|---|
| **Correct Option:** 315303 | **Candidate Response:** 315302 |

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|---|---|---|---|
| 203550 | Quantitative Aptitude | | Raise / View Objection |

| | | | |
|---|---|---|---|
| | | If **x+1** is a factor of $2x^3+ax^2+2bx+1$, then find the values of a and b given that **2a−3b=4**.<br><br>315306: 5, 3<br>315307: 5, 2<br>315308: 3, 4<br>315309: 2, 7<br>315310: 3, 6<br><br>**Correct Option:** 315307 **Candidate Response:** 315308 | |
| 203551 | Quantitative Aptitude | In measuring the side of a square, an error of 5% in excess is made. The error % in the calculated area is,<br><br>315311: 10.75%<br>315312: 10.25%<br>315313: 10.50%<br>315314: 10.00%<br>315315: 11.25%<br><br>**Correct Option:** 315312 **Candidate Response:** 315313 | Raise / View Objection |
| 203552 | Quantitative Aptitude | | Raise / View Objection |

In a factory producing parts of an automobile, the parts manufactured on the shop floor are required to go through three quality checks, each conducted after a specific part of the processing on the raw material is completed. Only parts that are not rejected at one stage are put through the subsequent stages of production and testing. If average rejection rates at these three testing machines during a month are 10%, 5% and 2% respectively, then what is the effective rejection rate for the whole plant ?

| | |
|---|---|
| 315316 | 17% |
| 315317 | 15.25% |
| 315318 | 16.21% |
| 315319 | 16.76% |
| 315320 | 17.2% |

| | |
|---|---|
| **Correct Option:** 315318 | **Candidate Response:** 315316 |

| | | | |
|---|---|---|---|
| 203553 | Quantitative Aptitude | A shopkeeper bought 150 calculators at the rate of Rs. 250 per calculator. He spent Rs. 2500 on transportation and packing. If the marked price of a calculator is Rs. 320 per calculator and the shopkeeper gives a discount of 5% on the marked price, then what will be the percentage profit gained by the shopkeeper? | Raise / View Objection |

| | |
|---|---|
| 315321 | 12% |
| 315322 | 13% |
| 315323 | 14% |
| 315324 | 15% |
| 315325 | 16% |

| | | | | |
|---|---|---|---|---|
| | | **Correct Option:** 315323 | **Candidate Response:** 315323 | |

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|---|---|---|---|---|
| 203554 | Quantitative Aptitude | An uneducated retailer marks all his goods at 50% above the cost price and thinking that he will still make 25% profit, offers a discount of 25% on the marked price. What is his actual profit on the sales? | | Raise / View Objection |

| | |
|---|---|
| 315326 | 12% |
| 315327 | 12.5% |
| 315328 | 15% |
| 315329 | 10% |
| 315330 | 11% |

| | |
|---|---|
| **Correct Option:** 315327 | **Candidate Response:** 315327 |

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|---|---|---|---|---|
| 203555 | Quantitative Aptitude | On selling a pen at 5% loss and a book at 15% gain Karim gains Rs. 7. If he sells the pen at 5% gain and the book at 10% gain then he gains Rs. 13. The actual price of the book (in Rs.) is : | | Raise / View Objection |

| | |
|---|---|
| 315331 | 100 |
| 315332 | 60 |
| 315333 | 80 |
| 315334 | 75 |
| 315335 | 95 |

| | |
|---|---|
| **Correct Option:** 315333 | **Candidate Response:** 315334 |

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|---|---|---|---|
| 203556 | Quantitative Aptitude | A man divides his property so that his son's share to his wife's and the wife's share to his daughter are both in the ratio 3:1. If the daughter gets 10,000 less than the son, find the total worth of the property. | Raise / View Objection |

| | |
|---|---|
| 315336 | 20,000 |
| 315337 | 16,000 |
| 315338 | 15,750 |
| 315339 | 16,250 |
| 315340 | 20,500 |

**Correct Option:** 315339 | **Candidate Response:** 315336

| | | | |
|---|---|---|---|
| 203557 | Quantitative Aptitude | A hostel has provisions for 250 students for 35 days. After 5 days, a fresh batch of 25 students was admitted to the hostel. Again after 10 days, a batch of 25 students left the hostel. How long will the remaining provisions survive? | Raise / View Objection |

| | |
|---|---|
| 315341 | 17 days |
| 315342 | 19 days |
| 315343 | 21 days |
| 315344 | 15 days |
| 315345 | 25 days |

**Correct Option:** 315342 | **Candidate Response:** 315344

| | | |
|---|---|---|
| 203558 | Quantitative | |

| | | | |
|---|---|---|---|
| | Aptitude | In a camp, there is a meal for 120 men or 200 children. If 150 children have taken the meal, how many men will be catered to with the remaining meal?<br><br>315346: 20<br>315347: 30<br>315348: 40<br>315349: 50<br>315350: 60<br><br>**Correct Option:** 315347 **Candidate Response:** 315348 | Raise / View Objection |
| 203559 | Quantitative Aptitude | A man and a boy working together can complete a work in 24 days. If for the last 6 days, the man alone does the work, then it is completed in 26 days. How long will the boy take to complete the work alone?<br><br>315351: 72 days<br>315352: 64 days<br>315353: 84 days<br>315354: 24 days<br>315355: 32 days<br><br>**Correct Option:** 315351 **Candidate Response:** | Raise / View Objection |
| 203560 | Quantitative | | |

| | | | |
|---|---|---|---|
| | Aptitude | Two friends P and Q started a business investing in the ratio of 5 :6. R joined them after six months investing an amount equal to that of Q's. At the end of the year, 20% profit was earned which was equal to Rs. 98,000. What was the amount invested by R ?<br>315356 Rs. 1,05,000<br>315357 Rs. 1,55,000<br>315358 Rs. 2,05,000<br>315359 Rs. 2,10,000<br>315360 Rs. 1,95,000<br>**Correct Option:** 315359 **Candidate Response:** 315356 | Raise / View Objection |
| 203561 | Quantitative Aptitude | A and B rent a pasture for 10 months by contributing equal rent; A puts in 80 cows for 7 months and leaves. How many cows can B put in for the remaining 3 months, if he pays half as much rent again as A?<br>315361 250<br>315362 280<br>315363 275<br>315364 200<br>315365 120<br>**Correct Option:** 315362 **Candidate Response:** 315362 | Raise / View Objection |
| 203562 | Quantitative | | |

| | | | |
|---|---|---|---|
| | Aptitude | An empty fuel tank of a car was filled with A type petrol. When the tank was half-empty, it was filled with B type petrol. Again when the tank was half empty, it was filled with A type petrol. When the tank was half-empty again, it was filled with B type petrol. What is the percentage of A type petrol present in the tank? | Raise / View Objection |

| | |
|---|---|
| 315366 | 35% |
| 315367 | 37% |
| 315368 | 40% |
| 315369 | 37.5% |
| 315370 | 32.5% |

| | |
|---|---|
| **Correct Option:** 315369 | **Candidate Response:** 315369 |

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|---|---|---|---|
| 203563 | Quantitative Aptitude | Alcohol costs Rs.3.50 per litre and kerosene oil costs Rs. 2.50 per litre. In what proportion should these be mixed so that the resulting mixture may be Rs. 2.75 per litre? | Raise / View Objection |

| | |
|---|---|
| 315371 | 1:2 |
| 315372 | 1:4 |
| 315373 | 1:5 |
| 315374 | 1:3 |
| 315375 | 1:1 |

| | |
|---|---|
| **Correct Option:** 315374 | **Candidate Response:** 315373 |

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|---|---|---|---|
| 203564 | Quantitative Aptitude | Three containers have their volumes in the ratio 3:4:5. They are full of mixtures of milk and water. The mixtures contain milk and water in the ratio of (4:1),(3:1) and (5:2) respectively. The contents of all these three containers are poured into a fourth container. The ratio of milk and water in the fourth container is | Raise / View Objection |

| | |
|---|---|
| 315376 | 89:71 |
| 315377 | 191:72 |
| 315378 | 157:71 |
| 315379 | 157:53 |
| 315380 | 151:48 |

| | |
|---|---|
| **Correct Option:** 315379 | **Candidate Response:** 315376 |

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|---|---|---|---|
| 203565 | Quantitative Aptitude | A man pays 40 times the annual rent to purchase a building. The rate % per annum he derives from his investment is | Raise / View Objection |

| | |
|---|---|
| 315381 | 25% |
| 315382 | 2.5% |
| 315383 | 50% |
| 315384 | 5% |
| 315385 | 7.5% |

| | |
|---|---|
| **Correct Option:** 315382 | **Candidate Response:** 315381 |

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|---|---|---|
| 203566 | Quantitative | |

| | | | |
|---|---|---|---|
| | Aptitude | Mr. Dua invested money in two schemes, A and B offering compound interest @ 8 p.c.p.a. and 12 p.c.p.a. respectively. If the total amount of interest accrued through two schemes together in two years was Rs 4538.00 and the total amount invested was Rs 20,000, what was the amount invested in Scheme A ? | Raise / View Objection |

| | |
|---|---|
| 315386 | Rs. 6000 |
| 315387 | Rs. 6250 |
| 315388 | Rs. 6500 |
| 315389 | Rs. 16000 |
| 315390 | Rs. 16500 |

| | |
|---|---|
| **Correct Option:** 315387 | **Candidate Response:** 315388 |

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|---|---|---|---|
| 203567 | Quantitative Aptitude | A sum of money is borrowed and paid back in two annual installments of Rs 882 each, allowing 5% compound interest. The sum borrowed was | Raise / View Objection |

| | |
|---|---|
| 315391 | Rs. 1600 |
| 315392 | Rs. 1620 |
| 315393 | Rs. 1640 |
| 315394 | Rs. 1680 |
| 315395 | Rs. 1650 |

| | |
|---|---|
| **Correct Option:** 315393 | **Candidate Response:** 315393 |

| | | | |
|---|---|---|---|
| 203568 | Quantitative | | |

| | | | |
|---|---|---|---|
| | Aptitude | A can do a piece of work in 10 days, B in 15 days. They work together for 5 days, the rest of the work is finished by C in two more days. If they get ₹3000 as wages for the whole work, what are the daily wages A, B and C respectively (in ₹ ) : | Raise / View Objection |

| | |
|---|---|
| 315396 | 300,200,250 |
| 315397 | 200,300,250 |
| 315398 | 300,200,400 |
| 315399 | 300,250,500 |
| 315400 | 300,400,250 |

| | |
|---|---|
| **Correct Option:** 315396 | **Candidate Response:** 315397 |

| | | | |
|---|---|---|---|
| 203569 | Quantitative Aptitude | A is thrice as efficient as B. Working together, they complete the work in 3 days. If working alone, B takes 8 days more than A to finish the whole work. What is the number of days taken by A to finish the whole work alone? | Raise / View Objection |

| | |
|---|---|
| 315401 | 6 |
| 315402 | 4 |
| 315403 | 8 |
| 315404 | 12 |
| 315405 | 10 |

| | |
|---|---|
| **Correct Option:** 315402 | **Candidate Response:** 315404 |

| | | | |
|---|---|---|---|
| 203570 | Quantitative Aptitude | A,B and C are three taps connected to a tank. A and B together can fill the tank in 6 h, B and C together can fill it in 10 h and A and C together can fill it in 7(1/2) h . In how much time would all three take to fill the tank? | Raise / View Objection |

| | |
|---|---|
| 315406 | 6 h |
| 315407 | 5 h |
| 315408 | 10 h |
| 315409 | 12 h |
| 315410 | 8 h |

| | |
|---|---|
| **Correct Option:** 315407 | **Candidate Response:** 315407 |

| | | | |
|---|---|---|---|
| 203571 | Quantitative Aptitude | A pump can be operated both for filling a tank and for emptying it. The capacity of the tank is 2400 $m^3$. The emptying capacity of the pump is 10 $m^3$ per minute higher than its filling capacity. Consequently, the pump needs 8 minutes less to empty the tank than to fill it. Find the filling capacity of the pump. | Raise / View Objection |

| | |
|---|---|
| 315411 | 50 $m^3$/min |
| 315412 | 56 $m^3$/min |
| 315413 | 55 $m^3$/min |
| 315414 | 52 $m^3$/min |
| 315415 | 54 $m^3$/min |

| | |
|---|---|
| **Correct Option:** 315411 | **Candidate Response:** 315411 |

| | | | |
|---|---|---|---|
| 203572 | Quantitative Aptitude | A road from A to B is 11.5 km long, first goes uphill, then crosses a plain, and then goes downhill. A person walking from A to B covered this road in 2 h 54 min, and the return journey took him 3 h 6 min. His speed uphill is 3 km/h, on the plain 4 km/h and downhill is 5 km/h. What is the length of the plain part of the journey? | Raise / View Objection |

| | |
|---|---|
| 315416 | 4.5 km |
| 315417 | 5 km |
| 315418 | 5.5 km |
| 315419 | 6 km |
| 315420 | 4 km |

| | |
|---|---|
| **Correct Option:** 315420 | **Candidate Response:** 315419 |

| | | | |
|---|---|---|---|
| 203573 | Quantitative Aptitude | In a 100 m race, A beats B by 10 m and C by 13 m . In a race of 180 m , B will beat C by : | Raise / View Objection |

| | |
|---|---|
| 315421 | 5.4 m |
| 315422 | 5 m |
| 315423 | 6 m |
| 315424 | 4 m |
| 315425 | 4.4 m |

| | |
|---|---|
| **Correct Option:** 315423 | **Candidate Response:** 315423 |

| | | |
|---|---|---|
| 203574 | Quantitative | |

| | | | |
|---|---|---|---|
| | Aptitude | Two trains 130 m and 110 m long are going in the same direction. The faster train takes one minute to pass the other completely. If they are moving in opposite directions, they pass each other completely in 3 seconds. Find the speed of each train? | Raise / View Objection |

| | |
|---|---|
| 315426 | 42 m/s, 38 m/s |
| 315427 | 36 m/s, 42 m/s |
| 315428 | 38 m/s, 36 m/s |
| 315429 | 40 m/s, 36 m/s |
| 315430 | 42 m/s, 36 m/s |

| | |
|---|---|
| **Correct Option:** 315426 | **Candidate Response:** 315428 |

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|---|---|---|---|
| 203575 | Quantitative Aptitude | A man rows to a place 48 km distant and come back in 14 hours. He finds that he can row 4 km with the stream in the same time as 3 km against the stream. The rate of the stream is: | Raise / View Objection |

| | |
|---|---|
| 315431 | 1 km/hr |
| 315432 | 1.5 km/hr |
| 315433 | 2 km/hr |
| 315434 | 3 km/hr |
| 315435 | 1.75 km/hr |

| | |
|---|---|
| **Correct Option:** 315431 | **Candidate Response:** 315433 |

| | | |
|---|---|---|
| 203576 | Quantitative | |

| | | | |
|---|---|---|---|
| | Aptitude | A ship 156 km from the shore springs a leak which admits 2 1/3 metric tons of water in 6 1/2 minutes. A quantity of 68 metric tons would suffice to sink it, but the pumps can throw out 15 metric tons in an hour. The average rate of sailing so that it just reaches the shore as it begins to sink should be | Raise / View Objection |
| | | 315436 16 km/hr | |
| | | 315437 18 km/hr | |
| | | 315438 15 km/hr | |
| | | 315439 14 km/hr | |
| | | 315440 17 km/hr | |
| | | **Correct Option:** 315438 — **Candidate Response:** 315436 | |
| 203577 | Quantitative Aptitude | Instead of walking along two adjacent sides of a rectangular field, a boy took a short cut along the diagonal and saved the distance equal to half of the longer side. Then the ratio of the shorter side to the longer side is | Raise / View Objection |
| | | 315441 2/3 | |
| | | 315442 3/4 | |
| | | 315443 1/5 | |
| | | 315444 1/4 | |
| | | 315445 2/5 | |
| | | **Correct Option:** 315442 — **Candidate Response:** | |

203578 | Quantitative Aptitude

The interior angle of a regular polygon exceeds the exterior angle by $132^{o}$. Then the number of sides in the polygon is

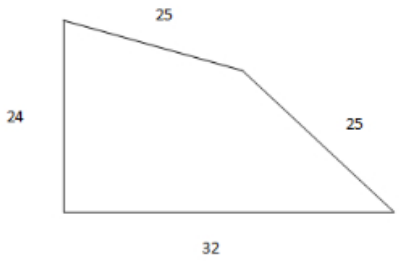
| | |
|---|---|
| 315446 | 15 |
| 315447 | 18 |
| 315448 | 20 |
| 315449 | 12 |
| 315450 | 25 |

**Correct Option:** 315446 | **Candidate Response:** 315449

Raise / View Objection

203579 | Quantitative Aptitude

Two sides of a plot measure 32m and 24m and the angle between them a perfect right angle. The other two sides measure 25m each and the other three angles are not right angles. What is the area of the plot? (in $m^2$)




| | |
|---|---|
| 315451 | 534 |
| 315452 | 634 |
| 315453 | 684 |
| 315454 | 456 |
| 315455 | 658 |

Raise / View Objection

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|---|---|---|---|
| | | | |

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|---|---|
| **Correct Option:** 315453 | **Candidate Response:** 315451 |

| | | |
|---|---|---|
| 203580 | Quantitative Aptitude | Raise / View Objection |

The length of a room is double its breadth. The cost of coloring the ceiling at Rs. 25 per sq. meter is Rs. 5000 and the cost of painting the four walls at Rs. 240 per sq. metre is Rs. 64800. Find the height of the room :

| | |
|---|---|
| 315456 | 4 m |
| 315457 | 4.5 m |
| 315458 | 5 m |
| 315459 | 3.5 m |
| 315460 | 3 m |

| | |
|---|---|
| **Correct Option:** 315457 | **Candidate Response:** 315459 |

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|---|---|---|
| 203581 | Quantitative Aptitude | Raise / View Objection |

The trunk of a tree is a right cylinder 1.5m in radius and 10m high. What is the volume of the timber which remains when the trunk is trimmed just enough to reduce it to a rectangular parallelogram on a square base?

| | |
|---|---|
| 315461 | 40 $m^3$ |
| 315462 | 45 $m^3$ |
| 315463 | 35 $m^3$ |
| 315464 | 25 $m^3$ |
| 315465 | 50 $m^3$ |

| | | | | |
|---|---|---|---|---|
| | | **Correct Option:** 315462 | **Candidate Response:** 315463 | |

| | | | | |
|---|---|---|---|---|
| 203582 | Quantitative Aptitude | A garden is 24 m long and 14 m wide. There is a path 1 m wide outside the garden along its sides. If the path is to be constructed with square marble tiles 20 cm×20 cm, find the number of tiles required to cover the path? | | Raise / View Objection |

| | |
|---|---|
| 315466 | 1500 |
| 315467 | 2000 |
| 315468 | 1800 |
| 315469 | 2200 |
| 315470 | 2400 |

| | |
|---|---|
| **Correct Option:** 315467 | **Candidate Response:** 315470 |

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|---|---|---|---|---|
| 203583 | Quantitative Aptitude | Find the day of the week on 26 january 1950. | | Raise / View Objection |

| | |
|---|---|
| 315471 | Monday |
| 315472 | Tuesday |
| 315473 | Wednesday |
| 315474 | Thursday |
| 315475 | Friday |

| | |
|---|---|
| **Correct Option:** 315474 | **Candidate Response:** 315473 |

| | | | |
|---|---|---|---|
| 203584 | Quantitative Aptitude | An accurate clock shows 8 o'clock in the morning. Through how may degrees will the hour hand rotate when the clock shows 2 o'clock in the afternoon?<br>315476 144 degrees<br>315477 160 degrees<br>315478 180 degrees<br>315479 90 degrees<br>315480 125 degrees<br>**Correct Option:** 315478 **Candidate Response:** 315479 | Raise / View Objection |
| 203585 | Quantitative Aptitude | On January 12, 1980, it was a Saturday. The day of the week on January 12, 1979 was<br>315481 Monday<br>315482 Tuesday<br>315483 Wednesday<br>315484 Thursday<br>315485 Friday<br>**Correct Option:** 315485 **Candidate Response:** 315481 | Raise / View Objection |
| 203586 | Quantitative Aptitude | | Raise / View Objection |

Three Englishmen and three Frenchmen work for the same company. Each of them knows a secret not known to others. They need to exchange these secrets over person-to-person phone calls so that eventually each person knows all six secrets. None of the Frenchmen knows English, and only one Englishman knows French. What is the minimum number of phone calls needed for the above purpose?

| | |
|---|---|
| 315486 | 10 |
| 315487 | 9 |
| 315488 | 8 |
| 315489 | 7 |
| 315490 | 6 |

| | |
|---|---|
| **Correct Option:** 315487 | **Candidate Response:** 315486 |

| | | | |
|---|---|---|---|
| 203587 | Quantitative Aptitude | In a chess competition involving some boys and girls of a school, every student had to play exactly one game with every other student. It was found that in 45 games both the players were girls, and in 190 games both were boys. The number of games in which one player was a boy and the other was a girl is | Raise / View Objection |

| | |
|---|---|
| 315491 | 215 |
| 315492 | 230 |
| 315493 | 200 |
| 315494 | 180 |
| 315495 | 250 |

| | |
|---|---|
| **Correct Option:** 315493 | **Candidate Response:** 315493 |

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|---|---|---|---|
| 203588 | Quantitative Aptitude | It has been found that if A and B play a game 12 times, A wins 6 times, B wins 4 times and they draw twice. A and B take part in a series of 3 games. The probability that they will win alternately is:<br>315496 5/72<br>315497 5/36<br>315498 7/72<br>315499 7/36<br>315500 1/36<br>**Correct Option:** 315497 **Candidate Response:** | Raise / View Objection |
| 203589 | Quantitative Aptitude | A man riding a bicycle completes one lap of a circular field along its circumference at the speed of 14.4 km/hr in 1 minute 28 seconds. What is the area of the field?<br>315501 7958 sq mt<br>315502 9856 sq mt<br>315503 8842 sq mt<br>315504 8958 sq mt<br>315505 7856 sq mt<br>**Correct Option:** 315502 **Candidate Response:** 315501 | Raise / View Objection |

| | | | |
|---|---|---|---|
| 203590 | Quantitative Aptitude | A farmer travelled a distance of 61 km in 9 hours. He travelled partly on foot at the rate 4 kmph and partly on bicycle at the rate 9 kmph. The distance travelled on foot is<br><br>315506 16 km<br>315507 14 km<br>315508 15 km<br>315509 13 km<br>315510 18 km<br><br>**Correct Option:** 315506 **Candidate Response:** 315509 | Raise / View Objection |
| 203591 | Verbal Ability | Read the passage carefully and answer the questions that follow:<br><br>Today, every major anthology of nineteenth-century poetry includes examples of the work which Christina Rossetti produced during her long literary career. Born in 1830, she began composing verse at the age of eleven and continued to write for the remaining fifty-three years of her life. Her brother, Dante Gabriel Rossetti, himself a poet and painter, soon recognized her genius and urged her to publish her poems. By the time of her death in 1894, Rossetti had written more than eleven hundred poems and had published over nine hundred of them. Although this work has earned her recognition as the greatest woman poet of the Victorian Age, there is still no authoritative edition of her poetry.<br><br>The word "anthology' (line I) means:<br><br>315511 writer<br>315512 poem | Raise / View Objection |

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| 315513 | collection |
| 315514 | poet |
| 315515 | history |

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| **Correct Option:** 315513 | **Candidate Response:** 315512 |

203592 Verbal Ability

Raise / View Objection

Read the passage carefully and answer the questions that follow:

Today, every major anthology of nineteenth-century poetry includes examples of the work which Christina Rossetti produced during her long literary career. Born in 1830, she began composing verse at the age of eleven and continued to write for the remaining fifty-three years of her life. Her brother, Dante Gabriel Rossetti, himself a poet and painter, soon recognized her genius and urged her to publish her poems. By the time of her death in 1894, Rossetti had written more than eleven hundred poems and had published over nine hundred of them. Although this work has earned her recognition as the greatest woman poet of the Victorian Age, there is still no authoritative edition of her poetry.

Christina Rossetti began writing poetry:

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| 315516 | only after her brother urged her to do so. |
| 315517 | when she was fifty three years old. |
| 315518 | when she was very young. |
| 315519 | when her genius was recognized. |
| 315520 | when she started reading the works of other poets. |

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| | | **Correct Option:** 315518 | **Candidate Response:** 315518 |

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| 203593 | Verbal Ability | Read the passage carefully and answer the questions that follow:<br><br>Today, every major anthology of nineteenth-century poetry includes examples of the work which Christina Rossetti produced during her long literary career. Born in 1830, she began composing verse at the age of eleven and continued to write for the remaining fifty-three years of her life. Her brother, Dante Gabriel Rossetti, himself a poet and painter, soon recognized her genius and urged her to publish her poems. By the time of her death in 1894, Rossetti had written more than eleven hundred poems and had published over nine hundred of them. Although this work has earned her recognition as the greatest woman poet of the Victorian Age, there is still no authoritative edition of her poetry.<br><br>By 1894, Rossetti had | Raise / View Objection |

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| 315521 | published only a few of the many poems she had written. |
| 315522 | published all the poems she had written. |
| 315523 | published more than eleven hundred poems. |
| 315524 | published over nine hundred poems. |
| 315525 | not published any of her poems. |

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| **Correct Option:** 315524 | **Candidate Response:** 315523 |

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| 203594 | Verbal Ability | | Raise / View Objection |

Read the following passage carefully and answer the questions that follow:

If life exists on Mars, it is most likely to be in the form of bacteria buried deep in the planet's permafrost or lichens growing within rocks, say scientists from NASA. There might even be fossilized Martian algae locked up in ancient lake beds, waiting to be found. Christopher McKay of NASA's Ames Research Centre in California told the AAAS that exobiologists, who look for life on other planets, should look for clues among the life forms of the Earth's ultra-cold regions, where conditions are similar to those on Mars.
Lichens, for example, are found within some Antarctic rocks, just beneath the surface where sunlight can still reach them. The rock protects the lichen from cold and absorbs water providing enough for the lichen's needs, said McKay.
Bacteria have also been found in 3-million-year-old permafrost dug up from Siberia. If there are any bacteria alive on Mars today, they would have had to have survived from the time before the planet cooled more than 3 billion years ago. Nevertheless, McKay is optimistic: "It may be possible that bacteria frozen into the permafrost at the Martian South Pole may be viable".
McKay said algae is found in Antarctic lakes with permanently frozen surfaces. Although no lakes are thought to exist on Mars today, they might have existed long ago. If so, the dried-out Martian lake beds may contain the fossilised remains of algae. On Earth, masses of microscopic algae form large, layered structures known as Stromatolites, which survive as fissile on lake beds, and the putative Martian algae might have done the same thing, said Jack Farmer, one of McKay's colleagues.
The researchers are compiling a list of promising Martian lake beds to be photographed from spacecraft, said Farmer. Those photographs could help to select sites for landers that would search for signs of life, past or present. "If we find algae on Mars, I would say the Universe is lousy with algae," McKay said. "Intelligence would be another question".

The passage is primarily concerned with:

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| 315526 | the possibility of life on Mars |
| 315527 | selecting sites for Landers on Mars |
| 315528 | research on Mars |
| 315529 | findings of Christopher McKay on Mars |

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| 315530 | Algae found on Mars |

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| **Correct Option:** 315526 | **Candidate Response:** |

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|---|---|---|---|
| 203595 | Verbal Ability | | Raise / View Objection |

Read the following passage carefully and answer the questions that follow:

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The most primitive forms of life likely to exist on Mars are all the following except

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| 315531 | Villus and space |
| 315532 | Bacteria |
| 315533 | Lichen |

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|---|---|
| 315534 | Algae |
| 315535 | Microbes |

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| **Correct Option:** 315531 | **Candidate Response:** 315532 |

203596 Verbal Ability

Raise / View Objection

Read the following passage carefully and answer the questions that follow:

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The researchers are compiling a list of promising Martian lake beds to be photographed from spacecraft, said Farmer. Those photographs could help to select sites for landers that would search for signs of life, past or present. "If we find algae on Mars, I would say the Universe is lousy with algae," McKay said. "Intelligence would be another question".

Which of the following statements is not true?

| | | | |
|---|---|---|---|
| | | 315536 | If any bacteria are alive today on Mars, they must have survived from the time before the planet cooled |
| | | 315537 | Space photographs of Martian craters should reveal to the explorers signs of life there |
| | | 315538 | Bacteria frozen into permafrost at the Martian South Pole may be viable. |
| | | 315539 | On digging up, more than 3 million years old Siberian permafrost has revealed bacteria |
| | | 315540 | Algae could have existed on Mars |

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| **Correct Option:** 315537 | **Candidate Response:** 315540 |

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| 203597 | Verbal Ability | | Raise / View Objection |

**Read the following passage carefully and answer the questions that follow**

**Know Your Product. Believe in Your Product and sell with Enthusiasm**

These are the fundamental selling truths. If you don't know your product, people will resent your efforts to sell it, if you don't believe in it, no amount of personality and technique will cover that fact; if you can't sell with enthusiasm the lack of it will be infectious.

Nothing turns off a potential customer quicker than a salesman's lack of familiarity with his products. Have you ever walked into a department store, asked a clerk how a particular gadget or appliance worked, then stood by while he fiddled with the knobs and wondered out loud why they don't make things simple anymore? Even if he finally gets it to work, by that time your interest has diminished and you are not likely to make the purchase.

Knowing your product also means understanding the idea behind its projection, how it is perceived - the relationship between it and what someone wants to buy. How will it help the customer? What problem is it solving? What is its promise?

An understanding of these intangible features is at least as important as knowing a product's mechanical features. Yet precisely because they are intangible, and may even vary from customer to customer, they are more prone to being misinterpreted and misunderstood.

Knowing your product also means understanding the image it is projecting. I believe all products project an image of some sort. It may be a positive one, which you want to promote, or a negative one, which you need to overcome.

The home computer industry, for instance, really didn't take off until it solved its image problem. Here was the device that saved time and simplified all sorts of tasks, yet it looked complicated and difficult to use. Until it was made to seem "friendlier", less forbidding, sales lagged.

What, according to the author, would selling without enthusiasm result in?

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|---|---|
| 315541 | No sale at all |
| 315542 | Absence of enthusiasm in the buyers as well |

| | | | |
|---|---|---|---|
| | | 315543 | Lack of confidence of the salesman in the product |
| | | 315544 | Lack of knowledge on part of salesman |
| | | 315545 | Complaints from buyers |

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| **Correct Option:** 315542 | **Candidate Response:** 315541 |

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|---|---|---|---|
| 203598 | Verbal Ability | | Raise / View Objection |

**Read the following passage carefully and answer the questions that follow**

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What does the author say about the image your product should project?

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|---|---|
| 315546 | It is always in harmony with the customers' needs |
| 315547 | Its knowledge is necessary for the product to sell |

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| | | 315548 | The better the image is, the higher your product will sell |
| | | 315549 | It serves to lift up the stangging sales |
| | | 315550 | It should meet the customer expectations |

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| **Correct Option:** 315548 | **Candidate Response:** 315547 |

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| 203599 | Verbal Ability | | Raise / View Objection |

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How does the author relate the intangible features of a product to its mechanical ones?

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| 315551 | The intangible features are more powerful than the mechanical ones. |

| | | | |
|---|---|---|---|
| | | 315552 | The mechanical features cause the sale of product |
| | | 315553 | Not understanding mechanical features can stag the sales |
| | | 315554 | The product can be thoroughly known only by knowledge of both. |
| | | 315555 | The mechanical features should outsmart the intangible ones. |

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| **Correct Option:** 315554 | **Candidate Response:** 315554 |

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|---|---|---|---|
| 203600 | Verbal Ability | | Raise / View Objection |

**Read the following passage carefully and answer the questions that follow**

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The home computer industry, for instance, really didn't take off until it solved its image problem. Here was the device that saved time and simplified all sorts of tasks, yet it looked complicated and difficult to use. Until it was made to seem "friendlier", less forbidding, sales lagged.

What according to the author caused the initial de-back in the computer industry?

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| 315556 | The misplacement of brand in the market. |
| 315557 | The lack of faith in the product capacity. |

| | |
|---|---|
| | The lack of faith in the product capacity. |
| 315558 | Computers were highly complicated. |
| 315559 | Cost was very high |
| 315560 | Quality was not upto the mark. |

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| **Correct Option:** 315557 | **Candidate Response:** 315558 |

203601 Verbal Ability

If translated into English, most of the ways economists talk among themselves would sound plausible enough to poets, journalists, business people, and other thoughtful though non-economical folk. Like serious talk anywhere — among boat desingers and baseball fans, say — the talk is hard to follow when one has not made a habit of listening to it for a while. The culture of conversation makes the words arcane. But the people in the unfamiliar conversation are not Martians. Underneath it all (the economist's favourite phrase), conversational habits are similar. Economics uses mathematical models and statistical tests and market arguments, all of which look alien to the literary eye. But looked at closely, they are not so alien. They may be seen as figures of speech-metaphors, analogies, and appeals to authority.

Figures of speech are not mere frills. They think for us. Someone who thinks of a market as an 'invisible hand' and the organization of work as a 'production function' and its coefficients as being 'significant', as an economist does, gives the language a lot of responsibility. It seems a good idea to look hard at his language.

If economic conversation were found to depend a lot on its verbal forms, this would not mean that economics would be not a science, or just a matter of opinion, or some sort of confidence game. Good poets, though not scientists, are serious thinkers about symbols; good historians, though not scientists, are serious thinkers about data. Good scientists also use language. What is more (though it remains to be shown) they use the cunning of language, without particularly meaning to. The language used is a social object, and using language is a social act. It requires cunning (or, if you prefer, consideration), attention to the other minds present when one speaks.

The paying of attention to one's audience is called 'rhetoric', a word that I later exercise hard. One uses rhetoric, of course, to warn of a fire in a theatre or to arouse the xenophobia of the electorate. This sort of yelling is the vulgar meaning of the word, like the president's

Raise / View Objection

'heated rhetoric' in a press conference or the 'mere rhetoric' to which our enemies stoop. Since the Greek flame was lit, though, the word has been used also in a broader and more amiable sense, to mean the study of all the ways of accomplishing things with language: inciting a mob to lynch the accused, to be sure, but also persuading readers of a novel that its characters breathe, or bringing scholars to accept the better argument and reject the worse. The question is whether the scholar- who usually fancies himself an announcer of 'results' or a stater of 'conclusions' free of rhetoric — speaks rhetorically. Does he try to persuade? It would seem so. Language, I just said, is not a solitary accomplishment. The scholar doesn't speak into the void, or to himself. He speaks to a community of voices. He desires to be heeded, praised, published, imitated, honoured, en-Nobeled. These are the desires. The devices of language are the means. Rhetoric is the proportioning of means to desires in speech.

Rhetoric is an economics of language, the study of how scarce means are allocated to the insatiable desires of people to be heard. It seems on the face of it a reasonable hypothesis that economists are like other people in being talkers, who desire listeners when they go to the library or the laboratory as much as when they go to the office or the polls. The purpose here is to see if this is true, and to see if it is useful: to study the rhetoric of economic scholarship. The subject is scholarship. It is not the economy, or the adequacy of economic theory as a description of the economy, or even mainly the economist's role in the economy.

The subject is the conversation economists have among themselves, for purposes of persuading each other that the interest elasticity of demand for investment is zero or that the money supply is controlled by the Federal Reserve.

Unfortunately, though, the conclusions are of more than academic interest. The conversations of classicists or of astronomers rarely affect the lives of other people. Those of economists do so on a large scale. A well known joke describes a May Day parade through Red Square with the usual mass of soldiers, guided missiles, rocket launchers. At last come rank upon rank of people in gray business suits. A bystander asks, "Who are those?" "Aha!" comes the reply, "Those are economists: you have no idea what damage they can do!" Their conversations do it.

According to the passage, which of the following is the best set of reasons for which one needs to 'look hard' at an economist's language?

A. Economists accomplish a great deal through their language.

B. Economics is an opinion-based subject.

C. Economics has a great impact on other's lives.

D. Economics is damaging.

| | |
|---|---|
| 315561 | A & D |
| 315562 | B & D |
| 315563 | A & C |
| 315564 | B & C |
| 315565 | A & B |

| | |
|---|---|
| **Correct Option:** 315563 | **Candidate Response:** 315565 |

203602 Verbal Ability

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Raise / View Objection

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In the light of the definition of rhetoric given in the passage, which of the following will have the least element of rhetoric?

| | |
|---|---|
| 315566 | An election speech |
| 315567 | An advertisement jingle |
| 315568 | Dialogues in a play |
| 315569 | Commands given by army officers |
| 315570 | Songs in concerts |

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| **Correct Option:** 315569 | **Candidate Response:** 315567 |

203603 Verbal Ability

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Raise / View Objection

responsibility. It seems a good idea to look hard at his language.

If economic conversation were found to depend a lot on its verbal forms, this would not mean that economics would be not a science, or just a matter of opinion, or some sort of confidence game. Good poets, though not scientists, are serious thinkers about symbols; good historians, though not scientists, are serious thinkers about data. Good scientists also use language. What is more (though it remains to be shown) they use the cunning of language, without particularly meaning to. The language used is a social object, and using language is a social act. It requires cunning (or, if you prefer, consideration), attention to the other minds present when one speaks.

The paying of attention to one's audience is called 'rhetoric', a word that I later exercise hard. One uses rhetoric, of course, to warn of a fire in a theatre or to arouse the xenophobia of the electorate. This sort of yelling is the vulgar meaning of the word, like the president's 'heated rhetoric' in a press conference or the 'mere rhetoric' to which our enemies stoop. Since the Greek flame was lit, though, the word has been used also in a broader and more amiable sense, to mean the study of all the ways of accomplishing things with language: inciting a mob to lynch the accused, to be sure, but also persuading readers of a novel that its characters breathe, or bringing scholars to accept the better argument and reject the worse. The question is whether the scholar- who usually fancies himself an announcer of 'results' or a stater of 'conclusions' free of rhetoric — speaks rhetorically. Does he try to persuade? It would seem so. Language, I just said, is not a solitary accomplishment. The scholar doesn't speak into the void, or to himself. He speaks to a community of voices. He desires to be heeded, praised, published, imitated, honoured, en-Nobeled. These are the desires. The devices of language are the means. Rhetoric is the proportioning of means to desires in speech.

Rhetoric is an economics of language, the study of how scarce means are allocated to the insatiable desires of people to be heard. It seems on the face of it a reasonable hypothesis that economists are like other people in being talkers, who desire listeners when they go to the library or the laboratory as much as when they go to the office or the polls. The purpose here is to see if this is true, and to see if it is useful: to study the rhetoric of economic scholarship. The subject is scholarship. It is not the economy, or the adequacy of economic theory as a description of the economy, or even mainly the economist's role in the economy.

The subject is the conversation economists have among themselves, for purposes of persuading each other that the interest elasticity of demand for investment is zero or that the money supply is controlled by the Federal Reserve.

Unfortunately, though, the conclusions are of more than academic interest. The conversations of classicists or of astronomers rarely affect the lives of other people. Those of economists do so on a large scale. A well known joke describes a May Day parade through Red Square with the usual mass of soldiers, guided missiles, rocket launchers. At last come rank upon rank of people in gray business suits. A bystander asks, "Who are those?" "Aha!" comes the reply, "Those are economists: you have no idea what damage they can do!" Their conversations do it.

As used in the passage, which of the following is the closest meaning to the statement 'The culture of the conversation makes the words arcane'?

| | |
|---|---|
| 315571 | Economists belong to a different culture. |
| 315572 | Only mathematicians can understand economists. |
| 315573 | Economists tend to use terms unfamiliar to the lay person, but depend on familiar linguistic forms. |
| 315574 | Economists use similes and adjectives in their analysis. |
| 315575 | Economists are difficult to converse with. |

| | |
|---|---|
| **Correct Option:** 315573 | **Candidate Response:** 315572 |

| | | | |
|---|---|---|---|
| 203604 | Verbal Ability | If translated into English, most of the ways economists talk among themselves would sound plausible enough to poets, journalists, business people, and other thoughtful though non-economical folk. Like serious talk anywhere — among boat desingers and baseball fans, say — the talk is hard to follow when one has not made a habit of listening to it for a while. The culture of conversation makes the words arcane. But the people in the unfamiliar conversation are not Martians. Underneath it all (the economist's favourite phrase), conversational habits are similar. Economics uses mathematical models and statistical tests and market arguments, all of which look alien to the literary eye. But looked at closely, they are not so alien. They may be seen as figures of speech-metaphors, analogies, and appeals to authority.<br><br>Figures of speech are not mere frills. They think for us. Someone who thinks of a market as an 'invisible hand' and the organization | Raise / View Objection |

of work as a ‘production function’ and its coefficients as being ‘significant’, as an economist does, gives the language a lot of responsibility. It seems a good idea to look hard at his language.

If economic conversation were found to depend a lot on its verbal forms, this would not mean that economics would be not a science, or just a matter of opinion, or some sort of confidence game. Good poets, though not scientists, are serious thinkers about symbols; good historians, though not scientists, are serious thinkers about data. Good scientists also use language. What is more (though it remains to be shown) they use the cunning of language, without particularly meaning to. The language used is a social object, and using language is a social act. It requires cunning (or, if you prefer, consideration), attention to the other minds present when one speaks.

The paying of attention to one’s audience is called ‘rhetoric’, a word that I later exercise hard. One uses rhetoric, of course, to warn of a fire in a theatre or to arouse the xenophobia of the electorate. This sort of yelling is the vulgar meaning of the word, like the president’s ‘heated rhetoric’ in a press conference or the ‘mere rhetoric’ to which our enemies stoop. Since the Greek flame was lit, though, the word has been used also in a broader and more amiable sense, to mean the study of all the ways of accomplishing things with language: inciting a mob to lynch the accused, to be sure, but also persuading readers of a novel that its characters breathe, or bringing scholars to accept the better argument and reject the worse. The question is whether the scholar- who usually fancies himself an announcer of ‘results’ or a stater of ‘conclusions’ free of rhetoric — speaks rhetorically. Does he try to persuade? It would seem so. Language, I just said, is not a solitary accomplishment. The scholar doesn’t speak into the void, or to himself. He speaks to a community of voices. He desires to be heeded, praised, published, imitated, honoured, en-Nobeled. These are the desires. The devices of language are the means. Rhetoric is the proportioning of means to desires in speech.

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As used in the passage, which of the following is the closest alternative to the word 'arcane'?

| | |
|---|---|
| 315576 | Mysterious |
| 315577 | Secret |
| 315578 | Covert |
| 315579 | Perfidious |
| 315580 | Clumsy |

| | |
|---|---|
| **Correct Option:** 315577 | **Candidate Response:** 315576 |

203605 | Verbal Ability

If translated into English, most of the ways economists talk among themselves would sound plausible enough to poets, journalists, business people, and other thoughtful though non-economical folk. Like serious talk anywhere — among boat desingers and baseball fans, say — the talk is hard to follow when one has not made a habit of listening to it for a while. The culture of conversation makes the words arcane. But the people in the unfamiliar conversation are not Martians. Underneath it all (the economist's favourite phrase), conversational habits are similar. Economics uses mathematical models and statistical tests and market arguments, all of which look alien to the literary eye. But looked at closely, they are not so alien. They may be seen as figures of speech-metaphors, analogies, and appeals to authority.

Figures of speech are not mere frills. They think for us. Someone who thinks of a market as an 'invisible hand' and the organization

Raise / View Objection

who thinks of a market as an 'invisible hand' and the organization of work as a 'production function' and its coefficients as being 'significant', as an economist does, gives the language a lot of responsibility. It seems a good idea to look hard at his language.

If economic conversation were found to depend a lot on its verbal forms, this would not mean that economics would be not a science, or just a matter of opinion, or some sort of confidence game. Good poets, though not scientists, are serious thinkers about symbols; good historians, though not scientists, are serious thinkers about data. Good scientists also use language. What is more (though it remains to be shown) they use the cunning of language, without particularly meaning to. The language used is a social object, and using language is a social act. It requires cunning (or, if you prefer, consideration), attention to the other minds present when one speaks.

The paying of attention to one's audience is called 'rhetoric', a word that I later exercise hard. One uses rhetoric, of course, to warn of a fire in a theatre or to arouse the xenophobia of the electorate. This sort of yelling is the vulgar meaning of the word, like the president's 'heated rhetoric' in a press conference or the 'mere rhetoric' to which our enemies stoop. Since the Greek flame was lit, though, the word has been used also in a broader and more amiable sense, to mean the study of all the ways of accomplishing things with language: inciting a mob to lynch the accused, to be sure, but also persuading readers of a novel that its characters breathe, or bringing scholars to accept the better argument and reject the worse. The question is whether the scholar- who usually fancies himself an announcer of 'results' or a stater of 'conclusions' free of rhetoric — speaks rhetorically. Does he try to persuade? It would seem so. Language, I just said, is not a solitary accomplishment. The scholar doesn't speak into the void, or to himself. He speaks to a community of voices. He desires to be heeded, praised, published, imitated, honoured, en-Nobeled. These are the desires. The devices of language are the means. Rhetoric is the proportioning of means to desires in speech.

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Based on your understanding of the passage, which of the following conclusions would you agree with?

| | |
|---|---|
| 315581 | The geocentric and the heliocentric views of the solar system are equally tenable. |
| 315582 | The heliocentric view is superior because of better rhetoric. |
| 315583 | Both views use rhetoric to persuade. |
| 315584 | Scientists should not use rhetoric. |
| 315585 | Economics is not as interesting as poetry. |

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| **Correct Option:** 315583 | **Candidate Response:** 315581 |

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| 203606 | Verbal Ability | | Raise / View Objection |

Read the following passage and answer the questions given below:

TO EACH WHAT SHE DESERVES

The second plan we now have to examine is that of giving each person what she deserves. Many people, especially those who are comfortably off, think that this is what happens at present: that the industrious and sober and thrifty are never in want, and that poverty is due to idleness, extravagance, drink, betting, dishonesty, and bad character generally.

They can point to the fact that a laborer whose character is bad finds it more difficult to get employment than one whose character is good; that a farmer or country gentleman who gambles and bets heavily, and mortgages his land to live wastefully and extravagantly, is soon reduced to poverty; and that a man of business who is lazy and does not attend to it becomes bankrupt.

But this proves nothing but that you cannot eat your cake and have it too: it does not prove that your share of the cake was a fair one.

It shows that certain vices and weaknesses make us poor, but it forgets that certain other vices make us rich. People who are hard, grasping, selfish, cruel, and always ready to take advantage of their neighbours, become very rich if they are clever enough not to overreach themselves.

On the other hand, people who are generous, public-spirited, friendly, and not always thinking of the main chance, stay poor when they are born poor unless they have extraordinary talents.

Also, as things are today, some are born poor and others are born with silver spoons in their mouths: that is to say, they are divided into rich and poor before they are old enough to have any character at all.

The notion that our present system distributes wealth according to merit, even roughly, may be dismissed at once as ridiculous. Everyone can see that it generally has the contrary effect; it makes a few idle people very rich, and a great many hardworking people very poor.

Choose the correct statement: The passage says that

| | |
|---|---|
| 315586 | the hard-working, sober and thrifty people never want something for themselves |
| 315587 | bad people always lose their money, and stay poor ever after |

| | |
|---|---|
| | bad people always lose their money, and stay poor ever after |
| 315588 | especially those who are comfortably off think that what one gets is what one deserves |
| 315589 | the poor never want to be rich anyway; they prefer to be idle rather than work |
| 315590 | we must make a plan to give each person what she deserves. |

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|---|---|
| **Correct Option:** 315588 | **Candidate Response:** 315589 |

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|---|---|---|---|
| 203607 | Verbal Ability | | Raise / View Objection |

Read the following passage and answer the questions given below:

TO EACH WHAT SHE DESERVES

The second plan we now have to examine is that of giving each person what she deserves. Many people, especially those who are comfortably off, think that this is what happens at present: that the industrious and sober and thrifty are never in want, and that poverty is due to idleness, extravagance, drink, betting, dishonesty, and bad character generally.

They can point to the fact that a laborer whose character is bad finds it more difficult to get employment than one whose character is good; that a farmer or country gentleman who gambles and bets heavily, and mortgages his land to live wastefully and extravagantly, is soon reduced to poverty; and that a man of business who is lazy and does not attend to it becomes bankrupt.

But this proves nothing but that you cannot eat your cake and have it too: it does not prove that your share of the cake was a fair one.

It shows that certain vices and weaknesses make us poor, but it forgets that certain other vices make us rich. People who are hard, grasping, selfish, cruel, and always ready to take advantage of their neighbours, become very rich if they are clever enough not to overreach themselves.

On the other hand, people who are generous, public-spirited, friendly, and not always thinking of the main chance, stay poor when they are born poor unless they have extraordinary talents.

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The notion that our present system distributes wealth according to merit, even roughly, may be dismissed at once as ridiculous. Everyone can see that it generally has the contrary effect; it makes a few idle people very rich, and a great many hardworking people very poor.

In the passage, which kind of people are not mentioned as likely to get rich quickly?

| | |
|---|---|
| 315591 | Selfish |
| 315592 | Cruel |

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|---|---|---|---|
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| | | | |

Read the following passage and answer the questions given below:

TO EACH WHAT SHE DESERVES

The second plan we now have to examine is that of giving each person what she deserves. Many people, especially those who are comfortably off, think that this is what happens at present: that the industrious and sober and thrifty are never in want, and that poverty is due to idleness, extravagance, drink, betting, dishonesty, and bad character generally.

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Also, as things are today, some are born poor and others are born with silver spoons in their mouths: that is to say, they are divided into rich and poor before they are old enough to have any character at all.

The notion that our present system distributes wealth according to merit, even roughly, may be dismissed at once as ridiculous. Everyone can see that it generally has the contrary effect; it makes a few idle people very rich, and a great many hardworking people very poor.

What, according to the author, do generous and public-spirited people need to become rich?

| | |
|---|---|
| 315596 | A criminal mind |
| 315597 | To be born with silver spoon |

| | | | |
|---|---|---|---|
| | | To be born with silver spoon | |
| | | 315598 Extraordinary talent | |
| | | 315599 Strenght of character | |
| | | 315600 Cruel nature | |

| | |
|---|---|
| **Correct Option:** 315598 | **Candidate Response:** 315600 |

| | | | |
|---|---|---|---|
| 203609 | Verbal Ability | | Raise / View Objection |

Read the following passage and answer the questions given below:

TO EACH WHAT SHE DESERVES

The second plan we now have to examine is that of giving each person what she deserves. Many people, especially those who are comfortably off, think that this is what happens at present: that the industrious and sober and thrifty are never in want, and that poverty is due to idleness, extravagance, drink, betting, dishonesty, and bad character generally.

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Also, as things are today, some are born poor and others are born with silver spoons in their mouths: that is to say, they are divided into rich and poor before they are old enough to have any character at all.

The notion that our present system distributes wealth according to merit, even roughly, may be dismissed at once as ridiculous. Everyone can see that it generally has the contrary effect; it makes a few idle people very rich, and a great many hardworking people very poor.

Which of the following about the author's thinking may be inferred from the passage?

| | |
|---|---|
| 315601 | The poor should work harder to become rich |
| 315602 | The present system of distribution of wealth is biased in favour of rich |

| | | | |
|---|---|---|---|
| | | | |

| | |
|---|---|
| | The present system of distribution of wealth is biased in favour of rich |
| 315603 | The honest men should resort to trickery if they want to become rich |
| 315604 | The present system of government should give way to more progressive one |
| 315605 | There is nothing good or bad in making money |

| | |
|---|---|
| **Correct Option:** 315602 | **Candidate Response:** 315601 |

| | | | |
|---|---|---|---|
| 203610 | Verbal Ability | | Raise / View Objection |

Read the following passage and answer the questions given below:

TO EACH WHAT SHE DESERVES

The second plan we now have to examine is that of giving each person what she deserves. Many people, especially those who are comfortably off, think that this is what happens at present: that the industrious and sober and thrifty are never in want, and that poverty is due to idleness, extravagance, drink, betting, dishonesty, and bad character generally.

They can point to the fact that a laborer whose character is bad finds it more difficult to get employment than one whose character is good; that a farmer or country gentleman who gambles and bets heavily, and mortgages his land to live wastefully and extravagantly, is soon reduced to poverty; and that a man of business who is lazy and does not attend to it becomes bankrupt.

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On the other hand, people who are generous, public-spirited, friendly, and not always thinking of the main chance, stay poor when they are born poor unless they have extraordinary talents.

Also, as things are today, some are born poor and others are born with silver spoons in their mouths: that is to say, they are divided into rich and poor before they are old enough to have any character at all.

The notion that our present system distributes wealth according to merit, even roughly, may be dismissed at once as ridiculous. Everyone can see that it generally has the contrary effect; it makes a few idle people very rich, and a great many hardworking people very poor.

Which of the following is not a vice attributed to the poor by the rich?

| | |
|---|---|
| 315606 | Idleness |
| 315607 | Drug Addiction |

| | |
|---|---|
| 315608 | Gambling |
| 315609 | Alcoholism |
| 315610 | Bad character |

| | |
|---|---|
| **Correct Option:** 315607 | **Candidate Response:** 315609 |

203611 Verbal Ability

Raise / View Objection

**In the following passage, there are blanks, each of which has been numbered. These numbers are given below the passage as questions and against each, five words are suggested as alternative options, one of which fits the blank appropriately. Find out the appropriate words in each case.**

Do women ...(1)... leadership differently than men do? And if so, will feminine leadership ...(2)... where ...(3)... leadership does not? A recent study suggests somewhat paradoxically that female managers ...(4)... their male ...(5)... even when the personal characteristics of both are very ...(6)... Of the two schools of thought, the structuralist theory argues that men and women do not receive the same treatment in the workplace and that stamping out ...(7)... bias would stamp out the observed ...(8)... In contrast, the socialization theory contends that men and women experience work differently because men see work as more ...(9)... to their lives. These ...(10)... explanations apart, today, business appears to be undergoing feminization of leadership.

Select the most appropriate option to fill in blank no. 1.

| | |
|---|---|
| 315611 | exercise |
| 315612 | undertake |
| 315613 | empower |
| 315614 | tolerate |

| | | | |
|---|---|---|---|
| | | | |

| | |
|---|---|
| **Correct Option:** 315611 | **Candidate Response:** 315612 |

| | | | |
|---|---|---|---|
| 203612 | Verbal Ability | **In the following passage, there are blanks, each of which has been numbered. These numbers are given below the passage as questions and against each, five words are suggested as alternative options, one of which fits the blank appropriately. Find out the appropriate words in each case.**<br><br>Do women ...(1)... leadership differently than men do? And if so, will feminine leadership ...(2)... where ...(3)... leadership does not? A recent study suggests somewhat paradoxically that female managers ...(4)... their male ...(5)... even when the personal characteristics of both are very ...(6)... Of the two schools of thought, the structuralist theory argues that men and women do not receive the same treatment in the workplace and that stamping out ...(7)... bias would stamp out the observed ...(8)... In contrast, the socialization theory contends that men and women experience work differently because men see work as more ...(9)... to their lives. These ...(10)... explanations apart, today, business appears to be undergoing feminization of leadership.<br><br>Select the most appropriate option to fill in blank no. 2. | Raise / View Objection |

| | |
|---|---|
| 315616 | affect |
| 315617 | succeed |
| 315618 | compete |
| 315619 | profess |
| 315620 | dominate |

| | |
|---|---|
| **Correct Option:** 315617 | **Candidate Response:** 315616 |

| | | | |
|---|---|---|---|
| 203613 | Verbal Ability | | Raise / View Objection |

**In the following passage, there are blanks, each of which has been numbered. These numbers are given below the passage as questions and against each, five words are suggested as alternative options, one of which fits the blank appropriately. Find out the appropriate words in each case.**

Do women ...(1)... leadership differently than men do? And if so, will feminine leadership ...(2)... where ...(3)... leadership does not? A recent study suggests somewhat paradoxically that female managers ...(4)... their male ...(5)... even when the personal characteristics of both are very ...(6)... Of the two schools of thought, the structuralist theory argues that men and women do not receive the same treatment in the workplace and that stamping out ...(7)... bias would stamp out the observed ...(8)... In contrast, the socialization theory contends that men and women experience work differently because men see work as more ...(9)... to their lives. These ...(10)... explanations apart, today, business appears to be undergoing feminization of leadership.

Select the most appropriate option to fill in blank no. 3.

| | |
|---|---|
| 315621 | traditional |
| 315622 | charismatic |
| 315623 | masculine |
| 315624 | benevolent |
| 315625 | authoritarian |

| | |
|---|---|
| **Correct Option:** 315623 | **Candidate Response:** 315625 |

| | | | |
|---|---|---|---|
| 203614 | Verbal Ability | | Raise / View Objection |

**In the following passage, there are blanks, each of which has been numbered. These numbers are given below the passage as questions and against each, five words are suggested as alternative options, one of which fits the blank appropriately. Find out the appropriate words in each case.**

Do women ...(1)... leadership differently than men do? And if so, will feminine leadership ...(2)... where ...(3)... leadership does not? A recent study suggests somewhat paradoxically that female managers ...(4)... their male ...(5)... even when the personal characteristics of both are very ...(6)... Of the two schools of thought, the structuralist theory argues that men and women do not receive the same treatment in the workplace and that stamping out ...(7)... bias would stamp out the observed ...(8)... In contrast, the socialization theory contends that men and women experience work differently because men see work as more ...(9)... to their lives. These ...(10)... explanations apart, today, business appears to be undergoing feminization of leadership.

Select the most appropriate option to fill in blank no. 4.

| | |
|---|---|
| 315626 | outlive |
| 315627 | outcast |
| 315628 | outwork |
| 315629 | outstand |
| 315630 | outdo |

| | |
|---|---|
| **Correct Option:** 315630 | **Candidate Response:** 315627 |

| | | | |
|---|---|---|---|
| 203615 | Verbal Ability | | Raise / View Objection |

**In the following passage, there are blanks, each of which has been numbered. These numbers are given below the passage as questions and against each, five words are suggested as alternative options, one of which fits the blank appropriately. Find out the appropriate words in each case.**

Do women ...(1)... leadership differently than men do? And if so, will feminine leadership ...(2)... where ...(3)... leadership does not? A recent study suggests somewhat paradoxically that female managers ...(4)... their male ...(5)... even when the personal characteristics of both are very ...(6)... Of the two schools of thought, the structuralist theory argues that men and women do not receive the same treatment in the workplace and that stamping out ...(7)... bias would stamp out the observed ...(8)... In contrast, the socialization theory contends that men and women experience work differently because men see work as more ...(9)... to their lives. These ...(10)... explanations apart, today, business appears to be undergoing feminization of leadership.

Select the most appropriate option to fill in blank no. 5.

| | |
|---|---|
| 315631 | employees |
| 315632 | subordinates |
| 315633 | managers |
| 315634 | counterparts |
| 315635 | superiors |

| | |
|---|---|
| **Correct Option:** 315634 | **Candidate Response:** 315633 |

| | | | |
|---|---|---|---|
| 203616 | Verbal Ability | | Raise / View Objection |

**In the following passage, there are blanks, each of which has been numbered. These numbers are given below the passage as questions and against each, five words are suggested as alternative options, one of which fits the blank appropriately. Find out the appropriate words in each case.**

Do women ...(1)... leadership differently than men do? And if so, will feminine leadership ...(2)... where ...(3)... leadership does not? A recent study suggests somewhat paradoxically that female managers ...(4)... their male ...(5)... even when the personal characteristics of both are very ...(6)... Of the two schools of thought, the structuralist theory argues that men and women do not receive the same treatment in the workplace and that stamping out ...(7)... bias would stamp out the observed ...(8)... In contrast, the socialization theory contends that men and women experience work differently because men see work as more ...(9)... to their lives. These ...(10)... explanations apart, today, business appears to be undergoing feminization of leadership.

Select the most appropriate option to fill in blank no. 6.

| | |
|---|---|
| 315636 | minimal |
| 315637 | distinct |
| 315638 | unique |
| 315639 | similar |
| 315640 | constant |

| | |
|---|---|
| **Correct Option:** 315639 | **Candidate Response:** 315638 |

| | | | |
|---|---|---|---|
| 203617 | Verbal Ability | | Raise / View Objection |

**In the following passage, there are blanks, each of which has been numbered. These numbers are given below the passage as questions and against each, five words are suggested as alternative options, one of which fits the blank appropriately. Find out the appropriate words in each case.**

Do women ...(1)... leadership differently than men do? And if so, will feminine leadership ...(2)... where ...(3)... leadership does not? A recent study suggests somewhat paradoxically that female managers ...(4)... their male ...(5)... even when the personal characteristics of both are very ...(6)... Of the two schools of thought, the structuralist theory argues that men and women do not receive the same treatment in the workplace and that stamping out ...(7)... bias would stamp out the observed ...(8)... In contrast, the socialization theory contends that men and women experience work differently because men see work as more ...(9)... to their lives. These ...(10)... explanations apart, today, business appears to be undergoing feminization of leadership.

Select the most appropriate option to fill in blank no. 7.

| | |
|---|---|
| 315641 | employment |
| 315642 | culture |
| 315643 | gender |
| 315644 | class |
| 315645 | category |

| | |
|---|---|
| **Correct Option:** 315643 | **Candidate Response:** 315643 |

| | | | |
|---|---|---|---|
| 203618 | Verbal Ability | | Raise / View Objection |

**In the following passage, there are blanks, each of which has been numbered. These numbers are given below the passage as questions and against each, five words are suggested as alternative options, one of which fits the blank appropriately. Find out the appropriate words in each case.**

Do women ...(1)... leadership differently than men do? And if so, will feminine leadership ...(2)... where ...(3)... leadership does not? A recent study suggests somewhat paradoxically that female managers ...(4)... their male ...(5)... even when the personal characteristics of both are very ...(6)... Of the two schools of thought, the structuralist theory argues that men and women do not receive the same treatment in the workplace and that stamping out ...(7)... bias would stamp out the observed ...(8)... In contrast, the socialization theory contends that men and women experience work differently because men see work as more ...(9)... to their lives. These ...(10)... explanations apart, today, business appears to be undergoing feminization of leadership.

Select the most appropriate option to fill in blank no. 8.

| | |
|---|---|
| 315646 | variations |
| 315647 | discriminations |
| 315648 | resemblances |
| 315649 | distortions |
| 315650 | central |

| | |
|---|---|
| **Correct Option:** 315647 | **Candidate Response:** 315647 |

| | | | |
|---|---|---|---|
| 203619 | Verbal Ability | | Raise / View Objection |

**In the following passage, there are blanks, each of which has been numbered. These numbers are given below the passage as questions and against each, five words are suggested as alternative options, one of which fits the blank appropriately. Find out the appropriate words in each case.**

Do women ...(1)... leadership differently than men do? And if so, will feminine leadership ...(2)... where ...(3)... leadership does not? A recent study suggests somewhat paradoxically that female managers ...(4)... their male ...(5)... even when the personal characteristics of both are very ...(6)... Of the two schools of thought, the structuralist theory argues that men and women do not receive the same treatment in the workplace and that stamping out ...(7)... bias would stamp out the observed ...(8)... In contrast, the socialization theory contends that men and women experience work differently because men see work as more ...(9)... to their lives. These ...(10)... explanations apart, today, business appears to be undergoing feminization of leadership.

Select the most appropriate option to fill in blank no. 9.

| | |
|---|---|
| 315651 | needy |
| 315652 | desperate |
| 315653 | preliminary |
| 315654 | trivial |
| 315655 | central |

| | |
|---|---|
| **Correct Option:** 315655 | **Candidate Response:** 315653 |

| | | | |
|---|---|---|---|
| 203620 | Verbal Ability | | Raise / View Objection |

**In the following passage, there are blanks, each of which has been numbered. These numbers are given below the passage as questions and against each, five words are suggested as alternative options, one of which fits the blank appropriately. Find out the appropriate words in each case.**

Do women ...(1)... leadership differently than men do? And if so, will feminine leadership ...(2)... where ...(3)... leadership does not? A recent study suggests somewhat paradoxically that female managers ...(4)... their male ...(5)... even when the personal characteristics of both are very ...(6)... Of the two schools of thought, the structuralist theory argues that men and women do not receive the same treatment in the workplace and that stamping out ...(7)... bias would stamp out the observed ...(8)... In contrast, the socialization theory contends that men and women experience work differently because men see work as more ...(9)... to their lives. These ...(10)... explanations apart, today, business appears to be undergoing feminization of leadership.

Select the most appropriate option to fill in blank no. 10.

| | |
|---|---|
| 315656 | contradictory |
| 315657 | corresponding |
| 315658 | discrimination |
| 315659 | analogical |
| 315660 | identical |

| | |
|---|---|
| **Correct Option:** 315656 | **Candidate Response:** 315656 |

203621 Verbal Ability

Pick out the nearest correct meaning or synonym of the words given below:

MENDACIOUS

| | |
|---|---|
| 315661 | |

Raise / View Objection

| | | | |
|---|---|---|---|
| | | truthful | |
| | | 315662 | misleading |
| | | 315663 | harmful |
| | | 315664 | false |
| | | 315665 | sober |
| | | **Correct Option:** 315664 | **Candidate Response:** 315663 |
| 203622 | Verbal Ability | Pick out the nearest correct meaning or synonym of the words given below:<br><br>PERNICIOUS | Raise / View Objection |
| | | 315666 | scientific |
| | | 315667 | baneful |
| | | 315668 | negative |
| | | 315669 | radical |
| | | 315670 | sturdy |
| | | **Correct Option:** 315667 | **Candidate Response:** 315669 |
| 203623 | Verbal Ability | Pick out the nearest correct meaning or synonym of the words given below:<br><br>RIGMAROLE | Raise / View Objection |

| | | | |
|---|---|---|---|
| | | 315671 | cordon |
| | | 315672 | hokum |
| | | 315673 | apposite |
| | | 315674 | weary |
| | | 315675 | erudite |
| | | **Correct Option:** 315672 | **Candidate Response:** 315671 |
| 203624 | Verbal Ability | Pick out the nearest correct meaning or synonym of the words given below:<br><br>OSTRACIZED | Raise / View Objection |
| | | 315676 | Initiate |
| | | 315677 | Summarized |
| | | 315678 | Dispelled |
| | | 315679 | Command |
| | | 315680 | Exclude |
| | | **Correct Option:** 315680 | **Candidate Response:** 315680 |
| 203625 | Verbal Ability | Pick out the nearest correct meaning or synonym of the words given below:<br><br>BUOYANT | Raise / View Objection |

| | | | |
|---|---|---|---|
| | | 315681 | optimistic |
| | | 315682 | tired |
| | | 315683 | empire |
| | | 315684 | anxious |
| | | 315685 | sturdy |

| | |
|---|---|
| **Correct Option:** 315681 | **Candidate Response:** 315684 |

| | | | |
|---|---|---|---|
| 203626 | Verbal Ability | Pick out the antonym for the words given below<br><br>RETRIBUTION | Raise / View Objection |
| | | 315686 | forgiveness |
| | | 315687 | grudge |
| | | 315688 | contempt |
| | | 315689 | pretend |
| | | 315690 | compensation |

| | |
|---|---|
| **Correct Option:** 315686 | **Candidate Response:** 315686 |

| | | | |
|---|---|---|---|
| 203627 | Verbal Ability | Pick out the antonym for the words given below<br><br>ABOMINATE | Raise / View Objection |
| | | 315691 | love |

| | | |
|---|---|---|
| 315692 | respect |
| 315693 | control |
| 315694 | let go |
| 315695 | despise |

| | |
|---|---|
| **Correct Option:** 315691 | **Candidate Response:** 315693 |

| | | | |
|---|---|---|---|
| 203628 | Verbal Ability | Pick out the antonym for the words given below<br><br>SANGUINE | Raise / View Objection |

| | |
|---|---|
| 315696 | bloody |
| 315697 | thin |
| 315698 | optimistic |
| 315699 | gloomy |
| 315700 | dangerous |

| | |
|---|---|
| **Correct Option:** 315699 | **Candidate Response:** 315700 |

| | | | |
|---|---|---|---|
| 203629 | Verbal Ability | Pick out the antonym for the words given below<br><br>CHIMERICAL | Raise / View Objection |

| | |
|---|---|
| 315701 | exact |

| | | | |
|---|---|---|---|
| | | 315702 | real |
| | | 315703 | obvious |
| | | 315704 | particular |
| | | 315705 | talkative |

| | |
|---|---|
| **Correct Option:** 315702 | **Candidate Response:** 315704 |

| | | | |
|---|---|---|---|
| 203630 | Verbal Ability | Pick out the antonym for the words given below<br><br>VERBOSE | Raise / View Objection |
| | | 315706 | laconic |
| | | 315707 | talkative |
| | | 315708 | vent |
| | | 315709 | suspense |
| | | 315710 | obvious |

| | |
|---|---|
| **Correct Option:** 315706 | **Candidate Response:** 315707 |

| | | | |
|---|---|---|---|
| 203631 | Verbal Ability | Read each sentence to find out whether there is any grammatical error in it. The error, if any will be in one part of the sentence.<br><br>Solve as per the direction given above | Raise / View Objection |
| | | 315711 | We discussed about the problem so thoroughly |
| | | 315712 | on the eve of the examination |

| | | |
|---|---|---|
| 315713 | that I found it |
| 315714 | very easy to work it out |
| 315715 | No error |

| | |
|---|---|
| **Correct Option:** 315711 | **Candidate Response:** 315715 |

203632 | Verbal Ability | Raise / View Objection

Read each sentence to find out whether there is any grammatical error in it. The error, if any will be in one part of the sentence.

solve as per the direction given above

| | |
|---|---|
| 315716 | An Indian ship |
| 315717 | laden with merchandise |
| 315718 | got drowned |
| 315719 | in the Pacific Ocean. |
| 315720 | No error |

| | |
|---|---|
| **Correct Option:** 315718 | **Candidate Response:** 315720 |

203633 | Verbal Ability | Raise / View Objection

Read each sentence to find out whether there is any grammatical error in it. The error, if any will be in one part of the sentence.

Solve as per the direction given above

| | |
|---|---|
| 315721 | I could not |
| 315722 | put up in a hotel |

| | | |
|---|---|---|
| 315723 | because the boarding and lodging charges |
| 315724 | were exorbitant. |
| 315725 | No error |

| | |
|---|---|
| **Correct Option:** 315722 | **Candidate Response:** 315725 |

| | | |
|---|---|---|
| 203634 | Verbal Ability | Raise / View Objection |

Read each sentence to find out whether there is any grammatical error in it. The error, if any will be in one part of the sentence.

Solve as per the direction given above

| | |
|---|---|
| 315726 | He deserted the path of honour |
| 315727 | in order to |
| 315728 | satisfy his ambition |
| 315729 | and then went down his doom very quickly. |
| 315730 | No error |

| | |
|---|---|
| **Correct Option:** 315729 | **Candidate Response:** 315730 |

| | | |
|---|---|---|
| 203635 | Verbal Ability | Raise / View Objection |

Read each sentence to find out whether there is any grammatical error in it. The error, if any will be in one part of the sentence.

Solve as per the direction given above

| | |
|---|---|
| 315731 | This is one of |
| 315732 | the most interesting book |

| | | |
|---|---|---|
| | | the most interesting book |
| | 315733 | I have |
| | 315734 | ever read. |
| | 315735 | No error |

| | |
|---|---|
| **Correct Option:** 315732 | **Candidate Response:** 315735 |

| | | |
|---|---|---|
| 203636 | Verbal Ability | In each of the following questions, a sentence is given in which a word has been highlighted in bold. This word is used as different parts of speech in English. Identify the correct part of speech based on usage in the sentence.<br><br>Our **last** encounter was chaotic. |

| | |
|---|---|
| 315736 | adverb |
| 315737 | noun |
| 315738 | adjective |
| 315739 | pronoun |
| 315740 | verb |

| | |
|---|---|
| **Correct Option:** 315738 | **Candidate Response:** 315738 |

Raise / View Objection

| | | |
|---|---|---|
| 203637 | Verbal Ability | In each of the following questions, a sentence is given in which a word has been highlighted in bold. This word is used as different parts of speech in English. Identify the correct part of speech based on usage in the sentence.<br><br>The thief ran away **lest** he should be caught. |

| | |
|---|---|
| 315741 | |

Raise / View Objection

| | | | |
|---|---|---|---|
| | | adjective | |
| | | 315742 | noun |
| | | 315743 | pronoun |
| | | 315744 | conjunction |
| | | 315745 | verb |

| | |
|---|---|
| **Correct Option:** 315744 | **Candidate Response:** 315744 |

| | | | |
|---|---|---|---|
| 203638 | Verbal Ability | In each of the following questions, a sentence is given in which a word has been highlighted in bold. This word is used as different parts of speech in English. Identify the correct part of speech based on usage in the sentence.<br><br>**Such** was his ambition that could never be curbed. | Raise / View Objection |

| | |
|---|---|
| 315746 | noun |
| 315747 | pronoun |
| 315748 | verb |
| 315749 | adjevtive |
| 315750 | preposition |

| | |
|---|---|
| **Correct Option:** 315747 | **Candidate Response:** 315747 |

| | | | |
|---|---|---|---|
| 203639 | Verbal Ability | In each of the following questions, a sentence is given in which a word has been highlighted in bold. This word is used as different parts of speech in English. Identify the correct part of speech based on usage in the sentence. | Raise / View Objection |

| | | | |
|---|---|---|---|
| | | This is the book I was telling you **about.**<br><br>315751 noun<br>315752 pronoun<br>315753 preposition<br>315754 adverb<br>315755 adjective<br><br>**Correct Option:** 315752 **Candidate Response:** 315754 | |
| 203640 | Verbal Ability | In each of the following questions, a sentence is given in which a word has been highlighted in bold. This word is used as different parts of speech in English. Identify the correct part of speech based on usage in the sentence.<br><br>It has rained **continuously** for three days.<br><br>315756 adjective<br>315757 adverb<br>315758 conjunction<br>315759 preposition<br>315760 interjection<br><br>**Correct Option:** 315757 **Candidate Response:** 315760 | Raise / View Objection |

View Objection Summary