

SBI CLERK MODEL PAPER

PRELIMS

TEST - I: ENGLISH LANGUAGE

(Ques : 30 Marks : 30 Time : 20 M)

Directions (Qs. 1-8) : Read the following passage carefully and answer the questions given below them. Certain words/phrases have been printed in bold to help you locate them while answering some of the questions.

One of the reasons the rich get richer, the poor get poorer and the middle class struggles in debt is because the subject of money is taught at home and not at school. Most of us learn about money from our parents. Schools focus on **scholastic** and professional skills. This explains how smart bankers, doctors and accountants, who earned excellent grades in school, may still struggle financially all their lives. Our staggering national debt is due in large part to politicians and government officials making financial decisions with little or no training on the subject of money. I often look ahead to the new millennium and what will happen when we have millions of people who will need financial and medical assistance. Because I had two influential fathers, I learned from both of them. I had to think about each dad's advice and in doing so I gained valuable insight into the power and effect of one's thoughts on one's life. For example, one dad had a habit of saying, "I can't afford it." The other dad **forbade** those words to be used. He insisted I say "How can I afford it?" He did not mean you to buy everything you wanted. He was fanatical about exercising your brain, the most powerful computer in the world. He believed that automatically saying "I can't afford it" was a sign of mental laziness.

Although both dads worked hard, I noticed that one dad had a habit of putting his brain to sleep when it came to money matters and the other had a habit of exercising his brain. The long term result was that one dad grew stronger financially and the other grew weaker. It is not much different from a person who goes to gymnasium to exercise on a regular basis versus someone who sits on the couch watching television. Proper physical exercise increases your chance for health, and proper mental exercise increases your chance for wealth. Laziness of both decreases health and wealth.

Money is one form of power. But what is more powerful is financial education. Money comes and goes, but if you have the education about how money works, you gain power over it and can begin building wealth. The reason why positive thinking alone does not work is because most people went to school and never learned how money works, so they spent their lives working for money.

1. The passage highlights one very important aspect that
 - (1) School education is not necessary to be rich. (2) By working for money, one can be rich.
 - (3) School plays a very important role in making us rich. (4) Training in the subject of money is very important to be rich.
 - (5) None of these
2. According to the passage, a nation cannot progress to economic independence if
 - (1) the politicians and government officials make financial decisions.

(2) the educated work for money. (3) schools focus on scholastic and professional skills only.

(4) parents keep saying "we cannot afford it." (5) All the above

3. Most of the people are poor and are struggling in debt because,

(1) people have not been educated in schools to make money for them.

(2) schools focus on scholastic and professional skills.

(3) people have no "money power".

(4) politicians and government officials make financial decisions.

(5) All the above

4. The reference "how can I afford it" in the passage

(1) emphasizes the importance of positive thinking. (2) envisages how to make things happen and have it.

(3) emphasizes the point that how one can afford something which is not in one's control.

(4) dismisses things which are not affordable. (5) None of these

5. According to the author, to build wealth

(1) Education and learning about how to work for money are a must

(2) One must gain power over money, learning from parents.

(3) Positive thinking, power over money and exercising brain, are must.

(4) School education must improve on how to make money.

(5) All the above

6. The core learning one can gain from the above passage is best highlighted by the statement below:

(1) Those who taught money matters at home are more successful.

(2) Sound financial education, quality of thinking and exercising of body can make one healthy and wealthy.

(3) Parents, positive thinking and sound schooling can make people rich.

(4) If financial education is imparted in schools, everyone will be in a position to meet his/ her financial and medical needs on his/ her own.

(5) None of these

7. Choose the word/group of words which is most SIMILAR in meaning to the word/group of words printed in bold as used in the passage.

Scholastic

(1) academic (2) economic (3) political (4) artistic (5) None of these

8. Choose the word/group of words which is most OPPOSITE in meaning to the word/group of words printed in bold as used in the passage.

Forbade

(1) banned (2) stopped (3) allowed (4) prohibited (5) None of these

Directions (Qs. 9-13) : Each question below has two each blank indicating that something has been omitted. Choose the set of words for each blank that best fits the meaning of the sentence as a whole.

9. It is said when you _____ a rural woman, you in turn make a complete family socially and economically _____.

- (1) authorise, absolute (2) empower, independent (3) allow, sovereign (4) revoke, free (5) charge, liberated
10. The rural system has its own customs, traditions and social implications and thus _____ of self-help group is _____ an easy task.
 (1) composition, always (2) establishment, forever (3) constitution, no way (4) creation, consistently
 (5) formation, never
11. Hindustan Zinc _____ a large corporate also has large _____ of these products.
 (1) actually, damage (2) having, destruction (3) presently, loss (4) being, consumption
 (5) really, depletion
12. Churchill did not and could not _____ that Ballia would ignite the fire that would _____ and destroy colonial rule both in India and beyond.
 (1) anticipate, engulf (2) await, envelop (3) figure, plunge (4) assume, bury
 (5) forecast, deluge
13. When the British Company established _____ in the name of trade in 18th-century India, its officers trebled the taxes local peasants were _____ to pay.
 (1) bridle, urged N. (2) authority, contracted (3) control, obliged (4) charge, indebted
 (5) command, pledged

Directions (Qs. 14-18) : Rearrange the following six sentences/group of sentences (A), (B), (C), (D), (E) and (F) in the proper sequence to form a meaningful paragraph; then answer the questions given below.

- A. Some of my most cherished memories are of my puppies fighting with cushions, the sun playing hide 'n' seek with the clouds, or me racing for that last bite of the dessert.
- B. Photos are a return ticket to memories otherwise lost. Much like a forgotten song on the radio or a specific scent, photographs help us travel back in time.
- C. They help me smile on a bad day and laugh out loud on a good one. One thing they most certainly do is turn your home into a cosy haven of love and joy.
- D. These moments stay captured through the lens of my old Polaroid. I've framed them, stuck them on the refrigerator and inside cupboard doors.
- E. The most beautiful things in life are rarely just things. Instead, they are people, places, memories, and pictures – odd selfies and awkward angles included.
- F. I call myself a 'click-happy' person. My thumb is permanently placed on the click button, lest the crazy grin on my son's face disappears.
14. Which of the following should be the **FOURTH** sentence after the rearrangement?
 (1) D (2) F (3) A (4) E (5) C
15. Which of the following should be the **SECOND** sentence after the rearrangement?
 (1) A (2) D (3) F (4) B (5) E
16. Which of the following should be the **FIRST** sentence after the rearrangement?
 (1) E (2) B (3) D (4) C (5) F
17. Which of the following should be the **SIXTH (LAST)** sentence after the rearrangement?
 (1) A (2) D (3) F (4) E (5) C

18. Which of the following should be the **FIFTH** sentence after the rearrangement?
 (1) E (2) D (3) B (4) C (5) F

Directions (Qs. 19-23) : Which of the words/phrases (1), (2), (3) and (4) given below should replace the words/phrases given in bold in the following sentences to make it meaningful and grammatically correct. If the sentence is correct as it is and 'No correction is required', mark (5) as the answer.

19. U.S. President Donald Trump **quashed** decades of policy on Wednesday and **supported** Jerusalem as the capital of Israel, despite warnings from around the world that the **message** will further drive a wedge between Israel and the Palestinians.
 (1) Nullified, Acknowledged, Motion. (2) Vetoed, Grant, Signal.
 (3) Withdrew, Admit, Indication. (4) Reversed, Recognized, Gesture
 (5) No Error.
20. An Indian Army UAV that **submerged** into the Chinese side of the border was on a regular training mission and lost contact with ground control due to technical problem, the Ministry of Defence said in New Delhi in a statement. It also claimed that "as per standard **treaty**, the Indian border security personnel immediately alerted their Chinese **peers** to locate the UAV".
 (1) Crashed, Protocol, Counterparts (2) Hit, Agreement, Friends.
 (3) Struck, Pact, Personnel. (4) Rammed, Concord, Equivalentents.
 (5) No Error.
21. Mr. Divan has pressed for dates in the first or second week of January, immediately after Christmas holidays. He **suggested** that the government should promise that no **intimidating** steps would be taken by the government or its agencies against Aadhaar holders till the court takes a final decision on the **power** of the Aadhaar scheme.
 (1) Wanted, Unwanted, Rationaity. (2) Requested, Violent, Logic.
 (3) Submitted, Coercive, Validity (4) Conceneded, Bullying, Authority. (5)
 No Error.
22. Ask any Indian **millenarian** what their parents had to say about buying a house and you're likely to hear the same things. From philosophical answers like your own roof over your head and a small garden in the balcony to retire in, to the **sentimental** ones like hosting their children's million pre-wedding functions or simply keeping Sharmaji's **comforting** comments at bay.
 (1) Chiliad, Exaggerate, Sympathetic. (2) Millennium, Extravagant, Complimentary.
 (3) Millenary, Sensational, Encouraging. (4) Millennial, Melodramatic, Snide (5)
 No Error.
23. The Centre had announced a 2.11 lakh crore recapitalisation plan for PSU banks, of which ₹1.35 lakh crore would be raised through recapitalisation bonds. **Vibrate** under the pressure of poor asset quality over the last three years, these banks have seen their capital **dissolve**. Apart from making **allocation** for bad loans, the lenders would need capital to meet the Basel-III norms and to support their business growth.
 (1) Totter, Crumble, Donating. (2) Reeling, erode, Provisions.
 (3) Shuddering, Weather, Assistance. (4) Palpitating, Weaken, Concessions. (5)
 No Error.

Directions (Qs. 24-30) : Read the following passage carefully and answer the questions given below them. Certain words/phrases have been printed in bold to help you locate them while answering some of the questions.

The viability of the multinational corporate system depends upon the degree to which people will tolerate the unevenness it creates. It is well to remember that the 'New Imperialism' which began after 1870 in a spirit of Capitalism Triumphant, soon became seriously troubled and after 1914 was characterized by war, depression, breakdown of the international economic system and war again, rather than Free Trade, Pax Britannica and Material Improvement. A major reason was Britain's inability to cope with the by-products of its own rapid accumulation of capital; i.e., a class-conscious labour force at home; a middle class in the hinterland; and rival centres of capital on the Continent and in America. Britain's policy tended to be **atavistic** and defensive rather than progressive- more concerned with warding off new threats than creating new areas of expansion. Ironically, Edwardian England revived the paraphernalia of the landed aristocracy it had just destroyed. Instead of embarking on a 'big push' to develop the vast hinterland of the Empire, colonial administrators often adopted policies to arrest the development of either a native capitalist class or a native proletariat which could overthrow them.

As time went on, the centre had to devote an increasing share of government activity to military and other unproductive expenditures; they had to rely on alliances with an inefficient class of landlords, officials and soldiers in the hinterland to maintain stability at the cost of development. A great part of the surplus extracted from the population was thus wasted locally.

The New Mercantilism (as the Multinational Corporate System of special alliances and privileges, aid and tariff concessions is sometimes called) faces similar problems of internal and external division. The centre is troubled: excluded groups revolt and even some of the affluent are dissatisfied with the roles. Nationalistic rivalry between major capitalist countries remains an important divisive factor. Finally, there is the threat presented by the middle classes and the excluded groups of the underdeveloped countries. The national middle classes in the underdeveloped countries came to power when the centre weakened but could not, through their policy of import substitution manufacturing, establish a viable basis for sustained growth. They now face a foreign exchange crisis and an unemployment (or population) crisis -the first indicating their inability to function in the international economy and the second indicating their **alienation** from the people they are supposed to lead. In the immediate future, these national middle classes will gain a new lease of life as they take advantage of the spaces created by the rivalry between American and non-American oligopolists striving to establish global market positions.

The native capitalists will again become the champions of national independence as they bargain with multinational corporations. But the conflict at this level is more apparent than real, for in the end the **fervent** nationalism of the middle class asks only for promotion within the corporate structure and not for a break with that structure. In the last analysis their power derives from the metropolis and they cannot easily afford to challenge the international system. They do not command the loyalty of their own population and cannot really compete with the large, powerful, aggregate capitals from the centre. They are prisoners of the taste patterns and consumption standards set at the centre.

The main threat comes from the excluded groups. It is not unusual in underdeveloped countries for the top 5 per cent to obtain between 30 and 40 per cent of the total national income, and for the top one-third to obtain anywhere from 60 to 70 per cent. At most, one-third of the population can be said to benefit in some sense from the dualistic growth that characterizes development in the hinterland. The remaining two-thirds, who together get only

one-third of the income, are outsiders, not because they do not contribute to the economy, but because they do not share in the benefits. They provide a source of cheap labour which helps keep exports to the developed world at a low price and which has financed the urban-biased growth of recent years. In fact, it is difficult to see how the system in most underdeveloped countries could survive without cheap labour since removing it (e.g. diverting it to public works projects as is done in socialist countries) would raise consumption costs to capitalists and professional elites.

24. The author is in a position to draw parallels between New Imperialism and New Mercantilism because
- (1) both originated in the developed Western capitalist countries.
 - (2) New Mercantilism was a logical sequel to New Imperialism.
 - (3) they create the same set of outputs- a labour force, middle classes and rival centres of capital.
 - (4) both have comparable uneven and divisive effects.
 - (5) None of the above
25. According to the author, the British policy during the 'New Imperialism' period tended to be defensive because
- (1) it was unable to deal with the fallouts of a sharp increase in capital.
 - (2) its cumulative capital had undesirable side effects.
 - (3) its policies favoured developing the vast hinterland.
 - (4) it prevented the growth of a set-up which could have been capitalistic in nature.
 - (5) None of these
26. In the sentence, "They are prisoners of the taste patterns and consumption standards set at the centre." (fourth paragraph), what is the meaning of 'centre'?
- (1) National government
 - (2) Native capitalists
 - (3) New capitalists
 - (4) Both (2) and (3)
 - (5) None of these
27. Under New Mercantilism, the fervent nationalism of the native middle classes does not create conflict with the multinational corporations because they (the middle classes)
- (1) negotiate with the multinational corporations.
 - (2) are dependent on the international system for their continued prosperity
 - (3) are not in a position to challenge the status quo.
 - (4) do not enjoy popular support.
 - (5) All of the above
28. **Choose the word/group of words which is MOST SIMILAR in meaning to the word/group of words printed in bold as used in the passage.**
- Alienation**
- (1) spacious
 - (2) permeate
 - (3) decipher
 - (4) estrange
 - (5) accretion
29. **Choose the word/group of words which is MOST SIMILAR in meaning to the word/group of words printed in bold as used in the passage.**
- Fervent**
- (1) proffer
 - (2) dissuade
 - (3) culminate
 - (4) amalgamate
 - (5) profound
30. **Choose the word/group of words which is MOST OPPOSITE in meaning to the word/group of words printed in bold as used in the passage.**
- Atavistic**
- (1) developed
 - (2) emanate
 - (3) rife
 - (4) dissension
 - (5) cumulate

TEST - II: NUMERICAL ABILITY

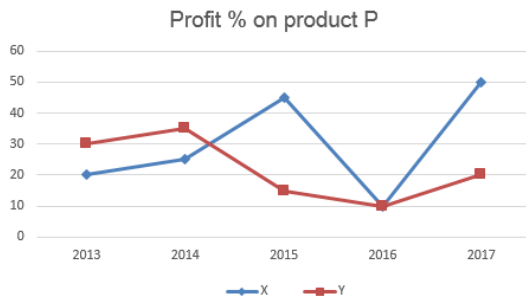
(Ques : 35 Marks : 35 Time : 20 M)

Directions (Qs. 31-35) : Find the next term in following series which follow the same sequence as followed by other terms of that series.

31. 134, 141, 154, 175, 206, ?
 (1) 249 (2) 257 (3) 256 (4) 243 (5) 262
32. 189, 221, 266, 326, 403, ?
 (1) 494 (2) 503 (3) 499 (4) 501 (5) 547
33. 12, 7.5, 5, 6, 6.5, ?
 (1) 8.5 (2) 8.75 (3) 8.25 (4) 7.5 (5) 9.5
34. 964, 486, ?, 50, 20
 (1) 164 (2) 162 (3) 168 (4) 170 (5) 182
35. 51, 52, 58, 80, 126, ?
 (1) 244 (2) 240 (3) 238 (4) 246 (5) 252

Directions (Qs. 36-40) : Study the graph and table carefully to answer the questions based.

The line graph given below shows the profit percentage on a product P sold by two companies X and Y in five years and table shows the production (in quintals) of products P and Q by both companies in five years.



company→ year↓	X		Y	
	products		products	
	P (in quintals)	Q (in quintals)	P (in quintals)	Q (in quintals)
2013	40	60	50	100
2014	100	60	90	50
2015	70	30	110	30
2016	60	30	30	20
2017	50	100	50	70

36. In 2013 ratio between cost price per quintal of product P and cost price per quintal of product Q for both company is 4 : 7. What is the approximate profit percent on product Q in 2013 for both company, if ratio of profit of both product in 2013 is 2 : 3 (P : Q) by both company. (profit percent on product Q for both company is same)
 (1) 8% (2) 16% (3) 10% (4) 14%
 (5) 12%
37. In 2014 and 2016 cost price of both products per quintal are same for company X and profit percentage are also same for both product for company X then profit on product P is what percent of the profit on product Q in these two years for company X.(approx.)
 (1) 180% (2) 145% (3) 172% (4) 155%
 (5) 160%
38. What is the ratio of total selling price of product Q for company Y in year 2016 to 2017 if cost price of the products per quintal are in ratio 3 : 4 (P : Q) for both years 2016 and 2017 and profit for both product remain same in both year (2016, 2017) for company Y.

- (1) 89:310 (2) 34:41 (3) 91:300 (4) 95:341 (5) None

of these

39. What is the total profit earned by company Y in the year 2013,2014 and 2015 on product Q if cost price is 250 per quintal all over the year and profit percent on product Q is same as profit on product P of company Y.

- (1) 12370 (2) 10000 (3) 13000 (4) 15250 (5) None

of these

40. Find the difference b/w the total production of P product and production of Q product by both companies in all over the years.

- (1) 150 quintals (2) 100 quintals (3) 129 quintals (4) 130 quintals (5) None of these

41. The weight of a body as calculated by the average of 7 different experiments is 53.735 gm. The average of the first three experiments is 54.005 gm, and the value of fourth is 0.004 gm greater than the fifth, while the average of the sixth and seventh experiment was 0.010 gm less than the average of the first three. Find the weight of the body obtained by fourth experiment.

- (1) 49.353 gm (2) 51.712 gm (3) 53.072 gm (4) 54.512 gm (5) None of these

42. A merchant can buy goods at the rate of Rs. 20 per good. The merchant sells the first good for Rs. 2, second one for Rs. 4, third for Rs. 6...and so on. If he wants to make an overall profit of at least 40%, what is the minimum number of goods he should sell?

- (1) 24 (2) 18 (3) 32 (4) 27 (5) None

43. An alloy of copper and aluminum has 40% copper. An alloy of Copper and Zinc has Copper and Zinc in the ratio 2: 7. These two alloys are mixed in ratio 5:3. Quantity of aluminum is what percent more/less than the quantity of copper in final alloy.

- (1) (2) (3) 12% (4) 13% (5) None of these

44. Krishna borrows Rs. 45000 from a bank at 10% compound interest. He repays it in three annual installments that are in arithmetic progression. He ends up paying 54000 in all. How much did he pay in first year?

- (1) Rs. 16,500 (2) Rs. 19,500 (3) Rs. 21,000 (4) Rs. 18,000 (5) none of these

45. An article is listed at Rs. 65. A customer bought this article for Rs. 56.16 and got two successive discounts of which the first one is 10%. The other rate of discount of this scheme that was allowed by the shopkeeper was

- (1) 3% (2) 4% (3) 7% (4) 2% (5) None of these

Directions (Qs. 46-50) : In each question two equations numbered (i) and (ii) are given. You have to solve both the equations and give answer

- (1) if $x < y$ (2) if $x > y$ (3) if $x = y$ (4) if $x \neq y$
 (5) if $x = y$ or no relation can be established

46. (i) $45x^2 - 134x + 77 = 0$ (ii) $45y^2 - 101y - 266 = 0$

47. (i) $63x^2 - 406x + 616 = 0$ (ii) $15y^2 - 68y + 77 = 0$

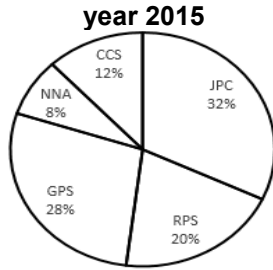
48. (i) $7x + 9y = 137$ (ii) $11x + 7y = 151$

49. (i) $14x^2 + 53x + 48 = 0$ (ii) $18y^2 - 41y - 102 = 0$

50. (i) (ii)

Directions (Qs. 51-55) : Study the pie-chart and table carefully to answer the questions based.

The pie chart shows the percentage of students appeared in different schools of same state in



The table shows the percentage of qualified students for different schools of same state in year 2015 and ratio of qualified boys to qualified girls

School	Percentage qualified	Ratio of qualified boys to girls
JPC	32	1 : 3
RPS	28	5 : 2
GPS	25	3 : 2
NNA	30	1 : 2
CCS	24	5 : 3

51. If unqualified student in school JPC are 2176. Then find the difference between qualified boys and girls in school CCS.
- (1) 92 (2) 144 (3) 72 (4) 128 (5) 115
52. If qualified boys in school NNA is 120. Then qualified girls in school RPS is what percent more than the qualified boys in school NNA ?
- (1) 100% (2) 200% (3) 50% (4) 150%
- (5) 80%
53. If the difference of appeared student of school CCS and JPC is 1500. Then find the average number of qualified boys of school RPS, GPS and NNA ?
- (1) 275 (2) 250 (3) 325 (4) 225 (5) 260
54. If the student appeared in 2016 of school RPS are 1200 which is more than those in 2015, and qualified boys in school RPS in 2016 is same as qualified boys in GPS in 2015. Then find the number of qualified girls in RPS in year 2016 ? [Given that percentage of qualified students in RPS are same in both years]
- (1) 147 (2) 247 (3) 167 (4) 189 (5) None of these
55. If there is another school formed in year 2016 with the name JSS which has number of qualified boys 33 1/3% more than the qualified boys in school NNA in year 2015, and number of qualified girls 66 2/3% less than qualified girls in school GPS in year 2015. Then find the ratio of qualified boys to qualified girls in school JSS ? [Given that total appeared student in year 2015 is 9000].
- (1) 7 : 8 (2) 8 : 7 (3) 3 : 8 (4) 8 : 5
- (5) None of these
56. A cistern has 3 pipes A, B and C. A and B can fill it in 3 hours and 4 hours respectively while C can empty the completely filled cistern in 1 hour. If the pipes are opened in order at 3, 4 and 5 p.m. respectively, at what time will the cistern be empty?
- (1) 6 : 15 p.m. (2) 7 : 12 p.m (3) 8 : 12 p.m. (4) 8 : 35 p.m. (5) None of these
57. A steamer goes downstream from one port to another in 4 hours. it covers the same distance upstream in 5 hours. if the speed of stream is 2 km/hr., the distance between the two ports is
- (1) 50 km (2) 60 km (3) 70 km (4) 80 km (5) None of these
58. In an alloy, zinc and copper are in the ratio 1 : 2. In the second alloy, the same elements are in the ratio 2 : 3. In what ratio should the two alloys be mixed so that the resultant alloy contains zinc and copper in the ratio 5 : 8,

(1) 3 : 10

(2) 3 : 7

(3) 1 : 3

(4) 7 : 3

(5) None of these

59. Mr. Nilesh Agrawal opened a workshop investing Rs. 40,000. He invested additional amount of Rs. 10,000 every year. After two years his brother Suresh joined him with an amount of Rs. 8,5000. Thereafter Suresh did not invest any additional amount. On completion of four years from the opening of workshop they earned an amount of Rs. 1,95,000. What will be Nilesh's share in the earning?

(1) Rs. 85000

(2) Rs.1,10,000

(3) Rs. 1,35,000

(4) Rs. 95,000

(5) None of these

60. A tradesman, who was selling one kind of tea at Rs. 96 per kg with a loss of 20% and another kind at Rs. 140 per kg with a gain of 25%, mixes the two together in equal ratio. He sells the mixed tea at Rs. 174 per kg. his gain is

(1) 50%

(2) 45%

(3) 30%

(4) 25%

(5) None of these

Directions (Qs. 61-65) : What should come in place of the question mark (?) in the following questions?

61. $636.66 + 366 + 363.33 = ?$

(1) 1366.25

(2) 1636.35

(3) 1336.35

(4) 1363.25

(5) None of these

62. $3251 + 6205 + 1109 = ?$

(1) 10545

(2) 11585

(3) 10565

(4) 11535

(5) None of these

63. $? \times 26 \div 65 = 1105$

(1) 424

(2) 478

(3) 456

(4) 442

(5) None of these

64. $32.4 \times 11.5 \div 8.5 = ?$

(1) 3149.5

(2) 3167.1

(3) 3129.1

(4) 3162.5

(5) None of these

65. $99 \div 9 \times 0.5 = ?$

(1) 28

(2) 34

(3) 22

(4) 37

(5) None of these

TEST - III: REASONING ABILITY (Ques : 35 Marks : 35 Time : 20 M)

Directions (Qs. 66–70) : In each of the question below is given some statements followed by some conclusions. You have to take the given statements to be true even if they seem to be at variance from commonly known facts. Read all the conclusions and then decide which of the given conclusions logically does not follow from the given statements disregarding commonly known facts.

66. **Statements:** Some pencils are pens. Some pens are desks. Some desks are racks.

Conclusions I. Some racks are not pens

II. Some desks being pencils is a possibility.

III. All racks can be desks.

(1) Only I

(2) Only II

(3) All follows except III (4) None follows

(5) All follows

67. **Statements:** No flat is house. No house is building. Some buildings are huts.

Conclusions I. Some flats are not houses

II. At least some huts are houses.

III. All huts being buildings is possibility.

(1) Only III

(2) Only I

(3) Only II

(4) I and III

(5) All follow

68. **Statements** Some skirts are pants. No tie is a pant. Some ties are shoes.
Conclusions: I. At least some shoes are not pants. II. Some ties are not skirts
 III. Some ties are pants. IV. Some pants are not tie.
 (1) Only II (2) Only III and II (3) I and II (4) All of these
 (5) None of these
69. **Statements** All marker are pens. All pens are stands No stand is notebook
 Some notebook are books.
Conclusions: I. No marker is notebook II. All pens are not notebook
 III. All books being Pens is a possibility. IV. Some pens are books.
 (1) Only I and II (2) Only III (3) Only III and IV (4) Only II and III
 (5) None of these
70. **Statements** All mobiles are machines. All machines are printers. Some printers are keys.
 No key is board.
Conclusion: I. All keys being machines is a possibility II. Some boards being printer is a possibility.
 III. All printers are machines. IV. At least some boards are mobiles.
 (1) None follows (2) Only I and II (3) Only II (4) Only III and IV
 (5) None of the above

Directions (Qs. 71–75) : Study the following information to answer the given questions:

A word and number arrangement machine when given an input line of words and numbers rearranges them following a particular rule in each step. The following is an illustration of input and rearrangement. (All the numbers are two-digit numbers and are arranged as per some logic based on the value of the number).

Input: win 56 32 93 bat for 46 him 28 11 give chance

Step 1: 93 56 32 bat for 46 him 28 11 give chance win

Step 2: 11 93 56 32 bat for 46 28 give chance win him

Step 3: 56 11 93 32 bat for 46 28 chance win him give

Step 4: 28 56 11 93 32 bat 46 chance win him give for

Step 5: 46 28 56 11 93 32 bat win him give for chance

Step 6: 32 46 28 56 11 93 win him give for chance bat

Step VI is the last step of the arrangement of the above input.

As per the rules followed in the above steps, find out in each of the following questions the appropriate steps for the given input.

Input for the questions is: **Input: fun 89 at the 28 16 base camp 35 53 here 68**

71. Which of the following would be step II?
 (1) 89 fun at 28 16 base camp 35 53 here 68 the (2) 53 28 68 16 89 the here fun camp base at
 (3) 16 89 at fun 28 camp base 35 53 68 the here (4) 53 28 68 16 89 35 the here fun camp base at
 (5) None of these
72. Which word/number would be at seventh position from the left in step 4?
 (1) base (2) at (3) 35 (4) the (5) 53

73. Which step number would be the following output?
53 21 68 16 89 at 35 the here fun camp base
(1) There will be no such step. (2) 3 (3) 2 (4) 5 (5) 4
74. Which number/word will be the third to the right of seventh position from right in step 4?
(1) 53 (2) the (3) here (4) 89 (5) base
75. What will be input for the following step? **Step 3:** 28 11 05 jack 35 john sam tinku chintu 58
(1) tinku chintu 58 28 11 05 jack 35 john sam (2) 28 11 05 jack 35 john sam tinku chintu 58
(3) sam tinku chintu 58 28 11 05 jack 35 john (4) Can't be determined (5) None of these

Directions (Qs. 76–80) : Read the following information carefully and answer the questions.

In a family 12 members i.e. A, B, C, D, E, F, G, H, I, K, L and J are from 4 different rooms, only 3 members live in each room. Rooms are numbered as 14, 15, 16, 11. Each room is painted with different colours Red, Green, Blue, Yellow (not necessarily in same order). Each room is situated in different apartments i.e. Parsavanath, Pragati, Antariksh and Ansal (not necessarily in same order).

A and G are from same room and their room is an odd numbered room. J's room colour is Green. B's and K's room colour is red. E and D, are from different rooms but they are from even numbered room. Yellow and blue are colours of even numbered room. B neither share the room with E nor with D. H is from odd numbered room. F and C are not from same room. C is from blue coloured room. Room number 14 colour is not yellow. C's room in Pragati apartment. 11 numbered room is in Antariksh apartment but it is not red coloured room. D and L share same room in Ansal apartment.

76. What is the number of B's room and name of B's apartment?
(1) 15, Pragati (2) 16, Ansal (3) 15, Ansal (4) 15, Parsavanath (5) None of these
77. What is the colour of the room which is situated in Parsavanath apartment?
(1) Blue (2) Yellow (3) Red (4) Green
(5) None of these
78. Which of the following is a colour of room number 11?
(1) Red (2) Green (3) Blue (4) Yellow
(5) None of these
79. What is the number of E's room?
(1) 11 (2) 16 (3) 14 (4) 15 (5) None of these
80. Which of the following combination is not true?
(1) A- Green-Antariksh (2) E- Blue-Pragati (3) C- Blue-Ansal (4) F-Yellow-Ansal
(5) J- Green- Antariksh

Directions (Qs. 81–85) : Study the following information carefully and answer the given questions.

Eight persons A, B, C, D, E, F, G and H are sitting around a square table, four of them sit at four corners while four sit at the middle of the sides. The one who sit at the corners face the centre while who sit at the middle face outside. Also each person belongs to different countries i.e. Austria, India, China, Japan, Switzerland, Australia, England, and Italy (not necessarily in the same order).

The one who belongs to China sits third to the left of D. There are only two persons sit between D and E. The one who belongs to Japan sits opposite to the one who belongs to India. C belongs to Australia and doesn't face the same direction as E faces. The ones who belong to England and Italy sit opposite to each other. A sits third to the right of the one, who belongs to Austria. E and G face opposite direction of each other. E does not belongs to China. The one who belongs to India sits immediate right of E. D doesn't belong to Japan and E doesn't belong to Italy. H doesn't face the centre and F doesn't belong to Italy. B doesn't sit just near to D.

81. How many persons sit between H and the one who belongs to Australia when counted anticlockwise from C?

- (1) Three (2) Two (3) None of these (4) None
(5) Four

82. Who among the following sits diagonally opposite to the one who is from Switzerland?

- (1) B (2) A (3) C (4) H (5) D

83. Who among the following sits exactly between F and E?

- (1) C (2) G (3) D (4) H (5) None of these

84. Which of the following is true regarding the one who belongs to Austria?

- (1) F doesn't belong to Austria. (2) None of these

(3) The one who belongs to Austria faces inside the centre (4) The one who belongs to Switzerland sits just near to the one who is from Austria

- (5) G is not an immediate neighbour of the one who is from Austria

85. According to the given sitting arrangement if G is related to D and A is related to C, then D will be related to whom?

- (1) C (2) A (3) Both (2) and (4) (4) The one who belongs

to Japan

- (5) The one who belongs to Italy

Directions (Qs. 86–90) : Each of the following questions contains two statements giving certain information. Decide whether the information given in the statements are sufficient for answering the question. Indicate your answer as:

(1) if statement A alone is sufficient to answer the question. (2) if statement B alone is sufficient to answer the question.

(3) If either statement A or statement B alone is sufficient to answer the question.

(4) if both statements A and B are not sufficient to answer ques. (5) if both statements A and B are sufficient to answer the question.

86. How many rooms does your house have?

I. The number of rooms is the same as in our house.

II. The number is sufficient to

accommodate our family members.

87. What is the colour of the curtains on the stage?

I. The curtains have the same colour as the walls of the hall.

II. The colour of the curtains is quite

appealing.

88. Is cigarette smoking is injurious to health?

I. Non-smokers have a longer life-span.
smokers.

II. The incidence of heart attack is more in

89. Do habits make men's life rigid ?

I. It is out of habit that people envy others.

II. Men become slave of habits.

90. How is A related to B?

I. X is brother of B and Y is sister of B.

II. B's mother is married to A's husband who has

one son and two daughters.

Directions (Qs. 91–95) : Study the information carefully and answer the questions given below.

Ten persons P, Q, R, S, T, U, V, W, X and Y stay on a 9-floor building where only one person stays on each floor except on third floor but not necessary in the same order. Their flats are painted with different colour I.e. White, Black, Red, Pink, Yellow, Green, Violet, Blue, and Brown. But not necessary in the same order. R stays on an odd number floor below the floor number 5 and 5th floor is painted with white colour. There are three floors between white colour and Green colour. P stay above R and does not stay on odd number floor and like brown colour. Y stay on 8th floor and there are three floors between Y and the flat which is painted by Black colour. T does not stay on an even number floor and neither like white colour nor like violet colour. Q lives below R and his flat painted with Green colour. P does not stay immediate above or below Y who does not like blue and yellow colour. S stays above the floor of Q and below P. S does not like Black and Violet colour. R's floor does not painted with violet colour. S and U stay on consecutive floors. There are three floors between yellow and Red colour flat. Pink colour flat is just above yellow colour flat. W and V stay alone. T doesn't stay on top floor and doesn't like red colour painted flat.

91. Which of the following floor does X stay?

(1) 5th floor (2) 3rd floor (3) 7th floor (4) 4th floor (5) None of these

92. Which of the following person stays on 2nd floor?

(1) V (2) W (3) U (4) S (5) Either (1) or (2)

93. How many person/s sits between U and the person who like Yellow colour?

(1) One (2) Two (3) Three (4) Four (5) None

of these

94. Four of the following five are alike in a certain way based on their arrangement find the one which does not belong to that group?

(1) Green (2) Red (3) White (4) Black
(5) Yellow

95. Which of the following is not correctly matched?

(1) 7th – T- Yellow (2) 8th – U – Black (3) 3rd – X – Red (4) 3rd – R
– Red (5) 8th – Y – Pink

Directions (Qs. 96–100) : Study the following information carefully to answer the given questions.

In a certain code language: - "Great one Europe new" is written as '#xx \$nx \$of \$vi', "Those days hockey game" is written as '\$ix #yj #ud #vx', "United earth power kingdom" is written as '#hy \$xu \$mk \$rp'.

96. "Chemistry" will be coded as?

(1) \$dz (2) #zd (3) #dz (4) \$zd (5) None of these

97. "Powers" will be coded as?

(1) \$kn (2) #jm (3) \$mj (4) None of these (5) #mj

98. What is the code for "Hello World"?
- (1) \$un \$fy (2) \$nu \$fy (3) #cs \$fy (4) None of these (5) #un \$fy
99. Which will be the code for 'Mountain'?
- (1) #AU (2) \$WN (3) #PO (4) #GN
(5) #NO
100. What is the code of 'PRESENT'?
- (1) \$im (2) \$mj (3) #mi (4) #om (5) None of these

ANSWER KEY

HINTS & SOLUTIONS

1. (4) The passage revolves around the theme of training that is crucial to be rich.
2. (3) Refer 3rd sentence of the passage "our staggering.....money" It is indicating that economic independence requires proper training on the subject of money.
3. (1) Refer the first few sentences of first paragraph "One of the reasons the rich get richer, the poor get poorer and the middle class struggles in debt is because the subject of money is taught at home and not at school."
4. (2) Refer the last few lines of first paragraph.
5. (3) Refer the last paragraph of the passage "The reason why positive thinking alone does not work is because most people went to school and never learned how money works, so they spent their lives working for money."
6. (2) Refer the second paragraph of the passage.
7. (1) Scholastic means of or concerning schools and education. Hence it has same meaning as academic.
8. (3) Forbade means refuse to allow. Hence it has opposite meaning as allowed.
9. (2) '**empower, independent**' is the correct use.
Empower- give (someone) the authority or power to do something.
Independent- free from outside control.
10. (5) '**formation, never**' is the correct use.
11. (4) '**being, consumption**' is the correct use.
Consumption- the action of using up a resource.
12. (1) '**anticipate, engulf**' is the correct use.
Anticipate- to expect or predict.
Engulf- powerfully affect (someone).
13. (3) '**control, obliged**' is the correct use.
Obliged- make (someone) legally or morally bound to do something

14-18. The correct sequence to form meaningful paragraph is **EBFADC**.

14. (3) 15. (4)

16. (1) 17. (5) 18. (2)

19. (4) Option (4) is the correct choice.

Quashed means reject as invalid, especially by legal procedure.

Vetoed means to refuse to accept or allow.

20. (1) Counterparts means a person or thing that corresponds to or has the same function as another person or thing in a different place or situation.

Rammed means roughly force (something) into place.

Concord means an agreement or harmony between people or groups.

21. (3) Coercive means relating to or using force or threats.

22. (4) Millennial means a person reaching young adulthood in the early 21st century.

Extravagant means lacking restraint in spending money or using resources.

Chiliad means a thousand years; a millennium.

23. (2) Reeling means lose one's balance and stagger or lurch violently.

Palpitating means (of the heart) beat rapidly, strongly, or irregularly.

Totter means move in a feeble or unsteady way.

24. (4) Refer the second and third sentences of the third paragraph "The centre is troubled: excluded groups revolt and even some of the affluent are dissatisfied with the roles. Nationalistic rivalry between major capitalist countries remains an important divisive factor."

25. (1) Refer the third sentence of the first paragraph " A major reason was Britain's inability to cope with the by-products of its own rapid accumulation of capital; i.e., a class-conscious labour force at home; a middle class in the hinterland; and rival centres of capital on the Continent and in America."

26. (5) Referring the fourth paragraph, it may mean metropolis or corporate hub.

27. (3) Refer the fourth paragraph of the passage.

28. (4) Alienation means make (someone) feel isolated or estranged. Hence it has same meaning as estrange.

Accretion means growth or increase by the gradual accumulation of additional layers or matter.

Permeate means spread throughout (something); pervade.

Spacious means having ample space.

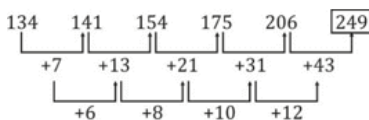
29. (5) Fervent means having or displaying a passionate intensity. Hence it has similar meaning as profound.

Proffer means hold out or put forward (something) to someone for acceptance.

30. (1) Atavistic means relating to or characterized by reversion to something ancient or ancestral. Hence it has opposite meaning as developed.

Dissension means disagreement that leads to discord.

Cumulate means gather together.



31. (1)

Series is $+(4 \times 8), +(5 \times 9), +(6 \times 10), +(7 \times 11) \dots$

So, $? = 403 + (8 \times 12) = 499$

32. (3)

$$12 \times \frac{1}{2} + 1.5 = 7.5$$

$$7.5 \times \frac{1}{3} + 2.5 = 5$$

$$5 \times \frac{1}{2} + 3.5 = 6$$

$$6 \times \frac{1}{3} + 4.5 = 6.5$$

$$6.5 \times \frac{1}{2} + 5.5 = 8.75$$

33. (2)

Series is $\times \frac{1}{2} + 4$, $\times \frac{1}{3} + 6$, $\frac{1}{4} + 8$...

$$\text{So, } ? = 486 \times \frac{1}{3} + 6 = 168$$

34. (3)

Series is $+(2^2-3)$, $+(3^2-3)$, $+(5^2-3)$, $+(7^2-3)$, $+(11^2-3)$

$$126 + 11^2 - 3 = 244$$

35. (1)

Let cost price of product P and Q per quintal for both company be $4x$ and $7x$ respectively

$$\text{Profit on product P by company X} = \frac{(4x \times 40) \times 20}{100} = 32x$$

$$\text{Profit on product P by company Y} = \frac{(4x \times 50) \times 30}{100} = 60x$$

$$\text{Total profit on P} = 92x$$

$$\text{Total profit on Q} = \frac{92x}{2} \times 3 = 138x$$

Cost price of product Q by both companies

$$= 7x(60 + 100) = 7x \times 160$$

$$\text{Required \%} = \frac{138x}{7x \times 160} \times 100 \approx 12\%$$

36. (5)

Let cost price per quintal of product

P and Q be x

In 2014

$$\text{Profit on P} \rightarrow \frac{100x \times 25}{100} = 25x$$

$$\text{Profit on Q} \rightarrow \frac{60x \times 25}{100} = 15x$$

In 2016

$$\text{Profit on product P} = \frac{60x \times 10}{100} = 6x$$

$$\text{Profit on product Q} = \frac{30x \times 10}{100} = 3x$$

$$\text{Required \%} = \frac{25x + 6x}{15x + 3x} \times 100 = 172\%$$

37. (3)

Let cost price of P and Q per quintal be $3x$ and $4x$ respectively.

In 2016

$$\text{Profit} = \frac{(3x \times 30) \times 10}{100} = 9x$$

$$\text{Selling price of product Q} = (4x \times 20) + 9x = 89x$$

In 2017,

$$\text{Profit} = \frac{(3x \times 50) \times 20}{100} = 30x$$

$$\text{Selling price of product Q} = (4x \times 70) + 30x = 310x$$

$$\text{Required ratio} = \frac{89x}{310} = 89 : 310$$

38. (1)

$$\text{Profit in 2013} = \frac{250 \times 100 \times 30}{100} = 7500$$

$$\text{Profit in 2014} = \frac{250 \times 50 \times 35}{100} = 4375$$

$$\text{Profit in 2015} = \frac{250 \times 30 \times 15}{100} = 1125$$

$$\text{Total profit} = \text{Rs. } 13000$$

39. (3)

Production of product P by both
 Companies = 650 quintals
 Production of product Q by both companies
 = 550 quintals
 Required difference = 100 quintals

40. (2)

Total weight = $7 \times 53.735 = 376.145$ gm
 First three = $3 \times 54.005 = 162.015$ gm
 6th and 7th = $2 \times 53.995 = 107.990$ gm
 $5^{\text{th}} = x$
 $4^{\text{th}} = x + 0.004$
 A.T.Q.
 $x + x + 0.004 = 376.145 - (162.015 + 107.990)$
 $\Rightarrow 2x + 0.004 = 106.140$
 $\Rightarrow 2x = 106.136$
 $x = 53.068$
 $4^{\text{th}} = 53.072$ gm

41. (3)

Let number of goods that merchant buys is 'x'
 Cost price of 'x' goods = $20 \times x$ Rs.
 Minimum selling price of 'x' goods
 If he wants minimum 40% profit
 $= \frac{20x \times 140}{100} = 28x$ Rs.
 Merchant sells goods in A.P. in which
 $a = 2$
 $d = 2$
 $n = x$
 selling price = $\frac{x}{2} [2(2) + (x - 1)2]$
 $28x = \frac{x}{2} [2(2) + (x - 1)2]$
 $x = 27$

42. (4)

1st Alloy ratio *Copper* : Aluminium
 2 : 3
 2nd Alloy ratio *Copper* : Zinc
 2 : 7
 In final alloy ratio is 5 : 3
 Let quantity $\rightarrow 5x$ and $3x$
 Quantity of copper in final alloy
 $= \frac{2}{5} \times 5x + \frac{2}{9} \times 3x = \frac{8x}{3}$
 Quantity of Aluminium
 $= \frac{3}{5} \times 5x = 3x$
 Required percentage
 $= \frac{3x - \frac{8x}{3}}{3x} \times 100 = 11\frac{1}{9}\%$

43. (1)

Installments pays in A.P.
 Let installment paid
 $x, x+a, x+2a$
 $x + a = 18,000 \rightarrow 2^{\text{nd}}$ Installment
 If 1st installment is 'x'
 Then 3rd installment is '36000 - x'
 \Rightarrow sum up in 1st year = $\frac{45000 \times 110}{100} = 49500$
 Amount remaining after 1st installment = $49500 - x$
 \Rightarrow sum up in 2nd year = $\frac{(49500 - x) \times 110}{100}$
 Amount remaining after second installment = $54450 - 1.1x - 18000$
 $= 36450 - 1.1x$
 Sum up in third year = $(36450 - 1.1x)1.1$
 $= 40045 - 1.21x$
 ATQ,
 $40095 - 1.21x = 36000 - x$
 $x = 19500$

44. (2)

$$65 \times \frac{90}{100} \times A = 56.16$$

$$\Rightarrow A = 0.96$$

\therefore 4% discount.

45. (2)

$$(i) 45x^2 - 134x + 77 = 0$$

$$45x^2 - 35x - 99x + 77 = 0$$

$$5x(9x - 7) - 11(9x - 7) = 0$$

$$(9x - 7)(5x - 11) = 0$$

$$x = \frac{7}{9}, \frac{11}{5}$$

$$(ii) 45y^2 - 101y - 266 = 0$$

$$45y^2 - 171y + 70y - 266 = 0$$

$$9y(5y - 19) + 14(5y - 19) = 0$$

$$(9y + 14)(5y - 19) = 0$$

$$y = \frac{-14}{9}, \frac{19}{5}$$

No relation can be established

46. (5)

$$(i) 63x^2 - 406x + 616 = 0$$

$$63x^2 - 154x - 252x + 616 = 0$$

$$7x(9x - 22) - 28(9x - 22) = 0$$

$$(7x - 28)(9x - 22) = 0$$

$$x = 4, \frac{22}{9}$$

$$(ii) 15y^2 - 68y + 77 = 0$$

$$15y^2 - 33y - 35y + 77 = 0$$

$$3y(5y - 11) - 7(5y - 11) = 0$$

$$(3y - 7)(5y - 11) = 0$$

$$y = \frac{7}{3}, \frac{11}{5}$$

$$x > y$$

47. (2)

$$7x + 9y = 137 \dots(i)$$

$$11x + 7y = 151 \dots(ii)$$

On solving (i) and (ii)

$$x = 8, y = 9$$

$$y > x$$

48. (1)

$$(i) 14x^2 + 53x + 48 = 0$$

$$14x^2 + 32x + 21x + 48 = 0$$

$$2x(7x + 16) + 3(7x + 16) = 0$$

$$(2x + 3)(7x + 16) = 0$$

$$x = \frac{-3}{2}, \frac{-16}{7}$$

$$(ii) 18y^2 - 41y - 102 = 0$$

$$18y^2 - 68y + 27y - 102 = 0$$

$$2y(9y - 34) + 3(9y - 34) = 0$$

$$(2y + 3)(9y - 34) = 0$$

$$y = \frac{-3}{2}, \frac{34}{9}$$

$$y \geq x$$

49. (4)

$$(i) 3x^2 - 8\sqrt{18}x + 72 = 0$$

$$3x^2 - 24\sqrt{2}x + 72 = 0$$

$$3x^2 - 18\sqrt{2}x - 6\sqrt{2}x + 72 = 0$$

$$3x(x - 6\sqrt{2}) - 6\sqrt{2}(x - 6\sqrt{2}) = 0$$

$$(3x - 6\sqrt{2})(x - 6\sqrt{2}) = 0$$

$$x = 2\sqrt{2}, 6\sqrt{2}$$

$$(ii) 3y^2 - 37\sqrt{3}y + 330 = 0$$

$$3y^2 - 15\sqrt{3}y - 22\sqrt{3}y + 330 = 0$$

$$3y(y - 5\sqrt{3}) - 22\sqrt{3}(y - 5\sqrt{3}) = 0$$

$$(3y - 22\sqrt{3})(y - 5\sqrt{3}) = 0$$

$$y = \frac{22\sqrt{3}}{3}, 5\sqrt{3}$$

$$y > x$$

50. (1)

$$\begin{aligned} \text{Qualified student in school JPC} &= \frac{2176}{68} \times 32 = 1024 \\ \text{Total appeared student in school JPC} &= \frac{102400}{32} = 3200 \\ \text{Total appeared student in school CCS} &= \frac{3200}{32} \times 12 = 1200 \\ \text{Total qualified student in school CCS} &= 1200 \times \frac{24}{100} = 288 \\ \text{Required difference} &= 288 \times \frac{2}{8} = 72 \end{aligned}$$

51. (3)

$$\begin{aligned} \text{Qualified student in school NNA} &= 120 \times 3 = 360. \\ \text{Total appeared student in school NNA} &= \frac{360}{30} \times 100 = 1200 \\ \text{Total appeared student in school RPS} &= \frac{1200}{8} \times 20 = 3000 \\ \text{Total qualified girls in school RPS} &= 3000 \times \frac{28}{100} \times \frac{2}{7} = 240 \\ \text{Required percentage} &= \frac{240-120}{120} \times 100 = 100\% \end{aligned}$$

52. (1)

$$\begin{aligned} \text{Total appeared student} &= 1500 \times 5 = 7500 \\ \therefore \text{Required average} &= \frac{7500}{3} \left[\frac{20}{100} \times \frac{28}{100} \times \frac{5}{7} + \frac{28}{100} \times \frac{25}{100} \times \frac{3}{5} + \frac{8}{100} \times \frac{30}{100} \times \frac{1}{3} \right] = \frac{675}{3} = 225 \end{aligned}$$

53. (4)

$$\begin{aligned} \text{Appeared student in year 2015 in school RPS} &= \frac{1200}{4} \times 3 = 900 \\ \text{Total appeared student in year 2015} &= 900 \times 5 = 4500 \\ \therefore \text{qualified boys in school GPS in 2015} &= 4500 \times \frac{28}{100} \times \frac{1}{4} \times \frac{3}{5} = 189 = \text{qualified boys in school RPS in 2016} \\ \therefore \text{qualified girls in school RPS in 2016} &= 1200 \times \frac{28}{100} - 189 = 147 \end{aligned}$$

54. (1)

$$\begin{aligned} \text{Qualified boys in school NNA in 2015} &= 9000 \times \frac{8}{100} \times \frac{20}{100} \times \frac{1}{3} = 72 \\ \text{Qualified boys in school JSS in year 2016} &= 72 \times \frac{4}{3} = 96 \\ \text{Qualified girls in school GPS in 2015} &= 9000 \times \frac{28}{100} \times \frac{25}{100} \times \frac{2}{5} = 252 \\ \text{Qualified girls in school JSS in 2016} &= 252 \times \frac{1}{3} = 84 \\ \therefore \text{Required ratio} &= \frac{96}{84} = 8 : 7 \end{aligned}$$

55. (2)

$$\begin{array}{r} 4 \text{ --- A --- } 3 \\ 3 \text{ --- B --- } 4 \\ -12 \text{ --- C --- } 1 \\ -5 \end{array} \rightarrow 12$$

$$\begin{aligned} \text{Till 5 pm part of cistern tank filled} &= 4 \times 2 + 3 \times 1 \\ &= 8 + 3 = 11 \end{aligned}$$

$$\text{Cistern will be filled in} = \frac{11}{5}$$

$$= 2 \frac{1}{5}$$

$$= 2 \text{ hour } 12 \text{ minute}$$

$$= 7 : 12 \text{ PM}$$

56. (2)

$$\frac{d}{v+s} = 4$$

$$d = 4(v+2)$$

$$d = 4v + 8$$

$$\frac{d}{v-s} = 5$$

$$d = 5(v-2)$$

$$d = 5v - 10$$

$$5v - 10 = 4v + 8$$

$$v = 18$$

$$d = 4 \times 18 + 8$$

$$= 72 + 8 = 80 \text{ km}$$

57. (4)

$$\frac{1}{3} \quad \frac{2}{5}$$

$$\frac{5}{13}$$

$$\frac{2}{5} - \frac{5}{13} = \frac{26 - 25}{65} = \frac{1}{65}$$

$$\frac{5}{13} - \frac{1}{3} = \frac{15 - 13}{39} = \frac{2}{39}$$

58. (1)

$$\text{Ratio} = \frac{\frac{1}{65}}{\frac{2}{39}} = \frac{1}{65} \times \frac{39}{2} = \frac{3}{10}$$

Nilesh	Suresh
$40 \times 1 + 50 \times 1 + 60 \times 1 + 70$	85×2
220	170
22	17

59. (2)

$$\text{Nilesh's share} = \frac{22}{39} \times 195000$$

$$= 110000$$

CP of tea sold Rs. 96 per kg

$$= \frac{100}{80} \times 96 = 120$$

$$\text{CP of tea sold at Rs. 140 per kg} = \frac{100}{125} \times 140$$

$$= 28 \times 4$$

$$= 112$$

$$120 \quad 11112$$

$$x$$

$$x - 112 \quad 120 - x$$

$$x - 112 = 120 - x$$

$$2x = 232$$

$$x = 116$$

60. (1)

$$\text{Profit} = \frac{174 - 116}{116} \times 100$$

$$= 50\%$$

61. (5) $636.66 + 366.36 + 363.33 = 1365.99$

62. (3) $3251 + 6205 + 1109 = 10565$

$$\frac{?}{26} \times 65 = 1105$$

$$? = \frac{1105 \times 26}{65} = 442$$

63. (4)

$$32.4 \times 11.5 \times 8.5$$

$$= 372.6 \times 8.5$$

$$= 3167.1$$

64. (2)

$$99 \div 9 + 0.5$$

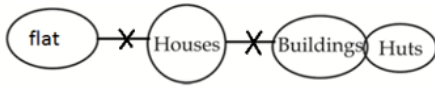
$$= 11 + 0.5$$

$$= 22$$

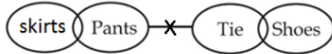
65. (3)



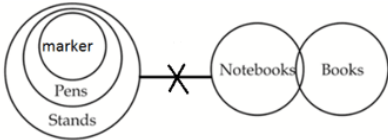
66. (1)



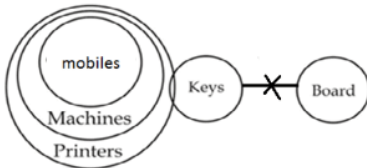
67. (3)



68. (2)



69. (3)



70. (4)

71-75. Input: fun 89 at the 28 16 base camp 35 53 here 68
 Step I : 89 fun at 28 16 base camp 35 53 here 68 the
 Step II: 16 89 fun at 28 base camp 35 53 68 the here
 Step III: 68 16 89 at 28 base camp 35 53 the here fun
 Step IV: 28 68 16 89 at base 35 53 the here fun camp
 Step V: 53 28 68 16 89 at 35 the here fun camp base
 Step VI: 35 53 28 68 16 89 the here fun camp base at

71. (5)

72. (3)

73. (1)

74. (2)

75. (4)

Room	Members	Colour	Apartment
11	AGJ	Green	Antariksh
14	ECl	Blue	Pragati
15	BHK	Red	Parsavanath
16	DFL	Yellow	Ansal

76-80.

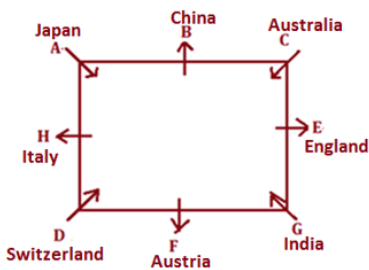
76. (4)

77. (3)

78. (2)

79. (3)

80. (3)



81-85.

81. (2)

82. (3)

83. (2)

84. (4)

85. (3)

86. (4) In both the statements numbers of room is not mentioned.

87. (4) It is mentioned that colour of curtain is same as the walls of hall. But colour of walls of hall is not known.

88. (3) Either statement is sufficient to say that cigarette smoking is injurious to health.

89. (2)

90. (2) A is mother of B.

Floor	Persons	Colour
9	V/W	Blue/Violet
8	Y	Pink
7	T	Yellow
6	P	Brown
5	S	White
4	U	Black
3	R, X	Red
2	V/W	Violet/Blue
1	Q	Green

91-95.

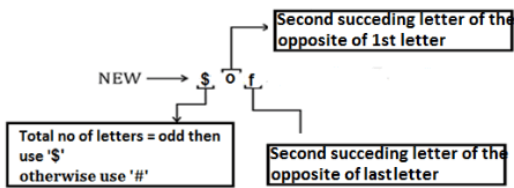
91. (2)

92. (5)

93. (2)

94. (4)

95. (2)



96-100.

96. (4)

97. (5)

98. (1)

99. (3)

100. (5)