|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (1-2): In each of the following sentences, there is a**  **blank space. Below each such sentence, there are four options with one word each. Fill up the blank with the word that makes the sentence grammatically and contextually correct. If none of the four words is your answer, choose option (5) as your answer choice.**  Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system .....    fair and more ....... |
| Type | multiple\_choice |
| Option | Completely, Reliable |
| Option | Morally, egalitarian |
| Option | Utterly, Complex |
| Option | All |
| Option | None |
| Answer | 2 |
| Solution | morally means with reference to the principles of right and wrong behaviour. Egalitarian means believing in or based on the principle that all people are equal and deserve equal rights and opportunities. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (1-2): In each of the following sentences, there is a**  **blank space. Below each such sentence, there are four options with one word each. Fill up the blank with the word that makes the sentence grammatically and contextually correct. If none of the four words is your answer, choose option (5) as your answer choice.**  The Centre has to play a leadership role to ... that States, some of which have done a poor job of implementing the RTE Act, are......to implement urgent reform. |
| Type | multiple\_choice |
| Option | Ensure persuaded |
| Option | Safeguard, Manage |
| Option | Compile, eager |
| Option | All |
| Option | None |
| Answer | 1 |
| Solution | Ensure means make certain that (something) will occur or be the case. Persuaded means induce (someone) to do something through reasoning or argument. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (3-4):** **Read each of the following sentences to find**  **out if there is any grammatical error in it. The error, if any, will be in one part of the sentence. The number (A, B, C or D) of this part is your answer. If there is no error in the statement, then mark option (5) as your answer choice.**  Education reform is vital (A) / to prepare for a future in which (B) / cutting-edge skills will be(C) / necessary for continued economic progress (D) |
| Type | multiple\_choice |
| Option | A |
| Option | B |
| Option | C |
| Option | D |
| Option | None |
| Answer | 5 |
| Solution | No Error. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (3-4):** **Read each of the following sentences to find**  **out if there is any grammatical error in it. The error, if any, will be in one part of the sentence. The number (A, B, C or D) of this part is your answer. If there is no error in the statement, then mark option (5) as your answer choice.**  State governments will have to (A) / fill teacher vacancies and ensure (B) / that the training of recruits is aligned with(C) / scientific, child-oriented teaching methods. (D) |
| Type | multiple\_choice |
| Option | A |
| Option | B |
| Option | C |
| Option | D |
| Option | None |
| Answer | 3 |
| Solution | "Aligned to" would most often be used to introduce the reason for the alignment or the goal behind the alignment. E.g.  "This department has aligned itself with the company's overall procedures to increase our efficiency." |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (5-7):** **Rearrange the following sentences (A), (B),**  **(C), (D), and (E) in the proper sequence to form a meaningful paragraph and then answer the questions given below.**  **Which is the FIRST step after rearrangement?** |
| Type | multiple\_choice |
| Option | A |
| Option | B |
| Option | C |
| Option | D |
| Option | E |
| Answer | 3 |
| Solution | is correct CDEAB |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (5-7):** **Rearrange the following sentences (A), (B),**  **(C), (D), and (E) in the proper sequence to form a meaningful paragraph and then answer the questions given below.**  **Which is the THIRD step after rearrangement?** |
| Type | multiple\_choice |
| Option | A |
| Option | B |
| Option | C |
| Option | D |
| Option | E |
| Answer | 5 |
| Solution | is correct CDEAB |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (5-7):** **Rearrange the following sentences (A), (B),**  **(C), (D), and (E) in the proper sequence to form a meaningful paragraph and then answer the questions given below.**  **Which is the LAST step after rearrangement?** |
| Type | multiple\_choice |
| Option | A |
| Option | B |
| Option | C |
| Option | D |
| Option | E |
| Answer | 2 |
| Solution | is correct CDEAB |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Direction (8-9):** **Which of the following phrases given below**  **each sentence should replace the phrase printed in bold letters to make the sentence meaningfully correct. Choose the best option among the five given alternatives that reflect the correct use of phrase in the context of the grammatically correct sentence. If the sentence is correct as it is, mark “No Error” as your answer**.  **The Centre have to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform.** |
| Type | multiple\_choice |
| Option | The Centre has to play a leadership role to |
| Option | The Centre playing a leadership role to |
| Option | The Centre has been to play a leadership role to |
| Option | The Centre play a leadership role to |
| Option | None |
| Answer | 1 |
| Solution | The Centre is a single representation is use has  in place of have. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Direction (8-9):** **Which of the following phrases given below**  **each sentence should replace the phrase printed in bold letters to make the sentence meaningfully correct. Choose the best option among the five given alternatives that reflect the correct use of phrase in the context of the grammatically correct sentence. If the sentence is correct as it is, mark “No Error” as your answer**.  **The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.** |
| Type | multiple\_choice |
| Option | is in self an ambitious goal that will require |
| Option | is in ambitious goal that will require |
| Option | is in itself an ambitious goal that require |
| Option | is in itself an ambitious goal that will require |
| Option | None |
| Answer | 4 |
| Solution | We are talking about NEP which is non-living so  use itself. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (10-12):** **In the passage given below there are**  **blanks which are numbered from 1 to 10. They are to be filled with the options given below the passage against each of the respective numbers. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning. If none of the words given in options fits in, mark ‘None of these’ as your answer choice.**  India’s far-sighted Right to Education Act is making slow progress in **....10.....** equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in **a ...11....** nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on **....12....**development. |
| Type | multiple\_choice |
| Option | Closed |
| Option | Inclusion |
| Option | Fixed |
| Option | Mainstreaming |
| Option | None |
| Answer | 4 |
| Solution | it means the act of including people who have  particular difficulties or needs in the same schools or places of work as everyone else. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (10-12):** **In the passage given below there are**  **blanks which are numbered from 1 to 10. They are to be filled with the options given below the passage against each of the respective numbers. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning. If none of the words given in options fits in, mark ‘None of these’ as your answer choice.**  India’s far-sighted Right to Education Act is making slow progress in **....10.....** equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in **a ...11....** nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on **....12....**development. |
| Type | multiple\_choice |
| Option | Aggravated |
| Option | Stimulating |
| Option | Relegated |
| Option | All |
| Option | None |
| Answer | 2 |
| Solution | raise levels of physiological or nervous activity  in (the body or any biological system) or encourage or arouse interest or enthusiasm in. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (10-12):** **In the passage given below there are**  **blanks which are numbered from 1 to 10. They are to be filled with the options given below the passage against each of the respective numbers. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning. If none of the words given in options fits in, mark ‘None of these’ as your answer choice.**  India’s far-sighted Right to Education Act is making slow progress in **....10.....** equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in **a ...11....** nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on **....12....**development. |
| Type | multiple\_choice |
| Option | Merry |
| Option | Universal |
| Option | Holistic |
| Option | Tiny |
| Option | None |
| Answer | 3 |
| Solution | It means characterized by the treatment of the  whole person, taking into account mental and social factors, rather than just the symptoms of a disease (or) characterized by the belief that the parts of something are intimately interconnected and explicable only by reference to the whole. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (13-15) Choose the similar meaning**  **Opportunity** |
| Type | multiple\_choice |
| Option | Commencement |
| Option | Calibre |
| Option | Calligraphy |
| Option | Chance |
| Option | None |
| Answer | 4 |
| Solution | It means a time or set of circumstances that  makes it possible to do something. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (13-15) Choose the similar meaning**  **Vital** |
| Type | multiple\_choice |
| Option | Correct |
| Option | Absolutely necessary |
| Option | Essential |
| Option | Option 2 & 3 both |
| Option | None |
| Answer | 4 |
| Solution | It means absolutely necessary; essential. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (13-15) Choose the similar meaning**  **Shortcomings** |
| Type | multiple\_choice |
| Option | Defect |
| Option | Fault |
| Option | Flaw |
| Option | All |
| Option | None |
| Answer | 4 |
| Solution | it means a fault or failure to meet a certain  standard, typically in a person's character, a plan, or a system. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions: (16-17) Choose the opposite meaning**  **Liberalisation** |
| Type | multiple\_choice |
| Option | Change |
| Option | Stay |
| Option | Alter |
| Option | All |
| Option | None |
| Answer | 2 |
| Solution | It means the removal or loosening of restrictions  on something, typically an economic or political system. Stay means remain in a specified state or position. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions: (16-17) Choose the opposite meaning**  **Stream** |
| Type | multiple\_choice |
| Option | Back up |
| Option | Flow |
| Option | Confine |
| Option | All |
| Option | None |
| Answer | 1 |
| Solution | it means a continuous flow of liquid, air, or gas.  Back up accumulate behind an obstruction. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (18-20): Answer the questions given below based**  **on the passage.**  **Which of the following is incorrect in the context of the above passage?** |
| Type | multiple\_choice |
| Option | RTE Act is for children upto 6 to 12 year |
| Option | RTE Act is making fast progress |
| Option | NEP proposal to infuse Study schemes |
| Option | All are incorrect |
| Option | None |
| Answer | 4 |
| Solution | according to passage all is incorrect. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (18-20): Answer the questions given below based**  **on the passage.**  **Of the following options, which would be the most**  **appropriate title for the given passage?** |
| Type | multiple\_choice |
| Option | On RTE progress |
| Option | Flawed rules of RTE |
| Option | RTE for All |
| Option | All |
| Option | None |
| Answer | 1 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (1-20) Read the following passage carefully and**  **answer the questions that follow.**  India’s far-sighted Right to Education Act is making slow progress in mainstreaming equity, in the absence of a strong political commitment in several States. The proposal to extend its scope to younger children through early childhood education is, however, wholly positive. The move suggested in the draft National Education Policy to put children three years and older in a stimulating nursery environment is a welcome logical measure. The pedagogical view is that the pre-school phase is crucial to stimulate a child’s curiosity and help her prepare for schooling at age six. The NEP proposal to infuse the existing child development schemes, which are primarily nutrition-oriented, with a learning component is in line with this thinking on holistic development. An extension of the RTE would be a big step forward, but in the absence of measures that will deepen equity, the law cannot be transformative. The Centre has to guarantee that in its totality, the Right to Education will encompass all schools bar those catering to minorities. This is necessary to achieve its moral goal of bringing quality schooling to all in the 6-14 age group; adding the early childhood section, now under the Ministry of Women and Child Development, will then be meaningful. Unfortunately, the evidence indicates that only 12.7% schools comply with the law’s requirements, and at the pace seen since RTE became law in 2010, it will take decades to achieve full coverage.  Giving all children aged three and above the right to an education can become a reality only if the state is willing to live up to its promise of devoting more financial resources. An expenditure of 6% of GDP on education could have transformed the sector, given the large wealth generated since economic **LIBERALISATION**. But far less is spent — for instance, 2.7% in 2017-18. The lost years have cost millions a brighter future, but the draft NEP provides an **OPPORTUNITY** to make amends. Bringing more children into the formal **STREAM** needs a well-thought-out road map. The Centre has to play a leadership role to ensure that States, some of which have done a poor job of implementing the RTE Act, are persuaded to implement urgent reform. The NEP’s proposal to have well-designed school complexes, where pre-primary to secondary classes will be available, is in itself an ambitious goal that will require mission-mode implementation.  **SHORTCOMINGS** in anganwadi centres must be addressed in the expansion plan. State governments will have to fill teacher vacancies and ensure that the training of recruits is aligned to scientific, child-oriented teaching methods. Education reform is **VITAL** to prepare for a future in which cutting-edge skills will be necessary for continued economic progress. Changes to the RTE Act that will prepare all children for a more productive schooling phase can help make India’s educational system morally fair and more egalitarian.  **Directions (18-20): Answer the questions given below based**  **on the passage.**  **According to passage what percentage is spending on Education Sector?** |
| Type | multiple\_choice |
| Option | 6% |
| Option | 2.7% |
| Option | 12.7% |
| Option | All |
| Option | None |
| Answer | 2 |
| Solution | According to passage only 2.7 % is spent on education sector. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions: (21- 23)** for each question, three sentences are given  corresponding to each option. One of the sentences is grammatically incorrect. Choose the option which mentions the grammatically incorrect sentence. If all the three sentences are grammatically correct, then choose option (E) “All are correct” as your answer. |
| Type | multiple\_choice |
| Option | The reforms being promoted in the World Trade Organization (WTO) is not in favour of the developing countries. |
| Option | The meeting would provide a chance to reaffirm the resolve to keep development at the centre of the reform agenda. |
| Option | The reform initiatives must promote inclusiveness and non-discrimination, build trust and address the inequalities and glaring asymmetries in existing agreements. |
| Option | 1 & 2 |
| Option | All are Correct |
| Answer | 1 |
| Solution | In sentence use Are in place of Is because we are taking about reforms which is plural. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions: (21- 23)** for each question, three sentences are given  corresponding to each option. One of the sentences is grammatically incorrect. Choose the option which mentions the grammatically incorrect sentence. If all the three sentences are grammatically correct, then choose option (E) “All are correct” as your answer. |
| Type | multiple\_choice |
| Option | These asymmetries are against the interest of developing countries including LDCs [least developed countries]. |
| Option | There is a need to work together to put issues of importance for developing countries and their priorities in the reform agenda.” |
| Option | The fundamentals of the global multilateral trade system were being tested through a tide of protectionism around the world that was vitiating the global economic environment. |
| Option | 2 & 3 |
| Option | All are Correct |
| Answer | 5 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions: (21- 23)** for each question, three sentences are given  corresponding to each option. One of the sentences is grammatically incorrect. Choose the option which mentions the grammatically incorrect sentence. If all the three sentences are grammatically correct, then choose option (5) “All are correct” as your answer. |
| Type | multiple\_choice |
| Option | India believing that developing countries need to work together to protect their interests in the WTO negotiations through preservation of the core fundamental principles of the WTO. |
| Option | Angered by Washington’s refusal to exempt it from new steel and aluminum tariffs, New Delhi announced in June last year a plan to raise the import tax on U.S. products such as almonds, walnuts and apples. |
| Option | However, any citizen of India with a savings bank or post office account can invest in the APY. The age of the subscriber should be 18-40 years. |
| Option | 2 & 1 |
| Option | All are Correct |
| Answer | 1 |
| Solution | Indian is in singular form and not in continuing form, so use present in this Believes in place of Believing. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (24-30):** In the passage given below there are blanks which are numbered from 1 to 10. They are to be filled with the options given below the passage against each of the respective numbers. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning.  One of the great themes **……24…….**Indian life is social interdependence. People are born into groups—families, clans, subcastes, castes, and religious communities—and feel a deep sense of inseparability from these groups. People are deeply involved with others, and for many, the greatest fear is the possibility of being left alone, without social support. Psychologically, family members typically experience intense emotional interdependence. Economic activities, too, are deeply **……25……**in a social**…26…...** Through a multitude of **…….27…….**ties, each person is linked with kin in villages and towns near and far. Almost everywhere a person goes, he can find a relative from whom he can expect moral and practical support.  In every activity, social ties can help a person and the absence of them can bring failure. Seldom do people carry out even the simplest tasks on their own. When a small child eats, his mother puts the food into his mouth with her own hand. When a girl brings water home from the well in pots on her head, someone helps her unload the pots. A student hopes that an influential relative or friend can **……..28……..**his college admission. A young person **…..29…….**that parents will arrange his or her marriage. Finally, a person facing death expects that relatives will conduct the proper funeral rites ensuring his own smooth passage to the next stage of existence and **……30….**social ties among mourners. |
| Type | multiple\_choice |
| Option | Pervading |
| Option | Of |
| Option | Infusing |
| Option | Defusing |
| Option | None |
| Answer | 1 |
| Solution | It means spread through and be perceived in every part of. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (24-30):** In the passage given below there are blanks which are numbered from 1 to 10. They are to be filled with the options given below the passage against each of the respective numbers. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning.  One of the great themes **……24…….**Indian life is social interdependence. People are born into groups—families, clans, subcastes, castes, and religious communities—and feel a deep sense of inseparability from these groups. People are deeply involved with others, and for many, the greatest fear is the possibility of being left alone, without social support. Psychologically, family members typically experience intense emotional interdependence. Economic activities, too, are deeply **……25……**in a social**…26…...** Through a multitude of **…….27…….**ties, each person is linked with kin in villages and towns near and far. Almost everywhere a person goes, he can find a relative from whom he can expect moral and practical support.  In every activity, social ties can help a person and the absence of them can bring failure. Seldom do people carry out even the simplest tasks on their own. When a small child eats, his mother puts the food into his mouth with her own hand. When a girl brings water home from the well in pots on her head, someone helps her unload the pots. A student hopes that an influential relative or friend can **……..28……..**his college admission. A young person **…..29…….**that parents will arrange his or her marriage. Finally, a person facing death expects that relatives will conduct the proper funeral rites ensuring his own smooth passage to the next stage of existence and **……30….**social ties among mourners. |
| Type | multiple\_choice |
| Option | All |
| Option | Imbedded |
| Option | Ingrain |
| Option | Enroots |
| Option | None |
| Answer | 2 |
| Solution | It means fix (an object) firmly and deeply in a surrounding mass. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (24-30):** In the passage given below there are blanks which are numbered from 1 to 10. They are to be filled with the options given below the passage against each of the respective numbers. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning.  One of the great themes **……24…….**Indian life is social interdependence. People are born into groups—families, clans, subcastes, castes, and religious communities—and feel a deep sense of inseparability from these groups. People are deeply involved with others, and for many, the greatest fear is the possibility of being left alone, without social support. Psychologically, family members typically experience intense emotional interdependence. Economic activities, too, are deeply **……25……**in a social**…26…...** Through a multitude of **…….27…….**ties, each person is linked with kin in villages and towns near and far. Almost everywhere a person goes, he can find a relative from whom he can expect moral and practical support.  In every activity, social ties can help a person and the absence of them can bring failure. Seldom do people carry out even the simplest tasks on their own. When a small child eats, his mother puts the food into his mouth with her own hand. When a girl brings water home from the well in pots on her head, someone helps her unload the pots. A student hopes that an influential relative or friend can **……..28……..**his college admission. A young person **…..29…….**that parents will arrange his or her marriage. Finally, a person facing death expects that relatives will conduct the proper funeral rites ensuring his own smooth passage to the next stage of existence and **……30….**social ties among mourners. |
| Type | multiple\_choice |
| Option | Tie |
| Option | Node |
| Option | Link |
| Option | Nexus |
| Option | None |
| Answer | 4 |
| Solution | It means a connection or series of connections linking two or more things |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (24-30):** In the passage given below there are blanks which are numbered from 1 to 10. They are to be filled with the options given below the passage against each of the respective numbers. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning.  One of the great themes **……24…….**Indian life is social interdependence. People are born into groups—families, clans, subcastes, castes, and religious communities—and feel a deep sense of inseparability from these groups. People are deeply involved with others, and for many, the greatest fear is the possibility of being left alone, without social support. Psychologically, family members typically experience intense emotional interdependence. Economic activities, too, are deeply **……25……**in a social**…26…...** Through a multitude of **…….27…….**ties, each person is linked with kin in villages and towns near and far. Almost everywhere a person goes, he can find a relative from whom he can expect moral and practical support.  In every activity, social ties can help a person and the absence of them can bring failure. Seldom do people carry out even the simplest tasks on their own. When a small child eats, his mother puts the food into his mouth with her own hand. When a girl brings water home from the well in pots on her head, someone helps her unload the pots. A student hopes that an influential relative or friend can **……..28……..**his college admission. A young person **…..29…….**that parents will arrange his or her marriage. Finally, a person facing death expects that relatives will conduct the proper funeral rites ensuring his own smooth passage to the next stage of existence and **……30….**social ties among mourners. |
| Type | multiple\_choice |
| Option | All |
| Option | Similarity |
| Option | Association |
| Option | kinship |
| Option | None |
| Answer | 4 |
| Solution | It means relation with one another, like blood relations |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (24-30):** In the passage given below there are blanks which are numbered from 1 to 10. They are to be filled with the options given below the passage against each of the respective numbers. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning.  One of the great themes **……24…….**Indian life is social interdependence. People are born into groups—families, clans, subcastes, castes, and religious communities—and feel a deep sense of inseparability from these groups. People are deeply involved with others, and for many, the greatest fear is the possibility of being left alone, without social support. Psychologically, family members typically experience intense emotional interdependence. Economic activities, too, are deeply **……25……**in a social**…26…...** Through a multitude of **…….27…….**ties, each person is linked with kin in villages and towns near and far. Almost everywhere a person goes, he can find a relative from whom he can expect moral and practical support.  In every activity, social ties can help a person and the absence of them can bring failure. Seldom do people carry out even the simplest tasks on their own. When a small child eats, his mother puts the food into his mouth with her own hand. When a girl brings water home from the well in pots on her head, someone helps her unload the pots. A student hopes that an influential relative or friend can **……..28……..**his college admission. A young person **…..29…….**that parents will arrange his or her marriage. Finally, a person facing death expects that relatives will conduct the proper funeral rites ensuring his own smooth passage to the next stage of existence and **……30….**social ties among mourners. |
| Type | multiple\_choice |
| Option | Ease |
| Option | Permeate |
| Option | facilitate |
| Option | Smooth |
| Option | None |
| Answer | 3 |
| Solution | It means spread throughout |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (24-30):** In the passage given below there are blanks which are numbered from 1 to 10. They are to be filled with the options given below the passage against each of the respective numbers. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning.  One of the great themes **……24…….**Indian life is social interdependence. People are born into groups—families, clans, subcastes, castes, and religious communities—and feel a deep sense of inseparability from these groups. People are deeply involved with others, and for many, the greatest fear is the possibility of being left alone, without social support. Psychologically, family members typically experience intense emotional interdependence. Economic activities, too, are deeply **……25……**in a social**…26…...** Through a multitude of **…….27…….**ties, each person is linked with kin in villages and towns near and far. Almost everywhere a person goes, he can find a relative from whom he can expect moral and practical support.  In every activity, social ties can help a person and the absence of them can bring failure. Seldom do people carry out even the simplest tasks on their own. When a small child eats, his mother puts the food into his mouth with her own hand. When a girl brings water home from the well in pots on her head, someone helps her unload the pots. A student hopes that an influential relative or friend can **……..28……..**his college admission. A young person **…..29…….**that parents will arrange his or her marriage. Finally, a person facing death expects that relatives will conduct the proper funeral rites ensuring his own smooth passage to the next stage of existence and **……30….**social ties among mourners. |
| Type | multiple\_choice |
| Option | Expects |
| Option | All |
| Option | Anticipates |
| Option | Forestalls |
| Option | None |
| Answer | 3 |
| Solution | It means prevent or obstruct by taking advance action. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions (24-30):** In the passage given below there are blanks which are numbered from 1 to 10. They are to be filled with the options given below the passage against each of the respective numbers. Find out the appropriate word in each case which can most suitably complete the sentence without altering its meaning.  One of the great themes **……24…….**Indian life is social interdependence. People are born into groups—families, clans, subcastes, castes, and religious communities—and feel a deep sense of inseparability from these groups. People are deeply involved with others, and for many, the greatest fear is the possibility of being left alone, without social support. Psychologically, family members typically experience intense emotional interdependence. Economic activities, too, are deeply **……25……**in a social**…26…...** Through a multitude of **…….27…….**ties, each person is linked with kin in villages and towns near and far. Almost everywhere a person goes, he can find a relative from whom he can expect moral and practical support.  In every activity, social ties can help a person and the absence of them can bring failure. Seldom do people carry out even the simplest tasks on their own. When a small child eats, his mother puts the food into his mouth with her own hand. When a girl brings water home from the well in pots on her head, someone helps her unload the pots. A student hopes that an influential relative or friend can **……..28……..**his college admission. A young person **…..29…….**that parents will arrange his or her marriage. Finally, a person facing death expects that relatives will conduct the proper funeral rites ensuring his own smooth passage to the next stage of existence and **……30….**social ties among mourners. |
| Type | multiple\_choice |
| Option | All |
| Option | Endorsing |
| Option | Reaffirming |
| Option | Assurance |
| Option | None |
| Answer | 3 |
| Solution | It means confirm the validity of( Confirmation about anything) |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(31-35)** Read the following line graph and table chart carefully and answer the questions given below.Line graph shows time taken (in hours) by six different vehicles on Friday and Sunday.    Table chart shows distance covered (in km) six vehicles on each Friday and Sunday.    What was the difference between the speed of vehicle O  on Friday and the speed of vehicle M on Sunday? |
| Type | multiple\_choice |
| Option | 5.5 km/hr. |
| Option | 7.5 km/hr. |
| Option | 4 km/hr. |
| Option | 6 km/hr. |
| Option | None of these |
| Answer | 5 |
| Solution | Required difference = (1188/18) – (915/15)  = 66 – 61 = 5 km/hr. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(31-35)** Read the following line graph and table chart carefully and answer the questions given below.Line graph shows time taken (in hours) by six different vehicles on Friday and Sunday.    Table chart shows distance covered (in km) six vehicles on each Friday and Sunday.    What is the speed of vehicle N on Friday in terms of meter per second? |
| Type | multiple\_choice |
| Option | 14.5 m/s. |
| Option | 15 m/s. |
| Option | 12.5 m/s. |
| Option | 16 m/s. |
| Option | None of these |
| Answer | 2 |
| Solution | Required speed = × = 15 m/s. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(31-35)** Read the following line graph and table chart carefully and answer the questions given below.Line graph shows time taken (in hours) by six different vehicles on Friday and Sunday.    Table chart shows distance covered (in km) six vehicles on each Friday and Sunday.    The total distance travelled on Sunday by vehicle L and vehicle Q together is approximately what percent more than the total distance travelled on Friday by vehicle P and vehicle M together? |
| Type | multiple\_choice |
| Option | 78% |
| Option | 88% |
| Option | 85% |
| Option | 80% |
| Option | None of these |
| Answer | 5 |
| Solution | Required % = × 100  = 16.1428% ≈ 16% |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(31-35)** Read the following line graph and table chart carefully and answer the questions given below.Line graph shows time taken (in hours) by six different vehicles on Friday and Sunday.    Table chart shows distance covered (in km) six vehicles on each Friday and Sunday.    What is the respective ratio between the speeds of vehicle O and vehicle P on Sunday? |
| Type | multiple\_choice |
| Option | 36 : 33 |
| Option | 9 : 8 |
| Option | 17 : 16 |
| Option | 34 : 31 |
| Option | None of these |
| Answer | 4 |
| Solution | Required **ratio =** : = 68 : 62 = 34 : 31 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(31-35)** Read the following line graph and table chart carefully and answer the questions given below.Line graph shows time taken (in hours) by six different vehicles on Friday and Sunday.    Table chart shows distance covered (in km) six vehicles on each Friday and Sunday.    Speed of vehicle L on Friday is approximately what percent of the sum of speeds of vehicle Q on Friday and vehicle N on Sunday together? |
| Type | multiple\_choice |
| Option | 57% |
| Option | 58% |
| Option | 53% |
| Option | 55% |
| Option | 54% |
| Answer | 1 |
| Solution | Required % = × 100 = 56.7307% ≈ 57% |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(31-35)** Read the following line graph and table chart carefully and answer the questions given below.Line graph shows time taken (in hours) by six different vehicles on Friday and Sunday.    Table chart shows distance covered (in km) six vehicles on each Friday and Sunday.    What is the difference between the sum of speeds of all the given vehicles on Friday and Sunday? |
| Type | multiple\_choice |
| Option | 13.5 km/hr. |
| Option | 12.5 km/hr. |
| Option | 14 km/hr. |
| Option | 15 km/hr. |
| Option | None of these |
| Answer | 5 |
| Solution | Required **difference** = ( + +  + + ) - ( + + +  + ) = (65 + 61 + 47 + 68 +62 +58 ) – (59  + 63 + 54 + 66 + 49 + 57 ) = 361 – 348 = 13 km/hr. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(37-41)** In the following question two equations are given. You have to solve both and establish the relation between given variables?  **I.** 15x2+57x+36=0 **II.** 64y2+80y+24=0 |
| Type | multiple\_choice |
| Option | y > x |
| Option | x > y |
| Option | x = y or No Relation |
| Option | y < x |
| Option | x < y |
| Answer | 1 |
| Solution | **I:** 3(5x2+19x+12)=0  5x2+15x+4x+12=0  5x(x+3)+4(x+3)=0  X=-3,-  **II:** 8(8y2+10y+3)=0  8y2+6y+4y+3=0  2y(4y+3)+1(4y+3)=0  Y= -  So, x<y |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(37-41)** In the following question two equations are given. You have to solve both and establish the relation between given variables?  **I.** 26x2-64x+24=0 **II.** 51y2+144y-27=0 |
| Type | multiple\_choice |
| Option | y > x |
| Option | x > y |
| Option | x = y or No Relation |
| Option | y < x |
| Option | x < y |
| Answer | 2 |
| Solution | **I:** 2(13x2-32x+12)=0  13x2-26x-6x+12=0  13x(x-2)-6(x-2)=0  X=2,  **II:** 3(17y2+48y-9)=0  17y2+51y-3y-9=0  17y(y+3)-3(y+3)=0  Y=-3,  So, x>y |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(37-41)** In the following question two equations are given. You have to solve both and establish the relation between given variables?  **I.** 36x2+87x+42=0 **II.** 36y2+36y+8=0 |
| Type | multiple\_choice |
| Option | y > x |
| Option | x > y |
| Option | x = y or No Relation |
| Option | y < x |
| Option | x < y |
| Answer | 5 |
| Solution | **I:** 3(12x2+29x+14)=0  12x2+21x+8x+14=0  3x(4x+7)+2(4x+7)=0  X=  **II:** 4(9y2+9y+2)=0  9y2+6y+3y+2=0  3y(3y+2)+1(3y+2)=0  Y=,  So, x<y |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(37-41)** In the following question two equations are given. You have to solve both and establish the relation between given variables?  **I.** 42x2-77x+28=0 **II.** 72y2+54y-45=0 |
| Type | multiple\_choice |
| Option | y > x |
| Option | x > y |
| Option | x = y or No Relation |
| Option | y < x |
| Option | x < y |
| Answer | 4 |
| Solution | **I:** 7(6x2-11x+4)=0  6x2-8x-3x+4=0  2x(3x-4)-1(3x-4)=0  X =  **II:** 9(8y2+6y-5)=0  8y2+10y-4y-5=0  2y(4y+5)+1(4y+5)=0  Y=  So, x>y |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(37-41)** In the following question two equations are given. You have to solve both and establish the relation between given variables?  **I.** 14x+15y = 768 **II.** 16x+17y=874 |
| Type | multiple\_choice |
| Option | y > x |
| Option | x > y |
| Option | x = y or No Relation |
| Option | y < x |
| Option | x < y |
| Answer | 2 |
| Solution | x=27, y=26  So, x>y |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(42-46)** In each question given below a number series is given in which one number is wrong. Find out the wrong number?  7, 18, 48, 142, 452, 1588 |
| Type | multiple\_choice |
| Option | 18 |
| Option | 48 |
| Option | 142 |
| Option | 452 |
| Option | 1588 |
| Answer | 3 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(42-46)** In each question given below a number series is given in which one number is wrong. Find out the wrong number?  4, 13, 40, 135, 562, 2765 |
| Type | multiple\_choice |
| Option | 13 |
| Option | 40 |
| Option | 135 |
| Option | 562 |
| Option | 2765 |
| Answer | 4 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(42-46)** In each question given below a number series is given in which one number is wrong. Find out the wrong number?  848, 196.8, 50.88, 20.352, 10.176, 6.1056 |
| Type | multiple\_choice |
| Option | 196.8 |
| Option | 50.88 |
| Option | 20.352 |
| Option | 10.176 |
| Option | 6.1056 |
| Answer | 1 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(42-46)** In each question given below a number series is given in which one number is wrong. Find out the wrong number?  143, 168, 280, 831, 3308, 16515 |
| Type | multiple\_choice |
| Option | 831 |
| Option | 16515 |
| Option | 3308 |
| Option | 280 |
| Option | 168 |
| Answer | 5 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(42-46)** In each question given below a number series is given in which one number is wrong. Find out the wrong number?  6256, 4264, 3296, 2770, 2521, 2396.5, 2334.25 |
| Type | multiple\_choice |
| Option | 3296 |
| Option | 2396.5 |
| Option | 4264 |
| Option | 2334.25 |
| Option | 2521 |
| Answer | 1 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(47-51)** What approximate value should come in place of question mark (?) in the following questions? (You are not expected to calculate the exact value).  23.999 × 9.003 × 16.997 – 37127.98 ÷ 13 = ? |
| Type | multiple\_choice |
| Option | 912 |
| Option | 792 |
| Option | 816 |
| Option | 842 |
| Option | 798 |
| Answer | 3 |
| Solution | 24×9×17-37128÷13=?  3672 – 2856=?  ?=816 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(47-51)** What approximate value should come in place of question mark (?) in the following questions? (You are not expected to calculate the exact value).  0. + 4 + 3 – 2 = ? + 4 – 1 |
| Type | multiple\_choice |
| Option | 2 |
| Option | 4 |
| Option | 3.5 |
| Option | 3 |
| Option | 4.5 |
| Answer | 4 |
| Solution | ++-+(4+3-2)=?+(4-1)+  +5=?+3+  +(5-3)-=?  +2=?  2+=?  2+=?  2  ?=2 ≈ 3 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(47-51)** What approximate value should come in place of question mark (?) in the following questions? (You are not expected to calculate the exact value).  15.5% of 850 + 24.8% of 650 – 8.33% of 1355.99=? |
| Type | multiple\_choice |
| Option | 180 |
| Option | 174 |
| Option | 188 |
| Option | 196 |
| Option | 170 |
| Answer | 1 |
| Solution | 131.75+161.2 - × 1356=?  292.95 – 113=?  ?=179.95≈180 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(47-51)** What approximate value should come in place of question mark (?) in the following questions? (You are not expected to calculate the exact value).  68.93×82.08 - × = ?2- |
| Type | multiple\_choice |
| Option | 64 |
| Option | 61 |
| Option | 63 |
| Option | 64.5 |
| Option | None of these |
| Answer | 5 |
| Solution | 69×82 -×=?2-  5658-28×71=?2-174  5658-1988=?2-174  3670+174=?2  3844=?2  ?=62 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(47-51)** What approximate value should come in place of question mark (?) in the following questions? (You are not expected to calculate the exact value).  (8952.18–2324.93+12516.9+9816.32-1912.24)÷92=? |
| Type | multiple\_choice |
| Option | 312 |
| Option | 294 |
| Option | 302 |
| Option | 278 |
| Option | 286 |
| Answer | 2 |
| Solution | (8952-2325+12517+9816-1912)÷92=?  27048÷92=?  ?=294 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(52-53)** In the following questions, two statements numbered I and II are given. On solving them, we get question I and II respectively. Solve for both the quantities and Choose the correct option?  **Quantity I:** The average height of four girls was recorded as 152 cm. If the average of height of three girls out of the four was 149 cm, what was the height of the fourth girl?  **Quantity II:** A person lent a certain sum of money at 4% simple interest for 5 years and the interest amounted to Rs. 128.8 less than the sum lent. Find the sum lent? |
| Type | multiple\_choice |
| Option | Quantity II > Quantity I |
| Option | Quantity I > Quantity II |
| Option | Quantity II > Quantity I |
| Option | Quantity I = Quantity II (or) No Relation |
| Option | Quantity II < Quantity I |
| Answer | 4 |
| Solution | **Quantity I:**  Height of fourth girl = 152×4-149×3=161 cm.  **Quantity II:**  Required sum = = = Rs. 161  So, Quantity I = Quantity II |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(52-53)** In the following questions, two statements numbered I and II are given. On solving them, we get question I and II respectively. Solve for both the quantities and Choose the correct option?  **Quantity I:** How many numbers of five digits can be formed with the digits 0,9,8,7,6,4, and 3? When repetition is not allowed.  **Quantity II:** If doubling a number and adding 40 to the result gives the same answer as multiplying the number by 3 and taking away 2120 from the product, the number is:- |
| Type | multiple\_choice |
| Option | Quantity II > Quantity I |
| Option | Quantity I > Quantity II |
| Option | Quantity I < Quantity II |
| Option | Quantity II < Quantity I |
| Option | Quantity I = Quantity II or NO Relation |
| Answer | 5 |
| Solution | Required numbers = 6×6×5×4×3=2160  **Quantity II:**  Let number = x  2x+40=3x-2120  X=2160  So, Quantity I = Quantity II |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(54-58)** Read the following bar graph carefully and  answer the questions given below.  Bar graph shows number of students of five different schools in three different standards.    What is the average number of students studying in 12th  standard from all the given colleges together? |
| Type | multiple\_choice |
| Option | 238 |
| Option | 228 |
| Option | 212 |
| Option | 198 |
| Option | None of these |
| Answer | 3 |
| Solution | Required average =  = 212 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(54-58)** Read the following bar graph carefully and  answer the questions given below.  Bar graph shows number of students of five different schools in three different standards.    What is the difference between the total number of students studying in 10th standard and 8th standard from all the given colleges together? |
| Type | multiple\_choice |
| Option | 42 |
| Option | 60 |
| Option | 30 |
| Option | 48 |
| Option | None of these |
| Answer | 5 |
| Solution | Required **difference** = 10th – 8th  =(220+145+230+190+255)-(185+165+195+ 240+215) = 1040 – 1000 = 40 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(54-58)** Read the following bar graph carefully and  answer the questions given below.  Bar graph shows number of students of five different schools in three different standards.    The total number of students studying in 10th standard from college B and D together is approximately what percent of the total number of students studying in 12th standard from college C and E together? |
| Type | multiple\_choice |
| Option | 61% |
| Option | 59% |
| Option | 63% |
| Option | 65% |
| Option | 62% |
| Answer | 1 |
| Solution | **Required** % = ×100 = × 100  = 60.9090 % ≈ 61 % |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(54-58)** Read the following bar graph carefully and  answer the questions given below.  Bar graph shows number of students of five different schools in three different standards.    What is the total number of students studying in 8th, 10th and 12th standard from all given colleges together? |
| Type | multiple\_choice |
| Option | 3160 |
| Option | 3100 |
| Option | 3080 |
| Option | 2990 |
| Option | None of these |
| Answer | 2 |
| Solution | Required sum = 1060 + 1000 +1040 = 3100 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Directions Q.(54-58)** Read the following bar graph carefully and  answer the questions given below.  Bar graph shows number of students of five different schools in three different standards.    What is the respectively ratio between the total number of student studying in 8th standard from college A and C together and the total number of students studying in 10th standard from college C and A together? |
| Type | multiple\_choice |
| Option | 19:24 |
| Option | 76:97 |
| Option | 6:7 |
| Option | 4:5 |
| Option | None of these |
| Answer | 4 |
| Solution | Required **ratio** **=** = = = 4:5 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | A train 210 meter long travelling at 72 km/hr. passes another train, twice as fast as this train and travelling in opposite direction in 8 seconds. Find the length of the second train? |
| Type | multiple\_choice |
| Option | 260 m |
| Option | 280 m |
| Option | 270 m |
| Option | 320 m |
| Option | None of these |
| Answer | 3 |
| Solution | Relative speed = 72 + 144 = 216 km/hr.  = (216×) m/s. = 60 m/s.  Let the length of the second train be x meters.  **Then,**  **= 60**  **x = 270 m.** |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | Ramesh got 40% of maximum marks in an examination and failed by 60 marks. However, Suresh who appeared in the same exam got 60% of the maximum marks and got 20 marks more than the passing marks. Find the passing percent of the examination. |
| Type | multiple\_choice |
| Option | 60% |
| Option | 58% |
| Option | 65% |
| Option | 54% |
| Option | None of these |
| Answer | 5 |
| Solution | Maximum marks = × 100 = 400  Passing marks = 400 × + 60 = 160 + 60  = 220  Passing % = × 100 = 55 % |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | Purvi and Poonam completed a work together in 10 days. Had Purvi worked at twice rate of itself and Poonam at half rate of itself they would take 8 days to complete the work. How much time would Purvi take to do the whole work alone? |
| Type | multiple\_choice |
| Option | 10 days |
| Option | 16 days |
| Option | 24 days |
| Option | 20 days |
| Option | None of these |
| Answer | 4 |
| Solution | the efficiency of Purvi be ‘a’ and that of Poonam be ‘b’.  Total work = 10 (a + b) = 8 (2a + b/2)  According to question -  10a + 10b = 16a + 4b  6a = 6b  a = b  Total work = 10 × 2a = 20a  Time taken by Purvi = 20a/a = 20 days |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | A man can row 72 km upstream and 68 km downstream in 12 hours Also, he can row 63 km upstream and 51 km downstream in 10 hours. Find the speed of current? |
| Type | multiple\_choice |
| Option | 4 km/hr. |
| Option | 3 km/hr. |
| Option | 3.5 km/hr. |
| Option | 4.5 km/hr. |
| Option | None of these |
| Answer | 1 |
| Solution | Let the rate downstream is x km / hour and rate upstream is y km / hour.  **A**according to question  + = 12 ………(1)  + = 10 ………(2)  By solving both equation-  x = 17, y = 9  Rate of current = = = 4 km/hr. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | Two pipes can fill a tank in 10 hours and 15 hours respectively, while the third pipe can empty it in 20 hours. If all the pipes are opened simultaneously, the tank will be filled in: |
| Type | multiple\_choice |
| Option | 8 hrs. |
| Option | 7hrs. |
| Option | 9 hrs. |
| Option | 5 hrs. |
| Option | None of these |
| Answer | 5 |
| Solution | Tank will be filled in = = = 8 hrs. |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | A tradesman sold an article at a loss of 30%. If the selling price had been increased by Rs. 780, there would have been a gain of 10%. What was the cost price of the article? |
| Type | multiple\_choice |
| Option | 1850 |
| Option | 1950 |
| Option | 2150 |
| Option | 2050 |
| Option | None of these |
| Answer | 2 |
| Solution | Cost price = ×100 = Rs. 1950 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | Three solid cube of sides 6 cm. and 8 cm. and 10 cm. are melted to form a new cube. Find the surface area of the cube so formed? |
| Type | multiple\_choice |
| Option | 756 cm.2 |
| Option | 1024 cm.2 |
| Option | 864 cm.2 |
| Option | 936 cm.2 |
| Option | None of these |
| Answer | 3 |
| Solution | Volume of new cube =  = = 12 cm.3  So, surface area of the new cube  **=** 6 × 12 × 12 = 864 cm**.2** |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(66-70)** In each of the questions below are given three/four statements followed by two conclusions. You have to take the given statements to be true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follows from the given statements, disregarding commonly known facts. Give answer-    **Statements:** Some S are N. No N is C. All C are M.  Some S are R.  **Conclusions: (I)** Some M are not N.  **(II)** No C is R. |
| Type | multiple\_choice |
| Option | If conclusion I follows. |
| Option | If conclusion II follows. |
| Option | If either conclusion I or II follows. |
| Option | If neither conclusion I nor II follows. |
| Option | If both conclusions I and II follows. |
| Answer | 1 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(66-70)** In each of the questions below are given three/four statements followed by two conclusions. You have to take the given statements to be true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follows from the given statements, disregarding commonly known facts. Give answer-    **Statements:** All Y are K. Some K are R. All R are D.  No D is T.  **Conclusions: (I)** At least some K are not T.  **(II)** At least some R are not T. |
| Type | multiple\_choice |
| Option | If conclusion I follows. |
| Option | If conclusion II follows. |
| Option | If either conclusion I or II follows. |
| Option | If neither conclusion I nor II follows. |
| Option | If both conclusions I and II follows. |
| Answer | 5 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(66-70)** In each of the questions below are given three/four statements followed by two conclusions. You have to take the given statements to be true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follows from the given statements, disregarding commonly known facts. Give answer-    **Statements:** No X is A. Some J are A. All J are Q. Some Q are E.  **Conclusions: (I)** Some E are not X**. (II)** No X is J. |
| Type | multiple\_choice |
| Option | If conclusion I follows. |
| Option | If conclusion II follows. |
| Option | If either conclusion I or II follows. |
| Option | If neither conclusion I nor II follows. |
| Option | If both conclusions I and II follows. |
| Answer | 4 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(66-70)** In each of the questions below are given three/four statements followed by two conclusions. You have to take the given statements to be true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follows from the given statements, disregarding commonly known facts. Give answer-    **Statements:** Some V are A. Some A are D.  Some D are H.  **Conclusions: (I)** Some H are V. **(II)** Some H are not V. |
| Type | multiple\_choice |
| Option | If conclusion I follows. |
| Option | If conclusion II follows. |
| Option | If either conclusion I or II follows. |
| Option | If neither conclusion I nor II follows. |
| Option | If both conclusions I and II follows. |
| Answer | 3 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(66-70)** In each of the questions below are given three/four statements followed by two conclusions. You have to take the given statements to be true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follows from the given statements, disregarding commonly known facts. Give answer-    **Statements:** Some L are not K. Some K are not H.  All H are R.  **Conclusions: (I)** All K can be R. **(II)** All R can be K. |
| Type | multiple\_choice |
| Option | If conclusion I follows. |
| Option | If conclusion II follows. |
| Option | If either conclusion I or II follows. |
| Option | If neither conclusion I nor II follows. |
| Option | If both conclusions I and II follows. |
| Answer | 5 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(71-75)** In each of the questions below consists of a  question and two statements numbered I and II given below it. You have to decide whether the data provided in the statements are sufficient to answer the question. Read both the statements and give answer-  In which year was Akhil born?  **Statements: (I)** Akhil at present is 22 years younger to his mother.  **(II)** Akhil's brother, who was born in 2001, is 34 years younger to his mother. |
| Type | multiple\_choice |
| Option | If the data in statement I alone are sufficient to answer the question, while the data in statement II alone are not sufficient to answer the question. |
| Option | If the data in statement II alone are sufficient to answer the question, while the data in statement I alone are not sufficient to answer the question. |
| Option | If the data either in statement I alone or in statement II alone are sufficient to answer the question. |
| Option | If the data given in both statements I and II together are not sufficient to answer the question. |
| Option | If the data in both statements I and II together are necessary to answer the question. |
| Answer | 5 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(71-75)** In each of the questions below consists of a  question and two statements numbered I and II given below it. You have to decide whether the data provided in the statements are sufficient to answer the question. Read both the statements and give answer-  What will be the total weight of 20 boxes, each of the same weight?  **Statements: (I)** One-fourth of the weight of each box is 5 kg.  **(II)** The total weight of three boxes is 20 kilograms more than the total weight of two boxes. |
| Type | multiple\_choice |
| Option | If the data in statement I alone are sufficient to answer the question, while the data in statement II alone are not sufficient to answer the question. |
| Option | If the data in statement II alone are sufficient to answer the question, while the data in statement I alone are not sufficient to answer the question. |
| Option | If the data either in statement I alone or in statement II alone are sufficient to answer the question. |
| Option | If the data given in both statements I and II together are not sufficient to answer the question. |
| Option | If the data in both statements I and II together are necessary to answer the question. |
| Answer | 3 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(71-75)** In each of the questions below consists of a  question and two statements numbered I and II given below it. You have to decide whether the data provided in the statements are sufficient to answer the question. Read both the statements and give answer-  How many children does Mukesh have?  **Statements: (I)** Harshita is the only daughter of Ritu who is wife of Mukesh.  **(II)** Kanha and Jolly are brothers of Mukesh. |
| Type | multiple\_choice |
| Option | If the data in statement I alone are sufficient to answer the question, while the data in statement II alone are not sufficient to answer the question. |
| Option | If the data in statement II alone are sufficient to answer the question, while the data in statement I alone are not sufficient to answer the question. |
| Option | If the data either in statement I alone or in statement II alone are sufficient to answer the question. |
| Option | If the data given in both statements I and II together are not sufficient to answer the question. |
| Option | If the data in both statements I and II together are necessary to answer the question. |
| Answer | 4 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(71-75)** In each of the questions below consists of a  question and two statements numbered I and II given below it. You have to decide whether the data provided in the statements are sufficient to answer the question. Read both the statements and give answer-  How much was the total sale of the company?  **Statements: (I)** The company sold 6000 units of product A each costing Rs. 20.  **(II)** This company has no other product line. |
| Type | multiple\_choice |
| Option | If the data in statement I alone are sufficient to answer the question, while the data in statement II alone are not sufficient to answer the question. |
| Option | If the data in statement II alone are sufficient to answer the question, while the data in statement I alone are not sufficient to answer the question. |
| Option | If the data either in statement I alone or in statement II alone are sufficient to answer the question. |
| Option | If the data given in both statements I and II together are not sufficient to answer the question. |
| Option | If the data in both statements I and II together are necessary to answer the question. |
| Answer | 5 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(71-75)** In each of the questions below consists of a  question and two statements numbered I and II given below it. You have to decide whether the data provided in the statements are sufficient to answer the question. Read both the statements and give answer-  The last Sunday of April, 2012 fell on which date?  **Statements: (I)** The first Sunday of that month fell on 5th.  **(II)** The last day of that month was Friday. |
| Type | multiple\_choice |
| Option | If the data in statement I alone are sufficient to answer the question, while the data in statement II alone are not sufficient to answer the question. |
| Option | If the data in statement II alone are sufficient to answer the question, while the data in statement I alone are not sufficient to answer the question. |
| Option | If the data either in statement I alone or in statement II alone are sufficient to answer the question. |
| Option | If the data given in both statements I and II together are not sufficient to answer the question. |
| Option | If the data in both statements I and II together are necessary to answer the question. |
| Answer | 3 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q. (76-80)** In these questions, relationships between different elements are shown in the statements. These statements are followed by two conclusions.  **Give answer-**  **Statements:** T>U >R>K=I>M>W  **Conclusions: (I)** R>M **(II)** R<T |
| Type | multiple\_choice |
| Option | If conclusion I follows. |
| Option | If conclusion II follows. |
| Option | If either conclusion I or II follows. |
| Option | If neither conclusion I nor II follows. |
| Option | If both conclusions I and II follows. |
| Answer | 1 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q. (76-80)** In these questions, relationships between different elements are shown in the statements. These statements are followed by two conclusions.  **Give answer-**  **Statements:** H< J=P>K<S>I=A  **Conclusions: (I)** H=K **(II)** A<S |
| Type | multiple\_choice |
| Option | If conclusion I follows. |
| Option | If conclusion II follows. |
| Option | If either conclusion I or II follows. |
| Option | If neither conclusion I nor II follows. |
| Option | If both conclusions I and II follows. |
| Answer | 4 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q. (76-80)** In these questions, relationships between different elements are shown in the statements. These statements are followed by two conclusions.  **Give answer-**  **Statements:** V< H=T=M< X<J  **Conclusions: (I)** M>V **(II)** V=M |
| Type | multiple\_choice |
| Option | If conclusion I follows. |
| Option | If conclusion II follows. |
| Option | If either conclusion I or II follows. |
| Option | If neither conclusion I nor II follows. |
| Option | If both conclusions I and II follows. |
| Answer | 4 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q. (76-80)** In these questions, relationships between different elements are shown in the statements. These statements are followed by two conclusions.  **Give answer-**  **Statements:** R>S>Y<N=O>B  **Conclusions: (I)** R>Y **(II)** N>B |
| Type | multiple\_choice |
| Option | If conclusion I follows. |
| Option | If conclusion II follows. |
| Option | If either conclusion I or II follows. |
| Option | If neither conclusion I nor II follows. |
| Option | If both conclusions I and II follows. |
| Answer | 2 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q. (76-80)** In these questions, relationships between different elements are shown in the statements. These statements are followed by two conclusions.  **Give answer-**  **Statements:** T>L>O=S>V<R>Q  **Conclusions: (I)** Q<O **(II)** T>V |
| Type | multiple\_choice |
| Option | If conclusion I follows. |
| Option | If conclusion II follows. |
| Option | If either conclusion I or II follows. |
| Option | If neither conclusion I nor II follows. |
| Option | If both conclusions I and II follows. |
| Answer | 2 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(81-83)** Study the following codes carefully to answer  the questions given below-  In a certain code language ‘Ankita have money’ is coded as ‘2L 13H 38J’and ‘She needs help’ is coded as ‘24F 33J 24H’.  What is the code for ‘morning’? |
| Type | multiple\_choice |
| Option | 20M |
| Option | 20N |
| Option | 29N |
| Option | 19M |
| Option | None of these |
| Answer | 2 |
| Solution | Ankita**→** Firstletter+ Last letter  = 1+1=2  Total letter= 6×2=12→L  So, code→ 2L  Other codes will be made like this.  20N |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(81-83)** Study the following codes carefully to answer  the questions given below-  In a certain code language ‘Ankita have money’ is coded as ‘2L 13H 38J’and ‘She needs help’ is coded as ‘24F 33J 24H’.  What is the code for ‘Laptop’? |
| Type | multiple\_choice |
| Option | 28L |
| Option | 26K |
| Option | 28M |
| Option | 27L |
| Option | None of these |
| Answer | 1 |
| Solution | Ankita**→** Firstletter+ Last letter  = 1+1=2  Total letter= 6×2=12→L  So, code→ 2L  Other codes will be made like this.  28L |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(81-83)** Study the following codes carefully to answer  the questions given below-  In a certain code language ‘Ankita have money’ is coded as ‘2L 13H 38J’and ‘She needs help’ is coded as ‘24F 33J 24H’.  What is the code for ‘mobile’? |
| Type | multiple\_choice |
| Option | 17L |
| Option | 18K |
| Option | 17K |
| Option | 18L |
| Option | None of these |
| Answer | 4 |
| Solution | Ankita**→** Firstletter+ Last letter  = 1+1=2  Total letter= 6×2=12→L  So, code→ 2L  Other codes will be made like this.  18L |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | In a certain code language ‘LOGICAL’ is coded as ‘OLTRXZO’. How ‘MEASURE’ coded in that code language? |
| Type | multiple\_choice |
| Option | NVHZIFV |
| Option | OWZHGJV |
| Option | OWAIFIW |
| Option | NVZHFIV |
| Option | None of these |
| Answer | 4 |
| Solution | In the same way / (Opposite) |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | What should come in place of question mark?  LV MN PH UD ? |
| Type | multiple\_choice |
| Option | AA |
| Option | ZB |
| Option | AB |
| Option | ZA |
| Option | None is true |
| Answer | 5 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(86-88)** Preeti starts walking from point W to north direction. After walking 17 km. she reached to point A then she turns to his 2250 left and walk 28 km. and reached to point X. Then she again moves to his 900 in clock wise direction. Then, she walks 14 km and reached to point S.  Point S is in which direction from point A? |
| Type | multiple\_choice |
| Option | North-west |
| Option | South |
| Option | North |
| Option | South-east |
| Option | None of these |
| Answer | 4 |
| Solution | South-east |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(86-88)** Preeti starts walking from point W to north direction. After walking 17 km. she reached to point A then she turns to his 2250 left and walk 28 km. and reached to point X. Then she again moves to his 900 in clock wise direction. Then, she walks 14 km and reached to point S.  What is the approximate shortest distance between point A to point S? |
| Type | multiple\_choice |
| Option | 32 km. |
| Option | 30 km. |
| Option | 29 km. |
| Option | 33 km. |
| Option | None of these |
| Answer | 1 |
| Solution | (AS)2= (28)2+ (14)2  = 784+ 196  (AS)2= 980  AS= 32 km. (approx..) |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(86-88)** Preeti starts walking from point W to north direction. After walking 17 km. she reached to point A then she turns to his 2250 left and walk 28 km. and reached to point X. Then she again moves to his 900 in clock wise direction. Then, she walks 14 km and reached to point S.  At point U, Praniti is in which direction from Preeti? |
| Type | multiple\_choice |
| Option | South - East |
| Option | South |
| Option | North-West |
| Option | Data inadequate |
| Option | None of these |
| Answer | 4 |
| Solution | Data inadequate |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(89-92)** Study the following information carefully to  answer the question given below.  **D 3 # 4 M C 7 A & V @ B H 0 L Z O F ! 7 D N \* Q 1 U L 3 $ E 9 I**  Four of the following five are alike in a certain way based on their position. Which of the following does not belongs to that group? |
| Type | multiple\_choice |
| Option | CVA |
| Option | Z!O |
| Option | U$L |
| Option | &HV |
| Option | M&7 |
| Answer | 4 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(89-92)** Study the following information carefully to  answer the question given below.  **D 3 # 4 M C 7 A & V @ B H 0 L Z O F ! 7 D N \* Q 1 U L 3 $ E 9 I**  How many such symbols are there in the above arrangement which is immediately preceded by a vowel and followed by a consonant? |
| Type | multiple\_choice |
| Option | None |
| Option | One |
| Option | Three |
| Option | Two |
| Option | None of these |
| Answer | 2 |
| Solution | A&V |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(89-92)** Study the following information carefully to  answer the question given below.  **D 3 # 4 M C 7 A & V @ B H 0 L Z O F ! 7 D N \* Q 1 U L 3 $ E 9 I**  How many such numbers are there in the above arrangement which is immediately preceded and followed by a consonant? |
| Type | multiple\_choice |
| Option | None |
| Option | One |
| Option | Three |
| Option | Two |
| Option | None of these |
| Answer | 2 |
| Solution | H0L |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(89-92)** Study the following information carefully to  answer the question given below.  **D 3 # 4 M C 7 A & V @ B H 0 L Z O F ! 7 D N \* Q 1 U L 3 $ E 9 I**  Which of the following is fourth to the left of seventh from the right? |
| Type | multiple\_choice |
| Option | @ |
| Option | N |
| Option | # |
| Option | E |
| Option | None of these |
| Answer | 2 |
| Solution | N |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(93-95)** Study the following information to answer the  questions given below.  A number arrangement machine when given an input line of numbers rearranges them following a particular rule.  The following is an illustration of input and re- arrangement.    Step IV is the output of the above input.  As per the rules followed in the above steps. Find out in each of the following questions the appropriate steps of the given input.  **Input** - GS MT LY DS AJ  Which of the following element is third to the right of the element which is sixth from the right end in step II? |
| Type | multiple\_choice |
| Option | 12 |
| Option | 21 |
| Option | 20 |
| Option | 6 |
| Option | 20 |
| Answer | 2 |
| Solution | VO= 22+15= 37, all letters will follow the same pattern in step I.  In Step II, numbers multiplied with each other.  In Step III, numbers multiplied with their next number.  In Step IV, each number is divided by 5.    21 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(93-95)** Study the following information to answer the  questions given below.  A number arrangement machine when given an input line of numbers rearranges them following a particular rule.  The following is an illustration of input and re- arrangement.    Step IV is the output of the above input.  As per the rules followed in the above steps. Find out in each of the following questions the appropriate steps of the given input.  **Input** - GS MT LY DS AJ  Which of the following are the first two elements in the second last step? |
| Type | multiple\_choice |
| Option | 144, 252 |
| Option | 252,126 |
| Option | 144,8 |
| Option | 144,126 |
| Option | None of these |
| Answer | 1 |
| Solution | VO= 22+15= 37, all letters will follow the same pattern in step I.  In Step II, numbers multiplied with each other.  In Step III, numbers multiplied with their next number.  In Step IV, each number is divided by 5.    144, 252 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(93-95)** Study the following information to answer the  questions given below.  A number arrangement machine when given an input line of numbers rearranges them following a particular rule.  The following is an illustration of input and re- arrangement.    Step IV is the output of the above input.  As per the rules followed in the above steps. Find out in each of the following questions the appropriate steps of the given input.  **Input** - GS MT LY DS AJ  What will be the resultant if second element from the left end in step IV is multiplied by Fourth element from the right end in step II? |
| Type | multiple\_choice |
| Option | 608.4 |
| Option | 604.8 |
| Option | 608.8 |
| Option | 604.4 |
| Option | None of these |
| Answer | 2 |
| Solution | VO= 22+15= 37, all letters will follow the same pattern in step I.  In Step II, numbers multiplied with each other.  In Step III, numbers multiplied with their next number.  In Step IV, each number is divided by 5.    second element from the left end in step IV  = 50.4  Fourth element from the right end in step II  = 12  Multiplication= 604.8 |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(96-100)**: Study the following information carefully and answer the questions given below.  Seven persons Mohita, Neeraj, Oswal, Poornima, Qasim, Rasna and Sheena like different colors viz. Blue, Green, White, Black, Pink, Purple and Grey. They all also like different products viz. Ponds cream, Aristocrat, Kate, Bosch, Owl, Malaya and Guitar (but not necessarily in the same order).  Poornima likes White Oswal likes Kate. The one who likes Purple likes Owl. Qasim likes Black color but does not likes Ponds cream and Bosch. The one who likes White likes Aristocrat. Sheena likes Grey but does not like Ponds cream. Rasna likes Guitar but does not like Blue. Mohita likes Green.  Who like purple colour? |
| Type | multiple\_choice |
| Option | Mohita |
| Option | Oswal |
| Option | Rasna |
| Option | Qasim |
| Option | None of these |
| Answer | 5 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(96-100)**: Study the following information carefully and answer the questions given below.  Seven persons Mohita, Neeraj, Oswal, Poornima, Qasim, Rasna and Sheena like different colors viz. Blue, Green, White, Black, Pink, Purple and Grey. They all also like different products viz. Ponds cream, Aristocrat, Kate, Bosch, Owl, Malaya and Guitar (but not necessarily in the same order).  Poornima likes White Oswal likes Kate. The one who likes Purple likes Owl. Qasim likes Black color but does not likes Ponds cream and Bosch. The one who likes White likes Aristocrat. Sheena likes Grey but does not like Ponds cream. Rasna likes Guitar but does not like Blue. Mohita likes Green.  Who like Malaya? |
| Type | multiple\_choice |
| Option | Poornima |
| Option | Mohita |
| Option | Sheena |
| Option | Neeraj |
| Option | None of these |
| Answer | 5 |
| Solution |  |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(96-100)**: Study the following information carefully and answer the questions given below.  Seven persons Mohita, Neeraj, Oswal, Poornima, Qasim, Rasna and Sheena like different colors viz. Blue, Green, White, Black, Pink, Purple and Grey. They all also like different products viz. Ponds cream, Aristocrat, Kate, Bosch, Owl, Malaya and Guitar (but not necessarily in the same order).  Poornima likes White Oswal likes Kate. The one who likes Purple likes Owl. Qasim likes Black color but does not likes Ponds cream and Bosch. The one who likes White likes Aristocrat. Sheena likes Grey but does not like Ponds cream. Rasna likes Guitar but does not like Blue. Mohita likes Green.  The one who like Bosch product, like which colour? |
| Type | multiple\_choice |
| Option | Grey |
| Option | Purple |
| Option | Green |
| Option | Blue |
| Option | None is these |
| Answer | 1 |
| Solution | Grey |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(96-100)**: Study the following information carefully and answer the questions given below.  Seven persons Mohita, Neeraj, Oswal, Poornima, Qasim, Rasna and Sheena like different colors viz. Blue, Green, White, Black, Pink, Purple and Grey. They all also like different products viz. Ponds cream, Aristocrat, Kate, Bosch, Owl, Malaya and Guitar (but not necessarily in the same order).  Poornima likes White Oswal likes Kate. The one who likes Purple likes Owl. Qasim likes Black color but does not likes Ponds cream and Bosch. The one who likes White likes Aristocrat. Sheena likes Grey but does not like Ponds cream. Rasna likes Guitar but does not like Blue. Mohita likes Green.  Choose the correct pair? |
| Type | multiple\_choice |
| Option | Qasim- Green |
| Option | Pink- Kate |
| Option | Bosch- Rasna |
| Option | Guitar- Rasna |
| Option | None is true |
| Answer | 4 |
| Solution | Guitar- Rasna |
| Positive Marks | 1 |
| Negative Marks | 0.25 |

|  |  |
| --- | --- |
| Question | **Direction Q.(96-100)**: Study the following information carefully and answer the questions given below.  Seven persons Mohita, Neeraj, Oswal, Poornima, Qasim, Rasna and Sheena like different colors viz. Blue, Green, White, Black, Pink, Purple and Grey. They all also like different products viz. Ponds cream, Aristocrat, Kate, Bosch, Owl, Malaya and Guitar (but not necessarily in the same order).  Poornima likes White Oswal likes Kate. The one who likes Purple likes Owl. Qasim likes Black color but does not likes Ponds cream and Bosch. The one who likes White likes Aristocrat. Sheena likes Grey but does not like Ponds cream. Rasna likes Guitar but does not like Blue. Mohita likes Green.  Four of the following five are alike in a certain way based on their position, which of the following does not belongs to that group? |
| Type | multiple\_choice |
| Option | Neeraj- Kate |
| Option | Rasna- Black |
| Option | Oswal- Blue |
| Option | Sheena- Guitar |
| Option | Mohita- Purple |
| Answer | 3 |
| Solution | Oswal- Blue |
| Positive Marks | 1 |
| Negative Marks | 0.25 |