Zip Preview fo Mapping Id (783857) ENGLISH ×

**Q.1** Who is the author of The God of Small Things?

A. Chimamanda Ngozi Adichie
B. Neil Gaiman
C. Arundhati Roy
D. Mo Yan

**Answer:** C

**Sol:** The correct answer is: **(c) Arundhati Roy**

**Explanation:**

· The God of Small Things is a debut novel by **Arundhati Roy**, published in **1997**.
· It won the **Booker Prize for Fiction (1997)**.
· The story is set in Kerala and explores themes of caste, family, and forbidden love.

**Information Booster:**

· Arundhati Roy is also an essayist and activist, known for her political writings.
· Her second novel, The Ministry of Utmost Happiness (2017), was longlisted for the Booker Prize.
· The God of Small Things has been translated into more than 40 languages.
· Roy studied architecture before turning to writing.
· She is a strong critic of globalization, environmental destruction, and displacement.

**Additional Knowledge:**

· **Chimamanda Ngozi Adichie:** Nigerian author, famous for Half of a Yellow Sun and Americanah.
· **Neil Gaiman:** British author, known for American Gods and The Sandman series.
· **Mo Yan:** Chinese Nobel laureate (2012), author of Red Sorghum.

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**Q.2** How does the Faint Young Sun paradox challenge our understanding of early Earth's climate?

A. It implies there was no liquid water on early Earth.
B. It proves the Moon once had an atmosphere.
C. It suggests that early solar output was too weak to prevent global freezing.
D. It shows Earth was too hot due to excessive solar radiation.

**Answer:** C

**Sol:** The correct answer is: **(c) It suggests that early solar output was too weak to prevent global freezing**

**Explanation:**

· The **Faint Young Sun Paradox** arises because about 4 billion years ago, the Sun's luminosity was only ~70% of today's.
· This weaker Sun should have left Earth frozen solid, yet geological evidence shows **liquid water and a relatively warm climate** existed.
· This paradox challenges climate models and suggests additional warming mechanisms (like greenhouse gases) were at play.

**Information Booster:**

· Term introduced by astronomer **Carl Sagan and George Mullen (1972)**.
· Proposed solutions include higher concentrations of **$CO_2$, $CH_4$, $NH_3$** in the early atmosphere.
· Geological evidence: ancient sedimentary rocks show presence of liquid water.
· Volcanic outgassing and reduced continental landmass may have influenced warming.
· The paradox is key in studies of **early Earth habitability** and **astrobiology**.

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**Q.3** Read the below statements related to Concurrent List laws:
1. Union law overrides state law in conflict.
2. State law can prevail if reserved and assented by President.
Which is/are correct?

A. Only 2
B. Only 1
C. Both 1 and 2
D. Neither 1 nor 2

**Answer:** C

**Sol:** The correct answer is: **(c) Both 1 and 2**

**Explanation:**

· In the **Concurrent List**, both Union and State legislatures can make laws.
· **Union law overrides state law** in case of conflict (Article 254(1)).
· However, if a state law on a concurrent subject is **reserved for the President's consideration and gets his assent**, then that state law prevails in that state (Article 254(2)).

**Information Booster:**

· Concurrent List: 52 subjects (after 42nd Amendment, 1976).
· Examples: Criminal law, marriage, education, forests, trade unions.
· Article 246: Distribution of legislative powers between Union & States.
· Union List > State List > Concurrent List hierarchy in case of conflict.
· Parliament can still amend or repeal such a state law even after presidential assent.

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**Q.4** Who was announced on 26 June 2025 as first Indian astronaut for Titans Space mission?

A. Rakesh Sharma
B. Sunita Williams
C. Jahnavi Dangeti
D. Minal Patel

**Answer:** C

**Sol:** The correct answer is **(c) Jahnavi Dangeti**

**Explanation:**

• On **26 June 2025**, **Jahnavi Dangeti** was officially announced as the **first Indian astronaut** selected for the **Titans Space Mission 2029**.

• She is a young space enthusiast and aerospace engineer from **Andhra Pradesh, India**.

• Jahnavi was earlier part of NASA's **International Air and Space Program (IASP)**.

• Her selection marks a **historic moment** for India in private and global space missions.

• She has trained extensively in **zero gravity, space simulation, and rocket design**.

**Information Booster:**

• The **Titans Space Mission** is a private initiative aimed at exploring deeper space and testing long-duration human space travel.

• Jahnavi is the **youngest** and the **only Indian woman** selected for this mission.

• This selection highlights India's **growing contribution to global space exploration**.

• The mission is scheduled for **launch in 2029**.

• Jahnavi is also the founder of **Space Magica**, an ed-tech startup promoting STEM education.

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**Q.5** **Which of the following ISRO initiatives, launched with the vision of "Catch them young", aims to introduce school students to space science and technology?**

A. Vidyarthi Vigyan Manthan
B. YUVIKA – Young Scientist Programme
C. SPARK Internship Programme
D. NISHTHA Space Module

**Answer:** B

**Sol:** The correct answer is **(b) YUVIKA – Young Scientist Programme**
**Explanation:**
• **YUVIKA** stands for **YUva VIgyani KAryakram**, meaning **Young Scientist Programme**.

• Launched by **ISRO** with the motto " **Catch them young**" to ignite interest in space science among school students.

• It targets **students of Class 9**, selected from across India based on academic and extracurricular performance.

• The program includes **space science lectures, lab visits, practical sessions, and interactions with ISRO scientists**.

• It aims to nurture young minds and create a strong foundation for **future careers in STEM and space research**.
**Information Booster:**

• YUVIKA was first launched in **2019**.

• The program is conducted at various **ISRO centers**, such as SDSC SHAR, VSSC, and URSC.

• Students also get exposure to **rocket launches and satellite technology**.

• It promotes **scientific temper and innovation** among youth.

• Selection is done through **online registration and merit-based screening**.
**Additional Knowledge:**

• **Vidyarthi Vigyan Manthan** (a) – National science talent program by Vigyan Bharati, not an ISRO initiative.

• **SPARK Internship Programme** (c) – ISRO internship for engineering and science students, not for school children.

• **NISHTHA Space Module** (d) – Training for teachers under the NISHTHA scheme, not directly for students.

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**Q.6** **Assertion (A): Migrants who enter a new country or region are called immigrants.**
**Reason (R): Emigrants are people who leave their country to settle elsewhere.**

A. Both A and R are true, R is not the correct explanation of A.
B. Both A and R are true, and R is the correct explanation of A.
C. A is true, but R is false.
D. A is false, but R is true.

**Answer:** B

**Sol:** The correct answer is **(b) Both A and R are true, and R is the correct explanation of A**
**Explanation:**
• People entering a new country or region to live there are called **immigrants**.

• Those who leave their own country to live elsewhere are called **emigrants**.

• These terms describe **opposite perspectives** of the same movement.

• **Immigration** is seen from the destination country's viewpoint.

• **Emigration** is seen from the origin country's viewpoint.
**Information Booster:**

• Example: If a person moves from India to Canada, they are an **emigrant from India** and an **immigrant to Canada**.

• Migration includes both **voluntary** and **forced** movements.

• Migration can be influenced by economic, social, political, or environmental factors.

• The terms are part of **geography and demographic studies**. • Net migration = Immigration - Emigration.

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**Q.7** **Assertion (A): Migration can be driven by negative and positive circumstances.**
**Reason (R): Push factors make individuals migrate away from a region, whereas pull factors draw individuals to a region.**

A. A is false, but R is true.
B. Both A and R are true, but R is not the correct explanation of A.
C. Both A and R are true, and R is the correct explanation of A.
D. A is true but R is false.

**Answer:** C

**Sol:** **Correct Answer:** C
**Explanation:**
· **Assertion (A):** True → Migration occurs due to both positive (better jobs, education, safety) and negative (poverty, unemployment, disasters) reasons.
· **Reason (R):** True → Push factors (unemployment, conflict) drive people out, while pull factors (opportunities, safety) attract them elsewhere.
· Since the **Reason correctly explains the Assertion**, the correct option is **(c)**.
**Information Booster:**
· Migration types: Internal (within a country) & International (between countries).
· Push factors: Poverty, unemployment, natural disasters, political instability.
· Pull factors: Employment opportunities, better education, healthcare, higher wages.
· Migration affects population distribution, urbanization, and cultural exchange.

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**Q.8** **What is the boiling point of water at sea level?**

A. 208.4°F
B. 217.4°F
C. 212°F
D. 203°F

**Answer:** C

**Sol:** The correct answer is (c) 212°F
**Explanation:**
• **At sea level, the atmospheric pressure is 1 atmosphere (atm).**

• Under these conditions, pure water boils at exactly 212°F, which is 100°C.

• Boiling point is the temperature at which vapor pressure equals atmospheric pressure.

• Changes in elevation affect boiling point due to pressure variation.

• This value is standard in both scientific and culinary contexts.
**Information Booster:**

• At higher altitudes, lower pressure causes water to boil at a lower temperature.

• Pressure cookers raise pressure to increase the boiling point.

• 212°F = 100°C = 373.15 Kelvin.

• Boiling involves phase change from liquid to gas.

• Impurities like salt can raise the boiling point (boiling point elevation).

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**Q.9** **Which of the following statements is correct about Urs at Ajmer Sharif?**

A. It follows the lunar calendar and marks the saint's death.
B. It is celebrated annually based on the solar calendar.
C. It marks the birth anniversary of Khwaja Moinuddin Chishti.
D. It is held only once every five years during Ramzan.

**Answer:** A

**Sol:** The correct answer is (a) It follows the lunar calendar and marks the saint's death
**Explanation:**
• Urs at Ajmer Sharif commemorates the death anniversary of Khwaja Moinuddin Chishti, a revered Sufi saint.

• The term "Urs" means "wedding" in Arabic, symbolizing the saint's union with the Divine.

• It is observed annually at the Ajmer Sharif Dargah in Rajasthan.

• The date is fixed according to the Islamic lunar calendar, specifically from 1st to 6th Rajab.

• Devotees gather in large numbers for prayers, qawwalis, and rituals.
**Information Booster:**

• Khwaja Moinuddin Chishti introduced the Chishti Sufi order in India.

• Urs includes qawwali nights, sandal rituals, and offerings at the saint's tomb.

• The Dargah is visited by people of all religions.

• The festival promotes interfaith harmony and spiritual unity. • Ajmer becomes a major pilgrimage center during Urs.

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**Q.10** **Read the following statements:**
**Statement 1: Diastrophism includes all processes that move, elevate or build up portions of the Earth's crust.**

**Statement 2: Exogenic processes derive their energy from the atmosphere, influenced by solar energy and tectonic gradients.**
**Which of the above statements is/are correct?**

A. Only Statement 1 is correct
B. Both Statements 1 and 2 are correct
C. Both statements 1 and 2 are incorrect
D. Only Statement 2 is correct

**Answer:** A

**Sol:** The correct answer is **(a) Only Statement 1 is correct**
**Explanation:**

• **Statement 1 is correct** – *Diastrophism* includes all **endogenic processes** like **folding, faulting, and warping** that **move, uplift, or deform** the Earth's crust.

• **Statement 2 is incorrect** – *Exogenic processes* derive energy **from the sun**, not tectonic gradients. These include **weathering, erosion, and deposition**.

• Diastrophism is part of **internal (endogenic) processes**.

• Exogenic processes are **external** and work on the Earth's surface.
**Information Booster:**

• Diastrophism and volcanism are major **endogenic forces** shaping Earth's crust.

• Exogenic processes are driven by **solar radiation and gravity**, not tectonics.

• Examples of exogenic forces: **River erosion, glacial movement, wind action**.

• These processes are crucial for the **rock cycle** and **landform development**.

• Tectonic gradients influence **endogenic processes**, not exogenic ones.

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**Q.11** **Consider the following statements regarding the evolution of India's major drainage systems:**
**1. The ancient Indo-Brahma river is believed to have split into three major drainage systems over time.**
**2. The Ganga and its Himalayan tributaries represent the central drainage system.**
**3. The western drainage system consists of the Brahmaputra and its tributaries.**
**Which of the above statements is/are correct?**

A. Only 2 and 3
B. All 1, 2 and 3 are correct
C. Only 1 and 3
D. Only 1 and 2

**Answer:** D

**Sol:** The correct answer is: **(d) Only 1 and 2**
**Explanation:**
· Statement 1: Correct – The **ancient Indo-Brahma River** (also called Shiwalik or Siwalik river) is believed to have gradually split into three major drainage systems: Indus, Ganga, and Brahmaputra.
· Statement 2: Correct – The **Ganga and its Himalayan tributaries** represent the *central drainage system*.
· Statement 3: Incorrect – The **western drainage system** consists of the *Indus and its tributaries*, not the Brahmaputra. The **eastern system** consists of the Brahmaputra and its tributaries.
**Information Booster:**
· The Indo-Brahma River flowed parallel to the Himalayas before disintegration.
· Tectonic activities and the rise of the Himalayas redirected rivers into present drainage systems.
· India has three major drainage systems: **Indus (west), Ganga (central), Brahmaputra (east)**.
· Himalayan rivers are perennial, fed by glaciers and rainfall.
· Peninsular rivers are older, with fixed courses and seasonal flow.

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**Q.12** **Which list allows both Centre and State to legislate on the same subject?**

A. Reserved List
B. Union List
C. Concurrent List
D. State List

**Answer:** C

**Sol:** The correct answer is (c) Concurrent List
**Explanation:**
• The Concurrent List is one of the three lists in the Seventh Schedule of the Indian Constitution.

• It includes subjects on which both the Centre and State governments can legislate.

• In case of a conflict between Central and State laws on a Concurrent List subject, the Central law prevails.

• Examples: Education, forest, trade unions, marriage and divorce, bankruptcy.

• This structure promotes cooperative federalism.
**Information Booster:**

• The Union List contains subjects exclusively for the Centre (e.g., defense, foreign affairs).

• The State List contains subjects exclusively for the States (e.g., police, public health).

• The Concurrent List has 52 items (originally 47).

• Inspired by the Government of India Act, 1935.

• The concept ensures coordination and avoids duplication of efforts.

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**Q.13** **Which of the following statements regarding the implementation challenges of UCC is most accurate in the context of judicial interpretations and recent state-level developments?**

A. UCC is enforceable only when ratified by all religious communities through a national referendum.
B. The Law Commission of India (2018) recommended UCC for all religions to ensure uniformity.
C. The Supreme Court has uniformly declared UCC as mandatory across states.
D. The UCC is already implemented in Goa and Uttarakhand through their respective legislative frameworks.

**Answer:** D

**Sol:** **Correct Answer:** D
**Explanation:**
· The **Uniform Civil Code (UCC)** is not yet implemented across India but has been **operational in Goa** since Portuguese times and has recently been legislated by **Uttarakhand in 2024**.
· Judicial pronouncements (like *Shah Bano Case 1985*, *Sarla Mudgal 1995*) have emphasized the desirability of UCC but the Supreme Court has **not made it mandatory nationwide**.
· The Law Commission (2018) did **not recommend immediate UCC**, but suggested reforms within personal laws.
**Information Booster:**
· **Goa** is the only state with a uniform civil code applicable to all communities since its colonial Portuguese Civil Code (continued post-independence).

· **Uttarakhand UCC Bill 2024** became the first Indian state to pass its own UCC framework.
· Article **44** of the Directive Principles directs the State to implement UCC, but it is **not enforceable** by courts.
· Key challenge: balancing **religious freedom (Art. 25)** with equality (Art. 14).
· UCC remains a matter of **political debate and gradual state-level experimentation**.

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**Q.14** Consider the land reforms implemented in India between 1947 and 1990. What was one of the main objectives of the reforms?

A. To consolidate large landholdings in the hands of a few individuals.
B. To encourage the widespread adoption of mechanized farming techniques.
C. To reduce the concentration of land ownership and protect the interests of small farmers.
D. To promote the cultivation of cash crops for export.

**Answer:** C

**Sol:** The correct answer is: **(c) To reduce the concentration of land ownership and protect the interests of small farmers**
**Explanation:**
· Between **1947 and 1990**, India introduced major **land reforms** such as abolition of zamindari, tenancy reforms, land ceiling, and consolidation of holdings.
· The **main aim** was to reduce inequality in land distribution, empower tenants, and protect small and marginal farmers.
· These reforms were crucial for **social justice** and for promoting agricultural productivity.
**Information Booster:**
· **Abolition of Zamindari (1950s):** Ended intermediaries; land directly transferred to cultivators.
· **Tenancy Reforms:** Provided security of tenure and fair rent to tenants.
· **Land Ceiling Acts:** Set limits on land ownership to redistribute surplus land.
· **Consolidation of Holdings:** Prevented land fragmentation, promoted efficient farming.
· Land reforms laid the foundation for **Green Revolution** (1960s–70s).

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**Q.15** Who was the ruler defeated by Krishnadevaraya of Vijayanagara in the Battle of Raichur (1520 CE)?

A. Alauddin Khilji
B. Ahmed Shah Bahmani
C. Ibrahim Lodi
D. Adil Shah of Bijapur

**Answer:** D

**Sol:** The correct answer is: **(d) Adil Shah of Bijapur**
**Explanation:**
· The **Battle of Raichur (1520)** was fought between **Krishnadevaraya of Vijayanagara** and **Ismail Adil Shah of Bijapur**.
· Krishnadevaraya defeated Adil Shah and captured the strategic Raichur Doab (between Krishna and Tungabhadra rivers).
· It was one of the most significant battles in South Indian medieval history.
**Information Booster:**
· Krishnadevaraya (1509–1529) was the greatest ruler of the Tuluva dynasty of Vijayanagara.
· The Raichur Doab was a fertile and contested region between Vijayanagara and Bijapur.
· The Vijayanagara army used **Portuguese artillery and horses** in this battle.
· After victory, Krishnadevaraya's prestige increased, and he celebrated with grand festivals.
· This battle highlighted Vijayanagara's military strength at its peak.
**Additional Knowledge:**
· **Alauddin Khilji:** Delhi Sultan (1296–1316), known for his Deccan expeditions, but not linked to Raichur battle.
· **Ahmed Shah Bahmani:** Ruler of Bahmani Sultanate (1422–1436), fought against Vijayanagara earlier, not Krishnadevaraya.
· **Ibrahim Lodi:** Last Sultan of Delhi (defeated by Babur in 1526, First Battle of Panipat), not connected to Vijayanagara.

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**Q.16** Name the port that is privately owned by the Adani Group?

A. Visakhaptnam Port, Andhra Pradesh
B. Chennai Port, Tamil Nadu
C. Kandla Port, Gujarat
D. Mundra Port, Gujarat

**Answer:** D

**Sol:** The correct answer is: **(d) Mundra Port, Gujarat**
**Explanation:**
· **Mundra Port**, located in Kutch district of Gujarat, is **India's largest commercial port**.
· It is a **private port owned and operated by Adani Ports and Special Economic Zone Limited (APSEZ)**, a part of the Adani Group.
· Established in **1998**, it has grown into India's biggest container handling port.
**Information Booster:**
· Mundra Port handles **diverse cargo – containers, crude oil, coal, automobiles, etc.**
· APSEZ is India's **largest private port operator**, managing several ports across the country.
· Mundra Port is connected with a **Special Economic Zone (SEZ)** spread over 100 sq. km.
· It has deep-draft facilities, enabling it to handle **large vessels (Capesize ships)**.
· Plays a key role in India's **international trade, especially with Middle East and Africa**.
**Additional Knowledge:**
· **Visakhapatnam Port (a):** Major port in Andhra Pradesh, government-owned.
· **Chennai Port (b):** One of the oldest ports in India, government-owned.
· **Kandla Port (c):** Now called **Deendayal Port**, a government-owned major port in Gujarat.

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**Q.17** Assertion: British capital accumulation in the 18th century was reinvested in industrial development.
Reason: The capital was largely controlled by merchants and industrialists instead of the feudal aristocracy.

A. Both Assertion A and Reason R are true, and R is not the correct explanation of A.
B. A is false, but R is true.
C. A is true, but R is false.
D. Both Assertion A and Reason R are true, and R is the correct explanation of A.

**Answer:** D

**Sol:** The correct answer is (d) Both Assertion A and Reason R are true, and R is the correct explanation of A.
**Explanation:**
• During the 18th century, Britain accumulated wealth from colonial trade, including the slave trade and raw materials.

• This capital was reinvested in industrial development, especially in textiles, iron, and coal industries.

• Unlike feudal societies, British wealth was increasingly controlled by merchants and industrialists, not land-owning aristocrats.

• These capitalists had a profit motive and invested in technology and infrastructure.

• This shift from feudal to industrial capital was key to the Industrial Revolution.

**Information Booster:**

• The rise of banks, joint-stock companies, and colonial profits facilitated large-scale investments.

• Merchants had greater flexibility to take risks compared to the feudal lords.

• Britain's capitalist class supported innovations like the steam engine, spinning jenny, etc.

• Feudal aristocracy mostly focused on land-based income and resisted industrial change.

• The change in economic control enabled Britain to industrialize earlier than other European nations.

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**Q.18** **Which key reform in 1991 specifically addressed the inefficiency of public sector enterprises and promoted competition in industrial production?**

A. Privatization of profit-making PSUs
B. Fiscal Responsibility Act
C. Complex Industrial Licensing process
D. Public Distribution System Reform

**Answer:** A

**Sol:** The correct answer is: **(a) Privatization of profit-making PSUs**

**Explanation:**

· The **1991 Economic Reforms (New Industrial Policy)** introduced **Privatization** to reduce inefficiency in public sector enterprises (PSUs).
· This involved **disinvestment** of government equity in PSUs and opening sectors to private players, increasing efficiency and competition.
· Aim: Reduce government burden, improve productivity, and bring market discipline.

**Information Booster:**

· The 1991 reforms are known as **LPG Reforms**: Liberalization, Privatization, Globalization.
· Disinvestment began with selling minority stakes in PSUs to raise funds.
· Competition from private sector reduced monopoly of inefficient PSUs.
· Narasimha Rao Government and Finance Minister Manmohan Singh led the reforms.
· These reforms laid the foundation for India's integration into the global economy.

**Additional Knowledge:**

· **Fiscal Responsibility Act:** Enacted in 2003 to control fiscal deficit, not related to 1991 reforms.
· **Complex Industrial Licensing process:** This was actually abolished under 1991 reforms ( *end of License Raj*), not introduced.
· **Public Distribution System Reform:** Related to food security, not industrial production.

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**Q.19** **According to Bohr's model, what is the significance of an electron transition from a higher energy orbit to a lower energy orbit?**

A. The electron's angular momentum becomes quantized.
B. The electron gains energy.
C. A photon of energy equal to the energy difference between the orbits is absorbed.
D. A photon of energy equal to the energy difference between the orbits is emitted.

**Answer:** D

**Sol:** **Correct Answer:** D

**Explanation:**

· In **Bohr's model of the atom**, when an electron jumps from a **higher energy orbit (excited state)** to a **lower energy orbit (ground or lower state)**, it **emits a photon**.
· The energy of the photon corresponds exactly to the **difference in energy levels**: $\Delta E = E_{higher} - E_{lower} = h\nu$

**Information Booster:**

· Bohr proposed in 1913 that electrons revolve only in **discrete orbits** with fixed energies.
· Radiation is **emitted** during downward transition and **absorbed** during upward transition.
· Angular momentum of electrons is quantized: $L = nh2\pi L = n \frac{h}{2\pi} L = n2\pi h$.
· This model explains **hydrogen spectrum lines (Lyman, Balmer, Paschen series, etc.)**.
· Still forms the basis of modern quantum mechanics despite limitations.

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**Q.20** **The IMEC is envisaged as a multi-modal corridor, which of the following modes of transport are its primary components?**

A. Air, Rail and Sea
B. Road and Pipeline only
C. Maritime and Rail only
D. Air and Road only

**Answer:** C

**Sol:** The correct answer is: **(c) Maritime and Rail only**

**Explanation:**

· The **India–Middle East–Europe Economic Corridor (IMEC)**, announced during the **G20 Summit 2023 in New Delhi**, is planned as a **multi-modal connectivity project**.
· Its **primary components** are **maritime transport (sea routes)** and **railways**, connecting India → Middle East → Europe for faster trade movement.

**Information Booster:**

· IMEC has **two corridors**: • **East Corridor:** India → Arabian Gulf. • **Northern Corridor:** Arabian Gulf → Europe.
· Key countries: **India, UAE, Saudi Arabia, Jordan, Israel, and European nations**.
· Aim: To reduce **transportation cost & time**, strengthen supply chains.
· Seen as an alternative to China's **Belt and Road Initiative (BRI)**.
· Includes scope for **digital connectivity and energy pipelines** in future.

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**Q.21** **Which of the following pairs is correctly matched?**

A. Microeconomics – Inflation rate
B. Macroeconomics – Price of tea
C. Macroeconomics – National Income
D. Microeconomics – GDP

**Answer:** C

**Sol:** The correct answer is: **(c) Macroeconomics – National Income**

**Explanation:**

· **Macroeconomics** deals with the study of the economy as a whole, focusing on **aggregate indicators** such as **national income, GDP, inflation, unemployment, and overall growth**.
· **National Income** is a classic example of a macroeconomic variable.
· **Microeconomics**, on the other hand, studies **individual units** like consumers, firms, and specific markets.

**Information Booster:**

· **Microeconomics:** Concerned with demand & supply, price determination, elasticity, consumer behavior, and production costs.

· **Macroeconomics:** Concerned with national income, fiscal & monetary policies, trade balance, and economic growth.
· Father of Microeconomics: **Alfred Marshall**.
· Father of Macroeconomics: **John Maynard Keynes**.
· National Income accounting in India is handled by the **NSO (National Statistical Office)**.
**Additional Knowledge:**
· **Option (a) Microeconomics – Inflation rate:** Wrong → Inflation is a **macroeconomic** concept.
· **Option (b) Macroeconomics – Price of tea:** Wrong → Price of a single commodity is **microeconomic**.
· **Option (d) Microeconomics – GDP:** Wrong → GDP is a **macroeconomic** measure.

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**Q.22** Arrange the following Fundamental Rights in the order they are listed in the Indian Constitution:
1. Right to Constitutional Remedies
2. Right to Freedom
3. Right against Exploitation
4. Right to Equality

A. 1-2-3-4
B. 3-2-1-4
C. 4-1-3-2
D. 4-2-3-1

**Answer:** D

**Sol:** The correct answer is: **(d) 4-2-3-1**
**Explanation:** The Fundamental Rights in the Indian Constitution are arranged as follows:
1. **Right to Equality (Articles 14–18)**
2. **Right to Freedom (Articles 19–22)**
3. **Right against Exploitation (Articles 23–24)**
4. **Right to Freedom of Religion (Articles 25–28)**
5. **Cultural and Educational Rights (Articles 29–30)**
6. **Right to Constitutional Remedies (Article 32)**

So, the correct sequence is **Right to Equality → Right to Freedom → Right against Exploitation → Right to Constitutional Remedies**, i.e. **4-2-3-1**.
**Information Booster:**
· Fundamental Rights are enshrined in **Part III of the Constitution (Articles 12–35)**.
· They are inspired partly by the **US Bill of Rights**.
· **Right to Constitutional Remedies (Art. 32)** is called the **"heart and soul of the Constitution"** (B.R. Ambedkar).
· Rights can be enforced through **writs issued by the Supreme Court & High Courts**.
· Some rights can be suspended during **National Emergency (except Article 20 & 21)**.

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**Q.23** Which indicator in EODB (Ease of Doing Business) measures the time and cost to resolve commercial disputes?

A. Dealing with construction permits
B. Enforcing contracts
C. Trading across borders
D. Getting electricity

**Answer:** B

**Sol:** The correct answer is: **(b) Enforcing contracts**
**Explanation:**
· In the **Ease of Doing Business (EODB) Index** by the World Bank, the indicator **"Enforcing Contracts"** measures the **time and cost to resolve commercial disputes** through a local court.
· It also evaluates the **quality of judicial processes**.
**Information Booster:**
· **EODB Index** started in **2003** by the **World Bank**.
· It ranks countries on 10 indicators like **Starting a Business, Getting Credit, Paying Taxes, Enforcing Contracts, Trading Across Borders** etc.
· India's rank improved from **142 (2014) to 63 (2020)**.
· **Delhi and Mumbai** are the two benchmark cities for India's ranking.
· The World Bank discontinued EODB reports after **2021** due to data irregularities.
**Additional Knowledge:**
· **Option (a) Dealing with construction permits:** Measures time & cost for construction approvals.
· **Option (c) Trading across borders:** Focuses on export/import compliance, documents, time & cost.
· **Option (d) Getting electricity:** Measures procedures, time, and cost to obtain an electricity connection

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**Q.24** Match the following cave sites with their architectural characteristics:
Column A – Column B
Cave Site |– Architectural Feature

A. Udayagiri → 1. Circular caitya with stupa and arch

B. Guntapalle → 2. Pillared veranda with cells at the back

C. Khandagiri → 3. Animal-shaped single rock excavations

A. A-3, B-1, C-2
B. A-1, B-2, C-3
C. A-1, B-3, C-2
D. A-2, B-1, C-3

**Answer:** D

**Sol:** **Correct Answer:** d (A-2, B-1, C-3)
**Explanation:**
· **Udayagiri (Madhya Pradesh):** Characterized by a **pillared veranda with cells at the back**, typical of early rock-cut monasteries.
· **Guntapalle (Andhra Pradesh):** Known for a **circular chaitya with a central stupa and arched entrance**.
· **Khandagiri (Odisha):** Famous for **animal-shaped monolithic excavations**, particularly linked with Jain traditions.
**Information Booster:**
· Cave architecture in India reflects **Buddhist, Jain, and Hindu influences**.
· **Chaitya halls** = prayer halls; **Viharas** = monastic dwellings.
· Early caves (3rd century BCE onwards) were patronized by Mauryas and Satavahanas.
· Udayagiri–Khandagiri caves were commissioned by **King Kharavela (Chedi dynasty)**.
· Guntapalle caves highlight early Buddhist monastic life in South India.

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**Q.25** Consider the following statements regarding the structure of Carnatic music compositions and choose correct options: Statement 1: Varnam is typically performed at the end of a Carnatic concert to summarize key ragas.
Statement 2: Alapana involves improvisational elaboration of a raga without rhythm (tala).

A. Both 1 and 2 are correct
B. Neither 1 nor 2 is correct
C. Only 2
D. Only 1

**Answer:** C

**Sol:** The correct answer is **(c) Only 2**

**Explanation:**

• **Statement 1 is incorrect** – Varnam is usually performed **at the beginning** of a Carnatic music concert, not the end. It serves as a **warm-up** piece and introduces key elements of the raga and tala.

• **Statement 2 is correct** – Alapana is an **improvisational** part of Carnatic music where the artist **elaborates on the raga** without any rhythmic cycle (tala).

• Alapana showcases the **melodic structure and emotive quality** of the raga.

• It is **non-lyrical and free-flowing**, allowing personal expression.

**Information Booster:**

• Varnam combines both **lyrics and swaras**, and tests both the **voice and technical control** of a performer.

• Alapana is typically followed by **kriti** (composed piece) which includes rhythm.

• The structure of Carnatic concerts generally includes **Varnam, Alapana, Kriti, Niraval, and Kalpana swaras**.

• Famous composers: **Tyagaraja, Muthuswami Dikshitar, Shyama Shastri**.

• Carnatic music is one of the **two main classical music systems** in India (the other being Hindustani).

---

**Q.26** According to John Maynard Keynes, what is the most effective tool for reviving an economy during a depression?

A. Increasing public savings
B. Reducing private investment
C. Expanding government expenditure
D. Raising income tax on corporations

**Answer:** C

**Sol:** The correct answer is: **(c) Expanding government expenditure**

**Explanation:**

· John Maynard Keynes, in his *General Theory (1936)*, argued that during a depression, **aggregate demand falls**, leading to unemployment and low output.
· To revive the economy, the government should **increase public expenditure** (fiscal stimulus) to boost demand, employment, and income.
· This is the foundation of **Keynesian economics** and deficit-financed public spending.

**Information Booster:**

· Keynesian theory emphasizes **demand-side economics**.
· Public works and welfare spending generate a **multiplier effect** in the economy.
· Contrast: Classical economists believed in self-correcting markets; Keynes opposed this.
· His ideas influenced policies like the **New Deal in the USA** (1930s).
· Modern fiscal stimulus packages (like post-COVID-19 recovery) are rooted in Keynesian thought.

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**Q.27** Which of the following is a key focus area of the PM Gati Shakti National Master Plan?

A. Multi-modal connectivity
B. Rural electrification
C. Agricultural subsidies
D. Urban development

**Answer:** A

**Sol:** The correct answer is: **(a) Multi-modal connectivity**

**Explanation:**

· The **PM Gati Shakti National Master Plan** was launched in **October 2021**.
· Its main objective is to provide **multi-modal connectivity** for integrated infrastructure development across roads, railways, ports, airports, and logistics.
· It aims to reduce logistics costs, boost economic growth, and improve supply chain efficiency.

**Information Booster:**

· Implemented by the **Ministry of Commerce and Industry** with coordination across ministries.
· Uses a **GIS-based digital platform** to integrate data from different infrastructure ministries.
· Targets **reducing logistics cost to 8% of GDP** from the current 13–14%.
· Supports the *Make in India* and *Atmanirbhar Bharat* initiatives.
· Focus areas: economic zones, industrial parks, transport hubs, and port connectivity.

**Additional Knowledge:**

· **Rural electrification:** Covered under *Deen Dayal Upadhyaya Gram Jyoti Yojana*, not Gati Shakti.
· **Agricultural subsidies:** Handled under agricultural policies, not this plan.
· **Urban development:** Addressed under schemes like *Smart Cities Mission* and *AMRUT*.
· **Multi-modal connectivity:** Core focus of Gati Shakti plan for seamless transport integration.

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**Q.28** Kishor Makwana's appointment as Chairman of NCSC is significant in which evaluative context?

A. Agricultural economic reforms
B. Political consolidation in Southern India
C. Caste census leadership
D. Social justice administration and SC policy implementation

**Answer:** D

**Sol:** The correct answer is: **(d) Social justice administration and SC policy implementation**

**Explanation:**

· **Kishor Makwana** was appointed as the **Chairman of the National Commission for Scheduled Castes (NCSC)** in 2025.
· The NCSC monitors implementation of **constitutional safeguards** for Scheduled Castes and evaluates the effectiveness of policies for their social, educational, and economic development.
· His appointment is significant in the context of **social justice administration and Scheduled Caste welfare**.

**Information Booster:**

· NCSC is a **constitutional body** under **Article 338**.
· Functions: Safeguard SC interests, investigate complaints, advise on planning, report to the President.
· Earlier, it was part of the **SC/ST Commission** until bifurcation in 2004 (84th Amendment).
· Plays role in monitoring **reservations, atrocity prevention, and welfare schemes**.
· Submits **annual reports to the President**, which are placed before Parliament.

**Q.29** What major reform does Bharatiya Sakshya Adhiniyam bring?

A. Digitization of evidence
B. Introduction of new fundamental rights
C. Abolishment of the Supreme Court
D. Removal of all existing laws

**Answer:** A

**Sol:** The correct answer is: **(a) Digitization of evidence**

**Explanation:**

· The **Bharatiya Sakshya Adhiniyam, 2023** replaced the **Indian Evidence Act, 1872**.
· Major reform: It legally recognizes **digital records and electronic evidence** (emails, SMS, digital documents, server logs, etc.) on par with paper evidence.
· This modernizes India's judicial process to align with the digital era.

**Information Booster:**

· Came into effect from **1 July 2024** along with *Bharatiya Nyaya Sanhita* and *Bharatiya Nagarik Suraksha Sanhita*.
· Expands admissibility of **electronic records** in courts.
· Introduces rules for **chain of custody and authenticity** of digital evidence.
· Enhances speed and transparency in criminal justice delivery.
· Reflects India's move from colonial-era to indigenous laws.

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**Q.30** The Industrial Policy Resolution 1956 played a significant role in shaping India's industrial development strategy. What was a key feature of this resolution?

A. It strongly advocated for the dominance of the private sector in all industrial activities.
B. It promoted a completely open and competitive industrial environment with minimal government intervention.
C. It categorized industries into three schedules, with the public sector leading in strategic and heavy industries.
D. It emphasized the development of small-scale and cottage industries while discouraging large-scale enterprises.

**Answer:** C

**Sol:** The correct answer is (c) It categorized industries into three schedules, with the public sector leading in strategic and heavy industries.

**Explanation:**

• The Industrial Policy Resolution (IPR) of 1956 became the economic framework for India's Second Five-Year Plan.

• It emphasized a socialistic pattern of society and strong role of the public sector.

• Industries were divided into three categories (schedules):

– Schedule A: Exclusively owned by the state (defense, atomic energy, heavy industries).

– Schedule B: Progressive state ownership, but private sector participation allowed.

– Schedule C: Left open for private sector, but under regulation.

• It gave priority to heavy industries, basic industries, and strategic sectors.

• This laid the foundation of India's mixed economy model.

**Information Booster:**

• IPR 1956 was often called the "Economic Constitution of India" for its long-term vision.

• Led to the establishment of PSUs like BHEL, SAIL, ONGC, BARC.

• Strengthened the License Raj system, as government approval was required for private industries.

• Focus was on self-reliance, import substitution, and balanced regional growth.

• Continued until 1991, when the New Economic Policy (NEP) liberalized the economy.

---

**Q.31** Which of the following statements is true in relation to the enforcement of President's Rule?

A. The Governor's recommendation can lead to dismissal of a State government, even if it enjoys a majority.
B. It can be extended indefinitely with the consent of the Prime Minister.
C. The President cannot impose President's Rule unless the Supreme Court permits.
D. President's Rule can be declared without Parliament's approval.

**Answer:** A

**Sol:** The correct answer is (a) The Governor's recommendation can lead to dismissal of a State government, even if it enjoys a majority.

**Explanation:**

• Under Article 356, the Governor can send a report to the President recommending President's Rule if the constitutional machinery in a state has broken down.

• In practice, even if a government claims majority, the Governor's subjective report has led to dismissal of state governments.

• Historically, this provision was often misused by the Union government to dismiss opposition-led state governments.

• However, the Supreme Court in S.R. Bommai vs. Union of India (1994) restricted arbitrary use and ruled that majority should be tested on the floor of the House.

• Despite judicial safeguards, technically the Governor's report can trigger dismissal.

**Information Booster:**

• President's Rule = State Emergency.

• Duration: 6 months at a time, extendable up to 3 years with parliamentary approval.

• Parliament assumes legislative powers of the state.

• Governor acts as the President's representative.

• Beyond 1 year, extension requires Election Commission certification that elections cannot be held.

**Q.32** Where was the 86th Senior National Table Tennis Championships 2025 held?

A. Panaji, Goa
B. Surat, Gujarat
C. Mumbai, Maharashtra
D. Bhubaneswar, Odisha

**Answer:** B

**Sol:** The correct answer is: **(b) Surat, Gujarat**

**Explanation:**

· The **86th Senior National Table Tennis Championships 2025** were held at the **Pandit Dindayal Upadhyay Indoor Stadium, Surat, Gujarat**.
· The tournament took place from **19–26 January 2025** with participation from top Indian paddlers.

**Information Booster:**

· Organized by the **Table Tennis Federation of India (TTFI)**.
· Surat has hosted multiple national-level sports events due to its world-class indoor stadium facilities.
· These championships are the **premier national-level event** in Indian table tennis, held annually.
· The 85th edition was held in **Shillong, Meghalaya (2024)**.
· Such tournaments help identify talent for **international competitions like Asian Games & Olympics**.

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**Q.33** Which specific environmental condition found in waterlogged soils of rice paddies and wetlands directly facilitates the significant microbial production of methane, a potent greenhouse gas?

A. Frequent soil tilling
B. High levels of dissolved oxygen
C. Low soil temperatures
D. Anaerobic (oxygen-deplete) conditions

**Answer:** D

**Sol:** The correct answer is: **(d) Anaerobic (oxygen-deplete) conditions**

**Explanation:**

· In **waterlogged soils** of rice paddies and wetlands, oxygen cannot easily penetrate.
· These **anaerobic conditions** favor **methanogenic archaea (microbes)** that break down organic matter, producing **methane ($CH_4$)** as a by-product.
· Methane is a **potent greenhouse gas**, with a warming potential **~28 times greater than $CO_2$** over 100 years.

**Information Booster:**

· Rice cultivation contributes to **~10% of global methane emissions**.
· Methane is mainly produced in **wetlands, rice paddies, ruminant animals, and landfills**.
· **Alternate Wetting and Drying (AWD)** technique in rice fields reduces methane emissions.
· Anaerobic conditions also promote production of **nitrous oxide ($N_2O$)** in some cases.
· IPCC identifies methane reduction as crucial for **climate change mitigation**.

**Additional Knowledge:**

· **Option (a) Frequent soil tilling:** Aerates soil, reduces methane production.
· **Option (b) High levels of dissolved oxygen:** Opposite of anaerobic; suppresses methane production.
· **Option (c) Low soil temperatures:** Reduce microbial activity, lowering methane emissions.

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**Q.34** Metanil yellow, a non-permitted dye, is often used to adulterate turmeric. Which chemical test can confirm its presence?

A. Adding vinegar and looking for bubbles
B. Alcohol and hydrochloric acid test yielding pink color
C. Boiling in water and observing sediment
D. Mixing with saltwater and checking for layers

**Answer:** B

**Sol:** The correct answer is: **(b) Alcohol and hydrochloric acid test yielding pink color**

**Explanation:**

· **Metanil yellow** is a **non-permitted azo dye** sometimes added to **turmeric and pulses** as an adulterant.
· When turmeric powder suspected of adulteration is treated with **alcohol and concentrated hydrochloric acid**, the mixture turns **pink/red**, confirming the presence of Metanil yellow.

**Information Booster:**

· Consumption of Metanil yellow can cause **neurotoxicity, carcinogenic effects, and damage to liver, kidneys, and intestine**.
· Food Safety and Standards Authority of India ( **FSSAI**) has banned its use in food items.
· Turmeric adulteration is a **common food safety issue in India**.
· Other common adulterants: **Lead chromate (in turmeric), brick powder (in chili), papaya seeds (in pepper)**.
· Simple home tests are promoted by **FSSAI's "Detect Adulteration with Rapid Test (DART)" initiative**.

---

**Q.35** What advanced technology is being tested in ISRO's new "Next Generation Launch Vehicle" (NGLV) project to replace the GSLV?

A. Reusable booster stage with semi-cryogenic engine
B. Quantum entanglement-based control
C. Ramjet propulsion
D. Multiple orbital drop pods

**Answer:** A

**Sol:** The correct answer is **(a) Reusable booster stage with semi-cryogenic engine**

**Explanation:**

• ISRO's Next Generation Launch Vehicle (NGLV) project includes the development of a **semi-cryogenic engine** (using LOX and kerosene or methane) for the core and booster stages, replacing existing liquid stages like L110.

• The design also features **partial reusability**, especially for the first stage and boosters, to reduce launch costs and improve turnaround.

**Information Booster:**

• NGLV is envisioned as a **three-stage vehicle** with semi-cryogenic propulsion in the lower stages and a cryogenic upper stage.

• ISRO is developing **reusable booster and first-stage technology**, including vertical takeoff and vertical landing (VTVL) capabilities.

• The **SCE-200 (SE-2000)** engine, a high-thrust semi-cryogenic engine using LOX/RP-1 with an oxi

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**Q.36** Which classical dance form uses storytelling through hand gestures (mudras) and facial expressions (abhinaya)?

A. Bihu
B. Koli
C. Garba

D. Bharatnatyam

**Answer:** D

**Sol:** **Correct Answer:** D (Bharatnatyam)

**Explanation:**

· **Bharatnatyam**, a classical dance from Tamil Nadu, is famous for using **mudras (hand gestures)** and **abhinaya (facial expressions)** to depict stories, usually based on Hindu epics like Ramayana, Mahabharata, and Puranas.

· It is one of the **oldest classical dance forms of India**.

**Information Booster:**

· Originated in **temples of Tamil Nadu** as a form of devotional expression.

· Recognized as one of the **8 classical dances of India** by Sangeet Natak Akademi.

· Major elements: **Nritta** (pure dance), **Nritya** (expressive dance), and **Natya** (dramatic storytelling).

· Music: Performed to **Carnatic classical music**.

· Costumes: Bright silk sarees with jewelry and ghungroos.

**Additional Knowledge:**

· **(a) Bihu:** Folk dance of Assam, performed during Bihu festival, not classical.

· **(b) Koli:** Folk dance of Maharashtra by fishermen community, uses oar movements.

· **(c) Garba:** Folk dance of Gujarat, performed during Navratri with circular movements.

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**Q.37** India's support for which of the following missions aligns most closely with IMEC's purpose?

A. African Union's Blue Charter mission
B. Non-Aligned Movement's Neutrality Declaration
C. International Solar Alliance energy initiative
D. One Sun One World One Grid initiative

**Answer:** D

**Sol:** The correct answer is: **(d) One Sun One World One Grid initiative**

**Explanation:**

· The **India–Middle East–Europe Economic Corridor (IMEC)** aims to enhance **connectivity, trade, energy transfer, and sustainability** through **maritime + rail infrastructure**.

· India's **"One Sun One World One Grid (OSOWOG)" initiative**, launched in 2018, seeks to create a **global solar power grid** for the smooth transfer of clean energy across regions.

· Both IMEC and OSOWOG share the vision of **cross-border connectivity and sustainable energy cooperation**, hence they align closely.

**Information Booster:**

· **IMEC announced:** G20 Summit, New Delhi (2023).

· IMEC covers **India → Middle East (UAE, Saudi Arabia, Israel) → Europe**.

· **OSOWOG initiative:** Jointly promoted by India and the UK under the **International Solar Alliance (ISA)**.

· Objective: **"The Sun Never Sets" approach** – solar power supply globally.

· Both projects strengthen India's role in **global connectivity & clean energy transition**.

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**Q.38** What is the main objective of ISRO's SCATSAT-1 satellite?

A. Monitoring earthquake zones
B. Measuring atmospheric ozone depletion
C. Weather forecasting and cyclone prediction
D. Mapping forest cover across India

**Answer:** C

**Sol:** The correct answer is: **(c) Weather forecasting and cyclone prediction**

**Explanation:**

· **SCATSAT-1** (Scatterometer Satellite-1) was launched by ISRO in **September 2016** using **PSLV-C35**.

· Its main objective is **weather forecasting, cyclone prediction, and tracking ocean surface wind speed and direction**.

· It is a **continuity mission** for the earlier Oceansat-2 Scatterometer payload.

**Information Booster:**

· SCATSAT-1 operates in **Sun-synchronous polar orbit (SSPO)** at ~720 km altitude.

· Mission life: **5 years**.

· Provides data to organizations like **IMD (India Meteorological Department), INCOIS (Indian National Centre for Ocean Information Services), and National/International weather agencies**.

· Data helps in **early warning of cyclones in Bay of Bengal & Arabian Sea**.

· ISRO's other weather satellites: **INSAT series, Oceansat series, Megha-Tropiques**.

**Additional Knowledge:**

· **Monitoring earthquake zones:** Done via seismological networks, not SCATSAT-1.

· **Measuring ozone depletion:** Carried out by satellites like **ENVISAT, OMI**, not SCATSAT-1.

· **Mapping forest cover:** Done by **IRS (Indian Remote Sensing satellites)**, like Resourcesat & Cartosat.

---

**Q.39** Which of the following pairs is correctly matched regarding scheme and its implementing ministry?

A. PM-JANMAN – Ministry of Rural Development
B. Samarth Scheme – Ministry of Textiles
C. Mission Shakti – Ministry of Home Affairs
D. PM MITRA – Ministry of Agriculture

**Answer:** B

**Sol:** The correct answer is **(b) Samarth Scheme – Ministry of Textiles**

**Explanation:**

• **Samarth Scheme** is implemented by the **Ministry of Textiles**.

• Its aim is to provide **skill development in the textile sector**, focusing on capacity building.

• It targets youth to make them **employable in garment, handloom, handicrafts, and other textile-related industries**.

• Part of the **Skill India Mission**. • Ensures availability of skilled manpower in organized and traditional textile sectors.

**Information Booster:**

• **PM-JANMAN** (Pradhan Mantri Janjati Adivasi Nyaya Maha Abhiyan) is implemented by the **Ministry of Tribal Affairs**, not Rural Development.

• **Mission Shakti** is a women's empowerment program under the **Ministry of Women & Child Development**, not Home Affairs.

• **PM MITRA (Mega Integrated Textile Region and Apparel Parks)** is under the **Ministry of Textiles**, not Agriculture.

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**Q.40** What is the standard width of a hockey field?

A. 50 meters
B. 54.5 meters
C. 55 meters
D. 57 meters

**Answer:** C

**Sol:** The correct answer is: **(c) 55 meters**

**Explanation:**

· As per the **International Hockey Federation (FIH)**, the **standard size of a hockey field** is **91.4 meters in length** and **55 meters in width**.
· This is the official dimension used for **Olympic and International hockey matches**.

**Information Booster:**

· Total field area: **91.4 m × 55 m = 5,027 sq. meters**.
· Goal post width: **3.66 meters** and height **2.14 meters**.
· Penalty stroke spot: **6.4 meters** from the goal line.
· Shooting circle (D): Radius **14.63 meters** from each goal post.
· Modern matches are played on **AstroTurf (synthetic grass)** for speed and accuracy.

---

**Q.41** Which Chola ruler is credited with the extensive overseas expedition to Southeast Asia, particularly against the Srivijaya Empire?

A. Rajendra
B. Kulothunga I
C. Vijayalaya Chola
D. Rajaraja I

**Answer:** D

**Sol:** The correct answer is: **(d) Rajaraja I**

**Explanation:**

· **Rajaraja Chola I (985–1014 CE)** is credited with laying the foundation of **Chola naval dominance** and initiating overseas expeditions.
· During his reign, the Cholas extended power into **Sri Lanka, Maldives, and parts of Southeast Asia**, including early confrontations with the **Srivijaya Empire**.
· His policies and naval strength paved the way for his son **Rajendra I** to launch even larger expeditions.

**Information Booster:**

· Rajaraja I built the **Brihadeeswara Temple at Thanjavur** (UNESCO site).
· Extended the empire into **Kerala, Karnataka, Sri Lanka**.
· Strengthened maritime trade with **China and Southeast Asia**.
· Known as **"Rajaraja the Great"**, he reorganized administration and taxation.
· His naval conquests marked the **beginning of Chola dominance in the Indian Ocean**.

**Additional Knowledge (Other Options):**

· **(a) Rajendra I (1014–1044 CE):** Expanded Chola Empire further, conquered **Ganga region** and **defeated Srivijaya (1025 CE)** in a full-fledged naval expedition.
· **(b) Kulothunga I (1070–1122 CE):** Focused on administration and trade prosperity, but no major naval conquests.
· **(c) Vijayalaya Chola (9th century):** Founder of later Chola power, captured **Thanjavur** and established the dynasty's rule.

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**Q.42** Assertion A: Sir Charles Napier justified the annexation of Sindh on moral and legal grounds.
Reason R: He described it as a "useful humane piece of rascality".

A. Both Assertion A and Reason R are true, and R is the correct explanation of A.
B. A is true, but R is false.
C. A is false, but R is true.
D. Both Assertion A and Reason R are true, and R is not the correct explanation of A.

**Answer:** D

**Sol:** The correct answer is: **(d) Both Assertion A and Reason R are true, and R is not the correct explanation of A.**

**Explanation:**

· **Assertion (A):** True → Sir Charles Napier, who annexed **Sindh in 1843**, justified it on **moral and legal grounds**, portraying it as necessary for British interests and order.
· **Reason (R):** True → Napier cynically described the annexation as a **"useful humane piece of rascality"**, acknowledging its opportunistic nature.
· However, this phrase reflects his **personal cynical view**, not the official justification. Hence, R is not the correct explanation of A.

**Information Booster:**

· Annexation of Sindh happened after the **Battle of Miani (1843)**.
· Napier defeated **Talpur Amirs of Sindh**.
· Sindh's annexation strengthened British control over **north-western India** and secured the Indus route.
· Napier became the **first Governor of Sindh** (1843–1847).
· This annexation is often seen as an example of **British expansionist policy under Dalhousie's era and before**.

---

**Q.43** Which river is the main source of water for the Hirakud Dam?

A. Mahanadi River
B. Silent Valley National Park
C. Nagarhole National Park
D. Bandipur National Park

**Answer:** A

**Sol:** The correct answer is: **(a) Mahanadi River**

**Explanation:**

· **Hirakud Dam**, located near **Sambalpur in Odisha**, is built across the **Mahanadi River**.
· It was completed in **1957** and is one of the **longest earthen dams in the world**.
· The dam provides **flood control, irrigation, hydroelectric power, and water supply**.

**Information Booster:**

· Length: **25.8 km (including dykes)**.
· Storage capacity: **~5.8 billion cubic meters**.
· Key role in controlling devastating floods of the **Mahanadi delta**.
· Hydropower stations generate **~307.5 MW of electricity**.
· Supports agriculture in **Odisha and Chhattisgarh**.

**Additional Knowledge:**

· **Silent Valley National Park:** Located in Kerala, famous for tropical rainforests, unrelated to Hirakud.
· **Nagarhole National Park:** Located in Karnataka, part of Nilgiri Biosphere Reserve, not linked to Hirakud.
· **Bandipur National Park:** Also in Karnataka, famous for tiger reserve, unrelated to Hirakud.

---

**Q.44** The Indian Constitution is often described as 'quasi-federal' or 'federal in form, unitary in spirit' primarily due to which characteristic?

A. The equal representation of states in the Rajya Sabha
B. The presence of a written constitution
C. Strong centralizing tendencies and powers of the Union Government
D. The existence of independent judiciary

**Answer:** C

**Sol:** The correct answer is (c) Strong centralizing tendencies and powers of the Union Government

**Explanation:**

• The Indian Constitution is called "quasi-federal" or "federal in form, unitary in spirit" (K.C. Wheare) because it combines federal features with unitary bias.

• Though powers are divided between Centre and States, the Union Government has overriding authority in many areas.

• Examples of centralizing tendencies:

– Union List dominance (more subjects than State List).

– Article 356 (President's Rule) – Centre can take control of state machinery.

– Single Constitution & single citizenship.

– Emergency provisions (Centre gains full control).

– Residuary powers rest with the Centre.

• This makes India a federal polity with unitary tilt.

**Information Booster:**

• **Federal features:** Division of powers, written Constitution, independent judiciary, bicameralism.

• **Unitary features:** Strong Centre, appointment of Governors, integrated judiciary, All-India Services.

• **Dr. B.R. Ambedkar:** Indian Constitution is federal but unitary in emergencies.

• The system promotes unity, stability, and national integrity. • India is best described as a "Union of States" (Article 1).

---

**Q.45** If a country improves in the GGGR due to a policy mandating equal female representation on company boards, which GGGR dimension would be most directly impacted?

A. Educational Attainment
B. Health and Survival
C. Political Empowerment
D. Economic Participation and Opportunity

**Answer:** D

**Sol:** The correct answer is: **(d) Economic Participation and Opportunity**

**Explanation:**

· The **Global Gender Gap Report (GGGR)**, published by the **World Economic Forum (WEF)**, measures gender equality across 4 key dimensions.

· A policy that mandates **equal female representation on company boards** directly improves **women's presence in the workforce, leadership, and decision-making roles**, which falls under **Economic Participation and Opportunity**.

**Information Booster:**

· **GGGR Dimensions:**

1. **Economic Participation and Opportunity**
2. **Educational Attainment**
3. **Health and Survival**
4. **Political Empowerment**

· The 2024 GGGR ranked **India 129/146 countries**.

· Iceland has consistently ranked **#1 globally** since 2009.

· India performs better in **Political Empowerment**, but lags in **Economic Participation**.

· Women's representation on boards is also promoted in India by **SEBI regulations**.

---

**Q.46** Name the Mughal emperor known for promoting Persian art and literature?

A. Humayun
B. Shah Jahan
C. Akbar
D. Jahangir

**Answer:** A

**Sol:** The correct answer is: **(a) Humayun**

**Explanation:**

· **Humayun (1530–1540, 1555–1556 CE)** is credited with introducing and promoting **Persian art, culture, and literature** in the Mughal court.

· After being exiled in Persia (at the court of **Shah Tahmasp of Safavid dynasty**), he returned to India with **Persian artists, architects, and scholars**.

· This led to the **Persianisation of the Mughal court** in terms of painting, architecture, and literature.

**Information Booster:**

· Famous Persian artists like **Mir Sayyid Ali** and **Abdus Samad** came with Humayun and later worked in Akbar's court.

· He established the **library at Delhi (Sher Mandal, Purana Qila)** where he tragically died after falling from the stairs.

· Persian became the **official language of Mughal administration**.

· This Persian influence paved the way for the flourishing of **Mughal miniature painting** under Akbar.

· Humayun also laid the foundation of **Indo-Persian cultural synthesis** in India.

**Additional Knowledge:**

· **(b) Shah Jahan:** Famous for Mughal architecture (Taj Mahal, Red Fort), patronized art but not specifically Persian literature.

· **(c) Akbar:** Promoted cultural synthesis, started translation of Sanskrit texts into Persian, but Persian influence began earlier under Humayun.

· **(d) Jahangir:** Known for naturalistic paintings and memoirs ( *Tuzuk-i-Jahangiri*), not specifically Persian literary promotion.

---

**Q.47** In Kho-Kho, how many players are in a team, and how many are on the field during a game?

A. 9 players in a team, 9 on the field
B. 12 players in a team, 9 on the field
C. 12 players in a team, 12 on the field
D. 9 players in a team, 12 on the field

**Answer:** B

**Sol:** The correct answer is **(b) 12 players in a team, 9 on the field**

**Explanation:**

• A **Kho-Kho team** consists of **12 players in total**.

• Out of these, **9 players take the field** at a time.

• The game is played between **two teams**, with one team chasing and the other defending.

• Chasers sit in a row on the central lane, while defenders try to avoid being touched.

• The sport emphasizes **speed, agility, and teamwork**.
**Information Booster:**

• Kho-Kho originated in **India** and is a traditional sport.

• The field measures **27 m × 16 m**.

• Each match consists of **two innings**, with chasing and defending turns.

• Each chasing turn lasts **7 minutes**.

• Governed by the **Kho-Kho Federation of India (KKFI)**.

---

**Q.48** **The concept of "Directive Principles of State Policy (DPSP)" in the Indian Constitution has been borrowed from the Constitution of which country?**

A. Ireland
B. United States of America
C. United Kingdom
D. Canada

**Answer:** A

**Sol:** The correct answer is **(a) Ireland**
**Explanation:**
• The **Directive Principles of State Policy (DPSP)** in the Indian Constitution are inspired by the **Irish Constitution (1937)**.

• They provide **guidelines to the State** for establishing social and economic democracy.

• Part IV of the Constitution (Articles **36 to 51**) deals with DPSPs.

• They are **non-justiciable** (not enforceable by courts) but **fundamental in governance**.

• Aim: To promote **justice, social welfare, equality, and economic democracy**.
**Information Booster:**

• Ireland itself borrowed the idea from the **Spanish Constitution**.

• DPSPs are classified into **Socialist, Gandhian, and Liberal-Intellectual principles**.

• Examples: Right to work, equal pay for equal work, organization of village panchayats, promotion of international peace.

• The **42nd Amendment (1976)** added socialist principles like protection of environment and free legal aid.

• DPSPs supplement **Fundamental Rights** by guiding state policy.
**Additional Knowledge:**

• (b) United States of America – Source of **Fundamental Rights**.

• (c) United Kingdom – Source of **Parliamentary system, Rule of Law**.

• (d) Canada – Source of **federal system with strong Centre, residuary powers**.

---

**Q.49** **Which of the following is true about the Voluntary Vehicle Fleet Modernisation Programme?**
**1. It promotes scrapping of old vehicles to reduce emission.**
**2. The Ministry of Road Transport and Highways is the nodal agency.**
**3. The scheme incentivizes buyers of fuel-efficient new vehicles only in urban areas.**

A. Only 1 and 3 are correct
B. All 1, 2 and 3 are correct
C. Only 1 and 2 are correct
D. Only 2 and 3 are correct

**Answer:** C

**Sol:** The correct answer is: **(c) Only 1 and 2 are correct**
**Explanation:**
· **Statement 1:** Correct – The **Voluntary Vehicle Fleet Modernisation Programme (VVMP)**, also called the **Vehicle Scrappage Policy (2021)**, aims to scrap old, polluting vehicles to reduce emissions and improve road safety.
· **Statement 2:** Correct – The **Ministry of Road Transport and Highways (MoRTH)** is the nodal agency implementing this scheme.
· **Statement 3:** Incorrect – The scheme does **not limit incentives to urban areas only**; benefits apply nationwide through tax rebates, scrap value, and discounts on purchase of new vehicles.
**Information Booster:**
· Announced in **Union Budget 2021–22**, launched in **August 2021**.
· Personal vehicles >20 years and commercial vehicles >15 years failing fitness tests are eligible for scrapping.
· Incentives include scrap value (4–6% of ex-showroom price), road tax rebate (up to 25%), and registration fee waiver.
· Objective: Reduce vehicular pollution, boost auto industry, promote fuel efficiency.
· Fitness testing mandated at **Automated Fitness Centres**.

---

**Q.50** **What was the main purpose behind the enactment of the FRBM (Fiscal Responsibility and Budget Management) Act?**

A. To regulate private sector investments
B. To increase fiscal deficit
C. To reduce government borrowing
D. To promote foreign trade

**Answer:** C

**Sol:** The correct answer is: **(c) To reduce government borrowing**

**Explanation:**

· The **Fiscal Responsibility and Budget Management (FRBM) Act, 2003** was enacted to ensure **fiscal discipline** and reduce India's high fiscal deficit and government borrowing.

· Its main aim was to bring **transparency, accountability, and long-term stability** in fiscal management.

**Information Booster:**

· Enacted in **2003**, came into force in **July 2004**.

· Target: Reduce **fiscal deficit to 3% of GDP** and eliminate **revenue deficit**.

· Prohibits the government from borrowing from the **RBI (except emergencies)**.

· Strengthened India's **macroeconomic stability** and investor confidence.

· Reviewed by the **N.K. Singh Committee (2016)**, which recommended a **debt-to-GDP target of 60% by 2023**.

---

**Q.51** Identify the odd group:

A. 11
B. 22
C. 44
D. 33

**Answer:** A

**Sol:** Now, we check each options.

**Option (a):** 11 → prime

**Option (b):** 22 → not prime

**Option (c):** 44 → not prime

**Option (d):** 33 → not prime

**So, 11 is odd one out.**

**Thus, correct option is (a).**

---

**Q.52** If A is the brother of B, and B is the mother of C, how is A related to C?

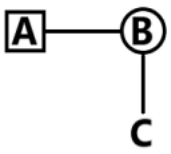
A. Grandfather
B. Uncle
C. Father
D. Brother

**Answer:** B

**Sol:** **Given**: If A is the brother of B, and B is the mother of C.

| Symbol in Diagram | Meaning |
|---|---|
| - / O | Female |
| +/ □ | Male |
| = | Married Couple |
| — | Siblings |
| \| | Difference Of Generation |

**From the given information blood relation diagram will be.**




A is **Uncle** of C.

Thus, correct option is (b).

---

**Q.53** If + means ×, - means +, × means -, ÷ means ÷ then, what is (3 + 4) × 2 - 1 ÷ 5 = ?

A. 11
B. 10.2
C. 12
D. 9

**Answer:** B

**Sol:** **Given**: (3 + 4) × 2 - 1 ÷ 5 = ?

Given Sign + - ×÷

New Sign ×+ - ÷

Using **BODMAS** rule.

| Operation preference wise | Symbol |
|---|---|
| Brackets | $[], , ()$ |
| Orders, of | $(power), \sqrt{(root)}, of$ |
| Division | ÷ |
| Multiplication | × |
| Addition | + |
| Subtraction | − |

**New equation**: (3 × 4) - 2 + 1 ÷ 5 = ?

12 - 2 + 0.2 = ?

12.2 - 2 = ?

? = **10.2**

Thus, correct option is (b).

---

**Q.54** What number will be present in place of the questions mark?:
**5, 24, 61, 122, 213, ?**

A. 331
B. 340
C. 342
D. 330

**Answer:** B

**Sol:** **Given**: 5, 24, 61, 122, 213, ?
**Logic**: Numbers are perfect cube of natural number from 2 and - 3.
$2^3$- 3 = 8 - 3 = 5
$3^3$- 3 = 27 - 3 = 24
$4^3$- 3 = 64 - 3 = 61
$5^3$- 3 = 125 - 3 = 122
$6^3$- 3 = 216 - 3 = 213
$7^3$- 3 = 343 - 3 = **340**
So, the missing term is **340**.
Thus, correct option is (b).

---

**Q.55** **In a code, 'APPLE' is written as 'BQOKF', then how is 'GRAPE' written in the same code?**

A. HQBPF
B. HRAQF
C. GQAOE
D. HSZOF

**Answer:** D

**Sol:** **Given**: In a code, 'APPLE' is written as 'BQOKF'.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| Z | Y | X | W | V | U | T | S | R | Q | P | O | N |
| 26 | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 | 15 | 14 |

**Logic**: 1st letter + 1, 2nd letter + 1, 3rd letter - 1, 4th letter - 1 and 5th letter + 1 place.
**For**, APPLE - BQOKF
A + 1 = B, P + 1 = Q, P - 1 = O, L - 1 = K, E + 1 = F
Similarly,
GRAPE - ?
G + 1 = **H**, R + 1 = **S**, A - 1 = **Z**, P - 1 = **O**, E + 1 = **F**
So, GRAPE is written as **HSZOF**.
Thus, correct option is (d).

---

**Q.56** **Four of the following five are alike in a certain way hence form a group. Which is the one that does not belong to that group?**
**1. ROSE : TQSC**
**2. LION : NKOL**
**3. BEAR : DAWT**
**4. CAND : ECNB**
**5. TIGER : VKGCP**

A. BEAR:DAWT
B. ROSE:TQSC
C. TIGER:VIGHW
D. LION:NKOM

**Answer:** A

**Sol:** **Given**:
1. ROSE:TQSC
2. LION:NKOL
3. BEAR:DAWT
4. CAND:ECNB
5. TIGER:VKGCP

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| Z | Y | X | W | V | U | T | S | R | Q | P | O | N |
| 26 | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 | 15 | 14 |

**Logic**: 1st letter + 2, 2nd letter + 2, 3rd letter same and 4th letter - 2 place.
1. ROSE:TQSC
R + 2 = T, O + 2 = Q, S = S, E - 2 = C
2. LION:NKOL
L + 2 = N, I + 2 = K, O = O, N - 2 = K
3. BEAR:DAWT
B + 2 = D, E + 2 ≠ A, A ≠ W, R - 2 ≠ T
4. CAND:ECNB
C + 2 = E, A + 2 = C, N = N, D - 2 = B
5. TIGER:VKGCP
T + 2 = V, I + 2 = K, G = G, E - 2 = C, R - 2 = P
So, **BEAR:DAWT** is odd one out.
Thus, correct option is (a).

---

**Q.57** **A bag has 4 red and 6 blue balls. What is the probability of drawing a red ball?**

A. 0.4
B. 0.3
C. 0.5
D. 0.6

**Answer:** A

**Sol:** **Given**:
Red balls = 4
Blue balls = 6
Total balls = 4 + 6 = 10
Probability of drawing a red ball:
$P(red) = \frac{\text{Number of red balls}}{\text{Total balls}} = \frac{4}{10} =$ **0.4**
Thus, correct option is (a).

---

**Q.58** **In a 90-student class, girls are double boys. If Rahul is 20th from top and 15 girls are ahead of him, find number of boys behind him.**

A. 28

B. 26
C. 24
D. 25

**Answer:** D

**Sol:** **Given**:
In a 90-student class, girls are double boys.
If Rahul is 20th from top and 15 girls are ahead of him.
**Solution**:
Total students = 90
Girls are double the boys → Boys = 30, Girls = 60
Rahul is 20th from the top; 15 girls are ahead of him → Boys ahead = 20 − 15 = 5 (including Rahul if he is a boy)
Number of boys behind Rahul = Total boys − Boys ahead
= 30 − 5
= **25**
So, **25** number of boys behind him.
Thus, correct option is (d).

---

**Q.59** **In a row of students, Priya is 9th from the left and 14th from the right. How many students are there in the row?**

A. 22
B. 23
C. 24
D. 21

**Answer:** A

**Sol:** **Given**:
In a row of students, Priya is 9th from the left and 14th from the right.
**Formula Used:**
Total Students = Position from left + Position from right - 1
= 9 + 14 - 1
= 23 - 1
= **22**
So, **22** students are there in the row.
Thus, correct option is (a).

---

**Q.60** **In each of the following questions, two numbers are given which follow a certain logical or arithmetic relationship. Identify the same pattern and apply it to find the missing number in the second pair, choose the correct option from the given alternatives.**
**23145 : 45367 :: 41235 : ?**

A. 62457
B. 63457
C. 63257
D. 54376

**Answer:** B

**Sol:** **Given**: 23145 : 45367 :: 41235 : ?
**Logic**: Digit of the number are increasing + 2 place.
**For**, 23145 : 45367
2 + 2 = 4, 3 + 2 = 5, 1 + 2 = 3, 4 + 2 = 6, 5 + 2 = 7
Similarly,
41235 : ?
4 + 2 = 6, 1 + 2 = 3, 2 + 2 = 4, 3 + 2 = 5, 5 + 2 = 7
So, 41235 : **63457**
Thus, correct option is (b).

---

**Q.61** **Circle, Triangle, Cube, Square-which is the odd one?**

A. Triangle
B. Circle
C. Cube
D. Square

**Answer:** C

**Sol:** **Circle**, **Triangle** and **Square** are 2-dimensional (2D) shapes.
**Cube** is a 3-dimensional (3D) shape.
So, **Cube** is the odd one out.
Thus, correct option is (c).

---

**Q.62** **In each question below, two pairs of letters are given. Then first pair has a specific relationship between its letters. Identify the relationship and choose the correct option that completes the second pair in the same way.**
**AD:CF::EH:?**

A. HJ
B. IK
C. FI
D. GJ

**Answer:** D

**Sol:** **Given**: AD:CF::EH:?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| Z | Y | X | W | V | U | T | S | R | Q | P | O | N |
| 26 | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 | 15 | 14 |

**Logic**: Letters are increasing + 2 place.
**For**, AD : CF
A + 2 = C, D + 2 = F
Similarly,
EH : ?
E + 2 = G, H + 2 = J
So, EH : **GJ**

Thus, correct option is (d).

---

**Q.63** 2384, 1592, 3756, 4298, 3629- which is inconsistent?

A. 3629
B. 3756
C. 1592
D. 2384

**Answer:** A

**Sol:** **Given**: 2384, 1592, 3756, 4298, 3629
**Logic**: All the numbers, except one, are even numbers.
2384 → Even number.
1592 → Even number.
3756 → Even number.
4298 → Even number.
**3629** → Odd number.
So, **3629** is inconsistent.
Thus, correct option is (a).

---

**Q.64** **Statement: Innovation requires risk-taking, but excessive risks without planning can lead to failure.**
**Conclusion I: Risk-taking alone does not guarantee innovation.**
**Conclusion II: Planning is always necessary for successful innovation.**
**Which conclusion follows?**

A. Both conclusions I and II follows.
B. Neither conclusions I nor II follows.
C. Only conclusions I follows.
D. Only conclusions II follows.

**Answer:** C

**Sol:** **Statement**: Innovation requires risk-taking, but excessive risks without planning can lead to failure.
Conclusion I: Risk-taking alone does not guarantee innovation → **True**, because the statement says that risks without planning can lead to failure.
Conclusion II: Planning is always necessary for successful innovation → **False**, the statement only mentions that excessive risks without planning can cause failure, not that planning is always required.
So, **Only conclusion I follows.**
Thus, correct option is (c).

---

**Q.65** **A word-and-number arrangement machine rearranges a given input following a specific rule in each step. The rule involves moving the alphabetically smallest word to the leftmost side and the numerically largest number to the rightmost side in each step. The process continues until all words are arranged in alphabetical order at the left end, and all numbers in descending order at the right end.**
**Based on the pattern, answer are questions that follow the given input.**
**Input: Volcano 37 19 Ash 50 Smoke 90 Dust 28**
**What is the sequence of numbers in Step II?**

A. 19 28 37 50 90
B. 80 50 37 28 19
C. 50 37 28 19 90
D. 37 19 28 50 90

**Answer:** D

**Sol:** **Input**: Volcano 37 19 Ash 50 Smoke 90 Dust 28
Move the alphabetically smallest word to the leftmost side.
Move the numerically largest number to the rightmost side.
Smallest word = Ash → move to leftmost
Largest number = 90 → move to rightmost
Input: Volcano 37 19 Ash 50 Smoke 90 Dust 28
From the above input can be writing as steps as
Step 1: Ash Volcano 37 19 50 Smoke Dust 28 50 90
**Step 2:** Ash Dust Volcano **37 19** Smoke **28 50 90**
Step 3: Ash Dust Smoke Volcano 19 28 37 50 90
Step 4 (Final): Ash Dust Smoke Volcano 19 28 37 50 90
So, numbers in 2nd step order: **37 19 28 50 90**
Thus, correct option is (d).

---

**Q.66** Choose the odd one out:

A. 579
B. 468
C. 234
D. 936

**Answer:** A

**Sol:** Now, we check each options.
**Option (a):** 579 → odd number
**Option (b):** 468 → even number
**Option (c):** 234 → even number
**Option (d):** 936 → even number
**So, 579 is odd one out.**
Thus, correct option is (a).

---

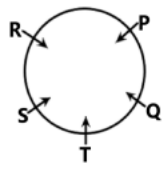
**Q.67** Five students - P, Q, R, S and T - are sitting in a circle facing the center. P is to the immediate right of Q. R is between P and S. Who is sitting to the immediate left of T?

A. Q
B. R
C. S
D. P

**Answer:** C

**Sol:** **Given**:

Five students - P, Q, R, S and T - are sitting in a circle facing the center.
P is to the immediate right of Q.
R is between P and S.
**From the given information seating arrangement will be.**




**S** is sitting to the immediate left of T.
Thus, correct option is (c).

---

**Q.68** Complete he following series:
HQMR, IRLQ, JSKP, KTJO,?

A. LUIN
B. MUJN
C. LUJO
D. MUIO

**Answer:** A

**Sol:** **Given**: HQMR, IRLQ, JSKP, KTJO, ?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| Z | Y | X | W | V | U | T | S | R | Q | P | O | N |
| 26 | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 | 15 | 14 |

**Logic**: 1st letter + 1, 2nd letter + 1, 3rd letter - 1 and 4th letter - 1 place.
**For**, 1st letter
H + 1 = I, I + 1 = J, J + 1 = K, K + 1 = **L**
**For**, 2nd letter
Q + 1 = R, R + 1 = S, S + 1 = T, T + 1 = **U**
**For**, 3rd letter
M - 1 = L, L - 1 = K, K - 1 = J, J - 1 = **I**
**For**, 4th letter
R - 1 = Q, Q - 1 = P, P - 1 = O, O - 1 = **N**
So, the missing term is **LUIN**.
Thus, correct option is (a).

---

**Q.69** In a certain language: FLOW=GMRZ. Then what is the code for WOLF?

A. ZRNG
B. ZRMG
C. ZQMG
D. ZNMG

**Answer:** B

**Sol:** **Given**: In a certain language: FLOW=GMRZ.
**Logic**: Direct coding is given.
**For**, FLOW = GMRZ
F = G, L = M, O = R, W = Z
Similarly,
WOLF = ?
W = Z, O = R, L = M, F = G
So, WOLF = **ZRMG**
Thus, correct option is (b).

---

**Q.70** Complete the analogy:
PQR : LMN :: GHI : ?

A. EFG
B. CDE
C. BCD
D. ABC

**Answer:** B

**Sol:** **Given**: PQR : LMN :: GHI : ?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| Z | Y | X | W | V | U | T | S | R | Q | P | O | N |
| 26 | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 | 15 | 14 |

**Logic**: Letters are decreasing - 4 place.
**For**, PQR : LMN
P - 4 = L, Q - 4 = M, R - 4 = N
Similarly,
GHI : ?
G - 4 = **C**, H - 4 = **D**, I - 4 = **E**
So, GHI : **CDE**
Thus, correct option is (b).

---

**Q.71** Read the following statements and conclusions carefully. Assume the statements are absolutely true, even if they contradict commonly known facts. Based solely on the statements, determine which of the conclusions logically follow.
**Statements**:
I. All cars are vehicles.
II. Some vehicles are bikes.
III. No bike is a truck.
**Conclusions**:
1. some vehicles are not trucks.
2. No car is a bike.
3. Some cars are bikes.
4. Some trucks are vehicles.

A. Only 1 and 2 follows.
B. Only 1, 3 and 4 follows.
C. All 1, 2, 3, and 4 follows.
D. Only 1 follows.

**Answer:** D

**Sol:** **Statements**:
I. All cars are vehicles.
II. Some vehicles are bikes.
III. No bike is a truck.
**From the given statements possible Venn diagram will be.**




**Conclusions**:
1. Some vehicles are not trucks. (**True**, some vehicle which are Bikes too , clealry given they are not truck).
2. No car is a bike. (**False**, there is no relation about car and bike).
3. Some cars are bikes. (**False**, there is no direct or indirect relation between cars and bikes).
4. Some trucks are vehicles. (**False**, there is no direct or indirect relation between trucks and vehicles).
So, **Only 1 follows.**
Thus, correct option is (d).

---

**Q.72** **Three of the following four pairs have the same relationship between their elements as in the case of the pair BRIGHT:24 and hence form a group. Which one does not belong to the group?**

A. SMART:21
B. SHARP:20
C. QUICK:20
D. BRAINY:24

**Answer:** A

**Sol:** **Given**: BRIGHT:24
**Logic**: Number of letters in the word × 4 = Number
**For**, BRIGHT:24
Letters = 6 → 6 × 4 = 24
Now, we check each options.
**Option (a):** SMART:21 **(Not Follow)**
Letters = 5 → 5 × 4 = 20 $\neq$ 21
**Option (b):** SHARP:20 **(Follow)**
Letters = 5 → 5 × 4 = 20
**Option (c):** QUICK:20 **(Follow)**
Letters = 5 → 5 × 4 = 20
**Option (d):** BRAINY:24 **(Follow)**
Letters = 6 → 6 × 4 = 24
So, **SMART:21** is odd one out.
Thus, correct option is (a).

---

**Q.73** **In each of the following question, a pair of words (letter sequences) is given on the left-hand side of the double colon (::), which follows a certain alphabetical patter. Identify the logic in the first pair and apply the same logic to the third word to find the correct corresponding word from the options.**
**LIP : OHR :: JAR : ?**

A. OSP
B. MZT
C. LYQ
D. NAS

**Answer:** B

**Sol:** **Given**: LIP : OHR :: JAR : ?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| Z | Y | X | W | V | U | T | S | R | Q | P | O | N |
| 26 | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 | 15 | 14 |

**Logic**: 1st letter + 3, 2nd letter - 1 and 3rd letter + 2 place.
**For**, LIP : OHR
L + 3 = O, I - 1 = H, P + 2 = R
Similarly,
JAR : ?
J + 3 = **M**, A - 1 = **Z**, R + 2 = **T**
So, JAR : **MZT**
Thus, correct option is (b).

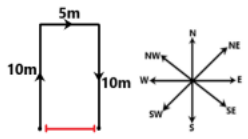
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**Q.74** **A person walks 10m North, then turns right and walks 5m, then turns right again and walks 10m. where is he now from the starting point?**

A. 10m South
B. 5m West
C. 5m East
D. 15m North

**Answer:** C

**Sol:** **Given**:
A person walks 10m North, then turns right and walks 5m, then turns right again and walks 10m.
**From the given information path diagram will be.**




He is now **5m** in **East** direction from the starting point.
Thus, correct option is (c).

---

**Q.75** A word- and-number arrangement machine rearrange a given input following a specific rule in each step. The rule involves moving the alphabetically smallest word to the leftmost side and the numerically largest number to the rightmost side in each step. The process continues until all words are arrange in alphabetical order at the left end, and all numbers in descending order at the right end.
Based on the patter, answer the questions that follow the given input.
Panther 88 33 11 Roar Stripes 44 Animal
Question: Which is the 1st word placed in Step 1?

A. Stripes
B. Panther
C. Animal
D. Roar

**Answer:** C

**Sol:** **Solution**:
The machine puts all words in **alphabetical order** at the left and all numbers in **descending** order at the right. Alphabetically the words sort as:
Animal, Panther, Roar, Stripes
and the numbers in descending order are: 88, 44, 33, 11
The final sequence is: Animal Panther Roar Stripes 88 44 33 11
**Initial Input:**
Panther 88 33 11 Roar Stripes 44 Animal
Step 1:
Result: **Animal** Panther 33 11 Roar Stripes 44 88
Step 2:
Result: Animal Panther 33 11 Roar Stripes 44 88
Step 3:
Result: Animal Panther Roar 11 Stripes 33 44 88
Step 4:
Final Result: **Animal** Panther Roar Stripes 11 33 44 88
**Animal** is the 1st word placed in Step 1?
Thus, correct option is (c).

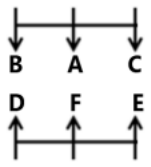
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**Q.76** Six persons — A, B, C, D, E, and F — are sitting in two rows, three in each, facing each other. A faces F. B is to the right of A. F is the person who is immediate to the left of E. C does not face B. Who faces C?

A. E
B. B
C. D
D. A

**Answer:** A

**Sol:** **Given**: Six persons — A, B, C, D, E, and F — are sitting in two rows, three in each, facing each other. A faces F. B is to the right of A. F is the person who is immediate to the left of E. C does not face B.




**E** faces C.
Thus, correct option is (a).

---

**Q.77** Complete the following series:
M, O, R, V, ?

A. Z
B. A
C. X
D. Y

**Answer:** B

**Sol:** **Given**: M, O, R, V, ?

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| Z | Y | X | W | V | U | T | S | R | Q | P | O | N |
| 26 | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 | 15 | 14 |

**Logic**: Letters are increasing + 2, + 3, + 4 and + 5 place.
M + 2 = O
O + 3 = R
R + 4 = V
V + 5 = **A**
So, the missing term is **A**.
Thus, correct option is (b).

---

**Q.78** If + means -, ÷ means +, - means × and × means ÷, then, what is 15 - 4 ÷ 6 + 12 = ?

A. 60
B. 56
C. 54
D. 58

**Answer:** C

**Sol:** **Given**: 15 - 4 ÷ 6 + 12 = ?

Given Sign+ ÷ - ×

New Sign - + × ÷

Using **BODMAS** rule.

| Operation preference wise | Symbol |
|---|---|
| Brackets | $[], , ()$ |
| Orders, of | $(power), \sqrt{(root)}, of$ |
| Division | $\div$ |
| Multiplication | $\times$ |
| Addition | $+$ |
| Subtraction | $-$ |

**New equation:** 15 × 4 + 6 - 12 = ?
60 + 6 - 12 = ?
66 - 12 = ?
? = **54**
Thus, correct option is (c).

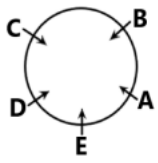
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**Q.79** **Five friends A, B, C, D and E sit around a circular table facing the center. B sits to the immediate right of A. C is to the immediate right of B. D is to the immediate left of E. Who is sitting to the immediate left of C?**

A. A
B. B
C. E
D. D

**Answer:** B

**Sol:** **Given**:
Five friends A, B, C, D and E sit around a circular table facing the center.
B sits to the immediate right of A.
C is to the immediate right of B.
D is to the immediate left of E.
**From the given information seating arrangement will be.**




**B** is sitting to the immediate left of C.
Thus, correct option is (b).

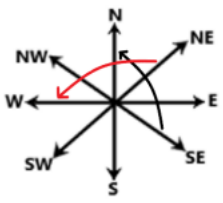
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**Q.80** **If south-East becomes North, then what will North-East become?**

A. South
B. West
C. South-West
D. North West

**Answer:** B

**Sol:** **Given**: If south-East becomes North.
(means it rotates 135° anti clock wise)




North-East become **West**.
Thus, correct option is (b).

---

**Q.81** **Class has 105 students. Boys are 40%, girls 60%. Shivani is 30th from top, 20 girls ahead. Find number of girls behind her.**

A. 42
B. 45
C. 44
D. 43

**Answer:** A

**Sol:** **Given**:
Total students = 105
Boys = 40% of 105 = 42
Girls = 60% of 105 = 63
Shivani's position from top = 30
Girls ahead of her = 20
Boys ahead of Shivani
Total students ahead = 29 (since she is 30th)
Boys ahead = 29 − 20 = 9
Girls behind Shivani
Total girls = 63
Girls behind = 63 − 20 − 1 (Shivani herself) = **42**
Thus, correct option is (a).

---

**Q.82** **You're leading a group project and one member is not contributing. What is the best decision to resolve the issue?**

A. Do the work yourself
B. Remove the person from the group
C. Talk to the member and understand their reasons
D. Complain directly to the teacher without discussion

**Answer:** C

**Sol:** **Given**:
You're leading a group project and one member is not contributing.
**Explanation**:
Directly doing the work yourself (A) is unfair to the group and may encourage non-participation.
Removing the member (B) or complaining to the teacher (D) without discussion can create conflict and harm relationships.
Talking to the member first allows you to identify the cause of non-contribution and resolve the issue collaboratively, which is professional and constructive.
So, **Talk to the member and understand their reasons** is the best decision to resolve the issue.
Thus, correct option is (c).

---

**Q.83** Complete the following series:
C, E, H, L, Q, ?

A. W
B. X
C. U
D. V

**Answer:** A

**Sol:** **Given**: C, E, H, L, Q, ?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| Z | Y | X | W | V | U | T | S | R | Q | P | O | N |
| 26 | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 | 15 | 14 |

**Logic**: Letters are increasing + 2, + 3, + 4, + 5 and + 6 place.
C + 2 = E
E + 3 = H
H + 4 = L
L + 5 = Q
Q + 6 = **W**
So, the missing term is **W**.
Thus, correct option is (a).

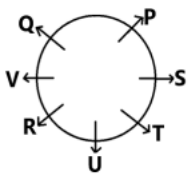
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**Q.84** Seven persons sit in a circle, all facing outward. P sits to the immediate right of Q. R is second to the left of Q. S is between P and T. U is sitting second to the left of V. Who is to the immediate left of T?

A. P
B. Q
C. U
D. S

**Answer:** D

**Sol:** **Given**:
Seven persons sit in a circle, all facing outward.
P sits to the immediate right of Q.
R is second to the left of Q.
S is between P and T.
U is sitting second to the left of V.
**From the given information seating arrangement will be.**




**S** is to the immediate left of T.
Thus, correct option is (d).

---

**Q.85** Read the situation and choose the best judgment:
You're travelling in a bus and notice smoke coming from the engine area. What is the best course of action?

A. Open the emergency exit and alert others
B. Panic and scream
C. Stay seated and do nothing
D. Wait for someone else to act

**Answer:** A

**Sol:** **Explanation**:
Noticing smoke from the engine is a potential fire hazard, so immediate action is required.
Opening the emergency exit and alerting passengers ensures safety and orderly evacuation.
Panicking (B), staying seated (C), or waiting (D) can be dangerous and delay evacuation.
So, **Open the emergency exit and alert other.**
Thus, correct option is (a).

---

**Q.86** Pointing to a girl in a photograph, Amit said, "She is the daughter of the only sister of my father." How is the girl related to Amit?

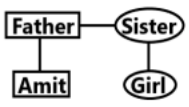
A. Niece
B. Aunt
C. Cousin
D. Sister

**Answer:** C

**Sol:** **Given**:
Pointing to a girl in a photograph, Amit said, "She is the daughter of the only sister of my father."

| Symbol in Diagram | Meaning |
|---|---|
| -/ O | Female |
| +/ □ | Male |
| = | Married Couple |
| — | Siblings |
| \| | Difference Of Generation |

**From the given information blood relation diagram will be.**




The girl is **cousin** of Amit.
Thus, correct option is (c).

---

**Q.87** What will be the next number in the series:
1, 4, 13, 40, 121, ?

A. 365
B. 362
C. 370
D. 364

**Answer:** D

**Sol:** **Given**: 1, 4, 13, 40, 121, ?
**Logic**: (1st number × 3) + 1 = 2nd number is pattern follow.
1 × 3 = 3, 3 + 1 = 4
4 × 3 = 12, 12 + 1 = 13
13 × 3 = 39, 39 + 1 = 40
40 × 3 = 120, 120 + 1 = 121
121 × 3 = 363, 363 + 1 = **364**
So, the missing term is **364**.
Thus, correct option is (d).

---

**Q.88** If + means -, - means ×, × means ÷, ÷ means +, then, what is 6 + (4 × 2) - 3 ÷ 1 = ?

A. 0
B. 2
C. 3
D. 1

**Answer:** D

**Sol:** **Given**: 6 + (4 × 2) - 3 ÷ 1 = ?

Given Sign+ - ×÷

New Sign - ×÷ +

Using **BODMAS** rule.

| Operation preference wise | Symbol |
|---|---|
| Brackets | $[], , ()$ |
| Orders, of | $(power), \sqrt{}(root), of$ |
| Division | $\div$ |
| Multiplication | $\times$ |
| Addition | $+$ |
| Subtraction | $-$ |

**New equation**: 6 - (4 ÷ 2) × 3 + 1 = ?
6 - 2 × 3 + 1 = ?
6 - 6 + 1 = ?
7 - 6 = ?
? = **1**
Thus, correct option is (d).

---

**Q.89** Input: cat 28 dog 43 bat 59
Step 1:59 cat 28 dog 43 bat
Step 2: 59 bat cat 28 dog 43
Step 3: 59 bat 43 cat 28 dog
Step: 59 bat 43 dog cat 28
What will be the final step for the input?

A. 59 cat 43 dog 28 bat
B. The output is already complete at step 4
C. 59 bat 43 dog 28 cat
D. 59 dog 43 bat 28 cat

**Answer:** C

**Sol:** **Given**:
First, bring the highest number to the leftmost position.
Then, arrange alternately as number → word → number
Among the words, use alphabetical order.
Among the numbers, use descending order.
Input: cat 28 dog 43 bat 59
From the above input, it can be written as steps as
Step 1: 59 cat 28 dog 43 bat
Step 2: 59 bat cat 28 dog 43
Step 3: 59 bat 43 cat 28 dog
Step 4: 59 bat 43 dog cat 28
Final (Step 5): **59 bat 43 dog 28 cat**
So, **59 bat 43 dog 28 cat** is the final step of the input.
Thus, correct option is (c).

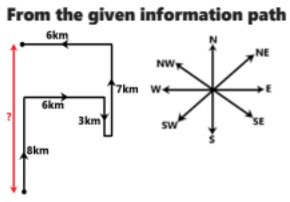
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**Q.90** A delivery agent starts from his warehouse and drives 8km North, then 6km East, and then 3 km south. He then makes a U-turn, returns 3km North, continues 4km further North, and finally takes a left turn and drives 6km. where is he now in relation to the starting point?

A. 14km North
B. 12 km North
C. 6 km East
D. 11km South

**Answer:** B

**Sol:** **Given**:
A delivery agent starts from his warehouse and drives 8km North, then 6km East, and then 3 km south.
He then makes a U-turn, returns 3km North, continues 4km further North, and finally takes a left turn and drives 6km.
**From the given information path diagram will be.**



**8 + 4 = 12km**
He is now in **12km North** direction relation to the starting point.
Thus, correct option is (b).

---

**Q.91** **Arrange in a logical sequence:**
**1. College**
**2. Admission**
**3. Application**
**4. Degree**
**5. Result**

A. 3-2-1-5-4
B. 3-1-2-4-5
C. 2-3-1-4-5
D. 3-2-1-4-5

**Answer:** A

**Sol:** **Given**:
1. College 2. Admission 3. Application 4. Degree 5. Result
**Explanation**:
Application (3) → Apply for admission.
Admission (2) → Admission is granted.
College (1) → Join the college.
Result (5) → Appear for exams and get results.
Degree (4) → Receive the degree after completing the course.
So, the order is: **3-2-1-5-4**
Thus, correct option is (a).

---

**Q.92** **Read the following statement carefully and identify the conclusion that follows.**
**Statement**:
**The school has made computer training compulsory for all students.**
**Conclusions**:
**I. Computer knowledge is essential in the modern world.**
**II. All students will become computer experts.**

A. Only Conclusion I follows.
B. Both I and II follows.
C. Neither I nor II follows.
D. Only Conclusion II follows.

**Answer:** A

**Sol:**
**Statement**:
The school has made computer training compulsory for all students.
**Conclusion**:
I. Computer knowledge is essential in the modern world → **True**, this is a reasonable assumption based on the school making training compulsory.
II. All students will become computer experts → **False**, the statement only says training is compulsory; it does not guarantee expertise.
So, **Only Conclusion I follows.**
Thus, correct option is (a).

---

**Q.93** **What number will be present in place of the questions mark?:**
**13, 17, 25, 41, 73, ?**

A. 125
B. 97
C. 137
D. 101

**Answer:** C

**Sol:** **Given**: 13, 17, 25, 41, 73, ?
**Logic**: Each difference double the previous one.
17 - 13 = 4
25 - 17 = 8
41 - 25 = 16
73 - 45 = 32
Next difference = 32 × 2 = 64
Next term is: 73 + 64 = **137**
Thus, correct option is (c).

---

**Q.94** **A number when divided by 5 leaves a remainder 3. What is the remainder when its square is divided by 5?**

A. 3
B. 1
C. 4
D. 2

**Answer:** C

**Sol:** **Given**: A number leaves a remainder of 3 when divided by 5.
Let the number be n = 5k + 3 for some integer k.
Square the number
$n^2 = (5k + 3)^2 = 25k^2 + 30k + 9$
Remainder when divided by 5
Terms 25k and 30k are divisible by 5 → remainder comes from 9
9 ÷ 5 = 1 remainder **4**
Thus, correct option is (c).

---

**Q.95** **If 'TABLE' is coded as 40 and 'CHAIR' as 39, what is the code for 'SOFA'?**

A. 40
B. 41
C. 39

D. 37

**Answer:** B

**Sol:** **Given**: If 'TABLE' is coded as 40 and 'CHAIR' as 39.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| Z | Y | X | W | V | U | T | S | R | Q | P | O | N |
| 26 | 25 | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 | 16 | 15 | 14 |

**Logic**: Sum of place value of letters = Number
**For**, TABLE - 40
20 + 1 + 2 + 12 + 5 = 40
**For**, CHAIR - 39
3 + 8 + 1 + 9 + 18 = 39
Similarly,
SOFA - ?
19 + 15 + 6 + 1 = ?
? = **41**
So, SOFA as **41**.
Thus, correct option is (b).

---

**Q.96** **Arrange in logical order:**
**1. Income**
**2. Education**
**3. Employment**
**4. Interview**
**5. Application**

A. 2-5-4-3-1
B. 5-4-3-2-1
C. 1-2-3-4-5
D. 2-3-4-5-1

**Answer:** A

**Sol:** **Given**:
1. Income 2. Education 3. Employment 4. Interview 5. Application
**Explanation**:
Education (2) → provides knowledge and qualifications.
Application (5) → applying for a job after gaining education.
Interview (4) → attending an interview for selection.
Employment (3) → getting the job.
Income (1) → earning salary after employment.
So, the order is: **2-5-4-3-1**
Thus, correct option is (a).

---

**Q.97** **In each of the following questions, a specific relationship is given between two words. Identify the word that shares a similar semantic relationship with the given pair. Choose the most appropriate option from the four choices given below.**
**Glacier : Melt :: Volcano : ?**

A. Flow
B. Explode
C. Erupt
D. Burn

**Answer:** C

**Sol:** **Given**: Glacier : Melt :: Volcano : ?
Glacier → **Melt** (a glacier melts)
Similarly,
Volcano : ?
**Volcano → Erupt** (a volcano erupts)
The relationship is subject : natural action/phenomenon.
Thus, correct option is (c).

---

**Q.98** **A man sees smoke coming from a building and hears people shouting. What should he do first?**

A. Run away immediately
B. Try to enter the building
C. Call emergency services
D. Ignore and move on

**Answer:** C

**Sol:** **Explanation**:
The first and most important action in an emergency is to alert the authorities who can handle the situation safely.
Running away (A) or ignoring it (D) does not help anyone.
Trying to enter the building (B) could put the man in danger.
So, **Call emergency services.**
Thus, correct option is (c).

---

**Q.99** **Given the situation below, which of the following is the most responsible course of action for you?**
**While driving, you witness a minor fender bender in a parking lot. One car, which appears to be at fault, quickly drives away without stopping. The other car's driver is still in their vehicle, looking shaken and surveying the damage.**
**Given this situation, which of the following is the most ethical and responsible action?**

A. Assume it's minor incident and continue driving, as it doesn't involve you directly.
B. Pull over safely, check on the driver of the damaged car, and offer to provide your contact information and what you witnessed.
C. Immediately call emergency services, even if there are no apparent injuries.
D. Chase after the car that drove away to get their license plate number and confront them.

**Answer:** B

**Sol:** **Explanation**:
A (ignore and continue) is irresponsible; the driver who caused the accident left the scene.
C (call emergency services immediately) may not be necessary for a minor fender bender with no injuries, though it's optional.
D (chase and confront) can be dangerous and is not safe or responsible.

B ensures the shaken driver is supported, and you provide truthful witness information if needed—this is ethical, responsible, and safe.
The most responsible and ethical action is: **Pull over safely, check on the driver of the damaged car, and offer to provide your contact information and what you witnessed.**
Thus, correct option is (b).

---

**Q.100** Read the following statements and conclusion carefully. Assume the statements to be absolutely true, even if they contradict known facts. Based only on the information given in the statements, decide which of the conclusions logically follow.

**Statements**:
I. Some students are cleaver.
II. All clever people are honest.
III. No honest person is lazy.

**Conclusions**:
1. Some students are honest.
2. No student is lazy.
3. Some clever people are not lazy.
4. Some honest people are not students.

A. All 1, 2, 3 and 4 follows.
B. Only 1, 3, and 4 follows.
C. Only 2 and 4 follows.
D. Only 1 and 3 follows.

**Answer:** D

**Sol:** **Statements**:
I. Some students are clever.
II. All clever people are honest.
III. No honest person is lazy.
**From the given statements possible Venn diagram will be.**




**Conclusions**:
1. Some students are honest. (**True**, some students are clever and all clever people are honest, so that means some students are honest).
2. No student is lazy. (**False**, there is no direct or indirect relation between student and lazy).
3. Some clever people are not lazy. (**True**, all clever people are honest and no honest person is lazy, so that means some clever people are not lazy).
4. Some honest people are not students. (**False**, some students are clever and all clever people are honest, so that means some honest people are also students).
So, **Only 1 and 3 follows.**
Thus, correct option is (d).

---

**Q.101** **Select the option that expresses the given sentence in Direct to Indirect Speech,**
**They said, "How foolish of him to say that!"**

A. They exclaimed how foolish of him to say that.
B. They exclaimed that it had been very foolish of him to say that.
C. They exclaimed that he is very foolish to say that!
D. They said it was very foolish of him to say that.

**Answer:** B

**Sol:** The correct indirect speech is **They exclaimed that it had been very foolish of him to say that.**
**Rules of conversion (exclamations → reported speech):**
· Replace the reporting verb **said** with **exclaimed** for an exclamatory sentence.
· Remove quotation marks and the exclamation mark; use a **that-clause**.
· Change **interjectional/exclamatory pattern** ( *How foolish of him!*) to a **statement** ( *that it was/had been very foolish of him*).
· Apply **backshift** because the reporting verb is in the past: present/"is" → **was/ had been**. Since the comment refers to a completed situation at the time of speaking, **had been** is acceptable and matches the option.
· Adjust pronouns and deictics as needed; here, **him** and **that** already fit.
· **Why others are wrong:**
· (a) *They exclaimed how foolish…* → lacks a **that-clause** and remains exclamatory/ill-formed.
· (c) *…that he **is** very foolish…* → no backshift ( *is* → * *was/had been*). Also keeps the exclamatory tone with "!".
· (d) Uses **said**, not **exclaimed**; weaker reporting for an exclamation and misses the nuance.

---

**Q.102** (1)
**In the following passage, some words have been omitted. Read the passage carefully and choose the most appropriate option from the given alternatives to fill in each blank. Mark your answer for each question.**
**Ravi and Arjun had been rivals on the football field since their first year in school. Both were talented players, and their competition often brought out the best-and sometimes the worst-in them. When the school team was selected for the district championship, both were chosen to play. At first, their rivalry made teamwork difficult. Passes were missed, tempers (1) _____and the coach had to step in. He reminded them that personal pride should never come before the team. Slowly, Ravi and Arjun began to (2) _____one another's strengths instead of focusing on their differences. As trust grew, their coordination improved, and the team's performance soared. In the semi-final match, it was a pass from Ravi that helped Arjun score the winning goal. The crowd cheered not just for the win, but for the sportsmanship. What began as a clash ended in a strong (3) that taught them the value of unity, mutual (4)_____ and shared (5)_____**

A. broke
B. cooled
C. flared
D. paused

**Answer:** C

**Sol:** The correct answer is option (c) **flared**.
**Why it fits:** The fixed expression **"tempers flared"** means people became suddenly angry or irritable—exactly what happens when rivalry disrupts teamwork, prompting the coach to intervene. The sentence "Passes were missed, tempers flared, and the coach had to step in" is idiomatic and coherent.
**Context of the passage:** Early rivalry undermines teamwork; emotions run high until guidance refocuses them on the team.
**Other options are incorrect because:**
· **(a) broke** — "tempers broke" is unidiomatic; *break* doesn't collocate naturally with *tempers* in this sense.
· **(b) cooled** — the opposite meaning (to calm down); it would contradict the need for the coach to step in.
· **(d) paused** — *tempers* don't "pause"; this doesn't convey anger or rising tension.

---

**Q.103** (2)
**In the following passage, some words have been omitted. Read the passage carefully and choose the most appropriate option from the given alternatives to fill in each blank. Mark your answer for each question.**
**Ravi and Arjun had been rivals on the football field since their first year in school. Both were talented players, and their competition often brought out the best-and sometimes the worst-in them. When the school team was selected for the district championship, both were chosen to play. At first, their rivalry made teamwork difficult. Passes were missed, tempers (1) _____and the coach had to step in. He reminded them that personal pride should never come before the team. Slowly, Ravi and Arjun began to (2) _____one another's strengths instead of focusing on their differences. As trust grew, their coordination improved, and the team's performance soared. In the semi-final match, it was a pass from Ravi that helped Arjun score the winning goal. The crowd cheered not just for the win, but for the sportsmanship. What began as a clash ended in a strong (3) that taught them the value of unity, mutual (4)_____ and shared (5)_____**

A. ignore
B. appreciate

C. compete
D. prove

**Answer:** B

**Sol:** The correct answer is option (b) **appreciate**.
**Why it fits:** The sentence says they began to value each other's **strengths** "instead of focusing on their differences." To **appreciate** means to recognize and value positively—perfectly matching the idea of trust and improved coordination.
**Context of the passage:** Guided by the coach, the rivals shift from ego-driven comparison to team-oriented recognition of each other's abilities.
**Other options are incorrect because:**
· **(a) ignore** — contradicted by the phrase "one another's strengths"; they're not overlooking strengths, they're acknowledging them.
· **(c) compete** — they were already competing; the point is a change away from rivalry toward teamwork.
· **(d) prove** — vague and grammatically awkward here ("began to prove one another's strengths" is ill-formed); the goal is appreciation, not demonstration.

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**Q.104** (3)
**In the following passage, some words have been omitted. Read the passage carefully and choose the most appropriate option from the given alternatives to fill in each blank. Mark your answer for each question.**
**Ravi and Arjun had been rivals on the football field since their first year in school. Both were talented players, and their competition often brought out the best-and sometimes the worst-in them. When the school team was selected for the district championship, both were chosen to play. At first, their rivalry made teamwork difficult. Passes were missed, tempers (1) _____and the coach had to step in. He reminded them that personal pride should never come before the team. Slowly, Ravi and Arjun began to (2) _____one another's strengths instead of focusing on their differences. As trust grew, their coordination improved, and the team's performance soared. In the semi-final match, it was a pass from Ravi that helped Arjun score the winning goal. The crowd cheered not just for the win, but for the sportsmanship. What began as a clash ended in a strong (3) that taught them the value of unity, mutual (4)_____ and shared (5)_____**

A. partnership
B. challenge
C. lesson
D. match

**Answer:** A

**Sol:** The correct answer is option (a) **partnership**.
**Why it fits:** "What began as a clash ended in a strong **partnership** ..." neatly captures their transformation from rivals to effective teammates working in harmony.
**Context of the passage:** Their rivalry evolves into cooperative synergy—evidenced by the decisive pass and shared credit for the win.
**Other options are incorrect because:**
· **(b) challenge** — a clash may present a challenge, but "ended in a strong challenge" is odd and doesn't convey unity.
· **(c) lesson** — while they did learn something, "ended in a strong lesson" is stylistically clumsy and doesn't highlight the ongoing relationship between them.
· **(d) match** — a clash doesn't "end in a match"; the match is an event they play, not the product of their relationship.

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**Q.105** (4)
**In the following passage, some words have been omitted. Read the passage carefully and choose the most appropriate option from the given alternatives to fill in each blank. Mark your answer for each question.**
**Ravi and Arjun had been rivals on the football field since their first year in school. Both were talented players, and their competition often brought out the best-and sometimes the worst-in them. When the school team was selected for the district championship, both were chosen to play. At first, their rivalry made teamwork difficult. Passes were missed, tempers (1) _____and the coach had to step in. He reminded them that personal pride should never come before the team. Slowly, Ravi and Arjun began to (2) _____one another's strengths instead of focusing on their differences. As trust grew, their coordination improved, and the team's performance soared. In the semi-final match, it was a pass from Ravi that helped Arjun score the winning goal. The crowd cheered not just for the win, but for the sportsmanship. What began as a clash ended in a strong (3) that taught them the value of unity, mutual (4)_____ and shared (5)_____**

A. effort
B. celebration
C. respect
D. rivalry

**Answer:** C

**Sol:** The correct answer is option (c) **respect**.
**Why it fits:** The collocation **"mutual respect"** is standard and aligns with themes of sportsmanship and teamwork. Unity thrives when teammates respect one another.
**Context of the passage:** As trust grows, they not only coordinate better but also esteem each other's abilities—hallmarks of mutual respect.
**Other options are incorrect because:**
· **(a) effort** — "mutual effort" is possible but less idiomatic and weaker than "mutual respect" in summarizing their interpersonal change.
· **(b) celebration** — "mutual celebration" isn't a typical value; it's a reaction, not a foundational principle of teamwork.
· **(d) rivalry** — "mutual rivalry" would return to the conflict they've overcome; it contradicts the message of unity.

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**Q.106** . (5)
**In the following passage, some words have been omitted. Read the passage carefully and choose the most appropriate option from the given alternatives to fill in each blank. Mark your answer for each question.**
**Ravi and Arjun had been rivals on the football field since their first year in school. Both were talented players, and their competition often brought out the best-and sometimes the worst-in them. When the school team was selected for the district championship, both were chosen to play. At first, their rivalry made teamwork difficult. Passes were missed, tempers (1) _____and the coach had to step in. He reminded them that personal pride should never come before the team. Slowly, Ravi and Arjun began to (2) _____one another's strengths instead of focusing on their differences. As trust grew, their coordination improved, and the team's performance soared. In the semi-final match, it was a pass from Ravi that helped Arjun score the winning goal. The crowd cheered not just for the win, but for the sportsmanship. What began as a clash ended in a strong (3) that taught them the value of unity, mutual (4)_____ and shared (5)_____**

A. pressure
B. fear
C. pride
D. conflict

**Answer:** C

**Sol:** The correct answer is option (c) **pride**.
**Why it fits:** Teams that succeed together feel **shared pride**—a positive, collective emotion matching the cheering crowd and the theme of sportsmanship.
**Context of the passage:** Their improved coordination leads to victory; naturally, they share pride in the team's achievement.
**Other options are incorrect because:**
· **(a) pressure** — pressure may precede performance, but "shared pressure" doesn't capture the celebratory outcome.
· **(b) fear** — inconsistent with the triumphant tone after winning.
· **(d) conflict** — they moved away from conflict; "shared conflict" contradicts the resolution and unity highlighted at the end.

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**Q.107** What is the central concern of the passage?
**Read the following passage carefully and answer the questions that follow by selecting the most appropriate option from the given alternatives.**
**The rise of genetic engineering has redefined what is scientifically possible, but not necessarily what is ethically acceptable. While gene editing offers hope in treating inherited diseases and improving crop resilience, it also raises profound moral questions. Should we edit genes to enhance intelligence or physical ability? Where do we draw the line between therapy and enhancement? These questions remain unsettled. Some argue that altering the human genome for non-medical reasons may lead to a new form of inequality-where the genetically modified have social advantages over others. Others fear unintended consequences: once a gene is changed, its effects may ripple through generations. Science often moves faster than legislation, leaving ethical frameworks lagging behind. True progress lies not in what we can do, but in what we choose to do responsibly. As with all powerful tools, genetic engineering demands caution, reflection, and a shared sense of human values.**

A. Costs of gene therapy
B. Government control of science
C. Ethical use of genetic engineering

D. Advances in medical devices

**Answer:** C

**Sol:** The correct answer is option (c).
The passage repeatedly contrasts what is "scientifically possible" with what is "ethically acceptable," foregrounding questions like therapy vs. enhancement, social inequality, and long-term consequences. It closes by asserting that "True progress lies not in what we can do, but in what we choose to do responsibly," which squarely places ethics—not techniques or costs—at the heart of the discussion. Therefore, the central concern is the ethical use of genetic engineering.
**Explanation of context of passage**
The author surveys gene editing's promise (curing inherited diseases, stronger crops) but stresses unresolved moral boundaries (enhancement of intelligence/ability), potential inequality, intergenerational effects, and the fact that ethics and law lag behind rapid science. The thesis: power requires responsibility, caution, and shared values.
**Other options are incorrect because:**
· (a) *Costs of gene therapy* — Costs are never discussed; the debate is moral, not financial.
· (b) *Government control of science* — Legislation is mentioned only to note it lags behind science, not to argue for/against control.
· (d) *Advances in medical devices* — The topic is genetic engineering/gene editing, not devices.

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**Q.108** **What does the author suggest about using genes to enhance traits?**
**Read the following passage carefully and answer the questions that follow by selecting the most appropriate option from the given alternatives.**
**The rise of genetic engineering has redefined what is scientifically possible, but not necessarily what is ethically acceptable. While gene editing offers hope in treating inherited diseases and improving crop resilience, it also raises profound moral questions. Should we edit genes to enhance intelligence or physical ability? Where do we draw the line between therapy and enhancement? These questions remain unsettled. Some argue that altering the human genome for non-medical reasons may lead to a new form of inequality-where the genetically modified have social advantages over others. Others fear unintended consequences: once a gene is changed, its effects may ripple through generations. Science often moves faster than legislation, leaving ethical frameworks lagging behind. True progress lies not in what we can do, but in what we choose to do responsibly. As with all powerful tools, genetic engineering demands caution, reflection, and a shared sense of human values.**

A. It improves global health
B. It is encouraged by law
C. It risks creating inequality
D. It always benefits society

**Answer:** C

**Sol:** The correct answer is option (c).
The passage explicitly warns that altering the genome for non-medical reasons "may lead to a new form of inequality—where the genetically modified have social advantages over others." This directly states the risk of stratification if enhancement is pursued.
**Explanation of context of passage**
Enhancement crosses a line from therapy (treating disease) to elective advantage. The author frames this as ethically fraught because it could entrench privilege and distort fairness.
**Other options are incorrect because:**
· (a) *It improves global health* — The text does not claim enhancement improves global health; it only notes therapeutic promise for disease.
· (b) *It is encouraged by law* — The passage says science moves faster than legislation; there's no suggestion of legal encouragement.
· (d) *It always benefits society* — The author is cautious, highlighting risks and unsettled questions, not guaranteed benefits.

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**Q.109** **Why are ethical frameworks struggling to keep up?**
**Read the following passage carefully and answer the questions that follow by selecting the most appropriate option from the given alternatives.**
**The rise of genetic engineering has redefined what is scientifically possible, but not necessarily what is ethically acceptable. While gene editing offers hope in treating inherited diseases and improving crop resilience, it also raises profound moral questions. Should we edit genes to enhance intelligence or physical ability? Where do we draw the line between therapy and enhancement? These questions remain unsettled. Some argue that altering the human genome for non-medical reasons may lead to a new form of inequality-where the genetically modified have social advantages over others. Others fear unintended consequences: once a gene is changed, its effects may ripple through generations. Science often moves faster than legislation, leaving ethical frameworks lagging behind. True progress lies not in what we can do, but in what we choose to do responsibly. As with all powerful tools, genetic engineering demands caution, reflection, and a shared sense of human values.**

A. Scientists disagree
B. Public lacks interest
C. Laws are faster than research
D. Science progresses rapidly

**Answer:** D

**Sol:** The correct answer is option (d).
The passage states, "Science often moves faster than legislation, leaving ethical frameworks lagging behind." The direct cause cited is the rapid pace of scientific progress.
**Explanation of context of passage**
Ethics and laws typically require deliberation and consensus; when breakthroughs outpace that deliberation, guidance lags, creating gray areas.
**Other options are incorrect because:**
· (a) *Scientists disagree* — Disagreement isn't mentioned as the reason for lagging frameworks.
· (b) *Public lacks interest* — Public apathy isn't discussed.
· (c) *Laws are faster than research* — The passage says the opposite: research outpaces law.

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**Q.110** **What does the author imply about gene editing's long-term impact?**
**Read the following passage carefully and answer the questions that follow by selecting the most appropriate option from the given alternatives.**
**The rise of genetic engineering has redefined what is scientifically possible, but not necessarily what is ethically acceptable. While gene editing offers hope in treating inherited diseases and improving crop resilience, it also raises profound moral questions. Should we edit genes to enhance intelligence or physical ability? Where do we draw the line between therapy and enhancement? These questions remain unsettled. Some argue that altering the human genome for non-medical reasons may lead to a new form of inequality-where the genetically modified have social advantages over others. Others fear unintended consequences: once a gene is changed, its effects may ripple through generations. Science often moves faster than legislation, leaving ethical frameworks lagging behind. True progress lies not in what we can do, but in what we choose to do responsibly. As with all powerful tools, genetic engineering demands caution, reflection, and a shared sense of human values.**

A. It is fully reversible
B. It can affect future generations
C. It has no proven results
D. It only benefits the rich

**Answer:** B

**Sol:** The correct answer is option (b).
The passage cautions that "once a gene is changed, its effects may ripple through generations," clearly indicating intergenerational consequences.
**Explanation of context of passage**
Because genetic changes can be heritable, the ethical calculus must consider not just present patients but descendants and populations, amplifying stakes and uncertainty.
**Other options are incorrect because:**
· (a) *It is fully reversible* — The text implies the opposite; changes may persist through generations.
· (c) *It has no proven results* — The passage acknowledges real promise (treating inherited diseases, crop resilience).
· (d) *It only benefits the rich* — Inequality is a risk discussed, but the statement "only benefits the rich" is not claimed as a fact.

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**Q.111** **Which phrase best captures the author's message?**
**Read the following passage carefully and answer the questions that follow by selecting the most appropriate option from the given alternatives.**
**The rise of genetic engineering has redefined what is scientifically possible, but not necessarily what is ethically acceptable. While gene editing offers hope in treating inherited diseases and improving crop resilience, it also raises profound moral questions. Should we edit genes to enhance intelligence or physical ability? Where do we draw the line between therapy and enhancement? These questions remain unsettled. Some argue that altering the human genome for non-medical reasons may lead to a new form of inequality-where the genetically modified have social advantages over others. Others fear unintended consequences: once a gene is changed, its effects may ripple through generations. Science often moves faster than legislation, leaving ethical**

**frameworks lagging behind. True progress lies not in what we can do, but in what we choose to do responsibly. As with all powerful tools, genetic engineering demands caution, reflection, and a shared sense of human values.**

A. "Edit now, regret later"
B. "Act fast and innovate"
C. "Caution must quide progress"
D. "All science is safe"

**Answer:** C

**Sol:** The correct answer is option (c).
The author emphasizes responsibility and restraint: "True progress lies not in what we can do, but in what we choose to do responsibly... genetic engineering demands caution, reflection, and a shared sense of human values." Hence, **caution must guide progress** (spelled "quide" in the option as given).
**Explanation of context of passage**
Across the passage, benefits are acknowledged, but the moral imperative is to proceed carefully, set boundaries, and align actions with shared values.
**Other options are incorrect because:**
· (a) "*Edit now, regret later*" — Overly slogan-like and fatalistic; the author is measured, not sensational.
· (b) "*Act fast and innovate*" — Contradicts the call for caution and ethical deliberation.
· (d) "*All science is safe*" — The author explicitly rejects this, urging caution about risks and unknowns.

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**Q.112** **What energy source does the school use?**
**Read the following passage carefully and answer the questions that follow by selecting the most appropriate option from the given alternatives.**
**In a small village, a government school has become an example of clean energy use. The school uses solar panels to run fans, lights, and even computers. This helps the school save money on electricity bills. The saved money is used to buy books and improve classrooms. The teachers also explain to students how solar energy works and why it is good for the planet. Students learn that solar power does not cause pollution like coal or petrol. The school has also inspired nearby houses to install solar panels. This change has made the village cleaner and more aware of the environment. Even on cloudy days, the solar battery stores enough power to keep the school running. With small steps like this, more schools and homes can help protect nature and build a better future.**

A. Petrol
B. Wind
C. Solar
D. Gas

**Answer:** C

**Sol:** The correct answer is option (c).
**Explain the right answer:** The passage clearly states that "the school uses **solar panels** to run fans, lights, and even computers." Solar panels capture sunlight and convert it into electricity for everyday use at the school.
**Explanation of context of passage:** The whole passage showcases a government school as a model for **clean energy adoption**. By using solar energy, the school cuts electricity costs, reinvests the savings in books and classrooms, educates students about renewable energy, and inspires the village to follow suit.
**Other options are incorrect because:**
· **(a) Petrol:** Petrol is a fossil fuel used mainly in vehicles; the passage never mentions petrol being used to power school equipment.
· **(b) Wind:** Wind energy is another renewable source, but the passage specifically mentions **solar panels**, not wind turbines.
· **(d) Gas:** Gas (LPG/natural gas) is not cited; the text focuses only on **solar electricity** generated by panels.

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**Q.113** **What does the school do with saved electricity money?**
**Read the following passage carefully and answer the questions that follow by selecting the most appropriate option from the given alternatives.**
**In a small village, a government school has become an example of clean energy use. The school uses solar panels to run fans, lights, and even computers. This helps the school save money on electricity bills. The saved money is used to buy books and improve classrooms. The teachers also explain to students how solar energy works and why it is good for the planet. Students learn that solar power does not cause pollution like coal or petrol. The school has also inspired nearby houses to install solar panels. This change has made the village cleaner and more aware of the environment. Even on cloudy days, the solar battery stores enough power to keep the school running. With small steps like this, more schools and homes can help protect nature and build a better future.**

A. Build a playground
B. Buy food
C. Buy books and improve classrooms
D. Hire more teachers

**Answer:** C

**Sol:** The correct answer is option (c).
**Explain the right answer:** The passage explicitly says: "This helps the school save money on electricity bills. The **saved money is used to buy books and improve classrooms**." So the savings are channeled directly into academic resources and learning spaces.
**Explanation of context of passage:** By switching to solar, the school reduces recurring costs and **reinvests** those savings to enhance learning quality—purchasing books and upgrading classrooms aligns with the school's educational mission and shows a sustainable feedback loop.
**Other options are incorrect because:**
· **(a) Build a playground:** Not mentioned anywhere; the text specifies books and classroom improvement.
· **(b) Buy food:** The passage does not refer to meal programs or food purchases.
· **(d) Hire more teachers:** Staffing changes are not discussed; only resources (books/classrooms) are highlighted.

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**Q.114** **Why is solar energy better than coal?**
**Read the following passage carefully and answer the questions that follow by selecting the most appropriate option from the given alternatives.**
**In a small village, a government school has become an example of clean energy use. The school uses solar panels to run fans, lights, and even computers. This helps the school save money on electricity bills. The saved money is used to buy books and improve classrooms. The teachers also explain to students how solar energy works and why it is good for the planet. Students learn that solar power does not cause pollution like coal or petrol. The school has also inspired nearby houses to install solar panels. This change has made the village cleaner and more aware of the environment. Even on cloudy days, the solar battery stores enough power to keep the school running. With small steps like this, more schools and homes can help protect nature and build a better future.**

A. It is cheaper to burn
B. It does not cause pollution
C. It is easier to store
D. It is available in bottles

**Answer:** B

**Sol:** The correct answer is option (b).
**Explain the right answer:** The passage teaches students that " **solar power does not cause pollution like coal or petrol**." Coal combustion produces smoke and harmful emissions, while solar electricity generation from panels is **clean at the point of use**.
**Explanation of context of passage:** A key theme is **environmental awareness**—students learn how clean energy helps protect nature. Solar aligns with the village's shift toward a cleaner environment and a better future.
**Other options are incorrect because:**
· **(a) It is cheaper to burn:** Solar isn't "burned"; coal is. The text does not compare fuel-burning costs—only pollution.
· **(c) It is easier to store:** The passage mentions a **battery** for storage but does not compare the ease of storing solar vs. coal.
· **(d) It is available in bottles:** Electricity from solar cannot be bottled; this is factually incorrect and not in the passage.

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**Q.115** **What did the school inspire villagers to do?**
**Read the following passage carefully and answer the questions that follow by selecting the most appropriate option from the given alternatives.**
**In a small village, a government school has become an example of clean energy use. The school uses solar panels to run fans, lights, and even computers. This helps the school save money on**

**electricity bills. The saved money is used to buy books and improve classrooms. The teachers also explain to students how solar energy works and why it is good for the planet. Students learn that solar power does not cause pollution like coal or petrol. The school has also inspired nearby houses to install solar panels. This change has made the village cleaner and more aware of the environment. Even on cloudy days, the solar battery stores enough power to keep the school running. With small steps like this, more schools and homes can help protect nature and build a better future.**

A. Use less water
B. Buy new uniforms
C. Install solar panels
D. Visit the school more

**Answer:** C

**Sol:** The correct answer is option (c).
**Explain the right answer:** The passage says, "The school has also inspired nearby houses to **install solar panels**." This shows a community ripple effect where households adopt the same clean-energy practice.
**Explanation of context of passage:** The school acts as a **role model**. Its success with solar leads to wider adoption, making the village cleaner and more environmentally conscious—amplifying the school's impact beyond its campus.
**Other options are incorrect because:**
· **(a) Use less water:** Water conservation is not mentioned in the passage.
· **(b) Buy new uniforms:** Uniform purchases are unrelated to energy use and are not discussed.
· **(d) Visit the school more:** The text doesn't mention increased visits; the concrete action is installing solar panels.

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**Q.116** **What helps the school on cloudy days?**
**Read the following passage carefully and answer the questions that follow by selecting the most appropriate option from the given alternatives.**
**In a small village, a government school has become an example of clean energy use. The school uses solar panels to run fans, lights, and even computers. This helps the school save money on electricity bills. The saved money is used to buy books and improve classrooms. The teachers also explain to students how solar energy works and why it is good for the planet. Students learn that solar power does not cause pollution like coal or petrol. The school has also inspired nearby houses to install solar panels. This change has made the village cleaner and more aware of the environment. Even on cloudy days, the solar battery stores enough power to keep the school running. With small steps like this, more schools and homes can help protect nature and build a better future.**

A. Electricity from the city
B. Fans from other schools
C. Solar batteries
D. Teachers' phones

**Answer:** C

**Sol:** The correct answer is option (c).
**Explain the right answer:** The passage clearly notes, "Even on **cloudy days, the solar battery stores enough power** to keep the school running." Batteries store surplus solar energy generated during sunnier periods, ensuring uninterrupted power.
**Explanation of context of passage:** Reliability is a common concern with renewables. The text addresses it by highlighting **battery storage**, which maintains power for fans, lights, and computers even when sunlight is weak—supporting continuous learning.
**Other options are incorrect because:**
· **(a) Electricity from the city:** The passage does not say the school relies on grid supply during cloudy days; it credits the **solar battery**.
· **(b) Fans from other schools:** Fans are appliances, not power sources; borrowing fans wouldn't solve a power shortage.
· **(d) Teachers' phones:** Phones cannot power school infrastructure; the text never suggests using mobile devices as energy sources.

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**Q.117** **Choose the part of the sentence that contains an error:**
**He has been living in Chennai since five years.**

A. No error
B. He has been living
C. since five years
D. in Chennai

**Answer:** C

**Sol:** Option (c) contains an error.
**Detailed explanation:**
· With a **period of time** (e.g., *five years*), use **for**, not **since**. **Since** is used with a **point in time** (e.g., *since 2020*, *since Monday*, *since 5 p.m.*).
· Moreover, actions that **began in the past and continue to the present** normally take the **present perfect (continuous)**, not simple present continuous for duration with *since/for*.
· **Corrected sentence:** *He **has been living** in Chennai **for** five years.*
· **Grammatical rule used:**
· **Since + point in time / For + period of time**.
· Present Perfect Continuous: **has/have + been + V-ing** to indicate an action that started in the past and is still continuing.
· **Example:** *She **has been working** here **since** 2019. / They **have been studying for** three hours.*
· **Information booster:**
· With **stative verbs** ( *know, believe, love*), prefer **present perfect simple**: *I **have known** him for ten years.*
· **Since** can also be a **conjunction** meaning "because": *Since it's raining, we'll stay in.* Here it doesn't denote time.

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**Q.118** **Select the most appropriate homonym.**
**This case calls for immediate action.**

A. Legal matter
B. Suitcase
C. Example
D. Scenario

**Answer:** A

**Sol:** The correct one-word sense (homonym) intended is (a) **Legal matter**.
**Explanation:** In formal/official contexts, **case** commonly denotes a **legal or official matter** under consideration that demands steps or remedies—hence "calls for immediate action." *(legal case = मुक़दमा/मामला)* The sentence implies urgency in dealing with a matter on record, which aligns best with the legal/official sense.
**Example:** *The **case** was listed urgently because it called for immediate action from the authorities.*
**Meanings of the other options:**
· **(b) Suitcase:** A portable container for clothes, luggage. *(सूटकेस/सामान रखने का बक्सा)*
· **(c) Example:** An instance used to illustrate a rule; not the intended sense here. *(उदाहरण)*
· **(d) Scenario:** A hypothetical/possible situation or storyline; broader and less formal than the official/legal nuance suggested by *case*. *(परिदृश्य/स्थिति)*

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**Q.119** **Select the correct passive form of the given sentence.**
**"They have discussed the issue already."**

A. The issue was discussed by them.
B. The issue has been discussed already by them.
C. The issue discusses by them.
D. The issue had been discussed.

**Answer:** B

**Sol:** The correct passive voice of the given sentence is (b).

**Rules of conversion (Present Perfect Active → Passive):**

· **Active Voice Structure:** Subject + **have/has** + **$V_3$** + Object.

· **Passive Voice Structure:** Object + **have/has been** + **$V_3$** (+ by + Agent [optional]).

· Applying the rule: **They** (S) **have discussed** (V) **the issue** (O) **already** (Adv.).

· → Passive: **The issue has been discussed already (by them).**

· Adverb placement is natural as **has been discussed already**; an equally acceptable variant is **The issue has already been discussed.**

· **Structure:**

· **Active:** They **have discussed** the issue.

· **Passive:** The issue **has been discussed** (by them).

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**Q.120** Which of the following sentences is grammatically correct?

A. He went to college in a train.
B. He went to college with a train.
C. He went to college by a train.
D. He went to college on a train.

**Answer:** D

**Sol:** **The correct sentence is option (d) *He went to college on a train*.**

**Explanation:** With public transport, we commonly use **"on"** to indicate the specific vehicle we are travelling in: *on a bus/train/plane*. We also use **"by"** to express the general means of travel **without an article**: *by train/bus/air*. Hence, "on a train" is correct here, while "by a train" is incorrect because **"by"** should not take an article in this usage.

**Grammatical rule used:**

· **Prepositions with transport:**

· **by + mode (no article):** *by train, by bus, by air*.

· **on + the/a + vehicle:** *on the bus, on a train, on the plane*.

· **in + small/private vehicles:** *in a car/taxi/cab*.

· **Example:** *I go to work **by train** , but today I'm **on a train** heading to Delhi.*

· **Information booster / exceptions:** We say **"on foot"**, not *by foot*; and with bicycles both **on a bicycle** and **by bicycle** are accepted depending on focus (specific vs. means).

· **Why the other options are wrong:**

· **(a) in a train** — unnatural with large public transport; we prefer **on**.

· **(b) with a train** — *with* denotes accompaniment, not means of transport.

· **(c) by a train** — article misuse; should be **by train** (no article).

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**Q.121** Choose the antonym of 'scrupulous':

A. Principled
B. Ethical
C. Careless
D. Dishonest

**Answer:** D

**Sol:** The correct antonym of the given word is (d) **Dishonest**.

**Given word: *scrupulous*** — extremely careful to do what is right; very attentive to details and moral correctness (ईमानदार, अत्यंत सावधान/सूक्ष्मता रखने वाला). In ethics, a scrupulous person avoids even small wrongs; in work, they are meticulous.

**Example:** "A scrupulous auditor double-checks every figure and never bends the rules."

**Correct answer word: *dishonest*** — not truthful or trustworthy; willing to cheat or lie (बेईमान). This directly opposes the moral sense of *scrupulous*.

**Example:** "He was fired for dishonest practices in handling client funds."

**Synonyms (scrupulous):** meticulous, conscientious, principled, punctilious.

**Antonyms (scrupulous):** dishonest, unscrupulous, negligent, careless.

**Meanings of all the other given options:**

· **(a) Principled:** acting according to strong moral rules (सिद्धांतनिष्ठ).

· **(b) Ethical:** morally right; conforming to accepted standards (नैतिक).

· **(c) Careless:** not giving sufficient attention; negligent (लापरवाह) — opposite of the "meticulous" sense, but the best direct antonym in the moral sense is **dishonest**.

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**Q.122** Select the most appropriate option to improve the bold part of the sentence.
**I wish I am taller.**

A. were taller
B. was taller
C. would be taller
D. could be taller

**Answer:** A

**Sol:** The correct substitution of the highlighted words is (a) **were taller**.

**Explanation:** After **wish** (expressing an unreal/contrary-to-fact present situation), we use the **past subjunctive**: *wish + subject +* ***were*** for all persons. The speaker is not taller **now**, and is imagining a different present state; hence *I wish I **were** taller.*

**Grammatical rule used:**

· **Wish + simple past** → unreal present: *I wish I **were** rich.*

· **Wish + past perfect** → unreal past: *I wish I **had studied** harder.*

· **Wish + would** → annoyance/volition about someone/something **else's** behavior: *I wish he **would** listen.*

· **Example:** *I wish she **were** here.* (not *was*)

**Why other options are incorrect:**

· **(b) was taller:** In formal/standard English, the **subjunctive "were"** is preferred with **I/he/she/it** after *wish* to indicate unreality.

· **(c) would be taller:** *Wish + would* is for someone else's willingness/change, not one's current state.

· **(d) could be taller:** *Could* suggests ability/possibility, not the standard unreal present form after *wish*.

**Information booster (Subjunctive):**

Common fixed uses: *If I **were** you…, I wish it **were** possible.*

---

**Q.123** Choose the part of the sentence that contains an error:
**She insisted to accompany me.**

A. to accompany
B. me
C. No error
D. She insisted

**Answer:** A

**Sol:** Option (a) contains an error.

**Explanation:** The verb **insist** does **not** take an infinitive "to + V1". The correct pattern is **insist on + V-ing** or **insist that + clause**. Hence, we should say **"She insisted on accompanying me."** The rest of the sentence is fine.

**Grammatical rule used:**

· *insist on + gerund (V-ing)*: "They insisted on paying."

· *insist that + subject + (should) + base verb*: "They insisted that she (should) stay." (In formal English, "should" is optional but implied.)

**Example:** "The passengers insisted on getting a refund."
**Information booster:**
· Similar patterns: **persist in + V-ing**, **apologize for + V-ing**, **object to + V-ing**, **succeed in + V-ing**.
· Do **not** write *insisted to go* (✗); write *insisted on going* (✓).

---

**Q.124** **Select the synonym of Candid.**

A. Frank
B. Dubious
C. Insincere
D. Secretive

**Answer:** A

**Sol:** The correct synonym of the given word is (a) **Frank**.
**Given word — Candid:** Open, honest, and straightforward in speech or expression; free from bias or disguise. It may also mean unposed or natural in photography. *(Hindi: साफ़- सुथरा/स्पष्टवादी/निष्कपट).*
**Example (given word):** *Her **candid** feedback helped me improve the report.*
**Correct answer word — Frank:** Direct and unreserved in speech; telling the truth plainly, sometimes bluntly, without trying to hide feelings. *(Hindi: बेबाक/साफ़गो/साफ़- साफ़ बोलने वाला).*
**Example (correct word):** *Be **frank** with me—do you like the plan or not?*
**Synonyms:** open, forthright, straightforward, honest.
**Antonyms:** evasive, guarded, insincere, secretive.
**Meanings of all the other given options:**
· **(b) Dubious:** doubtful; suspicious; not to be relied upon. *(Hindi: संदिग्ध/शंकास्पद).*
· **(c) Insincere:** not expressing genuine feelings; pretending. *(Hindi: कपटी/कपटपूर्ण).*
· **(d) Secretive:** inclined to conceal feelings or intentions; not forthcoming. *(Hindi: रहस्यमयी/गोपनीय स्वभाव का).*

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**Q.125** **Choose the correct direct speech form of the following sentence.**
**Rina told Suman to leave the city immediately.**

A. Rina said to Suman, "Leave the city immediately now."
B. Rina said to Suman, "Please leave the city immediately."
C. Rina said to Suman, "Leave the city immediately."
D. Rina said to Suman, "You leave the city immediately."

**Answer:** C

**Sol:** The correct direct speech is (c) **Rina said to Suman, "Leave the city immediately."**
**Rules & Explanation:**
· Indirect imperative "told + object + to + V1" converts to direct imperative with base verb inside quotes.
· Reporting verb **told** becomes **said to** in direct.
· The command word is the bare infinitive **Leave**; "immediately" remains unchanged.
· No **now** is needed, and adding **please** would change the tone to a request (which the original "told" does not imply).
· **Example:** Indirect: *He told me to sit down.* → Direct: *He said to me, "Sit down."*
· **Notes:** For requests, *requested/asked* ↔ "Please + V1". For prohibitions, *told … not to + V1* ↔ "Don't + V1".

---

**Q.126** **Select the correct active form.**
**"Has the file been uploaded by you?"**

A. Did you upload the file?
B. Had you uploaded the file?
C. Are you uploading the file?
D. Have you uploaded the file?

**Answer:** D

**Sol:** The correct active/passive voice of the given sentence is (d).
**Why:** The sentence is **Present Perfect Passive Interrogative**: **Has + object + been + $V^3$ (by + agent)?** Convert to **Present Perfect Active Interrogative**: **Have/Has + subject + $V^3$ + object?**
**Structure:**
· **Passive (Q):** *Has* the file *been uploaded* by you?
· **Active (Ans):** *Have* **you** *uploaded* the *file*?
· **Rules used:**
· Keep **tense** (Present Perfect).
· Swap **agent** ↔ **patient** (you ↔ the file).
· Drop **been** and **by-phrase** in active.
· **Example:** *Has the homework been finished by the students? → Have the students finished the homework?*

---

**Q.127** **What does the idiom 'Cry wolf' mean?**

A. Be truthful
B. Lie unnecessarily
C. Help others
D. Raise a false alarm

**Answer:** D

**Sol:** Option (d) is the correct meaning of the given idiom.
**Given Idiom: 'Cry wolf' — Meaning:** To **raise a false alarm** repeatedly; to warn of danger when there is none, so that people stop believing you. *(झूठा खतरा बताना/बार-बार झूठी चेतावनी देना).*
**Example:** *After he kept crying wolf about fake emergencies, no one believed him when a real problem occurred.*
**Other related idioms and their meanings:**
· **A storm in a teacup:** A big fuss over something trivial.
· **Much ado about nothing:** A lot of commotion for no real reason.
· **The boy who cried wolf:** A reference to the fable; someone whose repeated lies cost him credibility.
· **False alarm:** An alarm or warning that turns out to be untrue.

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**Q.128** **Select the correct active form of the given sentence.**
**"The cake had been decorated by the baker."**

A. The baker decorates the cake.
B. The baker is decorating the cake.
C. The baker had decorated the cake.
D. The baker will decorate the cake.

**Answer:** C

**Sol:** The correct active/passive voice of the given sentence is (c).
**Explain the rules (Passive → Active):**
· Keep the **same tense**. *Past Perfect* passive **had been + V³** becomes *Past Perfect* active **had + V³**.
· **Object ↔ Subject swap**: "the cake" (object) becomes the object again in active? No—here the agent "the baker" becomes the **subject** in active; "the cake" becomes the **object**.
· **Remove** the passive marker **been** and the agentive phrase **by + doer**.
· **Structure:**
· **Active Voice:** Subject + **had + V³** + Object → *The baker had decorated the cake.*
· **Passive Voice:** Object + **had been + V³** (+ by + Subject) → *The cake had been decorated (by the baker).*
· **Example:** *The letter had been written by her → She had written the letter.*
· **Info booster:** Intransitive verbs (no object), e.g., *arrive, sleep*, **cannot** form passive voice.

---

**Q.129** **Transform the following sentence into active voice:**
**Let the mobile be charged.**

A. Charge the mobile.
B. One must charge the mobile.
C. Someone should charge the mobile.
D. Will you charge the mobile?

**Answer:** A

**Sol:** The correct **active voice** of the given sentence is (a).
**Explanation:** The passive imperative uses **"Let + object + be + V3"** to express a command/request. Its active imperative form is the **base verb** followed by the **object**. Hence, **"Let the mobile be charged." → "Charge the mobile."**
**Grammatical rule used:**
· **Passive imperative:** *Let + object + be + V3* (e.g., *Let the work be done.*)
· **Active imperative:** *Base verb + object* (e.g., *Do the work.*)
· **Example:** *Let the door be opened. → Open the door!*
· **Information booster / exceptions:**
· For polite requests, English often uses **"Please + base verb"** ( *Please open the window.*) or **modal requests** ( *Could you open the window?*).
· Options (b), (c), (d) change modality (necessity/suggestion/question) and therefore don't preserve the imperative command as directly as (a).

---

**Q.130** **Rearrange the parts of the sentence in the correct order.**
**Postcolonial literature**
**P. interrogates historical narratives,**
**Q. while reclaiming suppressed voices**
**R. and offers alternative perspectives**
**S. rooted in indigenous experience,**

A. PSRQ
B. RSPQ
C. QRSP
D. SRPQ

**Answer:** A

**Sol:** Option (a) **PSRQ** is the correct order of the given sentences.
**Why this order works (grammar + logic):**
· **P** supplies the **main finite verb** after the subject "Postcolonial literature": *interrogates historical narratives,* completing the core clause.
· **S** is a **non-finite participial phrase** ( *rooted in indigenous experience*) that functions as an appositive modifier referring back to the subject; placing it after the main clause is acceptable as a non-restrictive insert.
· **R** adds a **coordinated predicate** with *and offers alternative perspectives*, pairing neatly with the first verb *interrogates*.
· **Q** is a **subordinate 'while'-clause** best placed at the end to convey concurrency: *... while reclaiming suppressed voices.*
· Alternatives fail structurally: **(b)** begins with *and offers* (requires a previous clause), **(c)** starts with a *while*-clause without the anchoring main clause, and **(d)** leads with a modifier ( **S**) without a main predicate immediately, creating awkwardness.

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**Q.131** **Select the most appropriate option to improve the bold part of the sentence.**
**She said me the truth.**

A. told me
B. said to me
C. says me
D. spoke to me

**Answer:** A

**Sol:** The correct substitution of the highlighted words is (a) **told me**.
**Explanation:**
· **Tell** takes a **direct object (person)**: *tell + someone + something → She **told me** the truth.*
· **Say** does **not** take the person directly; we use **say + to + person**: *She **said to me** "..."* (but then the object is typically a **that-clause** or quoted speech).
· In the given sentence, the verb must carry both **indirect object (me)** and **direct object (the truth)**—hence **told me** is correct.
**Grammatical rule used:**
· **tell + person + thing**; **say + thing (+ to + person)**.
**Example:** *The teacher **told us** the rules. / The teacher **said (to us)** that the test was tomorrow.*
**Information booster:** With **reporting verbs**, prefer **tell** when the **listener** is expressed without a preposition; prefer **say** when focusing on **content** (often with *that* or quoted speech).

---

**Q.132** **Choose the one which can be substituted for the given sentence.**
**A partner in crime**

A. Rival
B. Accomplice
C. Patriot
D. Ally

**Answer:** B

**Sol:** **The correct one-word for the given group of words is (b) *Accomplice*.**
**Explanation:** An **accomplice** is a person who knowingly helps another in committing a crime; a partner who participates in the unlawful act. (Hindi: **सह-अपराधी**, अपराध में साझेदार). This word precisely captures "a partner in crime," both literally and legally.
**Example:** *The burglar and his **accomplice** escaped before the police arrived.*
**Meanings of the given other options:**
· **(a) Rival:** A competitor or opponent (Hindi: **प्रतिद्वंद्वी**).
· **(c) Patriot:** One who loves and supports one's country (Hindi: **देशभक्त**).
· **(d) Ally:** A friend/helper, usually in support or war; not necessarily criminal (Hindi: **मित्र/सहयोगी**).

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**Q.133** Select the synonym of Taciturn.

A. Bold
B. Reserved
C. Talkative
D. Noisy

**Answer:** B

**Sol:** The correct synonym of the given word is (b) **Reserved**.
**Taciturn:** A person who is **habitually silent or sparing of speech**; speaks little and is not inclined to conversation. (Hindi: अल्पभाषी, कम बोलने वाला).
**Example:** *Despite the lively party, Arjun remained **taciturn** , offering only brief replies.*
**Reserved (correct answer):** Someone who is **restrained and not freely expressive in speech or emotion**; inclined to keep to oneself. (Hindi: संयमी/संकोची, कम मिलनसार).
**Example:** *In meetings, she is **reserved** , preferring to listen before contributing.*
**Synonyms:** reticent, uncommunicative, laconic, tight-lipped.
**Antonyms:** talkative, loquacious, garrulous, voluble.
**Meanings of all the other given options:**
· **(a) Bold:** courageous; showing a willingness to take risks. (Hindi: साहसी, निडर).
· **(c) Talkative:** inclined to talk a lot; loquacious. (Hindi: बातूनी).
· **(d) Noisy:** making much noise; clamorous; loud. (Hindi: शोरगुल वाला, कोलाहलपूर्ण).

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**Q.134** Choose the antonym of 'ascend':

A. Rise
B. Soar
C. Climb
D. Descend

**Answer:** D

**Sol:** The correct antonym of the given word is (d) **Descend**.
**Given word—Ascend:** To go up, move upward, or climb to a higher level; it can describe physical movement or abstract rise (rank, quality). (Hindi: ऊपर चढ़ना / ऊपर उठना)
**Example:** The hikers began to **ascend** the steep mountain trail at dawn.
**Correct answer word—Descend:** To go down, move from a higher place to a lower one; also to decline or slope downward. (Hindi: नीचे उतरना / नीचे गिरना)
**Example:** As evening fell, the team **descended** the hill carefully.
**Synonyms (of ascend):** rise, mount, climb, soar.
**Antonyms (of ascend):** descend, drop, fall, sink.
**Meanings of all the other given options:**
· **(a) Rise:** to move upward or increase (Hindi: उठना / बढ़ना)
· **(b) Soar:** to fly or rise high swiftly (Hindi: ऊँचा उड़ना / तेज़ी से ऊपर जाना)
· **(c) Climb:** to go up by using feet and often hands (Hindi: चढ़ना)

---

**Q.135** Select the option that expresses the given sentence in Direct Speech.
**She said that she had never encountered such behavior.**

A. She said, "I never encounter such behavior."
B. She said, "I have never encountered such behavior."
C. She said, "I was never encountering such behavior."
D. She said, "I had never encounter such behavior."

**Answer:** B

**Sol:** The correct direct speech is: **She said, "I have never encountered such behavior."**

- **Rule (Indirect → Direct):**
  • Remove the conjunction **that**.
  • **Pronoun change:** subject of reporting clause ("She") → speaker's first person **I**.
  • **Tense reversal: Past Perfect (had + V3)** in reported clause → **Present Perfect (have/has + V3)** in direct speech (since the original statement was a present-perfect experience).
  • **Punctuation:** add comma after the reporting verb and enclose the original words in quotation marks.
  • **Time/negative words** (e.g., *never*) remain unchanged unless context demands otherwise.

- **Why B is correct:**
  "**I have never encountered**" accurately reverses **had never encountered** to **have never encountered**, matching how the original speaker would express it.

- **Why others are incorrect:**
  **A.** "I never encounter" → Simple Present (habitual) ≠ Present Perfect (experience till now).
  **C.** "I was never encountering" → Past Continuous, wrong aspect.
  **D.** "I had never encountered" → Keeps Past Perfect; that would still be in indirect/backshifted form, not the original direct speech.

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**Q.136** Select the synonym of Vicinity.

A. Absence
B. Proximity
C. Distance
D. Departure

**Answer:** B

**Sol:** The correct synonym of the given word is (b) **Proximity**.
**Given word — *Vicinity*:** It means the **area near or surrounding a particular place; nearness** in space or relation. **Hindi**: *आस-पास / निकटता.* It conveys closeness rather than far-off distance.
**Example (Vicinity):** The hospital is in the **vicinity** of the bus stand.
**Correct answer word — *Proximity*:** It denotes the **state of being near; closeness** in distance, time, or relationship. **Hindi**: *निकटता / समीपता.* It squarely matches the sense of "vicinity."
**Example (Proximity):** The school's **proximity** to the park makes it ideal for sports events.
**Synonyms:** neighborhood, closeness, nearness, adjacency.
**Antonyms:** distance, remoteness, farness, isolation.
**Meanings of all the other given options:**
· **(a) Absence:** the state of not being present (अनुपस्थिति).
· **(c) Distance:** the amount of space between two points (दूरी).
· **(d) Departure:** the act of leaving (प्रस्थान).

---

**Q.137** The meaning of the Idiom 'Make a clean breast of' is to:

A. Argue
B. Accuse
C. Confess
D. Whisper

**Answer:** C

**Sol:** Option (c) is the correct meaning of the given idiom.
**Given Idiom:** ***Make a clean breast of*** : It means to **confess fully**, revealing the whole truth without hiding anything; to admit one's mistake/culpability openly. **Hindi**: *पूरी सच्चाई कबूल करना / साफ़-साफ़ स्वीकार करना.*
**Example:** After hours of questioning, the player made a clean breast of his role in the foul play.
**Other related idioms and their meanings:**
· **Come clean** — to tell the truth frankly (साफ़-साफ़ सच बताना).
· **Spill the beans** — to reveal a secret (राज़ खोल देना).
· **Eat humble pie** — to admit one's mistake and apologize (गलती मानकर माफ़ी माँगना).

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**Q.138** **Find the incorrect part of the sentence:**
**No less than fifty students were absent.**

A. No error
B. were absent
C. fifty students
D. No less than

**Answer:** D

**Sol:** Option (d) contains an error.
**Detailed explanation:** With **countable plural nouns** (students), the correct quantifier is **"fewer,"** not **"less."** Therefore, the phrase should be **"No fewer than fifty students were absent."** "Less" is generally used with **uncountable** nouns (less water, less time), whereas "fewer" is used with **countable** items (fewer books, fewer people).
**Grammatical rule used:**
· Use **fewer** with countable nouns; use **less** with uncountable mass nouns.
· **Corrected sentence: No fewer than fifty students were absent.**
· **Example:** Fewer cars were on the road today. / Less traffic was reported in the morning.
· **Information booster / exceptions:** In certain set phrases measuring **time, money, distance, weight, percentages**, **"less"** is common: *less than 5 km, less than ₹500, less than 10%*. But with straightforward countable nouns like **students**, use **fewer**.

---

**Q.139** **Select the most appropriate option to improve the bold part of the sentence.**
**Had I known about the delay, I will wait.**

A. would have waited
B. will have waited
C. would waited
D. waited

**Answer:** A

**Sol:** The correct substitution of the highlighted words is (a) **would have waited**.
**Explanation:** This is a **third conditional** (unreal past condition). With *Had I known* (inverted **past perfect** = *If I had known*), the main clause takes **would have + V³**. Hence, "Had I known ..., I **would have waited**." "Will" is incorrect because the condition is counterfactual and refers to the past.
**Grammatical rule used:**
· Third conditional: **If + past perfect**, **would/ could/ might + have + V³**.
· Inversion (formal): **Had + subject + past participle**, omit *if*.
**Example:** *Had she left earlier, she **would have caught** the train.*
**Information booster:** After **Had + subject + V³**, never use *will/would + V¹* for past hypotheticals; use **would have + V³**.

---

**Q.140** **Choose the correctly spelt word:**

A. Supercede
B. Supirsede
C. Supersede
D. Suppercede

**Answer:** C

**Sol:** Option (c) is the **correctly spelt** word.
**Correct spelling is:** " **supersede**" — meaning *to take the place of; to replace or supplant something/someone because of superiority or newness* (स्थान लेना/प्रतिस्थापित करना). The word ultimately derives from Latin *supersedēre* "to sit above; refrain".
**Example:** This new policy will **supersede** the earlier guidelines.

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**Q.141** **In the following question, the first and the last parts of the sentence/passage are numbered 1 and 6. The rest of the sentence/passage is split into four parts - P, Q, R, and S. These four parts are not given in their proper order. Read the sentence/passage and find the most logical order of the parts between 1 and 6.**
**1. The evolution of language is deeply linked to human history.**
**P: Early humans used symbols to convey meaning.**
**Q: Writing systems emerged thousands of years later.**
**R: Spoken language likely developed alongside tool use.**
**S: Over time, languages diversified across regions.**
**6. Today, language continues to evolve with technology.**

A. QRSP
B. RPQS
C. RPSQ
D. PRSQ

**Answer:** C

**Sol:** **Option (c)** is the correct order of the given sentences: **R P S Q**.
**Why this order works (bullet explanation):**
· **R first**: Chronological foundation — *spoken language* emerging with early *tool use* is the most primitive stage, so R logically opens the sequence after the general statement (1).
· **P next**: After speech, early humans progressed to **symbols** (gestures/marks) as proto-communication/pre-writing devices, which naturally follows the origin of speech.
· **S then**: With communities spreading and interacting differently, languages **diversified over time**; S generalizes the long historical drift after early development.
· **Q last**: **Writing systems emerged thousands of years later** — a late, well-defined milestone that smoothly precedes the modern note in sentence 6 about evolution with **technology**.
· The adverbials " **Over time**" (S) and " **thousands of years later**" (Q) are strong temporal signals anchoring S before Q in a long-range historical progression.

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**Q.142** **Identify the part containing a grammatical or structural error:**
**The jury was divided in their opinions.**

A. No error
B. The jury
C. was divided

D. in their opinions

**Answer:** C

**Sol:** Option (c) contains an error.
**Explanation: Collective nouns** (e.g., jury, team, committee) may take **singular** verb/pronoun when acting as a **unit**, but take **plural** verb/pronoun when emphasizing **individual members** acting separately. The phrase **"divided in their opinions"** shows members acting **individually**, so the verb should be **plural**: **"The jury *were* divided in their opinions."** Alternatively, you can keep singular agreement throughout: **"The jury *was* divided in *its* opinions."** The original mixes singular verb **was** with plural pronoun **their**, causing a **concord** (agreement) error.
**Grammatical rule used:**
· **Subject–verb–pronoun agreement with collective nouns**:
· Unified action → singular: "The team **is** winning; it will celebrate."
· Separate/individual action → plural: "The team **are** arguing among **themselves**."
**Example:** "The committee were unable to reach a single decision because they disagreed."
**Information booster:**
· Be consistent: either **plural verb + plural pronoun** (were … their) for divided action, or **singular verb + singular pronoun** (was … its) for unified action.
· In BrE, plural with collective nouns is common for divided action; in AmE, writers often prefer singular, but must keep pronoun agreement consistent.

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**Q.143** **Find the incorrect part of the sentence:**
**He has come yesterday.**

A. yesterday
B. No error
C. come
D. He has come

**Answer:** D

**Sol:** Option (d) contains an error.
**Explanation:** Do **not** use the **present perfect** ( *has/have + V3*) with **definite past time expressions** such as **yesterday, last week, two days ago**. Use the **simple past** instead. The correct sentence is: **"He came yesterday."**
**Grammatical rule used:** Present perfect denotes a past action with **present relevance/indefinite time**, thus it **avoids definite past markers**; definite past time requires **simple past**.
**Example:**
· Incorrect: *I have seen him yesterday.*
· Correct: *I saw him yesterday.*
**Information booster:** Present perfect often co-occurs with **just, already, yet, ever, never, recently** ( *I have just arrived*), whereas **yesterday, ago, last year** typically trigger the **simple past** ( *I arrived yesterday*).

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**Q.144** **Select the most appropriate option to fill in the blank.**
**The editor dispensed_____ unnecessary details.**

A. of
B. by
C. to
D. With

**Answer:** D

**Sol:** The correct option to fill in the blank is (d) **with**.
**Explanation:** The phrasal verb is **dispense with** (meaning "to do without; omit"). So, "The editor **dispensed with** unnecessary details" correctly means the editor omitted them. (Hindi: **dispense with** = के बिना काम चलाना/हटा देना).
**Example:** In formal letters, we often **dispense with** small talk and get straight to the point.
**Explain why other options are incorrect:**
· (a) **of:** *dispense of* is nonstandard in this sense; it can mean "dispose of" in some rare/legalistic uses, not "omit." (Hindi: से संबंधित/का—यहाँ उपयुक्त नहीं)
· (b) **by:** Doesn't collocate with *dispense* in this meaning. (Hindi: द्वारा—यहाँ गलत)
· (c) **to:** With *dispense*, *to* is used when giving something: "dispense medicine **to** patients," which changes the meaning. (Hindi: को—अर्थ बदल जाता है)
**Information booster (collocations):**
· **dispense with + noun** = to omit/forgo: "dispense with formalities."
· **dispense + object + to/for** = to distribute/give: "dispense cash **to** beneficiaries," "dispense justice."

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**Q.145** **In the following question, the first and the last parts of the sentence/passage are numbered 1 and 6. The rest of the sentence/passage is split into four parts - P, Q, R, and S. These four parts are not given in their proper order. Read the sentence/passage and find the most logical order of the parts between 1 and 6.**
**1. Plants need sunlight to grow.**
**P: Photosynthesis needs light.**
**Q: No food is made without it.**
**R: Leaves turn yellow without it.**
**S: The plant dies slowly.**
**6. Sunlight is very important.**

A. SPQR
B. PSQR
C. PQRS
D. SQPR

**Answer:** C

**Sol:** Option (c) is the correct order of the given sentences.
**The correct sequence is *1 – P – Q – R – S – 6*.**

- **(1)** sets the context: plants require sunlight for growth.
- **P** explains the reason scientifically: **photosynthesis needs light**.
- **Q** logically follows because it refers to photosynthesis: **without it (photosynthesis/light), no food is made**.
- **R** comes next as a visible effect of no food/sunlight: **leaves begin to turn yellow**.
- **S** is the final consequence: **the plant dies slowly**.
- **(6)** works as the concluding statement summarizing the whole idea: **sunlight is very important**.

---

**Q.146** **Choose the one which can be substituted for the given sentence.**
**The act of killing one's brother**

A. Fratricide

B. Suicide
C. Patricide
D. Homicide

**Answer:** A

**Sol:** The correct one-word for the given group of words is (a) **Fratricide**.
Explain the correct answer (with Hindi meaning): **Fratricide** means the act of killing one's own brother. It comes from Latin *frater* (brother) + *-cide* (killing). (Hindi: भ्रातृहत्या / भाई की हत्या)
**Example:** The ancient tale speaks of a tragic **fratricide** that tore the kingdom apart.
**Meanings of the given other options:**
· **(b) Suicide:** the act of killing oneself (Hindi: आत्महत्या)
· **(c) Patricide:** the act of killing one's father (Hindi: पितृहत्या)
· **(d) Homicide:** the killing of a human being (Hindi: मानवहत्या/हत्या)

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**Q.147** **Select the most appropriate option to fill in the blank.**
**He was accused_____ theft.**

A. with
B. by
C. of
D. for

**Answer:** C

**Sol:** The correct option to fill in the blank is (c) **of**.
**Explanation:** The fixed prepositional verb is **accuse *of*** something/someone. In passive voice, we keep the preposition: **"be accused of + noun/gerund."** (accuse = आरोप लगाना). So, **"He was accused *of* theft."** is idiomatic and grammatically correct.
**Example:** "Several officials were accused of taking bribes."
**Why other options are incorrect:**
· **(a) with:** "charge *with*" is used (e.g., *charged with theft*), not **accused with** (*X*). (के साथ)
· **(b) by:** "accused *by*" introduces the **agent** (e.g., *accused by the police*), not the offence (द्वारा).
· **(d) for:** usually marks reason/purpose, not the object of **accuse** (के लिए).
**Information booster:**
· **accuse *of*** , **suspect *of*** , **convict *of*** , **charge *with*** , **blame *for*** :
· "She was **blamed for** the delay," but "She was **accused of** fraud," "He was **charged with** murder."

---

**Q.148** **Find the misspelt word.**

A. Idiosyncracy
B. incredible
C. Idiosyncrasy
D. guidance

**Answer:** A

**Sol:** Option (a) is **incorrectly** spelt word.
**Correct spelling is:** " **Idiosyncrasy**" — a peculiar or individual trait; a distinctive habit, mannerism, or characteristic of a person/thing. (Hindi: व्यक्तिगत विशेषता/विलक्षणता)
**Example:** *Every great writer has at least one **idiosyncrasy** that sets their style apart.*
**Parts of speech (of the misspelt word's correct form): Idiosyncrasy — Noun**; plural: **idiosyncrasies**. Related forms: **idiosyncratic** (adjective), **idiosyncratically** (adverb).

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**Q.149** **Select the most appropriate option to fill in the blank.**
**I am not interested_____ politics.**

A. on
B. at
C. in
D. of

**Answer:** C

**Sol:** The correct option to fill in the blank is (c) **in**.
**Explanation:** The adjective **interested** takes the preposition **in** to show the topic of interest (or lack of it): **interested in + noun/gerund**. Hence, "interested **in** politics" is the correct collocation. (Hindi: **interested in** = में रुचि होना; यहाँ रुचि नहीं है)
**Example:** She is **interested in** classical music, but not in pop.
**Why other options are incorrect:**
· (a) **on:** Used for surfaces or certain topics after verbs like "agree on," not after **interested**. (Hindi: पर — यहाँ अनुपयुक्त)
· (b) **at:** Used for locations/times/skill level (good at), not with **interested**. (Hindi: पर/में — पर सही संयोजन नहीं)
· (d) **of:** Possession/partitives (a cup of tea), not after **interested**. (Hindi: का/की/के — अनुचित)
**Information booster (collocations):**
· **interested in + noun/gerund:** *interested in politics/reading/science*.
· With people: **interested in someone** = romantically/curiously concerned.

---

**Q.150** **Select the antonym of 'Arraign'.**

A. Justify
B. Gluttonous
C. Hungry
D. Selfish

**Answer:** A

**Sol:** The correct antonym of the given word is (a) **Justify**.
**Given word — Arraign:** To call someone before a court to answer a criminal charge; also, to accuse or criticize officially. **(Hindi:** अभियोग लगाना/अदालत में पेश करना; दोषारोपण करना **)**
**Example (given word):** The activist was **arraigned** on charges of unlawful assembly.
**Correct answer word — Justify:** To show or prove to be right; to defend or vindicate an action/person. **(Hindi:** औचित्य सिद्ध करना/जस्टिफ़ाई करना **)**
**Example (correct answer):** The data **justifies** the decision to expand the program.
**Synonyms (of *arraign*):** charge, indict, accuse, prosecute.
**Antonyms (of *arraign*):** exonerate, acquit, **justify**, absolve.
**Meanings of all the other given options:**
· **(b) Gluttonous:** Excessively greedy for food. **(Hindi:** अतिभोजी/पेटू **)**
· **(c) Hungry:** Feeling the need for food. **(Hindi:** भूखा **)**
· **(d) Selfish:** Concerned chiefly with one's own advantage. **(Hindi:** स्वार्थी **)**

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**Q.151** **Select the correct active form.**
**"By whom is this rule obeyed?"**

A. Who is obeying this rule?
B. Who does obey this rule?
C. Who obeys this rule?
D. Who has obeyed this rule?

**Answer:** C

**Sol:** The correct active voice is (c) **Who obeys this rule?**
**Rules & Explanation:**
· Passive interrogative (Present Simple): **is/are + object + V3 + by + agent?**
· Convert to active by making the agent the subject and using Present Simple: **Subject + V1(s) + object?**
· "By whom" → **Who** (subject). Since **who** is third-person singular, the verb takes **-s**: **obeys**.
· Tense remains Present Simple; meaning stays identical.
· **Structure:**
· **Passive:** *By whom is this rule obeyed?*
· **Active:** *Who obeys this rule?*
· **Why others are wrong:**
· (a) *Who is obeying ... ?* → Present Continuous, tense shift.
· (b) *Who does obey ... ?* → Emphatic/contrastive use; not the neutral equivalent.
· (d) *Who has obeyed ... ?* → Present Perfect, tense shift.

---

**Q.152** **Select the most appropriate option to improve the bold part of the sentence.**
**The price of petrol has increased yesterday.**

A. rose yesterday
B. Increased yesterday
C. has been increased yesterday
D. risen yesterday

**Answer:** B

**Sol:** The most appropriate option to improve the bold part of the sentence is (b) "increased yesterday".
Explanation:
The original sentence uses the present perfect tense ("has increased"), which is typically used for actions that started in the past and continue into the present. However, the phrase "yesterday" specifies a definite past time. The simple past tense ("increased") is the correct tense to use when referring to an event that happened on a specific day like yesterday.
Why other options are incorrect:
· **(a) rose yesterday:**
While "rose" is the past tense of "rise," it generally refers to ascending or moving upwards physically. In the context of prices, "increased" is the more precise word.
· **(c) has been increased yesterday:**
This option uses the present perfect passive tense ("has been increased"). This tense implies that the price was increased by someone else, which is not necessarily implied in the original sentence. Furthermore, using the passive voice with a specific past time like "yesterday" is awkward.
· **(d) risen yesterday:**
Similar to (a), "risen" is the past tense of "rise" and is not the most appropriate word for price increases.

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**Q.153** **Choose the antonym of 'liberation':**

A. Captivity
B. Independence
C. Emancipation
D. Freedom

**Answer:** A

**Sol:** The correct antonym of the given word is (a) **Captivity**.
**Given word — Liberation:** Liberation means the act or process of being set free from restriction, control, or oppression; release from bondage or limitation. (Hindi: मुक्ति/स्वाधीनता — बंधन या दमन से आज़ाद करना या होना।)
**Example:** The movement fought for the **liberation** of oppressed communities.
**Correct answer word — Captivity:** Captivity means the state of being confined or imprisoned; lack of freedom to move or act. (Hindi: क़ैद/बंदी अवस्था)
**Example:** The birds were kept in **captivity** until they were released into the wild.
**Synonyms (for liberation):** freedom, emancipation, release, deliverance.
**Antonyms (for liberation): captivity**, imprisonment, enslavement, subjugation.
**Meanings of all the other given options:**
· (b) **Independence:** Freedom from control or influence of others; self-rule. (Hindi: स्वतंत्रता)
· (c) **Emancipation:** The act of setting someone free from legal, social, or political restrictions; liberation. (Hindi: मुक्ति/दासता से मुक्ति)
· (d) **Freedom:** The power or right to act, speak, or think without hindrance; state of being free. (Hindi: आज़ादी/स्वतंत्रता)

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**Q.154** **Which of these words is spelled wrongly?**

A. Resplendent
B. Idiosyncracy
C. Dichotomy
D. Vernacular

**Answer:** B

**Sol:** Option (b) is **incorrectly** spelt word.
**Correct spelling is:** " **Idiosyncrasy**" — a mode of behavior or a characteristic peculiar to an individual; a distinctive habit or quirk. (Hindi: व्यक्तिगत विशेषता/विलक्षणता, खास आदत)
**Example:** *Her habit of humming while thinking is an **idiosyncrasy** that her friends find endearing.*
**Meanings of all the given options:**
· (a) **Resplendent**: very bright and impressive; shining brilliantly (Hindi: दीप्तिमान, उज्ज्वल).
· (b) **Idiosyncracy**: wrong spelling of **Idiosyncrasy**.
· (c) **Dichotomy**: a division or contrast between two things that are represented as being entirely different (Hindi: द्विभाजन, द्वैत).
· (d) **Vernacular**: the language or dialect spoken by the ordinary people of a region (Hindi: स्थानीय/जनभाषा).

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**Q.155** **What does the idiom 'Jump the gun' mean?**

A. Succeed quickly
B. Act prematurely
C. Wait patiently
D. Fire a gun

**Answer:** B

**Sol:** Option (b) is the correct meaning of the given idiom.

**Given Idiom:** *Jump the gun* — to do something too soon, before the proper time or before all conditions are ready. **(Hindi:** समय से पहले/जल्दबाज़ी में कदम उठाना **)**

**Example:** Publishing the results before the official announcement would be **jumping the gun**.

**Other related idioms and their meanings:**

· **Put the cart before the horse** — to reverse the logical order of things.

· **Shoot from the hip** — to speak/act rashly without planning.

· **Count your chickens before they hatch** — to assume success too early.

· **Leap before you look** — to act without due consideration.

---

**Q.156** **Which of the following sentences is grammatically correct?**

A. When we reached the station, the train have already left.
B. When we reached the station, the train has already left.
C. When we reached the station, the train had already left.
D. When we reached the station, the train already left.

**Answer:** C

**Sol:** The correct sentence is (c).

**Explanation:** We narrate two past actions where one happened **before** the other. Use **Past Perfect (had + V3)** for the earlier action and **Simple Past** for the later one: "When we **reached** (Simple Past), the train **had already left** (Past Perfect)." The adverb **already** fits naturally before the past participle.

**Grammatical rule used:**

· **Past Perfect** shows an action completed **before** another past action/time point.

· Structure: **had + past participle (V3)** for the **earlier** past; **V2** for the **later** past action.

**Example:** "By the time the movie started, we had found our seats."

**Why other options are incorrect:**

· **(a) have already left** — Present Perfect after a past time clause is wrong.

· **(b) has already left** — Present Perfect with a past reference ("reached") is incorrect.

· **(d) already left** — Simple Past in both clauses can be ambiguous; with "when," Past Perfect is preferred to show the prior action clearly.

---

**Q.157** **Select the option that expresses the given sentence in Direct to Indirect Speech.**
**She said, "Has he left already?"**

A. She asked if he had left already.
B. She asked had he left already.
C. She asked whether had he left already.
D. She said if he had left already.

**Answer:** A

**Sol:** The correct **indirect speech** is (a).

**Rules of conversion (Direct Question → Indirect):**

1. Reporting verb **said** → **asked** for questions.
2. **Yes/No** questions take **if/whether** (no inversion after them).
3. Backshift the tense when the reporting verb is past: **Present Perfect (has left)** → **Past Perfect (had left)**.
4. Remove question order and question mark; use statement order **(Subject + Verb)**.
5. **Application:** *She said, "Has he left already?"* → **She asked if he had left already.**
6. **Why others are wrong:**

· (b) keeps **inversion** ( *had he left*) after **asked if** is omitted—ungrammatical in reported questions.

· (c) mixes **whether** with **inversion**; reported clause must be in statement order.

· (d) keeps **said** (not appropriate for a question) and also misuses **if** with *said*.

· **Information booster:**

· No backshift is needed if the reporting verb is present ( *She asks, "Has he left?"* → *She asks if he has left.*).

· Both **if** and **whether** are acceptable in yes/no reported questions; **if** is more common in everyday use.

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**Q.158** **Choose the antonym of superficial.**

A. Shallow
B. Surface
C. External
D. Deep

**Answer:** D

**Sol:**

· The word **"superficial"** means **existing or occurring at or on the surface; not thorough, deep, or complete; shallow**.

· Hindi meaning: ऊपरी / सतही

· Example: *His analysis of the issue was very superficial and ignored the deeper causes.*

· **Antonym of superficial** should be a word that expresses the opposite idea — something **serious, thorough, and deep-rooted**.

· The word **"deep"** means **extending far down from the surface; profound; thorough**.

· Hindi meaning: गहरा / गहन

· Example: *She has a deep understanding of literature.*

· Therefore, **"deep"** is the correct antonym.

**Synonyms of *superficial*:**

· Shallow (ऊपरी, सतही)

· Surface (सतह से संबंधित)

· External (बाहरी, बाह्य)

**Antonyms of *superficial*:**

· Deep (गहरा, गहन)

· Profound (गहन, गंभीर)

· Thorough (संपूर्ण, पूरी तरह से)

· Serious (गंभीर)

**Option-wise Explanation:**

· (a) **Shallow** – Wrong. It is actually a **synonym** of superficial.

· (b) **Surface** – Wrong. Closely related to superficial; not opposite.

· (c) **External** – Wrong. Again similar to superficial in meaning, not antonym.

· (d) **Deep** – Correct. It is the opposite of superficial.

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**Q.159** **In the following question, the first and the last parts of the sentence/passage are numbered 1 and 6...**

**1. Social media influences public opinion.**

**P: Posts can go viral within minutes.**

**Q: It helps in sharing views widely.**

**R: However, misinformation also spreads fast.**

**S: This can lead to confusion or panic.**

**6. So, digital literacy is essential today.**

A. QPRS
B. PRQS
C. QPSR

D. QSRP

**Answer:** A

**Sol:** Option **(a) QPRS** is the correct order of the given sentences.
· **Q** follows 1 smoothly: *"It"* = **Social media**; function stated: "sharing views widely."
· **P** provides a **specific example** of Q: virality of posts explains wide sharing.
· **R** adds a **contrast marker "However,"** shifting to the negative aspect—misinformation.
· **S** logically states the **consequence** of R: confusion/panic.
· With pros + cons + result established, sentence **6** concludes with a **remedial takeaway**: digital literacy.

---

**Q.160** **Select the most appropriate option to fill in the blank.**
**Ramesh is senior_____ me in service.**

A. to
B. from
C. of
D. with

**Answer:** A

**Sol:** The correct option to fill in the blank is (a) **to**.
**Explanation:** With adjectives denoting rank or comparison— **senior, junior, superior, inferior, prior, anterior, posterior, preferable**—the preposition **to** is used (not *than*, *with*, *from*, or *of*). Hence, "Ramesh is **senior to** me in service" is the standard idiomatic expression. *('senior' = वरिष्ठ)*
**Example:** *She is **senior to** me by three years in this organization.*
**Why other options are incorrect:**
· **(b) from:** "senior from" is unidiomatic. *(from = से)*
· **(c) of:** "senior of" is wrong for comparison between persons. *(of = का/की/के)*
· **(d) with:** "senior with" is incorrect; *with* does not express hierarchical comparison. *(with = के साथ)*
· **Information booster (exception/tip):** In exam grammar, remember this cluster: *senior/junior/superior/inferior/preferable/prior/anterior/posterior* + ***to*** . (Do **not** use *than* here.)

---

**Q.161** **Select the most appropriate option to fill in the blank.**
**There is _____ apple on the table.**

A. one
B. an
C. a
D. the

**Answer:** B

**Sol:** **The correct option to fill in the blank is (b) *an*.**
**Explanation:** We use **"an"** before words that **begin with a vowel sound**. *Apple* starts with the vowel sound /æ/, so **"an apple"** is the natural, idiomatic choice. (Hindi: **an** — अनिश्चित उपपद/आर्टिकल; **apple** — सेब.)
**Example:** *Please give me **an apple** from the basket.*
**Why the other options are incorrect:**
· **(a) one** — Grammatically possible ( *There is one apple…*), but it **changes the meaning** to an exact count rather than introducing a nonspecific single item; the test focuses on **article usage with vowel sounds**.
· **(c) a** — Not used before vowel **sounds**; *a apple* is incorrect.
· **(d) the** — **Definite article**; used when the apple is already known/specified, which isn't indicated here.

---

**Q.162** **What does the idiom 'Throw in the towel' mean?**

A. Boast
B. Give up
C. Work harder
D. Start afresh

**Answer:** B

**Sol:** Option (b) is the correct meaning of the given idiom.
**Given Idiom**: *Throw in the towel* — to concede defeat; to stop trying because further effort seems futile. **(Hindi:** हार मान लेना/प्रयास छोड़ देना **)**
**Example:** After three failed attempts to fix the code, the team decided to **throw in the towel** and rewrite the module from scratch.
**Other related idioms and their meanings:**
· **Wave the white flag** — to surrender or admit defeat.
· **Cry uncle** — to give up under pressure.
· **Call it a day** — to stop doing something, often because enough has been done.
· **Quit while you're ahead** — stop before things turn worse.

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**Q.163** **In the following question, the first and the last parts of the sentence/passage are numbered 1 and 6. The rest of the sentence/passage is split into four parts - P, Q, R, and S. These four parts are not given in their proper order. Read the sentence/passage and find the most logical order of the parts between 1 and 6.**
**1. Human memory is a complex neurological process.**
**P: Short-term memory stores data temporarily for immediate use.**
**Q: Information can be transferred to long-term memory with repetition.**
**R: The brain filters and encodes information efficiently.**
**S: Long-term memory holds information for an extended period.**
**6. Understanding memory helps improve learning strategies.**

A. RQPS
B. PSRQ
C. RPSQ
D. PRSQ

**Answer:** C

**Sol:** Option **(c) RPSQ** is the correct order of the given sentences.
· **R** logically follows the opener by explaining the **mechanism** ( *filters and encodes*) of the "complex neurological process."
· **P** then introduces the **first type** of memory— **short-term**—which naturally comes before long-term when describing stages.
· **S** complements P by presenting the **second type**, **long-term** memory, creating a clear short-term → long-term progression.
· **Q** fits **after S** because it explicitly refers to **transfer to long-term memory** (already introduced in S) and adds the condition **"with repetition."**
· The concluding line 6 sums up the **practical takeaway** (learning strategies), so R→P→S→Q provides a coherent flow from mechanism → types → process of transfer → application.

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**Q.164** **Choose the antonym of 'approve':**

A. Reject
B. Sanction
C. Endorse
D. Certify

**Answer:** A

**Sol:** The correct antonym of the given word is (a) **Reject**.
**Given word — "approve":** to accept, agree to, or officially sanction something; to think well of; to give permission or consent. *(Hindi: स्वीकृत/मंज़ूर करना, अनुमोदन करना)*
**Example (approve):** The committee **approved** the new curriculum after a thorough review.
**Correct answer word — "reject":** to refuse to accept, consider, or approve; to dismiss as inadequate or unacceptable. *(Hindi: अस्वीकार करना, ठुकराना)*
**Example (reject):** The editor **rejected** the article due to factual inaccuracies.
**Synonyms (approve):** accept, **sanction**, **endorse**, authorize.
**Antonyms (approve):** **reject**, disapprove, veto, decline.
**Meanings of the other options:**
· **(b) Sanction:** official approval or permission; to approve/authorize. *(Hindi: अनुमोदन/स्वीकृति; ध्यान दें: noun रूप में "दंड" भी अर्थ हो सकता है)*
· **(c) Endorse:** to support or give one's approval to, often publicly. *(Hindi: समर्थन/अनुमोदन करना)*
· **(d) Certify:** to attest or confirm formally; to officially recognize as true/qualified. *(Hindi: प्रमाणित करना)*

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**Q.165** **Choose the correct one-word substitution for:**
**"A symbol that serves as an emblem of a group of people"**

A. Toker
B. Totem
C. Banner
D. Trophy

**Answer:** B

**Sol:** The correct one-word for the given group of words is (b) **Totem**.
A **totem** is a natural object, animal, or symbol revered as an **emblem** of a clan or group, representing identity and spiritual significance. (Hindi: कुल-चिह्न / गोत्र-चिह्न).
**Example:** *The eagle served as the tribe's **totem**, symbolizing strength and freedom.*
**Meanings of the given other options:**
· **(a) Toker:** Slang for a person who smokes cannabis; not a symbol. (Hindi: गांजा पीने वाला (स्लैंग))
· **(c) Banner:** A long strip of cloth bearing a slogan or emblem; a **flag/standard**, not inherently the emblematic symbol of a clan. (Hindi: पताका/ध्वज)
· **(d) Trophy:** A cup or object awarded as a prize for victory; **award**. (Hindi: ट्रॉफी/पुरस्कार)

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**Q.166** **Choose the correct option to complete the sentence.**
**The carpenter replaced the broken _____ in the window.**

A. plain
B. peyn
C. pain
D. pane

**Answer:** D

**Sol:** The correct option to fill in the blank is (d) **pane**.
**Explanation: Pane** means a **single sheet of glass** in a window or door—exactly what a carpenter would replace. *(Hindi: काँच की पट्टी/परत).*
**Example:** *The storm shattered one **pane** of the French window.*
**Why other options are incorrect:**
· **(a) plain:** simple/without decoration; not a glass sheet. *(Hindi: सादा/समतल).*
· **(b) peyn:** non-standard/incorrect spelling; not an English word.
· **(c) pain:** physical or emotional suffering; irrelevant here. *(Hindi: दर्द).*

---

**Q.167** **Select the correct spelling of a word related to bees.**

A. Apiary
B. Apiery
C. Apairy
D. Apeary

**Answer:** A

**Sol:** Option (a) is the **correctly** spelt word.
**Correct spelling is: " Apiary"** — a place where beehives are kept; a location used for beekeeping to manage colonies, harvest honey, and study bees. (Hindi: मधुमक्खी पालन स्थल/छत्तों का स्थान)
**Example:** The farmer maintains an **apiary** near the mustard fields.
**Meanings of all the given options:**
· (a) **Apiary:** A site containing beehives for breeding bees and producing honey. (Hindi: मधुमक्खी पालन स्थल)
· (b) **Apiery:** Nonstandard/misspelling of **apiary**; not accepted in standard usage. (कोई मान्य अर्थ नहीं; **apiary** की गलत वर्तनी)
· (c) **Apairy:** Incorrect spelling of **apiary**. (गलत वर्तनी)
· (d) **Apeary:** Incorrect spelling of **apiary**. (गलत वर्तनी)

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**Q.168** **Convert the sentence provided below from its passive voice structure to an active voice structure:**
**The documents are signed by the director before submission.**

A. The documents are being signed by the director before submission.
B. The director signs the documents before submission.
C. The director has signed the documents before submission.
D. The director signed the documents before submission.

**Answer:** B

**Sol:** The correct active/passive voice of the given sentence is (b) **The director signs the documents before submission.**

**Explain the rules of conversion (detailed):**

· Identify tense in passive: **are signed** = **Simple Present Passive** ( *am/is/are + V3*).

· In passive, **object** ("the documents") is fronted, and the **agent** appears in a *by*-phrase ("by the director").

· To convert to active, make the agent the subject ( **the director**), keep the tense as **Simple Present**, and use **V1(s/es)** with the correct subject-verb agreement: **signs**.

· Retain the adverbial phrase **before submission** unchanged.

**Structure:**

· **Active Voice:** Subject + V1(s/es) + Object + (Adverbials)

· **Passive Voice:** Object + am/is/are + V3 + (by + Subject) + (Adverbials)

**Example:**

· Passive: *The forms are checked by the manager every evening.*

· Active: *The manager checks the forms every evening.*

**Information booster:**

· Use **Simple Present** for routines/habits/general truths.

· If the passive shows **am/is/are + V3**, the active usually takes **V1(s/es)** with the original agent as subject.

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**Q.169** **What does the idiom 'To beat a dead horse' mean?**

A. Be overconfident
B. Win a competition
C. Encourage others
D. Waste time on a hopeless issue

**Answer:** D

**Sol:** Option (d) is the correct meaning of the given idiom.

**Given Idiom:** *To beat a dead horse* — to keep arguing or pushing a matter that has already been settled or is hopeless; to waste time and effort. **(Hindi:** व्यर्थ/निरर्थक विषय पर समय बर्बाद करना; मरे मुद्दे को उखाड़ना **)**

**Example:** Continuing this debate after the policy has been withdrawn is **beating a dead horse**.

**Other related idioms and their meanings:**

· **Flog a dead horse** — exact variant; to pursue a futile effort.

· **Cry over spilt milk** — lament what cannot be changed.

· **Water under the bridge** — past events that are no longer important.

· **Barking up the wrong tree** — pursuing a mistaken line of action.

---

**Q.170** **Select the most appropriate option to improve the bold part of the sentence.**
**The wall is decorated by posters.**

A. full of posters
B. painted in posters
C. decorated with posters
D. covered in posters

**Answer:** C

**Sol:** The correct substitution of the highlighted words is (c) **decorated with posters**.

**Explanation:** The verb **decorate** typically takes the preposition **with** to indicate the material/means used: *decorate something **with** something*. In passive constructions, *by* normally marks the **agent**, not the material. Hence, "The wall is **decorated with** posters" is idiomatic and precise.

**Grammatical rule used:**

· **decorate + object + with + thing used** (material/instrument).

· In the passive voice, **by** introduces the doer/agent (e.g., *The wall was decorated **by** the students*), while **with** introduces the adornment (e.g., *decorated **with** lights*).

· **Example:** *The hall was decorated **with** flowers for the ceremony.*

· **Info booster:** Similarly, prefer **covered with** (formal) over **covered in** (informal) when precision is needed in exams.

---

**Q.171** **Find the incorrect part of the sentence:**
**The old man fell down from the stairs.**

A. fell down
B. No error
C. from the stairs
D. The old man

**Answer:** C

**Sol:** Option (c) contains an error.

**Detailed explanation:** With **stairs**, the natural collocation is **"fall down the stairs,"** not **"from the stairs."** The preposition **down** indicates movement along a vertical/hierarchical path. **From** typically marks origin/separation and sounds odd here.

**Grammatical rule used:** Use **down** to express movement from a higher to a lower position **along** something (down the hill, down the ladder, down the stairs). Use **from** to show separation/origin when falling **off** a distinct surface (fell **from** the balcony / fell **off** the chair).

**Corrected sentence: The old man fell down the stairs.**

**Example:** She slipped and **fell down the stairs**, but luckily was not hurt.

**Information booster / exceptions:**

· **Fell off** is used when the surface is discrete and you are no longer on it: *fell off the ladder/chair*.

· **Fell from** is used with a clear **point of origin** or height: *fell from a great height / fell from the third-floor balcony*.

---

**Q.172** **Select the most appropriate homonym.**
**He gave her a cold shoulder at the party.**

A. Apology
B. Embrace
C. Complaint
D. Ignore

**Answer:** D

**Sol:** Option (d) is the correct meaning of the given idiom.

**Given Idiom: "give someone the cold shoulder."**

**Meaning:** To treat someone with deliberate indifference; to **ignore** or snub a person (जानबूझकर उपेक्षा/अनदेखी करना).

**Example:** After their argument, Rahul gave Neha the **cold shoulder** for a week.

**Other related idioms and their meanings:**

· **Give someone the brush-off** — to dismiss or reject curtly (रुखाई से टाल देना).

· **Cut someone dead** — to ignore someone deliberately in public (जानबूझकर अनदेखा करना).

· **Freeze someone out** — to exclude someone from a group or activity (अलग-थलग कर देना).

· **Give someone the silent treatment** — to refuse to speak as a sign of displeasure (चुप्पी साधकर दंड देना).

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**Q.173** **Select the correct passive form of the given sentence.**
**"She cleaned the house yesterday."**

A. The house was being cleaned.
B. The house has cleaned.
C. The house is cleaned by her yesterday.
D. The house was cleaned by her yesterday.

**Answer:** D

**Sol:** The correct active/passive voice of the given sentence is (d).
**Explanation:**
· Active sentence is **Simple Past**: **Subject (She) + $V_2$ (cleaned) + Object (the house) + time (yesterday)**.
· Passive for simple past uses **was/were + $V_3$**. Object becomes subject: **The house** + **was cleaned**; agent (by + her) optional; time adverb "yesterday" remains at end.
· Hence: **The house was cleaned by her yesterday.** (Final punctuation ! doesn't affect grammar.)
· **Structure:**
· **Active voice:** Subject + $V_2$ + Object + (Time)
· **Passive voice:** Object + **was/were + $V_3$** + (by + Agent) + (Time)
· **Why other options are wrong:**
· (a) **was being cleaned** → past continuous passive; original is simple past, not continuous.
· (b) **has cleaned** → present perfect active **and** missing object/agent; also wrong voice.
· (c) **is cleaned … yesterday** → present simple passive with a **past** time marker—tense mismatch.

---

**Q.174** **Identify the part containing a grammatical or structural error:**
**Hardly had he left the room when the guests have arrived.**

A. Hardly had he
B. No error
C. left the room
D. when the guests have arrived

**Answer:** D

**Sol:** Option (d) contains an error.
**Detailed explanation of error:** With **Hardly/Scarcely … when**, the standard sequence is **Past Perfect** in the first clause and **Simple Past** in the second. Here we have **"Hardly had he left … when the guests have arrived."** The verb phrase **"have arrived"** (Present Perfect) is wrong after *when* indicating a definite past point. The correct form is **"when the guests arrived."**
**Grammatical rule used:**
· **Structure:** *Hardly/Scarcely + had + subject + V3 + when + subject + V2.*
· Parallel pair: *No sooner + had + S + V3 + than + S + V2.*
· Inversion occurs after the negative adverb ( *Hardly/Scarcely/No sooner*).
· **Example:** *Hardly had the bell rung when the students rushed out. / No sooner had I sat down than the phone rang.*
· **Information booster / exceptions:**
· Don't use Present Perfect with a definite past-time marker like *yesterday, last week, when*, etc.
· If you notice *"quests"* in the stem, treat it as a typographical slip for **"guests"**; the tested error is the tense after *when*, not spelling.

---

**Q.175** **Arrange the sentence parts:**
**(A) to the office**
**(B) reached**
**(C) Mr. Sharma**
**(D) at 9 am**

A. CABD
B. CDBA
C. CBAD
D. DCAB

**Answer:** C

**Sol:** **Option (c) is the correct order of the given sentences (CBAD).**
**Why this order is correct:**
· **Subject first:** *(C) Mr. Sharma* establishes the subject.
· **Main verb next:** *(B) reached* completes the core predicate with the subject.
· **Place adjunct then time adjunct:** *(A) to the office* (place) logically precedes *(D) at 9 am* (time), yielding a clear S–V–Place–Time order.
· The full sentence formed is: "**Mr. Sharma reached to the office at 9 am.**"
· **Note (usage tip):** In standard usage, **reach** usually doesn't take **to** before a noun ( *"reached the office"*). Given the fixed fragments include **"to the office," CBAD** is still the best-formed sequence among the options for exam purposes.

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**Q.176** **Choose the correct indirect speech form of the following sentence.**
**He said, "Will you finish your task on time?"**

A. He asked me if I should finish my task on time?
B. He asked me if I would have finished my task on time.
C. He asked me if I would finish my task on time.
D. He asked me if I should finish his task on time.

**Answer:** C

**Sol:** **The correct indirect speech is:** *He asked me if I would finish my task on time.*
**Why:**
· For **yes/no questions**, we use **if/whether** in indirect speech.
· Reporting verb **said → asked** (because it's a question).
· **Will → would** (backshift of tense).
· Pronouns change: **you → me**, **your → my**.
· The interrogative form changes to **statement order** and **no question mark**.
**Rules of conversion (detailed):**
· Yes/No questions: *ask + if/whether + clause.*
· Backshift: *will → would*, *shall → should/would (depending on usage)*, *can → could*, *may → might* (when the reporting verb is past).
· Pronoun and determiner shift according to the speaker/listener.
· Punctuation: replace **?** with **.**
**Why the given options are incorrect:**
· **(a)** uses **should** and ends with **?**. *Should* expresses obligation, not future-in-the-past here; also punctuation is wrong.
· **(b)** " **would have finished**" (perfect) implies completion **before** the asking—wrong time relation.
· **(d)** wrongly changes **my task** to **his task** and keeps **should**.

---

**Q.177** **Select the most appropriate option to fill in the blank.**
**I have no objection _____ your proposal.**

A. for

B. of
C. with
D. to

**Answer:** D

**Sol:** The correct option to fill in the blank is (d) **to**.
**Explanation:** The fixed collocation is **"objection to + noun/gerund."** Therefore, *no objection to your proposal* is standard. In meaning: *objection* = आपत्ति; *objection to your proposal* ≈ आपके प्रस्ताव के प्रति/विरुद्ध कोई आपत्ति नहीं.
**Example:** *I have no objection **to** working late if the deadline is tight.*
**Why other options are incorrect:**
· **(a) for:** *objection for X* — non-idiomatic with *objection*.
· **(b) of:** *objection of X* — wrong preposition after *objection*.
· **(c) with:** *objection with X* — does not form the required collocation.
**Information booster:** After the preposition **to** (here as a preposition, not an infinitive marker), we use a **gerund** or **noun**: *no objection to **meeting** early / to **the plan*** —not *to meet early* in formal usage.

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**Q.178** **Select the option that expresses the given sentence in Direct to Indirect Speech.**
**He said to me, "Where are you going?"**

A. He asked me where I had gone.
B. He asked me where I am going.
C. He asked me where I go.
D. He asked me where I was going.

**Answer:** D

**Sol:** The correct indirect/ direct speech is (d).
**Explanation of rules:**
· **Reporting verb change:** "said to" → **asked** (because it's a question).
· **Punctuation:** Remove comma and quotation marks.
· **WH-question:** Keep the WH-word **where**; do **not** use "if/whether."
· **Tense backshift:** Present continuous **are going** → Past continuous **was going** (reporting in past).
· **Pronoun change:** "you" (addressed to **me**) → **I**.
· **Converted sentence:** *He asked me where I was going.*
· **Structure:**
· **Direct:** Subject + said to + object, "WH + aux + subject + main verb…?"
· **Indirect:** Subject + asked + object + WH + subject + past form of continuous/other tense.
· **Extra tip:** If the reporting verb is in present/future, backshift may be unnecessary; but with a past reporting verb ("said"), backshift is standard.

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**Q.179** **Select the option that expresses the given sentence in Direct to Indirect Speech.**
**He said, "It must be raining outside."**

A. He said that it should be raining outside.
B. He said that it must be raining outside.
C. He said that it might be raining outside.
D. He said that it had to be raining outside.

**Answer:** B

**Sol:** The correct indirect speech is (b).
**Explanation:** The modal **must** here expresses a **logical deduction/strong inference** (not obligation). In reported speech, **must** generally **remains unchanged** when it conveys deduction. So: **He said (that) it must be raining outside.**
· **(a) should** weakens the force and changes meaning.
· **(c) might** reduces certainty from strong inference to mere possibility.
· **(d) had to be** treats *must* as obligation, which is incorrect in this context.
**Rules of conversion (summary):**
1. Remove quotation marks and, optionally, add **that**.
2. Keep pronouns/time words consistent.
3. **Modals in reported speech:**
· *must* (deduction) → **must** (unchanged).
· *must* (obligation) → often **had to**.
· *may* → **might** (often backshifted), *can* → * *could*, etc., depending on sense.
**Structure:**
· Direct: *He said, "It must be raining outside."*
· Indirect: *He said (that) it **must** be raining outside.*
**Extra tip:** If the deduction refers to a **completed past event**, we may render it as **must have + V3**: *He said (that) it must have been raining.*

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**Q.180** **The figure of speech used in "I wandered lonely as a cloud … "?**

A. Hyperbole
B. Simile
C. Metaphor
D. Personification

**Answer:** B

**Sol:** The correct answer is option (b) **Simile**.
**Explanation:** A **simile** explicitly compares two unlike things using *like* or *as*. In Wordsworth's line, " **lonely as a cloud**," the speaker's loneliness is compared to a solitary cloud using **as**. **(Hindi:** उपमा अलंकार— *जैसे/जैसा* या *like/as* द्वारा तुलना **)**
**Meanings of all the other given options:**
· **(a) Hyperbole** (अतिशयोक्ति)**:** Deliberate exaggeration for emphasis. *Example:* "I've told you a million times."
· **(c) Metaphor** (रूपक)**:** An implied comparison without *like/as*. *Example:* "Time is a thief."
· **(d) Personification** (मानवीकरण)**:** Attributing human qualities to non-human things. *Example:* "The wind whispered."

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**Q.181** **Select the correct passive form of the given sentence.**
**"They ought to have completed the task."**

A. The task ought have completed.
B. The task ought be completed.
C. The task ought to have been completed.
D. The task ought to completed.

**Answer:** C

**Sol:** The correct active/passive voice of the given sentence is (c) **The task ought to have been completed.**
**Explain the rules of conversion (detailed):**
· **Active (modal perfect):** *Subject + ought to have + V3 + Object* ("They ought to have completed the task").
· **Passive (modal perfect):** Move the object to subject position and insert **been** after **have**:

· *Object + ought to have been + V3 (+ by + Subject)* → "The task ought to have been completed (by them)."
· Options (a), (b), and (d) are ungrammatical because they either drop **to**, miss **been**, or misuse the verb form.
**Structure:**
· **Active:** S + *ought to have* + V3 + O
· **Passive:** O + *ought to have been* + V3 (+ by + S)
**Example:**
· Active: *She ought to have finished the report.*
· Passive: *The report ought to have been finished (by her).*

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**Q.182** **Pick the synonym of 'Frivolous'.**

A. Powerful
B. Essential
C. Significant
D. Trivia

**Answer:** D

**Sol:** The correct synonym of the given word is (d) **Trivia**.
**Given word: Frivolous** — Something that lacks serious purpose or value; silly, light-minded, or trivial in importance. It describes conduct or matters not worth serious attention. *(Hindi: तुच्छ, हल्का-फुल्का, गैर-गंभीर).*
**Example:** *The committee dismissed the frivolous objections and moved ahead with the plan.*
**Correct answer word: Trivia** — Facts or details that are of little importance; minor or inconsequential information. In sense, *trivia* stands for things that are **trivial**, aligning with the idea of being frivolous or not serious. *(Hindi: महत्वहीन तथ्य/तुच्छ जानकारियाँ).*
**Example:** *The quiz focused on movie trivia rather than serious film analysis.*
**Synonyms:** trivial, trifling, petty, superficial.
**Antonyms:** serious, weighty, momentous, substantial.
**Meanings of all the other given options:**
· **(a) Powerful:** having great power, influence, or strength *(Hindi: शक्तिशाली, प्रभावशाली).*
· **(b) Essential:** absolutely necessary; extremely important *(Hindi: अनिवार्य, अत्यावश्यक).*
· **(c) Significant:** sufficiently great or important to be worthy of attention *(Hindi: महत्वपूर्ण, सार्थक).*

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**Q.183** **Select the most appropriate option to improve the sentence.**
**He is living here since 2020.**

A. He is staying here since 2020.
B. He has been living here since 2020.
C. He lives here since 2020.
D. He is here since 2020.

**Answer:** B

**Sol:** **The correct substitution of the highlighted words is (b) *He has been living here since 2020*.**
**Explanation:** The marker **since + point of time** requires a **present perfect (continuous)** form to show an action that **started in the past and continues till now**. "Is living ... since" is incorrect because **present continuous** alone does not express duration from a past starting point.
**Grammatical rule used:**
· **Since/For + time** → use **Present Perfect** ( *has/have + $V_3$*) or **Present Perfect Continuous** ( *has/have been + V-ing*) for ongoing actions.
· **Example:** *She **has been studying** here since 2019. / I **have lived** in Jaipur for five years.*
· **Information booster / exceptions:** With **stative verbs** (know, believe, own), prefer **Present Perfect** rather than the continuous: *I **have known** her since 2018* (not *have been knowing*).
· **Why other options are incorrect:**
· **(a)** repeats the same tense error ("is staying ... since").
· **(c)** "lives ... since" mismatches simple present with a past starting point.
· **(d)** "is here since" is a state but still needs **has been** for duration ( *has been here since*).

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**Q.184** **Arrange the sentence parts:**
**(A) my mother**
**(B) bought**
**(C) a beautiful saree**
**(D) yesterday**

A. ABCD
B. CBAD
C. ACBD
D. BACD

**Answer:** A

**Sol:** Option (a) is the correct order of the given sentences.
**Why ABCD is correct:**
· **A (Subject):** "my mother" — subjects usually come first.
· **B (Verb):** "bought" — follows the subject to form an SV core.
· **C (Object):** "a beautiful saree" — the direct object naturally follows the verb to form SVO.
· **D (Adverbial of time):** "yesterday" — time expressions typically appear at the end: **S + V + O + (Time)**.
· The result **"My mother bought a beautiful saree yesterday."** is grammatically and stylistically standard English (adjective "beautiful" correctly pre-modifies the noun "saree").

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**Q.185** **Select the correct active form of the given sentence.**
**"The house was painted by them last month."**

A. They paint the house last month.
B. They have painted the house last month.
C. They were painting the house last month.
D. They painted the house last month.

**Answer:** D

**Sol:** The correct **active voice** of the given sentence is (d).
**Rules of conversion (Passive → Active) with structure:**
· **Passive (Simple Past):** *Subject + was/were + V3 + (by + Agent) + time adverbial*
· **Active (Simple Past):** *Agent + V2 + Object + time adverbial*
· **Application here:** *The house (Subject) was painted (was + V3) by them (Agent) last month (time).* → **They (Agent) painted (V2) the house (Object) last month.**
· **Why other options are wrong:**
· (a) *paint* (Simple Present) clashes with **last month** (definite past).
· (b) *have painted* (Present Perfect) cannot co-occur with **last month**; Present Perfect avoids definite past-time adverbs.
· (c) *were painting* (Past Continuous) shows an ongoing action, not a completed one.
· **Structure:**
· **Active voice:** *Subject + V2 + Object (+ Adverbial).*
· **Passive voice:** *Object of active + was/were + V3 (+ by + Agent) (+ Adverbial).*

**Q.186** **Select the most appropriate option to fill in the blank.**
**He was deprived_____ his rights.**

A. with
B. from
C. of
D. by

**Answer:** C

**Sol:** The correct option to fill in the blank is (c) **of**.
**Explanation:** After **deprive**, the standard pattern is **deprive + someone + of + something**, meaning to take away legal/normal possessions, privileges, or rights. Hence, "deprived **of** his rights" is the only idiomatic and grammatically correct collocation. *(Hindi: "उसके अधिकारों से वंचित किया गया" — **deprived of** = से वंचित करना).*
**Example:** *Many citizens were deprived of basic services during the crisis.*
**Explain why other options are incorrect:**
· **(a) with:** expresses accompaniment/means ( *के साथ*); not used after **deprive**.
· **(b) from:** sometimes used after verbs like **prevent** ( *prevent from*), but standard English uses **deprive of**, not **deprive from**.
· **(d) by:** typically marks the agent of a passive verb ( *के द्वारा*), not the thing taken away.
**Information booster:** Common **verb + of** patterns: *rob someone of, cure someone of, relieve someone of, strip someone of*. These all express removal/deprivation.

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**Q.187** **Choose the one which can be substituted for the given sentence.**
**A man whose wife is dead**

A. Widower
B. Bachelor
C. Heir
D. Divorcee

**Answer:** A

**Sol:** The correct one-word for the given group of words is (a) **Widower**.
Explain the correct answer (with Hindi meaning): **Widower** means a man whose wife has died and who has not remarried. (Hindi: विधुर)
**Example:** After years alone, the **widower** finally decided to join the community club.
**Meanings of the given other options:**
· **(b) Bachelor:** an unmarried man (Hindi: कुँवारा)
· **(c) Heir:** a person legally entitled to inherit property or title (Hindi: उत्तराधिकारी)
· **(d) Divorcee:** a divorced person; strictly, **divorcé** (male)/ **divorcée** (female), commonly "divorcee" in general use (Hindi: तलाकशुदा व्यक्ति)

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**Q.188** **Select the most appropriate option to improve the bold part of the sentence.**
**We waited for him since two hours.**

A. until two hours
B. from two hours
C. by two hours
D. for two hours

**Answer:** D

**Sol:** The correct substitution of the highlighted words is (d) **for two hours**.
**Explanation:** Use **for** with a **period/duration** ( *for two hours, for three days*), and **since** with a **point in time** ( *since 5 p.m., since Monday*). The sentence talks about a **duration**, so **for two hours** is correct.
You can write: **"We waited for him for two hours."** (Stylistically, to avoid double *for*, you can also say **"We waited two hours for him."**)
**Grammatical rule used:**
· **for + period** (duration): *for two hours, for a week.*
· **since + point** (starting time): *since 6 o'clock, since January.*
· **Example:** *She has been studying **for** three hours. / She has been studying **since** 6 a.m.*
**Information booster:** *Since* frequently pairs with **perfect (continuous)** aspects: *I have waited since noon*. But **"since two hours"** is wrong because *two hours* is a duration, not a starting point.

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**Q.189** **In the following question, the first and the last parts of the sentence/passage are numbered 1 and 6. The rest of the sentence/passage is split into four parts - P, Q, R, and S. These four parts are not given in their proper order. Read the sentence/passage and find the most logical order of the parts between 1 and 6.**
**1. compass is an important tool in navigation.**
**P: It always points towards the magnetic north.**
**Q: Even in cloudy weather, it shows direction.**
**R: It does not depend on GPS or electricity.**
**S: Hikers and sailors rely on it during travel.**
**6. Thus, it remains a reliable tool even today.**

A. PQRS
B. SRPQ
C. PRSQ
D. RQPS

**Answer:** A

**Sol:** **Option (a) is the correct order** of the given sentences.
· **P** directly explains *how* a compass works (points to magnetic north) → natural first detail after the topic sentence.
· **Q** adds a situational advantage (works in cloudy weather), continuing the line of *reliability*.
· **R** strengthens reliability by stressing **independence from GPS/electricity**—a key contrast with modern devices.
· **S** brings in **users (hikers and sailors)**, showing practical reliance.
· With these supports, the conclusion " **Thus, it remains a reliable tool even today**" (6) follows logically from reliability claims in P, Q, R and user trust in S.

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**Q.190** **Choose the correct indirect speech form of the following sentence.**
**Rohan said to Manasi, "I have no rose to give you now."**

A. Rohan told Manasi that he has no rose to give her then.
B. Rohan told Manasi that he had no rose to give her then.
C. Rohan told Manasi that he had had no rose to give her then.
D. Rohan told Manasi that he had no rose to give her now.

**Answer:** B

**Sol:** The correct indirect/ direct speech is (b).
**Explanation (detailed):**
· Reporting verb **said to → told** (we don't use "said to" in indirect; we use **told + object**).
· Backshift of tense because the reporting verb is in past: **have** (present) → **had** (past).
· **Pronoun change:** "I" → **he** (Rohan), "you" → **her** (Manasi).

· **Time word change:** " **now**" → **then**.
· Conjunction **that** is used to introduce the reported clause.
· Thus: **Rohan told Manasi that he had no rose to give her then.**
· **Rules of conversion (key points):**
1) Said to + object → told + object.
2) Present (simple/continuous/perfect) → Past (simple/continuous/perfect) when the reporting verb is past.
3) Pronouns/time/place words shift to match viewpoint (now→then, today→that day, here→there).
**Example:** She said to me, "I have no money now." → She **told** me **that** she **had** no money **then**.
**Why other options are wrong:**
· (a) **has** (present) after a past reporting verb—tense mismatch.
· (c) **had had** implies past perfect (a completed past before another past), which isn't implied; original is simple present **have**.
· (d) Keeps **now**, which must change to **then** in indirect speech with past reporting.

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**Q.191** **Choose the correct direct speech form of the following sentence.**
**He exclaimed that the flower was looking very beautiful, which was placed in the vase.**

A. He said, "How beautiful the flower is looking, which is placed in the vase!"
B. He said, "What beautiful the flower is looking which was placed in the vase!"
C. He said, "Which beautiful the flower was looking which is placed in the vase!"
D. He said, "The flower is looking very beautiful, which is placed in the vase!"

**Answer:** A

**Sol:** The correct **direct speech** is (a).
**Rules of conversion (exclamatory → direct):**
· Reported exclamations with **"exclaimed that ... very + adjective"** often become **"How + adjective + subject + verb!"** in direct speech (exclamatory form).
· Keep appropriate **exclamation mark (!) and quotation marks** in direct speech.
· Time reference may return to a present-time description in direct speech if the speaker is observing it **now** ("is looking"), which is acceptable in exam transformations.
· Relative clause ( **which is placed in the vase**) identifies the flower; using **is** is acceptable as the speaker is describing a present state.
**Why (a) fits:** It correctly uses **"How + adjective"** ("How beautiful ... is looking!") to express admiration and retains the identifying clause.
**Why others are incorrect:**
· (b) Uses **"What beautiful ..."** — ungrammatical; with *what* you need a **noun** ("What a beautiful flower!"), not an adjective alone.
· (c) Starts with **"Which beautiful ..."** — grammatically wrong structure.
· (d) Is a plain statement (not exclamatory) and doesn't reflect the **exclaimed** tone.
**Extra tip:**
· Exclamatory patterns: **How + adj/adv + S + V! / What (a/an) + adj + noun + S + V!**
· *How beautiful the flower looks! / What a beautiful flower it is!*

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**Q.192** **Choose the correct option to complete the sentence.**
**She gave me a nice_____ on my new haircut.**

A. complement
B. complimente
C. compleement
D. compliment

**Answer:** D

**Sol:** The correct option to fill in the blank is (d) **compliment**.
**Explanation:** *Compliment* means praise or an expression of admiration (प्रशंसा/तारीफ़). The sentence talks about someone saying something nice about a haircut, so "compliment" fits naturally.
**Example:** She gave me a sincere **compliment** on my presentation.

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**Q.193** **Choose the one which can be substituted for the given sentence.**
**An official pardon for offenders**

A. Reprieve
B. Absolution
C. Amnesty
D. Clemency

**Answer:** C

**Sol:** The correct one-word for the given group of words is (c) **Amnesty**.
Explain the correct answer (with Hindi meaning): **Amnesty** is an official pardon, often granted by a government to a class/group of offenders, especially for political offenses. (Hindi: सामूहिक क्षमादान / आम माफी)
**Example:** The government announced an **amnesty** for first-time tax defaulters who disclosed their incomes.
**Meanings of the given other options:**
· **(a) Reprieve:** a temporary postponement of a punishment, especially a death sentence (Hindi: दंड स्थगन)
· **(b) Absolution:** formal release from guilt or punishment, typically in a religious context (Hindi: पापमुक्ति / क्षमापत्र)
· **(d) Clemency:** mercy or leniency shown by someone in authority, not necessarily a full legal pardon (Hindi: दया / दण्ड में उदारता)

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**Q.194** **Choose the one which can be substituted for the given sentence.**
**A short amusing story**

A. Anecdote
B. Chronicle
C. Epistle
D. Essay

**Answer:** A

**Sol:** The correct one-word for the given group of words is (a) **Anecdote**.
**Explanation:** An **anecdote** is a **brief, interesting or amusing story** about a real incident or person, often shared to illustrate a point or entertain. *(Hindi: संक्षिप्त रोचक/मनोरंजक कथा, उपाख्यान).*
**Example:** *The speaker opened with an **anecdote** about his first job interview to warm up the audience.*
**Meanings of the other options:**
· **(b) Chronicle:** a **factual written account** of important events in chronological order. *(Hindi: वृत्तांत/इतिहास).*
· **(c) Epistle:** a **letter**, especially a formal or didactic one. *(Hindi: पत्र).*
· **(d) Essay:** a **short piece of writing** on a particular subject. *(Hindi: निबंध).*

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**Q.195** **Choose the correct option to complete the sentence.**
**The car remained_____ at the red light.**

A. stationerie
B. stationary
C. stationery

D. stationry

**Answer:** B

**Sol:** The correct option to fill in the blank is (b) **stationary**.
**Explanation: Stationary** means **not moving; fixed in one place**, which fits the context of a car at a red light. (Hindi: स्थिर/अचल). By contrast, **stationery** (with *-ery*) means writing materials.
**Example:** *Due to heavy traffic, the bus remained **stationary** for several minutes.*
**Why other options are incorrect:**
· **(a) stationerie:** Incorrect spelling (intended word unclear).
· **(c) stationery:** Writing materials (pens, paper). (Hindi: लेखन-सामग्री); does not fit the context of a car at a signal.
· **(d) stationry:** Incorrect spelling.

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**Q.196** **Select the most appropriate option to fill in the blank.**
**He is not eligible _____this post.**

A. with
B. by
C. to
D. for

**Answer:** D

**Sol:** The correct option to fill in the blank is (d) **for**.
**Explanation:** After **eligible**, we use the preposition **for** before a **noun/noun phrase** to show suitability or qualification: *eligible **for** this post/benefits/scholarship*. ( *eligible* = "योग्य/अधिकार रखने वाला"; **for** = "के लिए"). Using **to** is acceptable when it is followed by a **verb** (e.g., *eligible **to** vote*), not a noun like *this post*.
**Example:** *She is eligible **for** the promotion. / Voters above 18 are eligible **to** vote.*
**Why other options are incorrect:**
· **(a) with:** "eligible with this post" is unidiomatic; **with** doesn't express qualification (के साथ).
· **(b) by:** "eligible by this post" is incorrect; **by** usually marks agency or means (द्वारा).
· **(c) to:** Use **to** with a verb ( *eligible **to** apply*), not with a noun phrase like *this post*.
**Information booster (Preposition with *eligible*):**
· **eligible for + noun**: *eligible for admission/benefits*
· **eligible to + V[1]**: *eligible to contest/apply/serve*
· Related: **qualified for**, **suitable for**, **entitled to** (note the different prepositions).

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**Q.197** **Find the incorrect part of the sentence:**
**The ship drowned in the sea.**

A. in the sea
B. drowned
C. No error
D. The ship

**Answer:** B

**Sol:** Option **(b)** contains an error.
**Explanation of error: Drown** is used for **living beings** that die in water (e.g., *The swimmer drowned*). For **ships/objects**, the correct verb is **sink** ( *sank/sunk*). Therefore, it should be: **"The ship sank in the sea."**
**Grammatical rule used:** Verb **choice depends on the semantic subject**—animate vs. inanimate. *Drown* (intransitive; humans/animals) vs. *sink* (intransitive/transitive; vessels/objects).
**Example:** *The boat **sank** during the storm. / Several passengers **drowned** after the boat capsized.*
**Information booster:**
· **sink–sank–sunk** (verb forms).
· **founder** (of a ship) ≈ **fill with water and sink**; **capsize** = overturn.

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**Q.198** **Choose the correct sequence to form a meaningful sentence:**
**(A) opened**
**(B) slowly**
**(C) the door**
**(D) he**

A. DABC
B. DACB
C. BACD
D. DCAB

**Answer:** B

**Sol:** Option (b) **DACB** is correct.
**Explanation:** Standard English word order is **Subject + Verb + Object + (Adverbial)**. Mapping the parts: **D (he)** = Subject, **A (opened)** = Verb, **C (the door)** = Object, **B (slowly)** = Adverbial → *He opened the door slowly.*
· **Why others are wrong:**
· **(b) DABC:** invalid.
· **(c) BACD:** starts with an adverb, then a verb, then object, then subject → *Slowly opened the door he* (ungrammatical).
· **(d) DCAB:** *He the door opened slowly* places the object before the verb without a structure that permits such inversion—ungrammatical in simple declaratives.

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**Q.199** **Select the synonym of Exquisite.**

A. Crude
B. Harsh
C. Delicate
D. Ordinary

**Answer:** C

**Sol:** The correct synonym of the given word is (c) **Delicate**.
**Exquisite**: extremely beautiful, finely made, and of exceptional quality; also used for feelings that are intensely felt. (Hindi: अत्यंत सुंदर/सुकुमार/नाजुक, उत्कृष्ट)
**Example (given word)**: *The artisan's **exquisite** carving left the judges speechless.*
**Delicate**: fine, subtle, easily damaged; showing careful and sensitive workmanship or taste—this overlaps with "exquisite" in the sense of fineness and refinement. (Hindi: नाज़ुक/सूक्ष्म/सुकुमार)
**Example (answer word)**: *Handle the **delicate** porcelain vase with care.*
**Synonyms**: elegant, refined, dainty, fine.
**Antonyms**: crude, coarse, harsh, ordinary.
**Meanings of all the other given options:**
· (a) **Crude**: raw, unrefined; lacking polish or sophistication (Hindi: कच्चा, भद्दा).
· (b) **Harsh**: rough or severe in effect or manner; grating to the senses (Hindi: कठोर, कर्कश).
· (d) **Ordinary**: with no special or distinctive features; commonplace (Hindi: साधारण, सामान्य).

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**Q.200** **Choose the part of the sentence that contains an error:**
**My elder sister is married with a doctor.**

A. a doctor
B. No error
C. is married with
D. My elder sister

**Answer:** C

**Sol:** **Option (c) contains an error.**
**Explanation:** The correct preposition after **married** when indicating the spouse is **to**, not **with**: " **married to** a doctor."
**Grammatical rule used:**
· **be married to + person** (spouse): *She is married to a teacher.*
· **marry + person** (verb, no preposition): *She married a teacher.*
· **be married with + number of children** (structure showing family status): *She is married with two kids.*
· **Example:** *My elder sister **is married to** a doctor.*
· **Information booster / exceptions:** In passive forms about ceremonies, you may see *be married (by the priest)*, but when naming the spouse, always use **to**.