NEXT IAS

AANKALAN-II : 2026

GENERAL STUDIES-II

Answer Key

1. (c)	21. (b)	41. (a)	61. (a)	81. (a)
2. (d)	22. (d)	42. (b)	62. (b)	82. (b)
3. (a)	23. (c)	43. (c)	63. (c)	83. (c)
4. (d)	24. (a)	44. (d)	64. (c)	84. (d)
5. (c)	25. (b)	45. (d)	65. (a)	85. (a)
6. (c)	26. (d)	46. (a)	66. (b)	86. (a)
7. (b)	27. (c)	47. (b)	67. (c)	87. (b)
8. (b)	28. (a)	48. (c)	68. (d)	88. (b)
9. (d)	29. (d)	49. (d)	69. (a)	89. (c)
10. (a)	30. (a)	50. (a)	70. (b)	90. (d)
11. (c)	31. (c)	51. (b)	71. (c)	91. (c)
12. (d)	32. (b)	52. (c)	72. (d)	92. (d)
13. (b)	33. (c)	53. (d)	73. (a)	93. (a)
14. (a)	34. (a)	54. (a)	74. (b)	94. (b)
15. (d)	35. (d)	55. (b)	75. (c)	95. (d)
16. (c)	36. (a)	56. (c)	76. (b)	96. (a)
17. (b)	37. (c)	57. (a)	77. (c)	97. (b)
18. (d)	38. (b)	58. (d)	78. (d)	98. (b)
19. (c)	39. (d)	59. (c)	79. (a)	99. (d)
20. (a)	40. (a)	60. (d)	80. (b)	100.(b)

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AANKALAN-II : 2026
General Studies-II

1. (c)

कन्नौजी पश्चिमी हिन्दी की एक बोली है और उसका मुख्य क्षेत्र कन्नौज, फर्रुखाबाद, इटावा, हरदोई, शाहजहाँपुर तथा कानपुर का कुछ भाग है। यह ब्रजभाषा से बहुत मिलती-जुलती है, यहाँ तक कि कुछ विद्वान उसे ब्रजभाषा का ही एक उपरूप मानते हैं; किन्तु ग्रियर्सन ने उसे अलग बोली के रूप में स्वीकार किया है। विकल्प (a) का सहारनपुर-मुजफ्फरनगर क्षेत्र खड़ीबोली का है, जो पश्चिमी हिन्दी की ही बोली है और जिससे आधुनिक मानक हिन्दी विकसित हुई। विकल्प (b) का झाँसी-जालौन क्षेत्र बुन्देली का है, जो बुन्देलखण्ड में बोली जाती है। विकल्प (d) का गोरखपुर-देवरिया क्षेत्र भोजपुरी का है, जो बिहारी वर्ग की बोली है, पश्चिमी हिन्दी की नहीं। अतः विकल्प (c) सही उत्तर होगा।

2. (d)

अवधी का विकास अर्धमागधी अपभ्रंश से हुआ है। अर्धमागधी से पूर्वी हिन्दी की तीनों बोलियाँ - अवधी, बघेली तथा छत्तीसगढ़ी - निकली हैं। शौरसेनी अपभ्रंश (विकल्प a) से पश्चिमी हिन्दी की बोलियाँ तथा राजस्थानी और गुजराती विकसित हुईं, इसीलिए ब्रजभाषा का उद्गम शौरसेनी माना जाता है। मागधी अपभ्रंश (विकल्प b) से बिहारी वर्ग की बोलियाँ - भोजपुरी, मगही तथा मैथिली - एवं बांग्ला, ओड़िया और असमिया निकलीं। महाराष्ट्री अपभ्रंश (विकल्प c) से मराठी का विकास हुआ। अवधी का साहित्यिक महत्त्व अत्यधिक है, क्योंकि तुलसीदास का 'रामचरितमानस' तथा जायसी का 'पद्मावत' इसी बोली में रचे गए। अतः विकल्प (d) सही उत्तर होगा।

3. (a)

सूरदास की रचनाएँ मुख्यतः ब्रजभाषा में हैं। 'सूरसागर', 'सूरसारावली' तथा 'साहित्य-लहरी' ब्रजभाषा के सर्वोत्तम उदाहरण माने जाते हैं, और भक्तिकाल में कृष्णभक्ति शाखा की समस्त प्रमुख रचनाएँ इसी बोली में हुईं। अवधी (विकल्प b) में तुलसीदास तथा जायसी ने लिखा, अर्थात् रामभक्ति शाखा और सूफी प्रेमाख्यान काव्य की भाषा अवधी रही। खड़ीबोली (विकल्प c) का साहित्यिक प्रयोग मुख्यतः आधुनिक काल में, भारतेन्दु युग के बाद, प्रतिष्ठित हुआ। मैथिली (विकल्प d) में विद्यापति की पदावली प्रसिद्ध है, किन्तु वह बिहारी वर्ग की बोली है। अतः विकल्प (a) सही उत्तर होगा।

4. (d)

'य' ऊष्म नहीं, अन्तःस्थ व्यंजन है। हिन्दी में अन्तःस्थ व्यंजन चार हैं - य, र, ल, व; इन्हें अन्तःस्थ इसलिए कहा जाता है कि इनका उच्चारण स्वर और व्यंजन के बीच की स्थिति में होता है। ऊष्म व्यंजन भी चार हैं - श, ष, स, ह; इनके उच्चारण में मुख से वायु रगड़ खाती हुई निकलती है, जिससे ऊष्मा उत्पन्न होती है, इसीलिए इन्हें ऊष्म या संघर्षी कहा जाता है। विकल्प (a), (b) और (c) तीनों ऊष्म वर्ग के ही हैं। ध्यान रहे कि श, ष, स महाप्राण एवं अघोष हैं, जबकि 'ह' महाप्राण होते हुए भी घोष है। अतः विकल्प (d) सही उत्तर होगा।

5. (c)

'मनोरथ' में विसर्ग सन्धि है और उसका विच्छेद मनः + रथ होता है। नियम यह है कि यदि विसर्ग से पूर्व 'अ' हो और उसके बाद कोई घोष व्यंजन या स्वर आए, तो विसर्ग का 'ओ' हो जाता है; यहाँ 'मनः' के बाद 'र' (घोष) आने से विसर्ग 'ओ' में बदल गया और 'मनोरथ' बना। इसी नियम से मनः + बल = मनोबल तथा तपः + वन = तपोवन बनते हैं। विकल्प (a) सन्धि के बाद के रूप को ही विच्छेद मान लेता है, जो त्रुटिपूर्ण है। विकल्प (b) विसर्ग का लोप कर देता है, जिससे सन्धि की पहचान ही समाप्त हो जाती है। विकल्प (d) 'ओरथ' नाम का कोई सार्थक शब्द हिन्दी या संस्कृत में नहीं होता है। यदि विसर्ग के बाद 'ओ' स्वर आता, तो सन्धि का यह नियम लागू ही नहीं होता। सन्धि-विच्छेद में दोनों पक्षों के शब्दों का सार्थक होना अनिवार्य है, जबकि यहाँ मूल शब्द केवल 'रथ' है।

अतः विकल्प (c) सही उत्तर होगा।

6. (c)

श्रीकृष्ण के अर्थ में 'पीताम्बर' बहुव्रीहि समास है, क्योंकि उसका विग्रह है 'पीत है अम्बर (वस्त्र) जिसका, अर्थात् श्रीकृष्ण'। बहुव्रीहि की पहचान यही है कि समस्त पद का अर्थ उसके किसी भी पद में न होकर किसी तीसरे पदार्थ की ओर संकेत करता है। यहाँ ध्यान देने योग्य बात यह है कि यदि 'पीताम्बर' का अर्थ केवल 'पीला वस्त्र' लिया जाए, तो वही शब्द कर्मधारय समास (विकल्प a) हो जाएगा; अर्थ बदलने से समास भी बदल जाता है, और प्रश्न में कोष्ठक इसीलिए दिया गया है। द्विगु (विकल्प b) में पहला पद संख्यावाचक होता है, जैसे त्रिभुज या नवरत्न, जो यहाँ नहीं है। अव्ययीभाव (विकल्प d) में पहला पद अव्यय होता है और समस्त पद क्रियाविशेषण की भाँति प्रयुक्त होता है, जैसे यथाशक्ति। अतः विकल्प (c) सही उत्तर होगा।

7. (b)

'मृत्तिका' संस्कृत का तत्सम शब्द है और उसका तद्भव रूप 'मिट्टी' है। तत्सम वे शब्द हैं जो संस्कृत से ज्यों के त्यों हिन्दी में आ गए, जबकि तद्भव वे हैं जो प्राकृत और अपभ्रंश से होते हुए रूप बदलकर आए। मृत्तिका से मिट्टी तक का विकास क्रम मृत्तिका - मट्टिआ - मिट्टी रहा है। विकल्प (a) 'मृदा' स्वयं एक तत्सम शब्द है, तद्भव नहीं। विकल्प (c) 'मृत्तिक' केवल मूल शब्द का एक अन्य संस्कृत रूप है। विकल्प (d) 'माटीपन' कोई मान्य शब्द नहीं है। इसी प्रकार के अन्य उदाहरण हैं - काष्ठ से काठ, उष्ट्र से ऊँट, मयूर से मोर तथा घोटक से घोड़ा। अतः विकल्प (b) सही उत्तर होगा।

8. (b)

'अलमारी' पुर्तगाली शब्द 'armário' से हिन्दी में आया है। पुर्तगालियों के भारत आगमन के बाद अनेक शब्द हिन्दी में प्रविष्ट हुए, जिनमें अलमारी के अतिरिक्त चाबी, तौलिया, बाल्टी, साबुन, गोदाम, कमीज, नीलाम, आलपीन, अनानास तथा पादरी प्रमुख हैं। विकल्प (a) 'कैंची' तुर्की से आया है, और तुर्की मूल के अन्य शब्द हैं चाकू, तोप, बारूद, बहादुर तथा बेगम। विकल्प (c) 'किताब' अरबी से आया है, जिसके साथ कानून, अदालत, कीमत, तारीख तथा वकील भी अरबी मूल के हैं। विकल्प (d) 'आवाज़' फारसी से आया है, जैसे आराम, दीवार, चश्मा, बीमार तथा जिंदगी भी फारसी के हैं। अतः विकल्प (b) सही उत्तर होगा।

9. (d)

'निर्वाह' का निर्माण निर् + वाह से हुआ है, अतः उपसर्ग 'निर्' है। 'निर्' संस्कृत का उपसर्ग है, जिसका अर्थ बाहर, रहित अथवा पूर्णता होता है; इसी से निर्जल, निर्मल, निर्दोष तथा निर्वासन जैसे शब्द बने हैं। विकल्प (a) 'नि' भी एक स्वतन्त्र उपसर्ग है, जिससे निबन्ध, नियम और निवास बनते हैं, किन्तु उससे 'निर्वाह' नहीं बन सकता, क्योंकि तब 'र्' का कोई स्रोत नहीं रहेगा। विकल्प (c) ''नी' हिन्दी में उपसर्ग के रूप में प्रयुक्त नहीं होता; संस्कृत/हिन्दी में 'नि' या 'निर्' ही मानक उपसर्ग हैं। विकल्प (b) 'नीर' तो उपसर्ग है ही नहीं, वह 'जल' अर्थ वाली संज्ञा है। अतः विकल्प (d) सही उत्तर होगा।

10. (a)

'लिखावट' में मूल धातु 'लिख' के साथ 'आवट' प्रत्यय जुड़ा है। 'आवट' कृत् प्रत्यय है, जो धातु से भाववाचक संज्ञा बनाता है; इसी से सजावट, बनावट, रुकावट, थकावट, मिलावट तथा दिखावट जैसे शब्द बने हैं। प्रत्यय की पहचान करते समय यह देखना चाहिए कि मूल शब्द के बाद कितना अंश शेष बचता है - यहाँ 'लिख' हटाने पर 'आवट' बचता है, 'वट' या 'अट' नहीं। विकल्प (b) 'वट' मानने पर मूल शब्द 'लिखा' होगा, जो धातु नहीं है। विकल्प (c) और (d) और भी छोटे अंश लेते हैं, जिनसे शेष बचा भाग कोई सार्थक मूल शब्द नहीं बनाता। अतः विकल्प (a) सही उत्तर होगा।

11. (c)

प्रत्येक युग्म की पहचान उसके विशिष्ट पर्यायवाचियों से होती है। अश्व के पर्यायवाची तुरंग, हय, घोटक, बाजि तथा सैन्धव हैं, अतः A-3। हाथी के पर्यायवाची गज, कुंजर, हस्ती, द्विप, नाग तथा मतंग हैं, अतः B-4। सूर्य के पर्यायवाची भानु, दिवाकर, आदित्य, रवि, मार्तण्ड तथा प्रभाकर हैं, अतः C-2। चन्द्रमा के पर्यायवाची राकेश, विधु, शशि, सुधांशु, मयंक तथा निशाकर हैं, अतः D-1। यहाँ सावधानी का बिन्दु यह है कि 'विधु' को कभी-कभी विष्णु के अर्थ में भी देखा जाता है, किन्तु हिन्दी में उसका प्रचलित अर्थ चन्द्रमा ही है। सही मेल A-3, B-4, C-2, D-1 है। अतः विकल्प (c) सही उत्तर होगा।

12. (d)

'कृपण' और 'कंजूस' परस्पर पर्यायवाची हैं, विलोम नहीं। दोनों का अर्थ एक ही है, अर्थात् धन खर्च करने में अत्यन्त संकोच करने वाला; 'कृपण' का वास्तविक विलोम 'उदार' अथवा 'दानी' होगा। विकल्प (a) सही है, क्योंकि ऋजु का अर्थ सीधा और वक्र का अर्थ टेढ़ा है। विकल्प (b) भी सही है, क्योंकि आदान का अर्थ लेना और प्रदान का अर्थ देना है। विकल्प (c) भी सही है, क्योंकि अथ का अर्थ आरम्भ और इति का अर्थ समाप्ति है; ग्रन्थों में 'अथ' आरम्भ में और 'इति' अन्त में लिखने की परम्परा इसी से जुड़ी है। अतः विकल्प (d) सही उत्तर होगा।

13. (b)

चारों शब्द अनेकार्थी हैं, अर्थात् एक ही शब्द के एक से अधिक स्वतन्त्र अर्थ हैं। 'अर्क' के अर्थ सूर्य, मदार का पौधा तथा किसी वस्तु का सार या रस हैं, अतः A-3। 'हरि' के अर्थ विष्णु, सिंह, सर्प, इन्द्र, बन्दर तथा घोड़ा हैं, अतः B-1। 'कनक' के अर्थ सोना, धतूरा तथा गेहूँ हैं, अतः C-4; यहाँ ध्यान देने योग्य है कि कनक का धतूरा अर्थ कम प्रचलित होने के कारण प्रायः जाल बनता है। 'अम्बर' के अर्थ आकाश तथा वस्त्र हैं, अतः D-2; इसी दूसरे अर्थ के कारण 'पीताम्बर' शब्द बनता है। सही मेल A-3, B-1, C-4, D-2 है। अतः विकल्प (b) सही उत्तर होगा।

14. (a)

'अवलम्ब' का अर्थ सहारा या आश्रय है, जबकि 'अविलम्ब' का अर्थ बिना देर किए, अर्थात् शीघ्र है। दोनों शब्दों में केवल एक मात्रा का अन्तर है, किन्तु अर्थ पूर्णतः भिन्न हो जाता है। 'अविलम्ब' का विश्लेषण करने पर स्पष्ट होता है कि वह अ + विलम्ब है, अर्थात् विलम्ब का अभाव; इसीलिए उसका अर्थ 'देर' नहीं, बल्कि देर का न होना है। अतः विकल्प (a) सही उत्तर होगा।

15. (d)

'अन्तर्ध्यान' अशुद्ध है; शुद्ध रूप 'अन्तर्धान' है। यह अन्तः + धान से बना है, जिसका अर्थ है भीतर रख लिया जाना, अर्थात् ओझल हो जाना; इसका 'ध्यान' शब्द से कोई सम्बन्ध नहीं है, और ध्वनि-साम्य के कारण ही यह भूल व्यापक रूप से होती है। विकल्प (a) 'ज्योत्स्ना' शुद्ध है, जिसका अर्थ चाँदनी है; इसे प्रायः 'ज्योत्सना' लिख दिया जाता है, जो अशुद्ध होता। विकल्प (b) 'सौन्दर्य' शुद्ध है; 'सौंदर्य' भी मान्य है, किन्तु 'सुन्दर्य' अशुद्ध होगा। विकल्प (c) 'प्रतिद्वन्द्वी' शुद्ध है, जिसमें दो बार 'द्व' आता है; इसे 'प्रतिद्वंदी' लिखना सामान्य भूल है। अतः विकल्प (d) सही उत्तर होगा।

16. (c)

विकल्प (c) ही पूर्णतः शुद्ध वाक्य है। विकल्प (a) में पुनरुक्ति दोष है, क्योंकि 'कृपया' और 'कृपा करें' दोनों एक ही भाव देते हैं; शुद्ध रूप होगा 'आप यहाँ पधारने की कृपा करें।' विकल्प (b) में लिंग-सम्बन्धी अशुद्धि है, क्योंकि 'सिर' पुल्लिंग है, अतः उसके साथ 'अपनी' नहीं, 'अपने' आएगा; शुद्ध रूप होगा 'उसने अपने सिर पर हाथ रखा।' विकल्प (d) में भी पुनरुक्ति दोष है, क्योंकि 'केवल' और 'मात्र' दोनों सीमा-बोधक हैं और एक साथ प्रयुक्त नहीं होने चाहिए; शुद्ध रूप होगा 'यहाँ केवल दो व्यक्ति उपस्थित थे।' अतः विकल्प (c) सही उत्तर होगा।

17. (b)

यहाँ अपादान कारक है, क्योंकि 'से' अलगाव अथवा पृथक्ता के अर्थ में प्रयुक्त हुआ है। अपादान कारक का चिह्न 'से' है और वह वहाँ आता है जहाँ किसी वस्तु का किसी से अलग होना सूचित होता है; यहाँ बालक विद्यालय से अलग होकर घर की ओर चला, अतः अपादान है। सावधानी का बिन्दु यह है कि करण कारक (विकल्प a) का चिह्न भी 'से' ही होता है, किन्तु वहाँ वह साधन के अर्थ में आता है, जैसे 'वह कलम से लिखता है।' सम्प्रदान कारक (विकल्प c) के चिह्न 'को' तथा 'के लिए' हैं और वह देने या किसी के निमित्त करने के भाव में आता है। अधिकरण कारक (विकल्प d) के चिह्न 'में' तथा 'पर' हैं और वह आधार सूचित करता है। अतः विकल्प (b) सही उत्तर होगा।

18. (d)

'लिखवाता है' प्रेरणार्थक क्रिया है, क्योंकि कर्ता स्वयं कार्य न करके किसी अन्य से कराता है। प्रेरणार्थक क्रिया के दो रूप होते हैं - प्रथम प्रेरणार्थक, जिसमें मूल धातु में 'आ' जुड़ता है, जैसे लिखना से लिखाना; और द्वितीय प्रेरणार्थक, जिसमें 'वा' जुड़ता है, जैसे लिखना से लिखवाना। यहाँ 'लिखवाना' द्वितीय प्रेरणार्थक रूप है, जिसमें कर्ता किसी तीसरे के माध्यम से कार्य कराता है। अकर्मक क्रिया (विकल्प a) वह है जिसका कोई कर्म न हो, जैसे 'वह सोता है', जबकि यहाँ 'पत्र' स्पष्ट कर्म है। पूर्वकालिक क्रिया (विकल्प b) मुख्य क्रिया से पहले सम्पन्न होती है और प्रायः 'कर' लगाकर बनती है, जैसे 'पढ़कर'। नामधातु क्रिया (विकल्प c) संज्ञा या विशेषण से बनती है, जैसे 'शर्माना' अथवा 'अपनाना'। अतः विकल्प (d) सही उत्तर होगा।

19. (c)

'सेना' समूहवाचक संज्ञा है, क्योंकि वह अनेक व्यक्तियों के समूह का एक साथ बोध कराती है। समूहवाचक संज्ञा के अन्य उदाहरण हैं सभा, भीड़, कक्षा, दल, झुंड, मण्डल तथा परिवार; इनमें इकाई एक होती है, किन्तु उसके भीतर अनेक सदस्य होते हैं। व्यक्तिवाचक संज्ञा (विकल्प a) किसी एक विशेष व्यक्ति, स्थान या वस्तु का नाम होती है, जैसे गंगा, लखनऊ अथवा रामचरितमानस। जो संज्ञा शब्द किसी द्रव्य, पदार्थ या धातु का बोध कराते है उसे द्रव्यवाचक संज्ञा (विकल्प b) कहते हैं। अथार्त जो शब्द किसी पदार्थ, धातु और द्रव्य को दर्शाते हैं वहाँ पर द्रव्यवाचक संज्ञा होती है। दूसरे शब्दों में जिस संज्ञा से मापने या तौलनेवाली वस्तु का बोध हो उसे द्रव्यवाचक कहते हैं। जैसे- सोना, चाँदी, हीरा, मोती, दूध, दही, तेल, घी, कोयला, पानी, लकड़ी, कपड़ा, लोहा, चूना, पत्थर, सीमेंट आदि। भाववाचक संज्ञा (विकल्प d) गुण, दशा या भाव का बोध कराती है, जैसे वीरता, मिठास अथवा बुढ़ापा। अतः विकल्प (c) सही उत्तर होगा।

20. (a)

इस लोकोक्ति का अर्थ है कि जिसे काम नहीं आता, वह अपनी अयोग्यता स्वीकार करने के स्थान पर परिस्थितियों अथवा साधनों में दोष ढूँढ़ने लगता है। नाचना न आने पर आँगन को टेढ़ा बताना इसी प्रवृत्ति का चित्रण है। विकल्प (b) धैर्य से सम्बन्धित है, जिसका भाव 'सब्र का फल मीठा होता है' जैसी लोकोक्तियों में मिलता है। विकल्प (c) सीमित साधनों में बड़ी उपलब्धि का भाव देता है, जो इस लोकोक्ति में कहीं नहीं है। विकल्प (d) अविवेकपूर्ण आरम्भ की बात करता है, जिसके लिए 'बिना विचारे जो करे, सो पाछे पछताए' जैसी भिन्न उक्ति प्रयुक्त होती है। अतः विकल्प (a) सही उत्तर होगा।

21. (b)

लेखक सहायता लेने और सहायता पर निर्भर हो जाने में स्पष्ट भेद करता है। गद्यांश में सीधे कहा गया है कि सहायता लेना अपने आप में दोष नहीं है, किन्तु सहायता पर निर्भर हो जाना निश्चय ही दोष है। विकल्प (a) ठीक वही बात है जिसका लेखक ने खण्डन किया है, इसलिए वह सर्वाधिक आकर्षक जाल है। विकल्प (c) का प्रश्न गद्यांश में उठाया ही नहीं गया; लेखक कहीं भी दूसरों की सहायता करने को दोष नहीं बताता। विकल्प (d) संकोच की बात करता है, जिसका उल्लेख पूरे गद्यांश में नहीं है। अतः विकल्प (b) सही उत्तर होगा।

22. (d)

गद्यांश भाग्य को परिश्रम का अनुगामी बताता है, उसका विकल्प नहीं। लेखक लिखता है कि भाग्य भी उन्हीं का साथ देता है जो अपने हाथों को काम में लगाते हैं, अर्थात् भाग्य स्वयं कुछ नहीं देता, वह कर्म के साथ ही चलता है। विकल्प (a) प्रतीक्षा की बात करता है, जिसे गद्यांश में पिछड़ जाने का कारण बताया गया है, न कि भाग्य पाने का। विकल्प (b) सहायता माँगने से भाग्य जोड़ देता है, जो गद्यांश में कहीं नहीं कहा गया। विकल्प (c) असफलता स्वीकार करने की बात करता है, जबकि गद्यांश में तो उन लोगों की आलोचना है जो असफलता का कारण भाग्य को बता देते हैं। अतः विकल्प (d) सही उत्तर होगा।

23. (c)

गद्यांश स्वावलम्बी व्यक्ति के सबसे बड़े धन के रूप में आत्मविश्वास का नाम लेता है। उसकी विशेषता भी बताई गई है कि उसे न कोई चुरा सकता है और न कोई छीन सकता है, जिससे उसे 'धन' कहने का औचित्य सिद्ध होता है। विकल्प (a) परिश्रम गद्यांश में अवश्य प्रशंसित है, किन्तु उसे 'सबसे बड़ा धन' नहीं कहा गया। विकल्प (b) ज्ञान का उल्लेख गद्यांश में इस रूप में है ही नहीं। विकल्प (d) शिक्षा की चर्चा अन्तिम वाक्य में है, परन्तु वहाँ शिक्षा को साधन बताया गया है जिससे व्यक्ति अपने पैरों पर खड़ा हो सके, धन नहीं। अतः विकल्प (c) सही उत्तर होगा।

24. (a)

अन्तिम वाक्य शिक्षा के उद्देश्य को जानकारी से ऊपर उठाकर सामर्थ्य पर स्थापित करता है। लेखक कहता है कि शिक्षा का उद्देश्य केवल जानकारी दे देना नहीं है, अपितु व्यक्ति को इस योग्य बनाना है कि वह अपने पैरों पर खड़ा हो सके। विकल्प (b) ठीक वही बात है जिसका गद्यांश में निषेध

किया गया है, क्योंकि 'केवल जानकारी दे देना' पर्याप्त नहीं माना गया। विकल्प (c) गद्यांश की मूल भावना के विपरीत है, क्योंकि लेखक भाग्य पर भरोसा करने वालों की आलोचना करता है। विकल्प (d) प्रतिष्ठा की बात करता है, जिसका उल्लेख गद्यांश में कहीं नहीं है। अतः विकल्प (a) सही उत्तर होगा।

25. (b)

यहाँ 'मुँह ताकना' मुहावरे का प्रयोग परावलम्बन के अर्थ में हुआ है। वाक्य है कि जो व्यक्ति अपने छोटे-छोटे कार्यों के लिए भी दूसरों का मुँह ताकता है, वह अपने भीतर की शक्ति खो बैठता है; यहाँ सन्दर्भ स्पष्ट रूप से दूसरों पर आश्रित रहने का है, क्योंकि पूरा गद्यांश स्वावलम्बन के विषय में है। विकल्प (a) मुहावरे का शाब्दिक अर्थ पकड़ लेता है, जो यहाँ के सन्दर्भ में लागू नहीं होता। विकल्प (c) प्रतीक्षा का भाव देता है, जो निकट तो है, किन्तु उसमें निर्भरता का वह भाव नहीं है जो यहाँ अभीष्ट है। विकल्प (d) नाराजगी का अर्थ देता है, जिसका इस मुहावरे से कोई सम्बन्ध नहीं। अतः विकल्प (b) सही उत्तर होगा।

26. (d)

The correct spelling is 'Privilege', which contains no 'd' and carries the vowel letters i, i, e, e in that order. The word comes from the Latin privilegium, formed from privus meaning private and lex meaning law, so a privilege was originally a law applying to one person alone. Option (a) inserts a 'd' that the Latin root never contained and that no modern dictionary recognises, a mistake encouraged by the sound of the final syllable. Option (b) replaces the second 'i' with an 'e'. Option (c) replaces the 'e' of the '-leg-' syllable with an 'a'. Keeping the Latin root in mind fixes the vowels reliably. Hence option (d).

27. (c)

'Ubiquitous' means present everywhere at the same time, and 'omnipresent' carries exactly that sense. It derives from the Latin ubique, meaning everywhere, and is commonly used of things so widespread that they are noticed everywhere, as in the ubiquitous mobile phone. Option (a) 'rare' is its direct opposite and is the trap for a candidate guessing from an unfamiliar-sounding word. Option (b) 'ambiguous' means open to more than one interpretation and is confused with the key word only through a loose similarity of sound. Option (d) 'unique' means being the only one of its kind, which is again close to the opposite of being found everywhere. Hence option (c).

28. (a)

A 'stoic' is one who endures pleasure and pain alike without complaint or visible emotion. The word comes from Stoicism, the Greek school of philosophy founded by Zeno, which taught that the wise person should be undisturbed by external fortune. Option (b) a 'sceptic' is one who habitually doubts accepted beliefs and demands proof, which concerns knowledge rather than emotion. Option (c) a 'cynic' is one who believes people are motivated purely by self-interest, which concerns a view of human nature. Option (d) an 'ascetic' is one who practises severe self-denial, usually for religious reasons; the ascetic deliberately avoids pleasure, whereas the stoic is simply unmoved by it, and this is the finer distinction the question tests. Hence option (a).

29. (d)

A speech made on the spur of the moment, without prior preparation, is described as 'extempore'. The word comes from the Latin ex tempore, meaning out of the time, that is, arising from the moment itself; 'impromptu' is its close synonym. Option (a) 'eloquent' describes a speech delivered fluently and persuasively, which says nothing about whether it was prepared. Option (b) 'verbose' means using more words than are needed, a criticism of style rather than of preparation. Option (c) a 'prologue' is an introductory section preceding a literary work or a play, which concerns position rather than preparation. Hence option (d).

30. (a)

'To bell the cat' means to take on a risky or dangerous task for the common good. The idiom comes from the fable in which the mice agree that a bell round the cat's neck would warn them of its approach, but none is willing to be the one to tie it on; the plan is excellent until someone must actually face the danger. Option (b) describes flattery, for which 'to butter up' would be used. Option (c) describes slipping away, for which 'to give someone the slip' or 'to make oneself scarce' is appropriate. Option (d) describes a needless warning, for which 'to cry wolf' is the standard idiom. Hence option (a).

31. (c)

The verb 'accuse' takes 'of' before the charge. The standard patterns are to accuse someone of something

and to be accused of something, as in 'He was accused of negligence.' The commonest error is to confuse this with 'charge', which takes 'with', as in 'He was charged with theft'; option (a) arises from exactly this confusion. Option (b) 'for' is used after 'blame' in one of its patterns, as in 'He was blamed for the delay', but it does not follow 'accuse'. Option (d) 'against' is used with nouns such as allegation or complaint, as in 'a complaint against the clerk', not with the verb accuse. Hence option (c).

32. (b)

With 'neither ... nor' the verb agrees with the subject nearer to it, which here is the plural 'students', so 'were' is required. This is known as the principle of proximity and it applies equally to 'either ... or', 'neither ... nor' and 'not only ... but also'. Had the order been reversed, as in 'Neither the students nor the teacher was present', the singular verb would be correct, and reversing the order is the standard way such questions are made harder. Options (a) and (d) supply singular verbs that would agree with 'teacher' rather than with the nearer subject. Option (c) 'has been' is both singular and in the wrong tense for a simple statement of fact about a past occasion. Hence option (b).

33. (c)

When two actions lie in the past, the earlier one takes the past perfect and the later one the simple past. Here the train's departure happened before the arrival at the station, so 'had left' is required, while 'reached' correctly remains in the simple past. Option (a) places both actions in the simple past and so loses the sequence, leaving it unclear which happened first. Option (b) 'has left' is the present perfect, which links a past action to the present moment and therefore cannot combine with a past time marker such as 'By the time we reached'. Option (d) 'was leaving' suggests that the departure was still in progress when they arrived, which contradicts the sense of having missed the train. Hence option (c).

34. (a)

This is the second conditional, used for an imaginary or hypothetical present situation, and it requires the subjunctive 'were' for every person. The pattern is 'If + subject + were ..., subject + would + base verb', and the main clause here already has 'would accept', which confirms the structure. Option (b) 'was' is the ordinary past indicative and is widely heard in speech, but it is not accepted as correct in the subjunctive construction, particularly in the fixed expression 'If I were you'. Option (c) 'am' belongs to the first conditional, which deals with a real possibility and would require 'will' in the main clause. Option (d) 'had been' belongs to the third conditional, which concerns an unreal past and would require 'would have accepted'. Hence option (a).

35. (d)

The active sentence is in the present perfect, so the passive must be 'has been' plus the past participle. The object 'my bicycle' becomes the subject, and the indefinite agent 'someone' is dropped, since the passive is commonly preferred precisely when the doer is unknown or unimportant. Option (a) shifts the tense to the present continuous, which would describe a theft in progress. Option (b) shifts to the simple past and retains the vague agent 'by someone', which is redundant and stylistically poor in the passive. Option (c) omits 'been' altogether, producing an active construction in which the bicycle absurdly becomes the thief. Hence option (d).

36. (a)

The passive is in the simple past, so the active must also be in the simple past, giving 'My sister wrote the letter yesterday.' In converting to the active voice, the agent introduced by 'by' becomes the subject and the subject of the passive becomes the object. Option (b) uses the present perfect, which cannot stand with the definite past time marker 'yesterday'; a sentence such as 'has written yesterday' is ungrammatical for this reason. Option (c) uses the past perfect, which would require a second and later past action for it to precede. Option (d) is not a complete sentence but a noun phrase, since 'my sister wrote yesterday' is a relative clause modifying 'the letter', leaving the head noun without a predicate of its own. Hence option (a).

37. (c)

Three changes are required at once: the pronoun, the tense and the adverb of time. The first person 'I' becomes the third person 'he' in agreement with the reporting subject; the present tense 'am' is backshifted to the past 'was' because the reporting verb 'said' is in the past; and 'at present' becomes 'then'. Option (a) fails to change the pronoun, so the sentence wrongly reports the speaker as talking about the listener. Option

(b) changes the pronoun but leaves the verb and the time expression unchanged. Option (d) alters the reporting verb itself to 'says', which is not permitted, since the reporting verb given in the question must be retained. Hence option (c).

38. (b)

In converting an indirect question to direct speech, the reporting verb becomes 'said to', the interrogative word order is restored and the pronoun shifts back to the second person. The indirect form 'where I was going' refers to the listener, so in direct speech it becomes 'Where are you going?' with the auxiliary placed before the subject. Option (a) keeps the statement word order of indirect speech inside quotation marks, which is the commonest error in this item type. Option (c) retains the first person 'I', which would mean the speaker was asking about herself. Option (d) has the right pronoun but keeps the indirect word order, 'you are' instead of 'are you', which is what makes it wrong. Hence option (b).

39. (d)

Option (d) is correct because the verb 'prefer' takes 'to' and not 'than' when two things are compared. Option (a) is wrong because 'one of' must be followed by a plural noun, giving 'One of my friends is a doctor'; note that the verb stays singular, since the subject is 'one'. Option (b) is wrong because adjectives of Latin origin such as senior, junior, superior, inferior, prior and preferable take 'to' rather than 'than', giving 'He is senior to me'. Option (c) is wrong because the correct collocation is 'married to', not 'married with', giving 'She was married to a lawyer'. Hence option (d).

40. (a)

'Effect' used as a verb means to bring about or accomplish, which is exactly its sense in option (a). The pair is best remembered by its usual division of labour: 'affect' is normally the verb meaning to influence, while 'effect' is normally the noun meaning result; the exception is 'effect' as a verb meaning to bring about, which is what this question tests. Option (b) needs the noun, so it should read 'had no effect on his condition'. Option (c) needs the verb meaning to influence, so it should read 'will affect every department'. Option (d) again needs the noun, so it should read 'a deep effect on the audience'. Hence option (a).

41. (a)

The opening sentence states the criterion directly: the difference lies entirely in how the habit was formed. The sentence that follows draws out that distinction, contrasting a habit acquired deliberately, which leaves the mind free, with one acquired by drift, which the mind is no longer free to examine. Option (b) introduces duration, which the passage mentions only in the example of the man who has risen early for twenty years, and there it illustrates automatic execution rather than the servant and master distinction. Option (c) brings in the approval of others, a consideration absent from the passage altogether. Option (d) concerns the difficulty of breaking a habit, which the closing sentence actually treats as surmountable. Hence option (a).

42. (b)

The passage states the point explicitly and the wording of the option follows it closely. Having habits is treated as a settled fact of human life, so the only open question is which ones a person ends up with; this is why the author concentrates on the manner of formation rather than on the possibility of avoidance. Option (a) raises the question of breaking habits, which the passage touches only at the end, and there it answers in the affirmative rather than treating it as the central question. Option (c) raises the question of inheritance, which the passage never considers. Option (d) concerns quantity, whereas the author's entire argument is about the kind of habit, not the number. Hence option (b).

43. (c)

The example illustrates the sentence immediately preceding it, that most actions are settled long before any decision is called for. The author's point is that the man does not decide each morning; the matter was decided once and has been executing itself ever since, which shows that the sense of being governed by decisions is largely an illusion. Option (a) treats the example as a recommendation of early rising, but the author is indifferent to which habit is chosen and uses it only as an illustration. Option (b) converts the incidental figure of twenty years into a rule about how long habits take to form, which the passage nowhere states. Option (d) asserts the very thing the example is designed to deny. Hence option (c).

44. (d)

The word stands in deliberate contrast with 'faithful servant' in the same sentence, so it must describe a relation of domination. A tyrannical master is one who rules oppressively and leaves no freedom to the subject, which matches the passage's account of a drifting habit that the mind is no longer free to examine. Option (a) 'unpredictable' misses the sense, since the passage stresses that habits operate with complete regularity. Option (b) 'inefficient' is contradicted by the text, which says a habit acquired by drift performs its work just as silently as one acquired deliberately. Option (c) 'temporary' is the opposite of what is described, since the whole difficulty of such a habit is its persistence. Hence option (d).

45. (d)

The final sentence supplies the reason: if character is largely a bundle of habits, then character can be altered, slowly and in small pieces. The encouragement lies in the fact that the alteration is within reach of anyone willing to attend to the pieces, so character is presented as workable rather than fixed. Option (a) compares the ease of forming and breaking habits, a comparison the passage never makes. Option (b) asserts that character is fixed, which is precisely the gloomy conclusion the author is rejecting. Option (c) restates the common belief that the passage has already described as mistaken, since it holds that most actions are settled before any decision arises. Hence option (d).

46. (a)

Lasswell's five elements each correspond to one branch of communication research. 'Who' leads to control analysis, 'says What' to content analysis, 'in Which channel' to media analysis, 'To whom' to audience analysis, and 'With what effect' to effect analysis, which studies the impact a message produces on the receiver. Options (b), (c) and (d) are all genuine branches of the same scheme, but each belongs to a different element of the question, which is why the item tests precise recall rather than general familiarity. Hence option (a).

47. (b)

Wilbur Schramm introduced the overlapping fields of experience of sender and receiver, and held that meaning is shared only where the two circles overlap; the wider the overlap, the easier the communication. Option (a) Lasswell gave the five-question linear formula, which contains no such notion. Option (c) Berlo built the source, message, channel and receiver scheme, analysing each through factors such as skills and attitudes. Option (d) Shannon, with Weaver, produced the mathematical model whose distinctive contribution was the idea of noise. Hence option (b).

48. (c)

Downward communication moves from a higher level of authority to a lower one and typically carries instructions, policy and directives. A circular of instructions issued by a head of department to all staff fits this exactly. Option (a) is upward communication, since a grievance travels from subordinate to superior. Option (b) is lateral or horizontal communication, taking place between officers of equal rank. Option (d) is informal communication through the grapevine, which follows no official channel at all. Hence option (c).

49. (d)

Filtering is the deliberate manipulation of a message by the sender so that it appears more favourable to the receiver. It is commonest in upward communication, because subordinates are reluctant to carry bad news to a superior, and it tends to increase with the number of levels in the hierarchy. Option (a) physical noise is an external disturbance such as a faulty line. Option (b) selective perception occurs at the receiving end, where the receiver notices only what fits his expectations. Option (c) information overload arises when more material arrives than can be processed. Hence option (d).

50. (a)

Emblems are non-verbal signs with an agreed meaning that can stand on their own in place of speech. Because their meaning is conventional, it varies across cultures, and a gesture harmless in one country may be offensive in another. Option (b) illustrators accompany speech and depict what is being said, as when the hands indicate a size. Option (c) regulators control the flow of conversation, such as a nod inviting the speaker to continue. Option (d) adaptors are unconscious movements that release tension, such as tapping a foot. Hence option (a).

51. (b)

Fix the position of each hand from the twelve o'clock mark and take the difference. The minute hand moves 6 degrees per minute, so at 40 minutes it stands at 240 degrees. The hour hand moves 30 degrees per hour and a further half a degree per minute, so at 3:40 it stands at 90 plus 20, that is 110 degrees. The angle between them is 240 minus 110, which is 130 degrees. The commonest error is to leave the hour hand at the 3 mark, ignoring the 20 degrees it has crept forward during the 40 minutes, which gives 150 degrees, that is option (c). Hence option (b).

52. (c)

Count the days from the given date and reduce by sevens. From 1 January to 1 March there are 31 days of January and 29 days of February, since 2024 is a leap year, making 60 days in all. Dividing 60 by 7 leaves a remainder of 4, so the day advances four places from Monday, giving Friday. The decisive point is the leap year: a candidate who takes February as 28 days gets 59 days, a remainder of 3, and answers Thursday. A year is a leap year when it is divisible by 4, except that a century year must be divisible by 400. Hence option (c).

53. (d)

The series is built on differences that themselves increase in a regular way. Subtracting each term from the next gives 3, 6, 9 and 12, which form an arithmetic progression with a common difference of 3. The next difference must therefore be 15, and adding it to 32 gives 47. When a series does not yield to a single multiplying or adding rule, taking the first differences and then the second differences is the standard method, and here the second differences are constant at 3. Hence option (d).

54. (a)

The two letters of each pair move in opposite directions. The first letters run A, C, E, G, advancing by two places each time, so the next is I. The second letters run Z, X, V, T, moving back by two places each time, so the next is R. The required term is therefore IR. Option (b) moves the second letter back by only one place, option (c) advances the first letter by three, and option (d) advances it by only one.

Hence option (a).

55. (b)

Every number in the group except one is a perfect square. Here 121 is the square of 11, 144 of 12, 169 of 13 and 196 of 14, while 180 is not the square of any whole number, since it lies between 169 and 196. The squares of 11 to 14 are all present in order, and 180 has been inserted between 169 and 196 as the odd member. Options (a), (c) and (d) are all perfect squares and therefore belong to the group. Hence option (b).

56. (c)

Cognitive dissonance, a concept given by Leon Festinger, is the tension produced by inconsistency between beliefs, or between belief and conduct. The person reduces the tension by changing one of the beliefs, changing the behaviour, or adding a new belief that explains the inconsistency away. Option (a) selective exposure is the tendency to seek out information that agrees with what one already holds, and is in fact one of the ways dissonance is avoided rather than the dissonance itself. Option (b) attribution error concerns how we explain behaviour. Option (d) mental set is a fixed approach to problem solving carried over from past success. Hence option (c).

57. (a)

Chunking recodes separate items into a smaller number of larger units, so that the seven-item limit applies to the chunks rather than to the original items. A telephone number remembered in groups of three and four digits rather than as ten separate digits is the standard illustration. Option (b) rehearsal is repetition that holds material in short-term memory or transfers it to long-term memory, but it does not enlarge capacity. Option (c) encoding is the conversion of information into a form that memory can store. Option (d) priming is the effect of earlier exposure on the later recognition of a stimulus. Hence option (a).

58. (d)

Find the total of all four heads before taking the percentage. The total budget is 120 plus 90 plus 60 plus 30, which is 300 crore rupees. Health receives 90 crore, so its share is 90 divided by 300 multiplied by 100, that is 30 per cent. Option (c) gives the share of Education, which is 120 out of 300, and option (a) gives the share of Roads. The commonest error is to compute the share against one other head instead of against the total, so it is worth noting that the four

percentages here are 40, 30, 20 and 10, which together account for the whole budget. Hence option (d).

59. (c)

Deferred judgement is the rule on which brainstorming rests. Criticism during the generation stage makes members cautious and suppresses the unusual suggestions from which good solutions often grow, so evaluation is postponed to a separate later stage. The other rules laid down with it are that quantity is wanted, that wild ideas are welcome, and that members should build on one another's suggestions. Option (a) contradicts the equality of participation the technique requires. Option (b) is precisely the practice the rule forbids. Option (d) reverses the aim, since a large number of ideas is sought. Hence option (c).

60. (d)

Stereotyping transfers an assumed group characteristic to every individual member of that group, and it persists because confirming instances are noticed while exceptions are explained away. Option (a) projection is the attribution of one's own feelings or motives to another person. Option (b) the halo effect is the generalisation from one favourable trait to the whole person, which concerns a single individual rather than a group. Option (c) the contrast effect is the distortion caused by assessing a person immediately after another who was markedly better or worse. Hence option (d).

61. (a)

Every letter moves one step forward in the alphabet. Checking the given word, M becomes N, O becomes P, N becomes O, D becomes E, A becomes B and Y becomes Z, so the rule holds for all six letters. Applying the same shift to FRIDAY, F becomes G, R becomes S, I becomes J, D becomes E, A becomes B and Y becomes Z, giving GSJEBZ. Option (b) shifts the fifth letter by two instead of one, option (c) leaves the third letter unchanged, and option (d) shifts the first letter by two. Hence option (a).

62. (b)

Each letter is replaced by its position in the alphabet and the positions are added. For CAT the positions are C equal to 3, A equal to 1 and T equal to 20, which add up to 24 and confirm the rule. For DOG the positions are D equal to 4, O equal to 15 and G equal to 7, giving a total of 26. The distractors are placed one or two units on either side of the correct total, so a candidate who makes a small slip in recalling a letter position lands on one of them rather than detecting the error. Hence option (b).

63. (c)

Work the statement from the inside outward. The phrase 'the only daughter of my mother' identifies the single daughter born to the speaker's mother, and since the speaker is herself a woman, that daughter can only be the speaker. The statement therefore reduces to 'His mother is myself', which makes the woman the man's mother. Option (a) would require them to share a parent, which the statement does not say. Option (b) would require her to be a sister of one of his parents, but she is the parent. Option (d) would place her one generation further back. Hence option (c).

64. (c)

The range of a set of observations is the difference between the largest and the smallest value. Here the largest value is 41 and the smallest is 12, so the range is 41 minus 12, that is 29. Option (d) takes the largest value itself as the answer, and option (a) gives the median, which is 23 once the data are arranged in order as 12, 17, 18, 23, 29, 35, 41. The range is the simplest measure of dispersion, but it uses only the two extreme values and therefore ignores how the remaining observations are spread, which is why the standard deviation is generally preferred. Hence option (c).

65. (a)

Track the movement along the two axes separately. Facing north, a turn to the right points him east, and a second turn to the right points him south. He therefore goes 5 km north, 3 km east and 5 km south. The northward and southward distances are equal and cancel each other exactly, leaving only the 3 km travelled towards the east. Option (b) reverses the direction, a mistake made by turning left instead of right. Option (c) takes the first leg as the answer. Option (d) adds the northward legs instead of cancelling them. Hence option (a).

66. (b)

Before conditioning the bell produced no salivation, so it was a neutral stimulus. Only after being paired repeatedly with food did it acquire the power to produce salivation on its own, at which

point it became a conditioned stimulus. Option (a) the unconditioned stimulus was the food, which produced salivation naturally and without any learning. Option (c) the unconditioned response was the salivation produced by the food itself. Option (d) the conditioned response was the salivation later produced by the bell alone. Hence option (b).

67. (c)

Esteem needs form the fourth level of Maslow's five-level hierarchy, and cover both self-respect and the respect accorded by others, that is, recognition, status and prestige. Option (a) physiological needs are the first level and cover hunger, thirst, sleep and shelter. Option (b) safety needs are the second level and cover security of body, employment and property. Option (d) self-actualisation is the fifth and highest level, the realisation of one's full potential; the third level, between safety and esteem, is that of love and belonging. Hence option (c).

68. (d)

Working conditions are a hygiene factor, that is, a feature of the job environment whose absence causes dissatisfaction but whose presence does not by itself motivate. Other hygiene factors include salary, company policy, supervision and job security. Options (a), (b) and (c) are all motivators, which arise from the content of the work itself and produce positive satisfaction; the full list of motivators also includes advancement and the work itself. The central claim of the theory is that satisfaction and dissatisfaction are not opposite ends of one scale but are produced by two different sets of factors. Hence option (d).

69. (a)

Collaborating is high on both concern for self and concern for the other, and seeks a solution in which neither side has to give anything up. Option (b) compromising is moderate on both counts and produces a settlement in which each side surrenders something, so neither is fully satisfied. Option (c) accommodating is low on concern for self and high on concern for the other, so one party simply yields. Option (d) avoiding is low on both and sidesteps the issue without resolving it. A fifth style, competing, is high on concern for self and low on concern for the other. Hence option (a).

70. (b)

The laissez-faire or free-rein style leaves decisions to the group and keeps the leader's intervention to a minimum. It can work well with a mature and highly skilled team, but tends to produce drift where the group lacks direction or experience. Option (a) the autocratic leader takes decisions alone and expects compliance without discussion. Option (c) the democratic or participative leader consults the group and decides with it, which is distinct from withdrawing altogether. Option (d) the bureaucratic leader goes strictly by rules and procedure. The three-fold classification of autocratic, democratic and laissez-faire is associated with Kurt Lewin. Hence option (b).

71. (c)

Three of the four are pure metals and one is an alloy. Copper, zinc and iron are chemical elements, each occupying its own place in the periodic table, whereas brass is not an element at all but a mixture of copper and zinc. The trap is strengthened by the fact that the two constituents of brass are themselves present among the options, which tempts a candidate to look for a relationship between them rather than for the odd member. Hence option (c).

72. (d)

The relation is that between a branch of study and the creature it studies. Ornithology is the study of birds, and entomology is correspondingly the study of insects. The remaining options each belong to a different branch: the study of reptiles is herpetology, which also covers amphibians; the study of fishes is ichthyology; and the study of plants is botany. The similarity in sound between entomology and etymology, which is the study of the origin of words, is a further source of error in questions of this kind. Hence option (d).

73. (a)

The rule is to square the number and add one. Checking it against the given pair, 7 squared is 49 and adding 1 gives 50, which confirms the relation. Applying the same rule to 9, the square is 81 and adding 1 gives 82. Option (b) squares the number and subtracts one, option (c) multiplies by ten, and option (d) multiplies by eight, and none of these three reproduces the relation between 7 and 50. Hence option (a).

74. (b)

Use the rule that position from one end plus position from the other end equals the total plus one. Here the total is 40 and the position from the left is 12, so the position from the right is 40 minus 12 plus 1, that is 29. The additional 1 is needed because Ravi himself is counted from both ends and would otherwise be left out once. Option (a) omits that correction and is the standard trap. Options (c) and (d) misapply the arithmetic by one further place on either side. Hence option (b).

75. (c)

The question asks for what is essential to the idea itself, not for what is usually found alongside it. A university exists in order to teach, and teaching requires those who are taught, so students are inseparable from the concept; an institution without students would not be a university at all. A hostel, a playground and a canteen are all common in practice and often expected, but each of them may be absent without the institution ceasing to be a university, which makes them incidental rather than essential. Hence option (c).

76. (b)

Find the two speeds first and then use the standard relation. The downstream speed is 30 divided by 2, that is 15 km/hr, and the upstream speed is 30 divided by 3, that is 10 km/hr. The speed of the stream is half the difference between them, which is 15 minus 10 divided by 2, giving 2.5 km/hr. The speed of the boat in still water would be half their sum, that is 12.5 km/hr. Option (d) is the trap of taking the whole difference instead of half of it. Hence option (b).

77. (c)

Simple interest is the principal multiplied by the rate and the time, divided by one hundred. Here that is 6,000 multiplied by 7.5 multiplied by 4 and divided by 100, which gives 1,800. A quicker route is to note that 7.5 per cent of 6,000 is 450 for one year, and four such years give 1,800. Remember that in simple interest the interest of every year is calculated on the original principal alone, so it is the same each year; under compound interest the amount would be larger, because each year's interest would itself begin to earn interest. Hence option (c).

78. (d)

The quantity of milk does not change, so work from the milk. In 60 litres divided in the ratio 7 to 3, the milk is seven-tenths of 60, that is 42 litres, and the water is 18 litres. Let the water added be x. The new ratio requires 42 divided by 18 plus x to equal 3 over 2, so cross-multiplying gives 84 equal to 54 plus 3x, from which 3x is 30 and x is 10. Checking, the mixture becomes 42 litres of milk to 28 litres of water, which is indeed 3 to 2. Hence option (d).

79. (a)

Move from the average to the total, make the change, and return to the average. Five numbers averaging 27 have a total of 135. Replacing 35 by 15 reduces the total by 20, leaving 115, and dividing by five gives a new average of 23. A shorter route is to note that the total falls by 20 and the average therefore falls by 20 divided by 5, that is by 4, from 27 to 23. Option (c) subtracts 2 instead of 4, which is the result of dividing the change by the wrong figure. Hence option (a).

80. (b)

Let the son's present age be x, so the father's present age is 3x. After 8 years their ages become x plus 8 and 3x plus 8, and the condition requires 3x plus 8 to equal twice x plus 8. Expanding gives 3x plus 8 equal to 2x plus 16, so x equals 8. The son is therefore 8 years old and the father 24. Checking after 8 years, the son is 16 and the father 32, which is exactly twice as much. Note that the difference between their ages, 16 years, stays the same throughout, and this constancy is often the quickest way into such problems. Hence option (b).

81. (a)

Percentage increase is always reckoned on the original value, not on the new one. The rise is 28,000 minus 25,000, that is 3,000, and expressing this as a percentage of the original 25,000 gives 3,000 divided by 25,000 multiplied by 100, which is 12 per cent. The standard trap is to divide by the new figure of 28,000, which yields roughly 10.7 per cent and leads a candidate towards option (b). Options (c) and (d) do not follow from the data on any reading. Hence option (a).

82. (b)

Successive discounts are applied one after another, so they cannot simply be added. Taking the marked

price as 100, the first discount leaves 80, and the second discount of 10 per cent on that 80 leaves 72. The total reduction is therefore 28, which is a single equivalent discount of 28 per cent. The same result follows from the formula for two successive discounts, which subtracts their product divided by 100 from their sum, giving 20 plus 10 minus 2, that is 28. Option (c) is the trap of adding the two rates directly. Hence option (b).

83. (c)

When the period of investment is the same for both partners, profit is divided in the ratio of the capitals. Here the capitals are 12,000 and 18,000, which reduce to the ratio 2 to 3, so the profit is divided into five equal parts. B receives three of those five parts, that is three-fifths of 7,500, which is 4,500. Option (a) gives A's share rather than B's, and option (b) divides the profit equally, ignoring the difference in capital altogether. Hence option (c).

84. (d)

Convert the days into one day's work, add, and then invert. In one day A does one-twelfth of the work and B does one-eighteenth, so together they do one-twelfth plus one-eighteenth. Taking 36 as the common denominator, this is three thirty-sixths plus two thirty-sixths, that is five thirty-sixths of the work in a day. The whole work therefore takes thirty-six fifths of a day, which is 7.2 days. Option (c) is the trap of taking the simple average of 12 and 18 and halving it, which does not apply to work problems. Hence option (d).

85. (a)

Pipe problems follow the same method as work problems. In one minute the first pipe fills one-twentieth of the tank and the second fills one-thirtieth, so together they fill one-twentieth plus one-thirtieth. Taking 60 as the common denominator gives three-sixtieths plus two-sixtieths, that is five-sixtieths, which reduces to one-twelfth of the tank in a minute. The tank is therefore filled in 12 minutes. Option (d) 25 is the arithmetic mean of 20 and 30, which has no bearing on combined rates, and option (c) 15 is simply half of the slower pipe's time. Note that a filling and an emptying pipe would be subtracted rather than added. Hence option (a).

86. (a)

An assumption is something the speaker must already take for granted for the statement to make sense. The school would not set up extra classes unless it believed that at least some students needed help beyond the regular hours, so assumption 1 is implicit. Assumption 2 goes much further than anything the decision requires, since the school may start the classes while expecting only a part of the class to attend; universal attendance is a hoped-for outcome, not a precondition. Words such as every, all and only usually make an assumption too strong to be implicit. Hence option (a).

87. (b)

A course of action is sound when it addresses the problem without creating a larger one. Signals and speed breakers regulate the flow and reduce speed at the point of danger, which attacks the cause of the accidents directly and at proportionate cost, so course 2 follows. Course 1 does remove the accidents, but only by removing the road itself, and permanently closing a city crossing would obstruct the movement of a great many people in order to solve a problem that lesser measures can address. An action that is grossly out of proportion to the problem is not treated as following. Hence option (b).

88. (b)

The order of time settles the direction of the relation. The warning was issued yesterday and the holiday was declared today, so the warning came first and the cause cannot be the later event. A warning of very heavy rainfall is moreover exactly the kind of information on which an administration decides to keep children at home, which supplies the connecting reason as well as the sequence. Option (a) reverses cause and effect, which is the main trap. Option (c) would require each to arise on its own, and option (d) would require some third event behind both, neither of which fits a case where one plainly leads to the other. Hence option (b).

89. (c)

Place the fixed person first and then test the two remaining conditions together. C occupies the first seat from the left. Since D sits exactly between A and E, the three of them must occupy three consecutive seats in the order E, D, A or A, D, E. If A were placed early in the row, B would follow it immediately and break up that block of three, which no arrangement can repair. The only seating that satisfies every condition is C, E, D, A, B, in which B is immediately to the right

of A and D lies between E and A. The extreme right seat is therefore occupied by B. Hence option (c).

90. (d)

The sequence must follow the physical order in which the task is actually carried out. Nothing can be written before a blank slip is in hand, so step 4 must come first, and step 2 follows it. Only once the slip is filled can it be presented with the cash, which is step 3, and the stamped counterfoil is handed back at the end as proof of the deposit, which is step 1. The order is therefore 4, 2, 3, 1. Options (a) and (c) begin with filling a slip that has not yet been obtained, and option (b) hands over a blank slip before it is filled in. Hence option (d).

91. (c)

The product of two numbers equals the product of their HCF and their LCM. Here the HCF multiplied by the LCM is 12 multiplied by 180, which is 2,160, and dividing this by the known number 36 gives the other number as 60. The result can be checked directly: the HCF of 36 and 60 is indeed 12, and their LCM is 180. Note that this relation holds for two numbers only and cannot be extended to three. Options (a) 45 and (b) 54 are not multiples of 12, so their HCF with 36 cannot be 12, while option (d) 72 gives an LCM of 72 with 36, not 180. Hence option (c).

92. (d)

The remainder of a square depends only on the remainder of the original number. The number may be written as 7k plus 4, and squaring it gives 49k squared plus 56k plus 16. The first two terms are both divisible by 7, so the remainder comes entirely from 16, and 16 divided by 7 leaves 2. The same can be seen by testing any particular number of this form, such as 11, whose square 121 leaves a remainder of 2 on division by 7. Option (c) is the trap of carrying the original remainder of 4 straight through to the answer. Hence option (d).

93. (a)

Use the formula that the area of a circle is pi multiplied by the square of the radius. Substituting gives 22 over 7 multiplied by r squared equal to 154, so r squared is 154 multiplied by 7 and divided by 22, which is 49, and the radius is therefore 7 centimetres. The figures are chosen so that the 7 in the denominator of pi cancels cleanly, which is the usual signal that 22 over 7 is intended. Option (b) gives the diameter rather than the radius, which is the commonest error in questions of this type. Hence option (a).

94. (b)

Count the favourable outcomes against the total. The bag holds 5 plus 4 plus 3, that is 12 balls in all, of which 3 are blue and the remaining 9 are not. The probability of drawing a ball that is not blue is therefore 9 out of 12, which reduces to three-quarters. The same answer follows from the rule of complements: the probability of drawing a blue ball is 3 over 12, that is one-quarter, and subtracting this from 1 leaves three-quarters. Option (a) gives the probability of the blue ball itself. Hence option (b).

95. (d)

When two bodies move in opposite directions their speeds are added to give the relative speed. The relative speed is 54 plus 36, that is 90 km/hr, which converts to metres per second by multiplying by 5 and dividing by 18, giving 25 metres per second. To cross each other completely the trains must together cover the sum of their lengths, that is 120 plus 180, which is 300 metres. The time taken is 300 divided by 25, that is 12 seconds. Had they been running in the same direction, the speeds would have been subtracted instead, giving a much longer time. Hence option (d).

96. (a)

Percentage increase must be worked out separately for each year on the production of the year before it. In 2021 the rise is 40 on 200, which is 20 per cent; in 2022 it is 60 on 240, which is 25 per cent; in 2023 it is 30 on 300, which is 10 per cent; and in 2024 it is 66 on 330, which is again 20 per cent. The highest percentage increase is therefore in 2022. Note that 2024 shows the largest increase in absolute quantity, 66 tonnes, yet not the largest percentage increase, because it is measured against a much bigger base; option (d) is the trap for a candidate who compares the differences rather than the rates. Hence option (a).

97. (b)

Take the two figures in the order named in the question and reduce them to lowest terms. Science has 240 students and Commerce has 150, so the required ratio is 240 to 150. Dividing both by their highest common factor, which is 30, gives 8 to 5. Option (a) is the same ratio written the wrong way

round, and is the trap for a candidate who reads the figures in the order in which they appear in the table rather than in the order asked; in a ratio question the sequence named in the question governs. Hence option (b).

98. (b)

Add the five figures and divide by five. The total is 4,200 plus 3,800 plus 4,500 plus 4,100 plus 3,900, which comes to 20,500, and dividing by 5 gives an average of 4,100. A quicker method is to take 4,000 as an assumed average and add the deviations, which are plus 200, minus 200, plus 500, plus 100 and minus 100; these sum to plus 500, and 500 divided by 5 is 100, which added to 4,000 again gives 4,100. This method of deviations from an assumed mean saves considerable time when the figures are large. Hence option (b).

99. (d)

Build the chain one link at a time. Since C is the mother of B and A is the sister of B, C is also the mother of A. D is the father of C, so D stands one generation above A's mother and is therefore A's grandfather. A is described as a sister, so A is female, which makes her D's granddaughter. Option (a) would make her the child of D rather than of C. Option (b) would require D to be the brother of one of her parents. Option (c) would place her in the same generation as D. Hence option (d).

100. (b)

Herbert Simon gave the concepts of bounded rationality and satisficing, arguing that real decision makers cannot examine every alternative and therefore stop at the first option that meets an acceptable standard. The word satisficing is itself a combination of satisfy and suffice. Option (a) Maslow is associated with the hierarchy of needs. Option (c) Lewin is associated with field theory, group dynamics and the three leadership styles. Option (d) McGregor formulated Theory X and Theory Y, two contrasting sets of assumptions managers hold about workers. Hence option (b).

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