
1. (5)	2. (4)	3. (2)	4. (4)	5. (1)	6. (5)	7. (1)	8. (4)
9. (3)	10. (3)	11. (5)	12. (5)	13. (4)	14. (2)	15. (5)	16. (1)
17. (4)	18. (1)	19. (3)	20. (1)	21. (3)	22. (2)	23. (3)	24. (2)
25. (2)	26. (3)	27. (5)	28. (1)	29. (4)	30. (2)	31. (2)	32. (4)
33. (5)	34. (1)	35. (1)	36. (5)	37. (3)	38. (3)	39. (3)	40. (4)
41. (4)	42. (1)	43. (5)	44. (4)	45. (3)	46. (1)	47. (5)	48. (2)
49. (5)	50. (2)	51. (5)	52. (5)	53. (1)	54. (2)	55. (4)	56. (3)
57. (3)	58. (4)	59. (4)	60. (3)	61. (1)	62. (5)	63. (2)	64. (3)
65. (4)	66. (2)	67. (3)	68. (1)	69. (5)	70. (2)	71. (4)	72. (5)
73. (2)	74. (1)	75. (2)					

Q.76 – 85: In each question given below there are four words denoted by (A), (B), (C), & (D). Two of them are **either similar in meaning (Synonyms) or opposite in meaning (Antonyms)**. Find out the pair of Synonyms or Antonyms denoted by AB, AC, AD, etc. in each case and mark your answer accordingly.

76. (A) Benevolent (B) Malevolent (C) Equivalent (D) Unsympathetic
(1) AB (2) AC (3) AD (4) BC (5) CD
77. (A) Irresponsible (B) Ambitious (C) Unmotivated (D) Dependence
(1) AB (2) AC (3) AD (4) BC (5) CD
78. (A) Reliance (B) Offending (C) Unreasonable (D) Dependence
(1) AB (2) AC (3) AD (4) BC (5) CD
79. (A) Crafty (B) Idle (C) Cunning (D) Interacting
(1) AB (2) AC (3) AD (4) BC (5) CD
80. (A) Decent (B) Innocent (C) Guilty (D) Adolescent
(1) AB (2) AC (3) AD (4) BC (5) CD
81. (A) Notorious (B) Luminous (C) Envious (D) Jealous
(1) AB (2) AC (3) AD (4) BC (5) CD
82. (A) Lively (B) Sluggish (C) Boredom (D) Heavy
(1) AB (2) AC (3) AD (4) BC (5) CD
83. (A) Envisage (B) Expect (C) Demand (D) Foresee
(1) AB (2) AC (3) AD (4) BC (5) CD
84. (A) Inspire (B) Engrave (C) Stimulate (D) Respond
(1) AB (2) AC (3) AD (4) BC (5) CD
85. (A) Docile (B) Indisciplined (C) Liberal (D) Tolerant
(1) AB (2) AC (3) AD (4) BC (5) CD

Q.86 – 90: In the following questions the symbols @, #, \$, % and * are used with following meaning as illustrated below:

- 'A @ B' means 'A is neither greater than nor equal to B'
'A # B' means 'A is neither greater than nor smaller than B'
'A \$ B' means 'A is not greater than B'
'A % B' means 'A is not smaller than B'
'A * B' means 'A is neither smaller than nor equal to B'.

Now in each of the following questions, assuming the given statements to be true, find which of the two conclusions I & II given below them is/are **definitely true**?

Give answer (1) if only conclusion I is true.

Give answer (2) if only conclusion II is true.

Give answer (3) if either conclusion I or II is true.

Give answer (4) if neither conclusion I nor II is true.

Give answer (5) if both the conclusions I & II are true.

86. **Statements :** F @ G, G \$ K, K % H
Conclusions:
I. G @ H
II. G % H
87. **Statements :** R \$ M, M # N, K * N
Conclusions:
I. R @ J
II. J % R
88. **Statements :** D % E, E @ M, M \$ L
Conclusions:
I. L % E
II. M * D
89. **Statements :** K \$ V, V \$ F, F * B
Conclusions:
I. K @ B
II. V \$ B
90. **Statements :** J * H, H % F, F # R
Conclusions:
I. J * R
II. H % R

Q.91 – 95: Study the following information carefully to answer these questions.

Seven friends M, T, K, Q, R, P & H have taken admissions in three different engineering streams Electrical, Computer and Electronics. At least two students are admitted in each stream. Each one is in a different college A, B, C, D, E, F & G. The order of students' stream and the college is not necessarily the same. K is admitted to college C in Electronics. The one who studies in college A does not study Computers. M studies in college G but not Electrical or Computers. T & P study in the same stream but not in Electrical. H studies in college F in the same stream as K. Q studies in college B. T does not study in college E.

91. Who studies in college 'A' ?
(1) T (2) P (3) R (4) R or T (5) None of these
92. Three students study in which of the following streams?
(1) Electrical (2) Electronics
(3) Electrical or Electronics (4) Computers (5) Computers or Electronics
93. Which of the following combinations of student and the stream is **correct**?
(1) R – computers (2) Q – Electrical (3) T – Electrical
(4) R – Electronics (5) None of these
94. The student studying in college 'G' studies in which stream?
(1) Electrical (2) Computers (3) Electronics
(4) Electrical or Electronics (5) Computers or Electrical
95. R studies in which college and stream?
(1) A – Electrical (2) A – Electronics (3) D – Computers
(4) E – Computers (5) None of these

Q.96 – 100: Study the following information to answer the given questions.

Some committees are to be formed from amongst 7 women Professors, 5 men Professors, 4 men Readers, 2 women Readers, 11 women Lecturers and 10 men Lecturers following the given conditions in each questions. In how many different ways can it be done based on the conditions?

96. A committee of 10 in which there are 5 men and 5 women?

- (1) ${}^{39}C_{10}$ (2) ${}^{19}C_5 \times {}^{20}C_5$ (3) ${}^{19}C_5 \times {}^{20}P_5$ (4) $\frac{{}^{19}P_5 \times {}^{20}P_5}{{}^{39}P_{10}}$ (5) None of these

97. A committee of 6 Professors in which at least 2 men are there.

- (1) 350 (2) 700 (3) 812 (4) 2450 (5) None of these

98. A committee of 25 in which all the lecturers are there. Remaining seats among Professors and Readers.

- (1) 12650 (2) 3060 (3) 64260 (4) 6100 (5) None of these

99. A committee of 15 in which only Lecturers are there.

- (1) 13650 (2) 352716 (3) 15504 (4) 54264 (5) None of these

100. A committee of 4 Professors in which equal number of men and women are there.

- (1) 495 (2) 248 (3) 35 (4) 40 (5) None of these

Q.101 – 115: Read the following passage carefully and answer the questions given below it. Certain words/phrases have been printed in **bold** to help you locate them while answering some of the questions.

Amartya Sen wrote about the Indian tradition of skepticism and heterodoxy of opinion that led to high levels of intellectual argument. The power sector in India is a victim of this tradition at its worst. Instead of **forcefully** communicating, supporting and honestly and firmly implementing policies, people just debate them. It is argued that central undertakings produce power at lower tariffs and must therefore build most of the required extra capacities. This is a **delusion**. They no longer have access to low-cost government funds.

Uncertainty about payment remains a reason for the hesitation of private investment. They had to sell only to SEBs (state Electricity Boards), SEB balance sheets are cleaner after the "securitisation" of the Rs. 40,000 crore or so owed by SEBs to central government undertakings, now shown as debt instruments. But state governments have not implemented agreed plans to ensure repayment when due. The current annual losses of around Rs. 28,000 crore make repayment highly uncertain. The central undertakings that are their main suppliers have payment security because the government will come to their help. Private enterprises do not have such assurance and are concerned about payment security, that must be resolved.

By the late 1990s, improving the SEB finances was recognized as fundamental to power reform. **Unbundling** SEBs, working under corporate discipline and even privatization and not vertically integrated state enterprises, are necessary for efficient and financially viable electricity enterprises. Since government will not **distance** itself from managing them, privatizing is an option. The Delhi model has worked. But it receives no public support.

The Electricity Act 2003, the APRDP (Accelerated Power Reform and Development Programme) with its incentives and penalties, and the creation of independent regulatory commissions, were the means to bring about reforms to improve financial **viability** of power sector. Implementation has been half-hearted and results disappointing. The concurrent nature of electricity in the Constitution **impedes** power sector improvement. States are more responsive to populist pressures than the central government, and less inclined to take drastic action against electricity thieves.

Captive power would add significantly to capacity. However, captive generation, three years after the Act enabled it, has added little to capacity because rules for open access were delayed. Redefined captive generation avoids state vetoes on purchase or sale of electricity except to state electricity enterprises. Mandating open access on state-owned wires to power regardless of ownership and customer would encourage electricity trading. The Act recognized electricity trading as a separate activity. A surcharge on transmission charges will pay for cross-subsidies. These were to be eliminated in time. Rules for open access and quantum of surcharge by each state commission (under broad principles defined by the central commission) have yet to be announced by some. The few who have announced by some. The few who have announced the surcharge have kept it so high that no trading can take place.

101. The author thinks it appropriate to_____
- (1) discuss any policy in details and make it fool proof instead of implementing it hastily.
 - (2) follow Indian tradition meticulously as skepticism is essential for major decisions.
 - (3) divert our energies from fruitlessly contracting policies to supporting its implementation wholeheartedly.
 - (4) intellectual arguments and conceptualization of every policy is definitely better than its enforcement.
 - (5) None of these
102. Why are the Central undertakings **not** capable of generating power at low cost?
- (1) Due to paucity of low-cost funds
 - (2) Due to their access to Government funds
 - (3) Due to their delusion about government funds
 - (4) Because of their extra capacities
 - (5) None of these
103. Which of the following is the reason for apathy of private investors in power sector?
- (1) Their hesitation
 - (2) Uncertainty of their survival
 - (3) Cut-throat competition
 - (4) Cut-throat competition
 - (5) Lack of guarantee of timely returns
 - (6) None of these
104. What was the serious omission on the part of the State Government ?
- (1) Agreement for late recovery of dues
 - (2) Reluctance to repay to private investors as per agreed plan
 - (3) Non-implementation of recovery due to unplanned and haphazard policies
 - (4) Lack of assurance from private enterprises
 - (5) None of these

105. Which of the following is/are considered necessary for improving performance of electricity enterprises?
- (A) Corporate work culture
 - (b) Privatisation
 - (C) Properly integrated State enterprises
- (1) All the three (2) (A) and (B) only (3) (A) and (C) only
(4) (B) and (C) only (5) None of these
106. The example of "Delhi Model" quoted by the author underlines his feelings of ____
- (A) happiness about its success.
 - (B) unhappiness for lack of public support.
 - (C) disgust towards privatisation.
- (1) (A) and (B) only (2) (B) and (C) only (3) (A) and (C) only (4) All the three
(5) None of these
107. Which of the following was/were **NOT** considered as the instrument(s) to accomplish financial well-being of power sector?
- (1) The Electricity Act 2003
 - (2) The APRDP with its incentives and penalties
 - (3) Setting up of independent regulatory commissions
 - (4) States' vulnerability to populist pressures
 - (5) Taking drastic action against electricity thieves
108. Why were the results of the power sector reforms **NOT** as had been anticipated ?
- (1) The means to bring about reforms were ill-conceived
 - (2) The enforcement of the reform means was inadequate and apathetic.
 - (3) The Act and the reform measures were contradicting with each other.
 - (4) The incentives on the one hand and penalties on the other created dissatisfaction.
 - (5) None of these
109. What serious drawback of the States is pointed out by the author of the passage?
- (1) The incentives and penalties enforced by the States were disproportionately uncomparable
 - (2) The enforcement of the provisions of the acts was drastic and harsh
 - (3) Their vulnerability to fall prey to populist pressures
 - (4) Imposition of penalties were not judicious and incentives were not free from partiality
 - (5) None of these

Q.110 – 112: Choose the word or group of words which is **MOST NEARLY THE SAME** in meaning as the word printed in **bold**.

110. **ISTANCE** (1) keep away (2) differentiate between (3) long for
 (4) have remoteness (5) advance along

111. **ELUSION** (1) proper understanding (2) wrong prediction (3) false belief
 (4) unkind propaganda (5) unrealistic optimism

112. **VIABILITY** (1) ability to reform (2) ability to meditate (3) power to bounce
(4) ability to spend (5) capability to survive

Q.113 – 115: Choose the word or group of words which is **MOST OPPOSITE** in meaning of the word printed in **bold**.

113. **FORCEFULLY** (1) vehemently (2) meekly (3) dispassionately
(4) neutrally (5) unlawfully

114. **IMPEDES** (1) interferes (2) grows (3) excels
(4) promotes (5) exaggerates

115. **UNBUNDLING** (1) disorganising (2) reorienting (3) segregating
(4) winding (5) integrating

Q.116 – 120: Study the following information to answer these questions.

Eight executives B, K, M, Q, R, D, E & A are sitting around a round shaped table for a meeting. D is to the immediate left of Q. Only R is between K and E. B is between E and M. A is to the left of K.

116. Who is the immediate right of Q?

- (1) M (2) K (3) A (4) B (5) None of these

117. Who is third to the right of R?

- (1) B (2) A (3) Q (4) M (5) None of these

118. Which of the following pairs of executives has the first person sitting to the right of the second person?

- (1) KA (2) RE (3) DA (4) BR (5) None of these

119. In which of the following groups of executives, the first person is sitting between the other two?

- (1) RAQ (2) EMQ (3) AKR (4) BDM (5) None of these

120. Who is second to the left of M?

- (1) Q (2) E (3) R (4) A (5) None of these

Q.121 – 125: In each of the questions given below a group of digits is given followed by four combinations of letters/symbols numbered (1), (2), (3) and (4). You have to find out which of the four combinations correctly represents the group of digits based on the letter/symbol codes and the conditions given below. If none of the four combinations represents the group of digits correctly, give (5) i.e. 'None of these' as the answer.

Digit	:	3	9	6	2	8	7	5	4	1
Letter/symbol	:	K	T	\$	F	H	#	%	D	M

Conditions for coding the group of digits :

1. If the first digit is odd and last digit is even, the codes for the first and the last digits are to be interchanged.
2. If the first as well as the last digit is even, both are to be coded by the code for last digit.
3. If the first as well as the last digit is odd, both are to be coded as 'X'.

121. 564923

- (1) %\$DTFK (2) K\$DTFK (3) X\$DTFX (4) K\$DTF% (5) None of these

122. 658247

- (1) %\$HFD# (2) #HFD\$ (3) %\$HFD# (4) %#HFD\$ (5) None of these

123. 436958

- (1) DK\$T%D (2) DK\$T%H (3) HK\$T%D (4) HK\$T%H (5) None of these

124. 756834

- (1) #H\$K#D (2) D%H\$K# (3) D%H\$K#D (4) #H\$K# (5) None of these

125. 291378

- (1) FTMK#H (2) XTMK#X (3) HTMK#F (4) FTMK#F (5) None of these

Q.126 – 130: In each of these questions two equations I and II are given. Based on these

Give answer if

- (1) $x > y$
(2) $x \geq y$
(3) $y > x$
(4) $y \geq x$
(5) Either $x = y$

or the relationship between x & y cannot be established.

126. I. $y = -5$ or 4.3

II. $x^2 = 18$

127. I. $x^2 + 5x + 6 = 0$

II. $y^2 + 11y + 30 = 0$

128. I. $x = \sqrt{64}$

II. $y = (-2)^3$

129. I. $15^{3.5} = x$

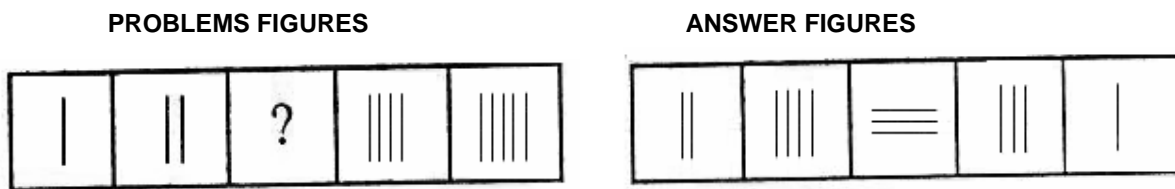
II. $5^{7.5} = y$

130. I. $y - x = z$

II. $z \times -1 = 0.0005$

Q.131 – 140: In each of these questions there are two sets of figures. The figures on the left are Problem Figures (four figures and one question-marked space) and those on the right are Answer Figures indicated by number 1, 2, 3, 4 and 5. A series is established if one of the five Answer Figures is placed at the “question-marked space”. Question Figures form a series if they change from left to right according to some rule. The number of the Answer figure which should be placed in the question-marked space is the answer. All the five figures i.e. four Problem Figures and one Answer Figure placed in the question-marked space should be considered as forming the series,

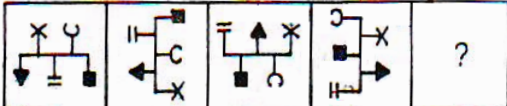

Study the following question.

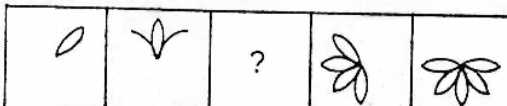
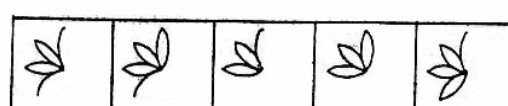


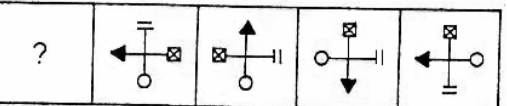
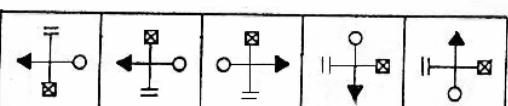
If we place the Answer Figure 4 in the question marked space it makes a series which indicates that one vertical line is added in each figure. So the answer is '4'. Note that if we go by only one aspect of 'number of lines', Answer Figure 3 may also fit in. So you have to consider all different aspects.

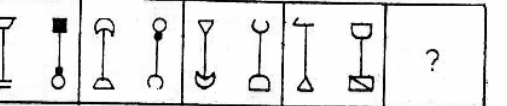
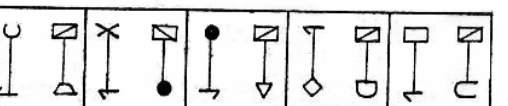
Now solve the following questions.

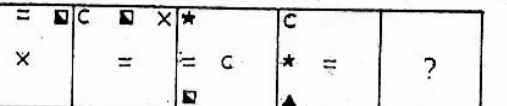
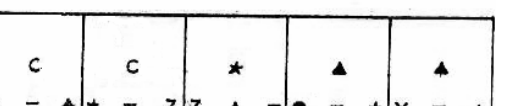
	PROBLEM FIGURES					ANSWER FIGURES				
131.					?					
						1	2	3	4	5
132.	?									
133.		?								
						1	2	3	4	5
134.				?						
						1	2	3	4	5

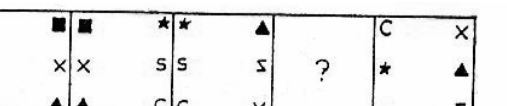
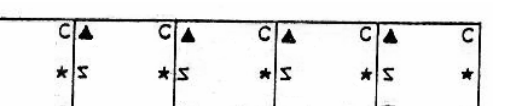
135.  

136.  

137.  

138.  

139.  

140.  

Q.141 – 145: In each question below a sentence with four words printed in **bold type** is given. These are numbered as (1), (2), (3) and (4). One of these four words may be either **wrongly spelt or inappropriate** in the context of the sentence. Find out the word which is wrongly spelt or inappropriate, if any. The number of that word is your answer. If all the four words are correctly spelt and also appropriate in the context of the sentence, mark (5) i.e. 'All Correct' as your answer.

141. His **derogatory** remark **humiliated** me, but I kept my **cool** and didn't allow my work.

- (1) (2) (3)

to be **affected** by it. All correct

- (4) (5)

142. The **suspected criminals** who were **accused** of snatching ladies'

- (1) (2) (3)

necklesses were finally booked. All correct

- (4) (5)