

RIE CEE Reasoning Ability

Sample Paper – 9

Duration: 45 Minutes

Maximum Marks: 60

Instructions

- This paper contains **30** Multiple Choice Questions (Single Correct Answer), modelled on the **Reasoning Ability** section of the **RIE CEE** (NCERT Regional Institutes of Education Common Entrance Exam).
- Each correct answer carries **+2 marks**. There is a penalty of **-0.5 mark** for every incorrect answer. Unattempted questions carry **0 marks**.
- Only **one** option is correct. Choose carefully before marking, since wrong answers are penalised.
- The actual exam is a **Computer Based Test (CBT)**; attempt this paper in one timed sitting of 45 minutes.
- Use of mobile phones, calculators, or electronic gadgets is not permitted.

Q1. Find the next term in the series: 3, 8, 18, 38, 78, ?

- (A) 156
- (B) 158
- (C) 148
- (D) 160

Q2. Find the next term in the series: 3, 8, 15, 24, 35, ?

- (A) 48
- (B) 46
- (C) 50
- (D) 45



- Q3.** Find the next term in the letter series: $W, T, Q, N, ?$
- (A) L
 - (B) M
 - (C) J
 - (D) K
- Q4.** Find the next term in the series: 50, 45, 55, 50, 60, ?
- (A) 50
 - (B) 65
 - (C) 55
 - (D) 70
- Q5.** Find the next term in the series: $B4, E8, H12, K16, ?$
- (A) N18
 - (B) N20
 - (C) M20
 - (D) O20
- Q6.** $6 : 48 :: 8 : ?$
- (A) 80
 - (B) 64
 - (C) 72
 - (D) 88
- Q7.** If $CAB : HFG$, then $MAN : ?$
- (A) RFT
 - (B) SFR
 - (C) RFS



(D) RGS

Q8. Teacher is to School as Doctor is to:

(A) Medicine

(B) Patient

(C) Disease

(D) Hospital

Q9. Choose the number that does not belong with the others: 27, 45, 52, 63, 81

(A) 52

(B) 45

(C) 63

(D) 81

Q10. Choose the odd letter pair:

(A) FD

(B) KM

(C) TR

(D) ZX

Q11. Choose the word that does not belong with the others:

(A) Neem

(B) Banyan

(C) Jasmine

(D) Mango

Q12. In a certain code, *BIRD* is written as *GNWI*. How is *LAKE* written in that code?

(A) QFPJ



- (B) QEPJ
- (C) PFPJ
- (D) QFOJ

Q13. If each letter is coded by its position in the English alphabet, then *KING* is coded as:

- (A) 11-9-13-7
- (B) 12-9-14-7
- (C) 11-8-14-7
- (D) 11-9-14-7

Q14. In a code language *PLANT* is written as *LHWJP*. How is *GRADE* written in the same code?

- (A) CMWZB
- (B) CNWZA
- (C) DNWZA
- (D) CNXZA

Q15. Pointing to a photograph, a woman said, “He is the brother of the daughter of my father.” How is the boy in the photograph related to the woman?

- (A) Father
- (B) Son
- (C) Brother
- (D) Uncle

Q16. P is the son of Q. Q is the daughter of R. R is the mother of S. How is S related to P?

- (A) Uncle or Aunt



- (B) Father
- (C) Grandfather
- (D) Brother

Q17. Meena said, “This boy is the only child of my mother’s mother’s only daughter.” How is the boy related to Meena?

- (A) Cousin
- (B) Nephew
- (C) Father
- (D) Brother

Q18. Statements: All pigeons are birds. All birds are creatures.

Conclusions: I. All pigeons are creatures. II. Some creatures are not pigeons.

- (A) Both I and II follow
- (B) Only I follows
- (C) Only II follows
- (D) Neither I nor II follows

Q19. Statements: Some cupboards are furniture. All furniture is wooden.

Conclusions: I. Some cupboards are wooden. II. All wooden things are cupboards.

- (A) Only I follows
- (B) Both I and II follow
- (C) Only II follows
- (D) Neither I nor II follows

Q20. Statements: No teacher is lazy. All teachers are educators.

Conclusions: I. Some educators are not lazy. II. No educator is lazy.

- (A) Both I and II follow



- (B) Only II follows
- (C) Only I follows
- (D) Neither I nor II follows

Q21. Statement: Garbage is piling up on the streets of a colony because the waste is not collected regularly.

Courses of action: I. The municipal body should arrange daily garbage collection in the colony. II. The residents should be told to stop generating any waste.

- (A) Both I and II follow
- (B) Only I follows
- (C) Only II follows
- (D) Neither I nor II follows

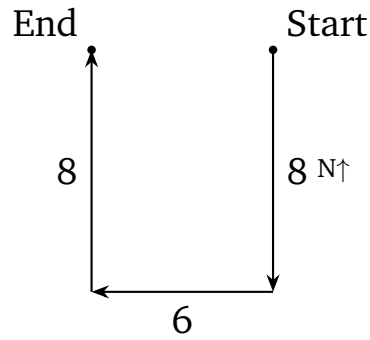
Q22. Statement: “Join our gym and get fit in just three months.” — an advertisement.

Assumptions: I. People are interested in becoming fit. II. The gym has the facilities to help people get fit.

- (A) Only I is implicit
- (B) Only II is implicit
- (C) Both I and II are implicit
- (D) Neither I nor II is implicit

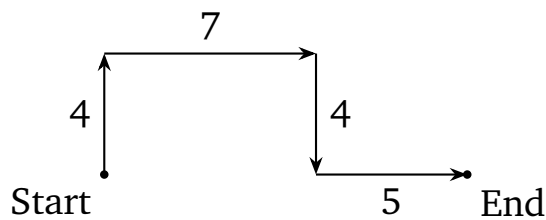
Q23. A man starts from a point, walks 8 km South, turns right and walks 6 km, then turns right again and walks 8 km. How far and in which direction is he now from the starting point?





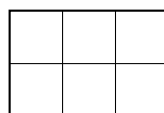
- (A) 8 km West
- (B) 6 km East
- (C) 8 km East
- (D) 6 km West

Q24. A girl walks 4 m North, turns right and walks 7 m, turns right and walks 4 m, then turns left and walks 5 m. How far is she from the starting point?



- (A) 12 m East
- (B) 7 m East
- (C) 5 m East
- (D) 2 m East

Q25. How many squares are there in the figure given below?



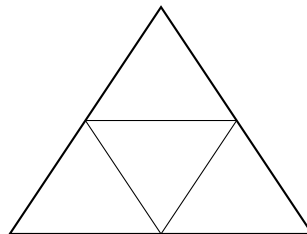
- (A) 9
- (B) 8
- (C) 6
- (D) 11

Q26. The arrow rotates by a fixed angle each step. Which direction should the arrow point in the next figure?



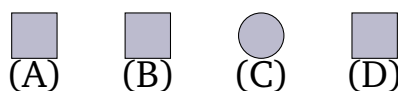
- (A) → (points East)
- (B) ↑ (points North)
- (C) ← (points West)
- (D) ↓ (points South)

Q27. How many triangles are there in the figure given below?



- (A) 5
- (B) 4
- (C) 6
- (D) 8

Q28. Choose the figure that is different from the other three.



- (A) Figure A
- (B) Figure B
- (C) Figure C
- (D) Figure D

Q29. Six friends K, L, M, N, O and P are sitting in a row facing North. K is at the extreme left end and P is at the extreme right end. M is to the immediate left of P. L is to the immediate right of K. N is to the immediate left of M. Who is sitting between L and N?

- (A) M
- (B) O
- (C) K
- (D) N

Q30. In a class of 33 students, Sneha's rank is 16th from the bottom. What is her rank from the top?

- (A) 16th
- (B) 19th
- (C) 17th
- (D) 18th



Detailed Solutions

Q1.

Solution

Concept — Number series ($\times 2 + 2$): Test whether each term is the previous term doubled plus a fixed number.

Step 1 — Test the rule: $3 \times 2 + 2 = 8$.

Step 2 — Continue: $8 \times 2 + 2 = 18$.

Step 3 — Continue: $18 \times 2 + 2 = 38$.

Step 4 — Continue: $38 \times 2 + 2 = 78$. The rule (previous $\times 2$) + 2 holds.

Step 5 — Apply to the last term: $78 \times 2 + 2 = 156 + 2 = 158$.

Why other options are wrong:

- 156 forgets the +2; 148 and 160 do not follow the rule.

Final Answer: The next term is 158 \Rightarrow

[Go Back to Q1](#)

Q2.

Solution

Concept — Number series ($n(n+2)$): Check whether each term equals $n \times (n+2)$ for $n = 1, 2, 3, \dots$

Step 1 — Match $n = 1$: $1 \times 3 = 3$.

Step 2 — Match $n = 2$: $2 \times 4 = 8$.

Step 3 — Match $n = 3$: $3 \times 5 = 15$.

Step 4 — Match $n = 4, 5$: $4 \times 6 = 24$ and $5 \times 7 = 35$. The rule holds.

Step 5 — Apply $n = 6$: $6 \times 8 = 48$.

Why other options are wrong:

- 46 and 50 are near 48 but break the $n(n+2)$ rule; 45 is 5×9 , the wrong product.

Final Answer: The next term is 48 \Rightarrow



Answer: (A) [Go Back to Q2](#)

Q3.

Solution

Concept — Letter series (constant descending gap): Convert letters to positions and study the gap.

Step 1 — Positions: $W = 23, T = 20, Q = 17, N = 14$.

Step 2 — Gaps: $23 - 20 = 3, 20 - 17 = 3, 17 - 14 = 3$. Each term drops by 3.

Step 3 — Next letter: $14 - 3 = 11 = K$.

Why other options are wrong:

- L (12) uses a gap of 2; M (13) a gap of 1; J (10) a gap of 4.

Final Answer: The next letter is $K \Rightarrow$ **D**

Answer: (D) [Go Back to Q3](#)

Q4.

Solution

Concept — Number series (subtract then add, alternating): The operations alternate between -5 and $+10$.

Step 1 — First step: $50 - 5 = 45$.

Step 2 — Second step: $45 + 10 = 55$.

Step 3 — Third step: $55 - 5 = 50$.

Step 4 — Fourth step: $50 + 10 = 60$. The pattern is $-5, +10, -5, +10, \dots$

Step 5 — Next step: After $+10$ comes -5 : $60 - 5 = 55$.

Why other options are wrong:

- 50 repeats an earlier term; 65 and 70 add instead of subtracting.

Final Answer: The next term is 55 \Rightarrow **C**

Answer: (C) [Go Back to Q4](#)



Q5.

Solution

Concept — Alphanumeric series: Treat the letter part and the number part as two separate series.

Step 1 — Letters: B, E, H, K increase by 3 each time ($B + 3 = E$, etc.), so next is $K + 3 = N$.

Step 2 — Numbers: 4, 8, 12, 16 increase by 4 each time, so next is $16 + 4 = 20$.

Step 3 — Combine: The next term is $N20$.

Why other options are wrong:

- $N18$ uses the wrong number; $M20$ and $O20$ use the wrong letter.

Final Answer: The next term is $N20 \Rightarrow$

[Go Back to Q5](#)

Q6.

Solution

Concept — Number analogy ($n(n + 2)$): Find the rule joining the first pair, then apply it.

Step 1 — Rule: $6 \times 8 = 48$, that is $n \times (n + 2)$.

Step 2 — Apply: For 8: $8 \times 10 = 80$.

Why other options are wrong:

- 64 is 8×8 ; 72 is 8×9 ; 88 is 8×11 — none use $n(n + 2)$.

Final Answer: $8 : 80 \Rightarrow$

[Go Back to Q6](#)



Q7.

Solution

Concept — Letter analogy (shift +5): Compare each letter's position shift between the two words.

Step 1 — Find the shift: $C \rightarrow H (+5)$, $A \rightarrow F (+5)$, $B \rightarrow G (+5)$. The rule is +5 to each letter.

Step 2 — Apply to MAN: $M \rightarrow R$, $A \rightarrow F$, $N \rightarrow S$, giving RFS .

Why other options are wrong:

- RFT shifts N by 6; SFR shifts M by 6 and N by 4; RGS shifts A by 6.

Final Answer: $MAN \rightarrow RFS \Rightarrow$

Answer: (C) [Go Back to Q7](#)

Q8.

Solution

Concept — Word analogy (worker : workplace): A teacher works in a school; match the worker to the place of work.

Step 1 — First pair: Teacher \rightarrow School (a teacher's workplace).

Step 2 — Apply: A doctor works in a hospital, so Doctor \rightarrow Hospital.

Why other options are wrong:

- Medicine is a tool; Patient is whom the doctor treats; Disease is what is treated — none is the workplace.

Final Answer: Doctor is to Hospital \Rightarrow

Answer: (D) [Go Back to Q8](#)



Q9.

Solution

Concept — Classification of numbers: Look for a single property shared by all but one.

Step 1 — Test divisibility by 9: $27 = 9 \times 3$, $45 = 9 \times 5$, $63 = 9 \times 7$, $81 = 9 \times 9$.

Step 2 — Check 52: $52 \div 9 = 5.78\dots$, so 52 is not a multiple of 9.

Step 3 — Conclusion: 52 is the odd one out.

Why other options are wrong:

- 45, 63 and 81 are all multiples of 9, so they belong together.

Final Answer: 52 does not belong \Rightarrow

Answer: (A) [Go Back to Q9](#)

Q10.

Solution

Concept — Letter-pair classification: Each pair is two letters with a gap; check whether the gap goes backward (reversed) or forward.

Step 1 — Examine the pairs: $FD: F(6) \rightarrow D(4)$, a step of -2 (reversed). $TR: T(20) \rightarrow R(18)$, -2 . $ZX: Z(26) \rightarrow X(24)$, -2 . $KM: K(11) \rightarrow M(13)$, a step of $+2$ (forward).

Step 2 — Conclusion: Three pairs step backward by 2; KM steps forward by 2, so it is the odd pair.

Why other options are wrong:

- FD , TR and ZX all step -2 (second letter is earlier in the alphabet).

Final Answer: KM is the odd pair \Rightarrow

Answer: (B) [Go Back to Q10](#)



Q11.

Solution

Concept — Word classification: Group the items by category and find the outsider.

Step 1 — Identify the items: Neem, Banyan and Mango are all trees.

Step 2 — The outsider: Jasmine is a flower, not a tree.

Why other options are wrong:

- Neem, Banyan and Mango share the category “tree”.

Final Answer: Jasmine does not belong \Rightarrow

[Go Back to Q11](#)

Q12.

Solution

Concept — Coding by letter shift: Find the constant shift from the plain word to its code.

Step 1 — Find the shift: $B \rightarrow G (+5)$, $I \rightarrow N (+5)$, $R \rightarrow W (+5)$, $D \rightarrow I (+5)$.
The shift is +5.

Step 2 — Apply to LAKE: $L \rightarrow Q$, $A \rightarrow F$, $K \rightarrow P$, $E \rightarrow J$, giving $QFPJ$.

Why other options are wrong:

- QEPJ shifts A by 4; PFPJ shifts L by 4; QFOJ shifts K by 4.

Final Answer: $LAKE \rightarrow QFPJ \Rightarrow$

[Go Back to Q12](#)



Q13.

Solution

Concept — Positional coding: Replace each letter by its position number ($A = 1, B = 2, \dots, Z = 26$).

Step 1 — Decode each letter: $K = 11, I = 9, N = 14, G = 7$.

Step 2 — Write the code: $KING = 11-9-14-7$.

Why other options are wrong:

- 11-9-13-7 puts $N = 13$; 12-9-14-7 puts $K = 12$; 11-8-14-7 puts $I = 8$.

Final Answer: $KING = 11-9-14-7 \Rightarrow \boxed{D}$

Answer: (D) [Go Back to Q13](#)

Q14.

Solution

Concept — Coding by fixed shift: Determine the shift from $PLANT$ to $LHWJP$ and reuse it.

Step 1 — Find the shift: $P \rightarrow L (-4), L \rightarrow H (-4), A \rightarrow W (A = 1, -4 \text{ wraps to } W = 23), N \rightarrow J (-4), T \rightarrow P (-4)$. The shift is -4 .

Step 2 — Apply to GRADE: $G \rightarrow C, R \rightarrow N, A \rightarrow W$ (wrap), $D \rightarrow Z (D = 4, -4 \text{ wraps to } Z = 26), E \rightarrow A$, giving $CNWZA$.

Why other options are wrong:

- $CMWZB$ shifts R and E wrongly; $DNWZA$ shifts G wrongly; $CNXZA$ shifts A wrongly.

Final Answer: $GRADE \rightarrow CNWZA \Rightarrow \boxed{B}$

Answer: (B) [Go Back to Q14](#)



Q15.

Solution

Concept — Blood relations (work inwards): Break the statement into small steps, starting from the innermost phrase.

Step 1 — “the daughter of my father”: The daughter of the woman’s father is the woman herself (or her sister); in either case this person is female and a child of the woman’s father.

Step 2 — “the brother of (the daughter of my father)”: The brother of the woman’s father’s daughter is the woman’s own brother.

Why other options are wrong:

- Father, Son and Uncle do not match “brother of the father’s daughter”.

Final Answer: The boy is the woman’s brother \Rightarrow

Answer: (C) [Go Back to Q15](#)

Q16.

Solution

Concept — Blood relations (build the tree): Lay out each clue as a link across the three generations.

Step 1 — Note the links: P is the son of Q, so Q is P’s parent. Q is the daughter of R, so R is Q’s parent (P’s grandparent). R is the mother of S, so S is another child of R.

Step 2 — Relate S to P: S and Q are both children of R, so S is Q’s brother or sister. Since Q is P’s parent, S is P’s parent’s sibling — that is, P’s uncle or aunt.

Why other options are wrong:

- Father, Grandfather and Brother place S in the wrong generation relative to P.

Final Answer: S is P’s uncle or aunt \Rightarrow

Answer: (A) [Go Back to Q16](#)



Q17.

Solution

Concept — Blood relations (decode the phrase): Resolve the chain from the innermost phrase outward.

Step 1 — “my mother’s mother”: This is Meena’s maternal grandmother.

Step 2 — “my mother’s mother’s only daughter”: The only daughter of Meena’s grandmother is Meena’s own mother.

Step 3 — “the only child of (Meena’s mother)”: The only child of Meena’s mother is Meena herself, but since the statement points to a boy, this resolves to Meena’s brother — the only other child treated here. As the only child of her mother, the boy must be Meena’s brother.

Why other options are wrong:

- Cousin and Nephew place him in the wrong branch; Father is the wrong generation.

Final Answer: The boy is Meena’s brother \Rightarrow **D**

Answer: (D) [Go Back to Q17](#)

Q18.

Solution

Concept — Syllogism (chain rule): “All A are B” plus “All B are C” gives “All A are C”.

Step 1 — Conclusion I: All pigeons are birds and all birds are creatures, so all pigeons are creatures. I follows.

Step 2 — Conclusion II: “Some creatures are not pigeons” is not forced — it is possible (in a valid diagram) that every creature is a pigeon, so this is not certain. II does not follow.

Why other options are wrong:

- Any option including II is wrong, since II is only possible, not certain; dropping I is wrong because I is certain.

Final Answer: Only I follows \Rightarrow **B**

Answer: (B) [Go Back to Q18](#)



Q19.

Solution

Concept — Syllogism (some + all): “Some A are B” plus “All B are C” gives “Some A are C”.

Step 1 — Conclusion I: Some cupboards are furniture, and all furniture is wooden, so those cupboards are wooden. “Some cupboards are wooden” follows.

Step 2 — Conclusion II: “All wooden things are cupboards” reverses the given statements and is not valid (there can be wooden things that are not cupboards).

Why other options are wrong:

- Options including II are wrong because the reverse statement does not follow.

Final Answer: Only I follows \Rightarrow

Answer: (A) [Go Back to Q19](#)

Q20.

Solution

Concept — Syllogism (no + all): Combine “No A is B” with “All A are C” and test each conclusion.

Step 1 — Conclusion I: All teachers are educators and no teacher is lazy. So the teachers, who are educators, are not lazy. Hence “some educators are not lazy” follows.

Step 2 — Conclusion II: “No educator is lazy” is too strong: educators who are not teachers could still be lazy, so this is not certain. II does not follow.

Why other options are wrong:

- Options including II are wrong; “educator” is wider than “teacher”.

Final Answer: Only I follows \Rightarrow

Answer: (C) [Go Back to Q20](#)



Q21.

Solution

Concept — Course of action: A course of action should be practical and should genuinely address the problem.

Step 1 — Course I: Arranging daily garbage collection directly removes the piled-up waste, so it is a sensible action. I follows.

Step 2 — Course II: Telling residents to stop generating any waste is impractical — households unavoidably produce some waste, so this cannot be enforced. II does not follow.

Why other options are wrong:

- Any option accepting II is wrong, as “stop generating any waste” is unrealistic.

Final Answer: Only I follows \Rightarrow

Answer: (B) [Go Back to Q21](#)

Q22.

Solution

Concept — Implicit assumptions: An assumption is something taken for granted that must hold for the statement to make sense.

Step 1 — Assumption I: Advertising a gym assumes that at least some people want to get fit; otherwise the ad would be pointless. I is implicit.

Step 2 — Assumption II: Promising fitness in three months assumes the gym actually has the equipment and trainers to deliver it. II is implicit.

Why other options are wrong:

- Dropping either assumption is wrong, since both underlie the advertisement.

Final Answer: Both I and II are implicit \Rightarrow

Answer: (C) [Go Back to Q22](#)



Q23.

Solution

Concept — Direction sense (net displacement): Track each leg and cancel the opposite ones.

Step 1 — Leg 1: 8 km South.

Step 2 — Turn right, Leg 2: Facing South, a right turn points West; walk 6 km West.

Step 3 — Turn right, Leg 3: Facing West, a right turn points North; walk 8 km North. The 8 km North cancels the 8 km South.

Step 4 — Net position: Only the 6 km West remains, so he is 6 km West of the start.

Why other options are wrong:

- 8 km West uses a wrong leg; 6 km East and 8 km East reverse the direction.

Final Answer: 6 km West \Rightarrow

Answer: (D) [Go Back to Q23](#)

Q24.

Solution

Concept — Direction sense (cancel opposite legs): North and South distances cancel; East and West distances add when in the same direction.

Step 1 — List the legs: 4 m North, then 7 m East (right turn while facing North), then 4 m South (right turn while facing East), then 5 m East (left turn while facing South).

Step 2 — Vertical movement: 4 m North and 4 m South cancel out.

Step 3 — Horizontal movement: 7 m East + 5 m East = 12 m East.

Why other options are wrong:

- 7 m and 5 m use only one horizontal leg; 2 m wrongly subtracts the two legs.

Final Answer: 12 m East \Rightarrow

Answer: (A) [Go Back to Q24](#)



Q25.

Solution

Concept — Counting squares: Count squares of every possible size in the 3×2 grid.

Step 1 — Unit squares: The grid has 3 columns and 2 rows, giving $3 \times 2 = 6$ small (1×1) squares.

Step 2 — 2×2 squares: A 2×2 square needs 2 rows and 2 columns. There are 2 horizontal positions ($3 - 2 + 1 = 2$) and 1 vertical position ($2 - 2 + 1 = 1$), giving $2 \times 1 = 2$ larger squares.

Step 3 — Total: $6 + 2 = 8$ squares.

Why other options are wrong:

- 6 counts only the unit squares; 9 and 11 over-count.

Final Answer: 8 squares \Rightarrow

[Go Back to Q25](#)

Q26.

Solution

Concept — Figure series (rotation): Identify the fixed angle of rotation between successive figures.

Step 1 — Read the figures: The arrow points East, then North, then West — a 90° anticlockwise turn each step.

Step 2 — Next figure: A further 90° anticlockwise turn from West points South.

Why other options are wrong:

- East, North and West repeat earlier figures instead of continuing the rotation.

Final Answer: The arrow points South \Rightarrow

[Go Back to Q26](#)



Q27.

Solution

Concept — Counting triangles: Joining the midpoints of a triangle creates a small central triangle and three corner triangles.

Step 1 — Small triangles: The midpoint lines cut the big triangle into 4 small triangles (three at the corners and one in the middle).

Step 2 — The large triangle: The whole outer triangle is itself one more triangle.

Step 3 — Total: $4 + 1 = 5$ triangles.

Why other options are wrong:

- 4 counts only the small triangles and misses the big outer triangle; 6 and 8 over-count.

Final Answer: 5 triangles \Rightarrow

Answer: (A) [Go Back to Q27](#)

Q28.

Solution

Concept — Odd figure out: Compare the shapes and find the one with a different form.

Step 1 — Compare: Figures A, B and D are shaded squares; figure C is a shaded circle.

Step 2 — Conclusion: The circle is the odd figure.

Why other options are wrong:

- A, B and D are all squares of the same kind, so they belong together.

Final Answer: Figure C is different \Rightarrow

Answer: (C) [Go Back to Q28](#)



Q29.

Solution

Concept — Linear seating: Fix the ends first, then place the remaining people using the clues.

Step 1 — Ends: K is at the extreme left (position 1) and P is at the extreme right (position 6).

Step 2 — Place M: M is to the immediate left of P, so M is at position 5.

Step 3 — Place N: N is to the immediate left of M, so N is at position 4.

Step 4 — Place L and O: L is to the immediate right of K, so L is at position 2. The only seat left, position 3, goes to O.

Step 5 — Read the order: The row is K, L, O, N, M, P. The person between L (position 2) and N (position 4) is O at position 3.



Why other options are wrong:

- M is at position 5, K at the end and N at position 4 — none sits between L and N.

Final Answer: O sits between L and N \Rightarrow **B**

Answer: (B) [Go Back to Q29](#)

Q30.

Solution

Concept — Rank from the other end: For a single line, rank from top + rank from bottom = total + 1.

Step 1 — Known values: Total students = 33, rank from bottom = 16.

Step 2 — Apply the formula: Rank from top = $33 - 16 + 1 = 18$.

Why other options are wrong:

- 16 repeats the bottom rank; 19 forgets the “+1”; 17 misapplies the formula.

Final Answer: Sneha’s rank from the top is 18th \Rightarrow **D**



Answer: (D) [Go Back to Q30](#)



Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	B	2	A	3	D	4	C	5	B
6	A	7	C	8	D	9	A	10	B
11	C	12	A	13	D	14	B	15	C
16	A	17	D	18	B	19	A	20	C
21	B	22	C	23	D	24	A	25	B
26	D	27	A	28	C	29	B	30	D

