INFUSION NOTES
WHEN ONLY THE BEST WILL DO

HPSC – HCS

(HARYANA PUBLIC SERVICE COMMISSION)

PRELIMS AND MAINS EXAM

Part – 8

CSAT (Aptitude Test)

PREFACE

*Dear Aspirants, Presented Notes "**HPSC - CSE (PRE + MAINS)**" have been prepared by a team of teachers, colleagues and toppers who are expert in various subjects. These notes will help the Aspirants to the fullest extent possible in the examination of Haryana Civil Services conducted by the "**HARYANA PUBLIC SERVICE COMMISSION (HPSC).**"*

Finally, despite careful efforts, there may be chances of some shortcomings and errors in the notes / So your suggestions are cordially invited in Infusion notes.

Publisher:-

INFUSION NOTES

Jaipur, 302029 (RAJASTHAN)

Mob. : 9887809083

Email : contact@infusionnotes.com

Website: http://www.infusionnotes.com

WhatsApp Link- https://wa.link/dx3m7n

Online Order Link - https://shorturl.at/XiCHA

PRICE -	EDITION - LATEST

CSAT (Aptitude Test)

Mathematics

Chapter – 1

Number System

Number – A single digit or a group of digits is called a number. The basic subject matter of mathematics is numbers. All positive numbers from 0 onward are called whole numbers, such as 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and so on. Zero is also a whole number.

Natural numbers -1,2 ,3 ,4.....

Whole Numbers -0, 1, 2, 3, 4, 5.....
Integer numbers from -∞ to +∞
positive Numbers,1,2, 3, 4, 5 .....
negative Numbers,-1,2,3,4,5,,

Note: 0 is neither a positive number nor a negative number it is a neutral number.

Natural numbers –: The numbers by which things are counted are called positive integers or natural numbers. For Example, 1,2,3, 4, 5, 6.....∞

- Zero is not a natural number.
- No negative number is natural.
- Fractional number is not a natural number. Like:- -3/4, -1/5

1. **Even numbers**-: Numbers which are divisible (Exactly) by two (2) are called even numbers.

Note: Zero is an even number.

2. Odd numbers :- Numbers which are not divisible by 2 are called odd numbers.

Example. : 1,3, 5, 7, 9, 11. etc.

Zero is not an odd number.

Composite numbers ,

All numbers greater than 1 that have at least one divisor other than 1 and themselves are called composite numbers.

EXamples :- 4, 6, 8, 9, 15, 16, etc.

Note: Two (2) is not a composite number; it is a prime number.

4. Prime numbers :-Those numbers which are not divisible by any other number Except 1 and 2 are called prime numbers.

EXample:- 2, 3, 5, 7, 11, 13, etc. are prime numbers.

Note: One (1) is neither a prime number nor a composite number.

Real numbers:- Numbers that are either rational or irrational are called real numbers. Real numbers can be represented on a number line. The square root of any positive integer which is not a perfect square will be an irrational number.

For Example: √8, √6, √11, and √14 are irrational numbers.

Rational Numbers:- the real numbers that can be written in the form of p / q, where p and q are integers and q ≠ 0, is called a rational number. For Example: 1/2, 2/3, 3/4 etc.

Irrational Numbers - Real numbers that cannot be written in the form p/q are called irrational numbers. In other words, numbers that cannot be Expressed as a ratio of integers or as a fraction are called irrational numbers.

For Example, **(√2 – √3) / √5.**

Question

1. The smallest natural number is

(A) Zero (B) 1
(C) -1 (D) 2

Answer.,(B) 1

2. The smallest whole number is

(A) Zero (B) 1
(C) -1 (D) 2

Answer. (A) Zero

3. All positive and negative numbers are collectively called.

(A) Natural numbers
(B) Whole numbers
(C) Integers
(D) irrational numbers

Answer.– (C) Integer

4. Under which operation whole numbers are not closed?

(A) Addition
(B) Subtraction
(C) Multiplication

(D) Both (A) and (C)

Answer.– (B) Subtraction

5. Under which operation integers are not closed?

(A) Addition (B) Subtraction
(C) Multiplication (D)Division

Answer.– (D) Division

6. What is a number called which can be written in the form $\frac{p}{q}$ where p and q are integers and $q \neq 0$?

(A) Rational number (B) Whole number
(C) Irrational number (D) Natural numbers

Answer.– (A) Rational number

7. If 5 and 8 are integers, then which of the following will not be an integer?

(A) 5 + 8 (B) 5 – 8
(C) 5 × 8 (D) 5 ÷ 8

Answer.– (D) 5 ÷ 8

8. Under which operation rational numbers are not closed?

(A) Addition (B) Division
(C) Subtraction (D) Multiplication

Answer.– (B) Division

9. Under which operation are rational numbers closed?

(A) Addition (B) Subtraction (C) Multiplication
(D) (A), (B) and (C) All three

Answer.– (D) (A), (B) and (C) all three

10. Under which operation rational numbers are not commutative?

(A) Addition(B) Multiplication(C) Subtraction(D) Both (A) and (B)

Answer.– (C) Subtraction

11. For any three rational numbers a, b, and c Which of the following statements will be false?

(A) a + (b + c) = (a + b) + c

(B) a × (b × c) = (a × b) × c

(C) Both (A) and (B)

(D) a ÷ (b ÷ c) = (a ÷ b) ÷ c

Answer: (D) a ÷ (b ÷ c) = (a ÷ b) ÷ c

12. Which number is an identity for the addition of rational numbers?

(A) Zero (B) 1
(C)- 1 (D) 2

Answer.– (A) Zero

13. The additive identity for integers and whole numbers is

(A) 1 (B) – 1
(C) Zero (D) 2

Answer.– (C) Zero

14. The multiplicative identity for rational numbers is

(A) Zero (B) 1
(C) -1 (D) 2

Answer.– (B) 1

15. The additive inverse of Rational numbers $\frac{a}{b}$ will be –

Ans. $\frac{-a}{b}$

16 The reciprocal of $\frac{21}{8}$ will be –

(A)$\frac{8}{21}$ (B)$\frac{-8}{21}$

(a) $\frac{-21}{8}$ (D)$\frac{21}{-8}$

Answer.– (A) $\frac{8}{21}$

17. Which rational number has no inverse?

(A) 2 (B) 1

(C) Zero (D) -1

Answer.– (C) Zero

18. The additive inverse of $\frac{-7}{19}$ will be –

(A) $\frac{-19}{7}$ (B)$\frac{19}{-7}$

(C)$\frac{-7}{19}$ (D)$\frac{7}{19}$

Answer.– (D)$\frac{7}{19}$

EX. Find all digits between number 1 and 896?

1 → 99 →99N×1D = 189D

100 →896 →797×3D = 2391D

2580D

1 →9 →9D

1 →99 →189D

EX. Find all digits between number 1 and 999?

1 →99 →99N → 189D

100 →999 →900N×3D → 2700D

2889D

EX. Find all digits between number 1 and 1284?

1 →999 →999N, 2889D

1000 →1284 → 285N×4D, 1140D

4029D

EX. Find all digits between number 1 and 8122?

1 → 999 →999N = 2889D

1000 →8122 →7123N×4D = 28492D

31381D

EX. Find all digits between number 1 and 9999?

1 →999 →999N = 2889D

1000 9999 9000N→→×4D = 36000D

38889D

1 → 9 →9N →9D

1 →99 →99N →189D

1 →999 →999N →2889D

1 →9999 →9999N →38889D

1 →99999 →99999N→488889D

EX. Find the last three digits from the given below number?

12 345----------2728 29 ,49d

1 →9 =9N×1D = 9D 49

10 →20N×2D -9

29D 40D

Last three digit = 829

EX. Find the last three digits from the given below number?

12 3 4----------4647 48_87 digit

1 →9 →9N×1D = 9D 87D

10 →39N×2D = 78D -9D

4N 78D

Last three points= 748 2

EX. Find the last three digits from the given below number?

12 3 4 5 6 7----- 42 43478d

1 →9 = 9N ×1D = 9D 78D

10 →34N×2D , 69D -9D

43N+1D 69D

2

Last three digit = 434 =34N + 1D

EX. Find the last five digits from the given below number?

12 3 4 5--------8586 8 164digit

1 →9N →9D 164

10 → 77N +1D = 155D -9

86N + 1D $\frac{155D}{2}$

LastFive digit = 85868 = 77N +1D

EX. Find the last three digits from the given below number?

12 3 4 5------106 107 108 1 217D

1 →99N →189D 217D

100 →9Nx 3D →28D 189D

108N,1D $\frac{28D}{3}$

Last three digit = 081 9N,1D

EX. Find the last three digits from the given below number?

12 3 4 5 6 7--------90 91 173digit

1 → 9N →9D 173

10 → 82N×2D -9

91N $\frac{164}{2}$= 82N

Last three points= 091

EX. Find the last five digits from the given below number?

12 3 4 5 6----107 108 10 218 digit

1 →99 = 99N = 189D 218

,9N×3D = 29D -189

108N + 2D 29D

Last Five Points= 10810

EX. Find the last four digits from the given below number?

12 3 4 5 6----207 208 20 518digit

1 →99 = 99N =189D 518

So, the total number of such four-digit numbers is: $4\times5\times5\times5=4\times125=500$ **Ans.**

If digit are not repeated.

total number of such four-digit numbers is:

$4\times 4\times 3\times 2 = 96$ **Ans.**

Q.13. How many two-digit numbers divisible by 3 are possible if the first digit is 6?

Sol:

- For a two-digit number, the first digit is 6.
- To be divisible by 3, the sum of the digits must be divisible by 3.

So, the valid digits for the second digit are 0, 3, 6, and 9.

Thus, there are 4 such two-digit numbers: 60, 63, 66, and 69. **Ans.**

Q.14. How many three-digit numbers divisible by 3 are possible if the first digit is 6?

For a three-digit number where the first digit is 6

6		

00, 03, 06, 09, 12 ------99

$a = 0$

$c.d = a_2 - a_1 = 3$

$$\text{Number of terms} = \frac{last\ term - first\ term}{(common\ difference)} + 1$$

$$= \frac{99-0}{3} + 1$$

$= 33 + 1 = 34$ **Ans.**

Q.15. How many four-digit numbers divisible by 3 are possible if the first digit is 6?

6			

000 ,003 , 008 ,009 -------999

$$\text{Number of terms} = \frac{999-0}{3} + 1$$

$= 333 + 1$

$= 334$ **Ans.**

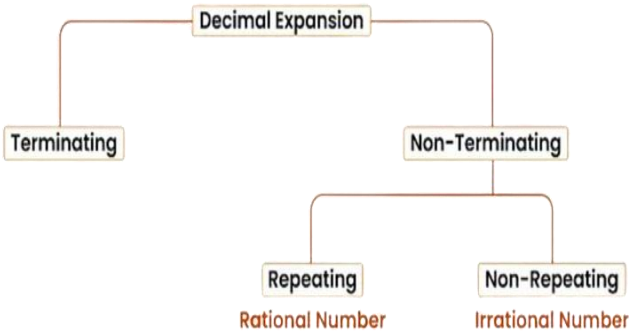
Q.16. How many five-digit numbers divisible by 9 are possible if the first digit is 9?

0000, 0009, 0018 -------9999

$$\text{Number of terms} = \frac{9999-0}{9} + 1$$

$= 1111 + 1 = 1112$ **Ans.**

Decimal



5.6777----- 5.683245

0.888-----

18.373737----

EX. Solve the Expression given below!

$$\frac{38729}{6250} + \frac{11}{128} + \frac{27}{15625}$$

A. 6.1298

B. 6.325568

C. 6.2843055

D. 6.284307

Ans. $\frac{38729}{5^5 \times 2} + \frac{11}{2^7} + \frac{27}{5^6} = 6.325568$

Converting a repeating fraction into a simple fraction:-

- To convert a repeating decimal into a fraction, for the number of digits that repeat, write the corresponding number of 9 in the denominator.
- For the digits after the decimal point that do not repeat, write the corresponding number of 0s after the 9s in the denominator.
- Subtract the part of the number that does not repeat (immediately after the decimal point) from the entire number and write the result as the numerator.

Note: Students can recognize a repeating digit in a decimal number by looking for a line or bar placed above one or more digits in the decimal. This bar, called a "vinculum," indicates that the

9				

digits beneath it repeat infinitely.

For Example:

In the decimal $0.\overline{3}$, the digit "3" repeats indefinitely.

In the decimal $0.4\overline{56}$, the digits "56" repeat indefinitely after the initial "4".

If there is no bar or any other indication, then the digits do not repeat, and the decimal is either terminating or non-repeating.

Example :- $0.4\overline{6}$ Convert into a simple fraction?

Solution :- $0.4\overline{6} = \frac{46-4}{90} \frac{42}{90}$

(There are 2 digits after the decimal point and one bar. So, 90 came in the denominator and the number without bar (4) is subtracted from 46 and written in the numerator.):.

Example :-$0.0\overline{123}$ Convert into a simple fraction?

Solution :- $0.0\overline{123} = \frac{123}{9990}$

Since the digit without the bar is 0, subtracting 0 from 123 leaves 123 as the numerator. There are three digits with a bar, so the denominator consists of three 9s (i.e., 999).

Example:- $7.\overline{54}$ Convert into a simple fraction?

Solution :- $7.\overline{54} = 7\frac{54}{99}$

Since all the digits after the decimal point are repeating(bar on all digits), there is nothing to subtract, so 54 will be written directly as the numerator.

:. There are two repeating digits(two bars), so the denominator will consist of two 9s (i.e., 99). The digit before the decimal point (7) will appear as the whole number part before the fraction.

Example :- Convert $0.6\overline{47}$ into simple fraction?

Solution :- $0.6\overline{47} = \frac{647-6}{990} = \frac{641}{990}$

There is a bar on two digits so 9 will appear twice in the denominator and there is no bar on digit (6) after the decimal point so there will be a 0 in the denominator.

Important Formulas :-

- $5.\overline{6}$ or 5.666..... or $5\frac{6}{9}$ or $5\frac{2}{3}$ or $\frac{17}{3}$
- $2.\overline{43}$ or 2.434343..... or $2\frac{43}{99}$ or $\frac{241}{99}$
- $3.\overline{413}$ or 3.413413 ..... or $3\frac{413}{999}$ or $\frac{3410}{999}$
- $4.5\overline{2}$ or 4.52222 ..... or $4\frac{52-5}{90}$ or $4\frac{47}{90}$ or $\frac{407}{90}$
- $6.5\overline{43}$ or 6.5434343.... Or $6\frac{543-5}{990}$ or $6\frac{538}{990}$ or $\frac{6478}{990}$
- $4.61\overline{45}$ or 4.614545.... or $4\frac{6145-61}{9900}$ or $4\frac{6084}{9900}$ or $\frac{45684}{9900}$

Some Example :-

- $0.\overline{7} = \frac{7}{9}$
- $0.\overline{79} = \frac{79-7}{90} = \frac{72}{90}$
- $0.\overline{74} = \frac{74}{99}$
- $0.5\overline{89} = \frac{589-5}{990} = \frac{584}{990}$
- $0.\overline{745} = \frac{745}{999}$
- $0.58\overline{9} = \frac{589-58}{900}$
- $0.\overline{83126} = \frac{83126}{99999}$
- $0.086\overline{9} = \frac{0869-086}{9000} = \frac{783}{9000}$
- $0.\overline{58} = \frac{58}{99}$

- $0.\overline{37} + 8.\overline{56} + 1.\overline{23} = ?$

$\frac{37}{99} + 8 + \frac{56}{99} + 1 + \frac{23}{99}$

$9 + \frac{37+56+23}{99}$

$9 + \frac{116}{99}$

$10 + \frac{17}{99}$

$10.\overline{17}$ **Ans.**

- $3.\overline{98} + 5.\overline{26} + 16.\overline{31} = ?$

$= 3 + \frac{98}{99} + 5 + \frac{26}{99} + 16 + \frac{31}{99}$

$5x + 5z + y = 71$

The equation $5(x+z)+y=71$ tells us that y must be an integer.

- If $x+z=14$ then $y=71-70=1$
- If $x+z= 13$ then $y=71-65=6$

$5(x+z)+y=71$		$5(x+z)+y = 71$	
0	65	6	
71	0	70	1

$y = 6,1$

So, the possible values for y are 6 and 1. **Ans.**

Divisibility Rules

Divisibility:- A number 'B' is divisible by another number 'B' if dividing A by B, leaves no remainder. To check this, we use simple rules or properties of numbers.

Testing Divisibility of Numbers:-

Divisibility by 2:- A number is divisible by 2 if its last digit is 0, 2, 4, 6, or 8.

EX :- 4350, 4258, 567084

Divisibility by 3:- If the sum of the digits of a number is Exactly divided by 3 then that number is divisible by 3.

Ex.1:- 85761

the sum of the digits= 8+5+7+6+1 =27.

Since 27 is a multiple of 3 (because 27=3×9), any number divisible by 27 will also be divisible by 3.

Ex.2:- 711

sum of the digits = 7+1+1=9

711 divided by 3

Ex.3:- 111

1+1+1=3

111 divide by 3

Example:- If the number 653xy is divisible by 90, find the value of $x + y$?

(A) 2 (B)3

(C)4 (D)6

Answer: c(4)

because $90 = 9 \times 10$

653xy will also be divisible by 10, so $y = 0$.

To check divisibility by 9 –

$6 + 5 + 3 + x + 0 = (14 + x)$ It will be divisible by 9 if $x = 4$.

So ,$x + y = 4 + 0 = 4$ **Ans.**

Divisibility rule by 4 – A number can be divided by 4 if the last two digits of that number are divisible by 4.

EX :- 15396, here 96 is Exactly divisible by 4, so this number will also be Exactly divisible by 4.

Divisibility by 5:- A number is divisible by 5 if its last digit is 0 or 5.

EX:- 85790, 12625

Divisibility by 6- A number that is divisible by both 2 and 3 will also be divisible by 6.

EX:- 5730, 85944

Divisibility by 7- If you double the unit digit of a given number and subtract it from the remaining part of the number, and if the result is divisible by 7, then the original number is also divisible by 7.

EX:- For the number 252:

- Unit digit is 2.
- Double of 2 is 4.
- Remaining number after removing the unit digit is 25.
- Subtract 4 from 25: 25 – 4 = 21

  21 is divisible by 7, so 252 is also divisible by 7.

  EX:- 16807, subtracting double the 7 i.e. 14 from 1680,

  1680-7×2=1666
- Repeat the Process for the New Number: 1666

  166-6×2=154
- Repeat Again:154

  15-4×2=7

Hence this number is Exactly divisible by 7.

Note:- if a number is formed by repeating the same digit up to 6 digits, then that number is divisible by 7.

EX: The number 444444 is divisible by 7.

Divisibility by 8- A number is divisible by 8 if the number formed by its last three digits is divisible by 8.

Sol:

$\frac{8}{25}, \frac{7}{23}, \frac{11}{23}, \frac{14}{53}$

(184), (175)

↑ ↑

$\frac{8}{25}$ $\frac{7}{23}$ = $\frac{8}{25}$ > $\frac{7}{23}$

(371), (322)

↑ ↑

$\frac{7}{23}$ $\frac{14}{53}$ = $\frac{7}{23}$ > $\frac{14}{53}$

So $\frac{14}{53}$ is smallest.

Question 14. The largest fraction $\frac{2}{3}, \frac{5}{6}, \frac{11}{15}$ And $\frac{7}{8}$,

(a) $\frac{7}{8}$ (b) $\frac{11}{15}$

(a) $\frac{5}{6}$ (d) $\frac{2}{3}$

Sol:

$\frac{2}{3}, \frac{5}{6}, \frac{11}{15}$ & $\frac{7}{8}$

$\frac{7}{8}$ is largest among $\frac{2}{3}, \frac{5}{6}$ & $\frac{7}{8}$

Now compare

(105) (88)

$\frac{7}{8}$ $\frac{11}{15}$

So $\frac{7}{8}$ is largest.

Question 15. When a number is divided by the sum of 555 and 445, the quotient is equal to twice the difference. And the remainder is 30, Find the number?

= 555 + 445 = 1000

= 555 − 445 = 110 × 2 = 220

Divisible = (divisor × Quotient + Remainder)

= x = 1000 × 220 + 30

x = 220030 **Ans.**

Question 16. What will be the 507th term of the sequence 1,-1, 2,-2, 1,-1, 2,-2?

sequence is repeating after 4th term

505 th term = -2

506 th term = -1

507 th term = 2 **Ans.**

Question 17. If the fourth term of an arithmetic progression (AP) is 14 and the 12th term is 70, what will be the first term?

-7,0,7,14-------70

56

common difference = $\frac{56}{8}$ = 7

First term = -7 **Ans.**

Question 18. 1,3,5,7---- 99 and 128 were multiplied together then Find the number of zeros in the end of the resulting product?

1 × 3 × 5 --------99 × 128

Multiples of 5 from 1 to 99 = 12

$5^{12} \times 2^{7}$ = Number of zeros = 7 **Ans.**

Question 19. If $1^2 + 2^2 + 3^2 + ----- + n^2 = \frac{n(n+1)(2n+1)}{6}$. Find the value of $1^2 + 3^2 + 5^2 + ---- + 19^2$?

= $\frac{19 \times 20 \times 39}{6}$ = 2470 **Ans.**

Question 20. What is the number which, when divided by 10, leaves a remainder of 9; when divided by 9, leaves a remainder of 8; and when divided by 8, leaves a remainder of 7?

10 x 4 9 y z 8 z 7

9 8 7

x = 10 × 143 + 9, y = 9 ×15+8 z = 1 ×8+ 7

= 1439 = 143 = 15

a, b, c → x , y , z

(a- x) = (b-y) = (c-z)

10,9,8 का LCM = 360

HCF = 1

360 − 1 = 359 **Ans.**

Question 21. if x is a real number then What will be the Minimum value of $(x^2 - x+1)$?

$, \frac{4al - b}{4a}, \frac{4(1)\times(1)-(-1)}{4\times1}$

$, \frac{3}{4}$ **Ans.**

Question22. If p and q represent digit, then in the statement 5p9 + 327 + 2q8 = 1114 What will be the maximum possible value of q ?

Chapter – 6

Profit and Loss

Cost Price (CP): The price at which an item is purchased.

Cost Price = Selling Price – Profit

Sale Price (SP): The price at which an item is sold.

Selling Price (SP)=Cost Price (CP) + Profit

Note –

- CP = Cost Price
- SP = Selling price
- MP = Marked Price
- P = Profit
- L = loss
- SP < CP= Loss
- SP > CP = Profit
- D = Discount
- P = SP –CP , $P\% = \frac{p}{CP} \times 100$
- L = CP-SP , $L\% = \frac{L}{CP} \times 100$
- $SP=CP\times \frac{100\pm P/L}{100}$
- $CP=SP\times \frac{100}{100\pm P/L}$

Discount = Marked price (MP) - Selling Price (SP)

$D\% = \frac{D}{MP\times 100}$ $ISP = \frac{MP\times(100-D)}{6100}$

$MP=\frac{SP\times 100}{(100-D)}$

$\frac{CP\times(100+P)}{100} = \frac{MP\times(100-P)}{100} = \frac{CP}{MP} = \frac{100-P}{100+P}$

Type-1 = Simple questions :-

Q.1 A man buys a book for Rs. 110 and sells it for Rs. 123.20. Find his gain percent.

a. 22% b. 25%

c. 12% d. None of these

CP = 110, SP = 123.20

Profit (P) = SP - CP

123.20 - 110 = 13.20

$P\% = \frac{13.20}{110} \times 100 = 12\%$ **ans.**

Q.2 If a cycle is purchased for Rs. 1960 and sold for Rs. 1862. Find the loss percent.

a. 2% **b. 15%**

c. 12% **d. 5%**

loss = CP – SP = 1960 – 1862 = 98

$= \frac{98}{1960} \times 100 = 5\%$ **ans.**

Q.3 On selling a chair of Rs 873 , a shopkeeper suffers a loss of 10% Find the cost price.

10% = 1/10L SP=CP - L

10 - 1 = 9 (selling price)

9 = 873 , 1 = 97, 10 = 970

CP= 970 Rs **ans.**

Type – 2 When an item is sold twice

(1) A seller incurs a 10% loss when selling a watch for Rs 2880. For how much should he sell it to gain a 5% profit?

Selling price of second time = Selling price of first time × (100+_2nd%)/(100+_1st%)

= 2880 × (100+5)/100-10

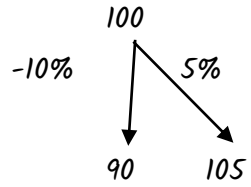
=2880 × 105/90

= 32 × 105

Selling price for the second time = Rs 3360

2 Method

Let CP= 100



90 = 2880

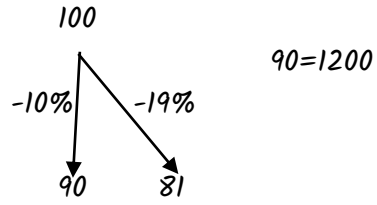
1 = 32

105 = 32 × 105

= 3360 Rs (SP)1

(2) A shopkeeper sold a bicycle at a 10% loss. For how much should he sell the bicycle to incur a 19% loss? If the selling price at a 10% loss is Rs 1200.

Let CP= 100



90=1200

$81 = 1200 \times \frac{81}{90}$

$= 1080Rs.$

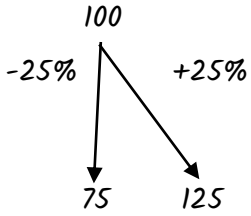
(3) A shopkeeper incurs a 25% loss when selling a chair for Rs 720. For how much should he sell the chair to gain a 25% profit?

Let CP = 100

$75 = 720\ Rs$

$125 = \frac{720}{75} \times 125$

$= 1200\ Rs$



(4) A person incurs a 20% loss by selling 20 items for Rs 160. To gain a 20% profit, how many items should the person sell for Rs 240?

Let CP = 100

80 = 160

1 = 2

120 = 120 × 2

SP of 20 items = Rs 240

20 items will sold in 240 Rs **ans.**

Type – 3 When an item is bought or sold multiple times-

(1) Ram bought a bicycle for Rs 1000 and sold it to Shyam at a 20% profit. Shyam then sold it to Mohan at a 10% loss. How much did Mohan buy the bicycle for?

$20\% = \pm\frac{1}{5} = \frac{6}{5}$

$10\% = \frac{-1}{10} = \frac{9}{10}$

Let Mohan has Bought for Rs.x

$1000 \times 6/5 \times 9/10 = x$

$x = 1080$ Rs **ans.**

2 Method

$20\% = \frac{1}{5}$

10%

starting price	marked price
5	6
10	9
50	54
×20	×20
1000	1080

Mohan bought it for Rs 1080. **ans.**

(2) A sold an item to B at a 25% profit, B sold it to C at a 20% profit, and C sold it to D at a 10% profit. If D bought it for Rs 330, how much did A originally buy it for?

25% = 5/4 discount

$20\% = \frac{6}{5}$

10% = 11/10

$A \times \frac{5}{4} \times \frac{6}{5} \times \frac{11}{10} = 330$

$A = 330 \times \frac{33}{20}$

A = Rs 200 **ans.**

(3) A sold an item to B at a 10% profit, B sold it to C at a 10% loss, and C sold it to D at a 20% profit. If D bought the item for Rs 8000, then how much did A originally buy it for?

$10\% = \pm\frac{1}{10} + 1 = \frac{11}{10}$

$10\% = -1/10 - 1 = \frac{9}{10}$

$20\% = +1/5 + 1 = \frac{6}{5}$

$A \times \frac{11}{10} \times \frac{9}{10} \times \frac{6}{5} = 8000$, A = 6734 Rs. **ans.**

(4) A bought an item and sold it to B at a 25% profit! Then B sold it at a 10% loss, and C paid Rs 675 for it. Accordingly, how much did A originally buy it for?

$A \times 5/4 \times 9/10 = 675$

$A \times 45 = 675 \times 40$

A = 600 Rs **ans.**

Type – 4 <u>When two articles are sold at the same price</u>

(1) A shopkeeper sells two TV sets at the same price But he makes a profit of 20% on one and

a loss of 20% on the other, so what is his total profit/loss percentage on both?

$(x + y + xy/100)$

$+20\%-20\% - 20\times\frac{20}{100}$

= 4% or 4% Loss **ans.**

Note :- When two items are sold at the same price and there is x% profit and x% loss on one So (-x/100) ThatLossIt will be.

(2) A merchant increases the cost of a product by 10% and sells it. After that, he decreases its price by 10%. What does the merchant gain or lose in this transaction?

$10 - 10 - \frac{10\times10}{100}$

$0 - \frac{100}{100} = -1\ \%$

= 1 % loss **ans.**

(3) A shopkeeper sells two items at the same price. He makes a 3% profit on one item and incurs a 3% loss on the other. What is the percentage of total profit or loss on the entire transaction?

$\frac{3\times3}{100}$= 0.09% Loss **ans.**

Type-5:- When the purchase price of some items is equal to the purchase price of other items:

(4) A shopkeeper bought 20 items for a certain amount of money and sold 15 pens for the same amount. What percentage profit or loss did the shopkeeper incur?

$$\%\text{Benefit/Loss} = \frac{\text{Purchase quantity} - \text{Sale quantity}}{\text{Sale quantity}} \times 100$$

$= \frac{20-15}{15} \times 100$

$= \frac{5}{15} \times 100 = 33\frac{1}{3}\%$ **Ans.**

2 method

$20 \times Cp = 15 \times SP$

CP/SP = ¾

Cp	SP
3	4

P= SP-CP = 4-3 = 1

$P\% = \frac{P}{CP} \times 100$

$P\% = 1/3 \times 100 = 33\frac{1}{3}\%$ **Ans.**

Note :- If the quantity of items is provided in the question, then the profit/loss percentage will be calculated based on the selling price.

(5) When selling 72 items, a man incurs a loss equal to the selling price of 9 items. Find the loss percentage.

Selling price of 1 article = 1Rs (Let)

Loss = $9 \times SP$

= 9 Rs

Selling price = Rs 72

Cost price = 72+9 = 81

$L\% = \frac{L}{CP} \times 100 = \frac{9}{81} \times 100 = 11\%\frac{1}{2}$ **Ans.**

(6) If the cost price of 15 items is equal to the selling price of 12 items, find the profit percentage.

Profit % $= \frac{15-12}{12} \times 100$

$= \frac{3}{12} \times 100$ = ¼ × 100 = 25 % **Ans.**

2 Method

$15 \times CP = 12 \times SP$

$\frac{CP}{SP} = \frac{4}{5}$

CP : SP

4 : 5

P = 5-4 = 1

$P\% = \frac{1}{4} \times 100 = 25\%$ **Ans.**

(7) If a fruit seller incurs a loss equivalent to the selling price of 4 oranges when selling 36 oranges, find the percentage loss.

selling price of 1 orange = 1 Rs

SP = Rs 36

L = 4 Rs

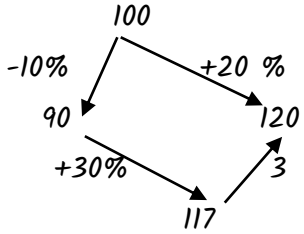
CP=SP +L

= 40

Loss = $4 \times SP$

= 4 Rs

$L\% = \frac{4}{40} \times 100 = 10\%$ **Ans.**



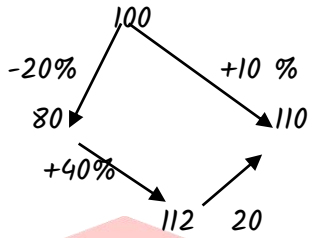
120 – 117 = 18 (given in the Question)

3 = 18

1 = 6

100 = 600, CP = 600 Rs **ans.**

(3) A person sells his goods at a 10% profit. If he had bought them at 20% less and sold them for Rs 20 less, he would have earned a 40% profit. Find the cost price.



112 – 110 = 20 (given in the Question)

2= 20

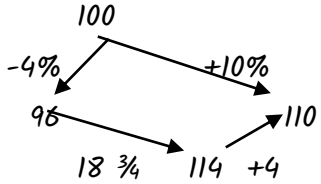
1 = 10

100 = 1000

CP = 1000 Rs **Ans.**

(4) A shopkeeper sells an item at a 10% profit. If he had bought it at 4% less and sold it at an 18.75% profit, he would have received Rs 10 more than originally. Find the cost price of the item.

18¾ = 3/16



96 X 3/16 = 18

4 = 10 (given in the Question)

1 = 2.5

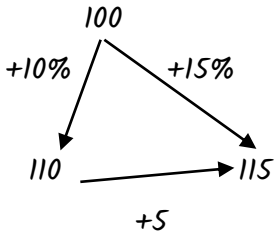
100 = 250

CP = 250 Rs

Type-10:- When an item is sold at a lower or higher price:

(1) A person sells his goods at a 10% profit. If he had sold it at a 15% profit, he would have received Rs 200 more. Find the cost price of the item.

CP =100

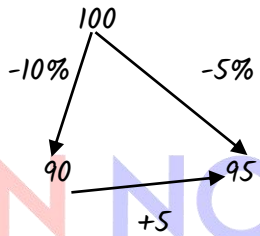


5 =200 Rs

1 = 40 Rs

100 = 4000 Rs **Ans.**

(2) Mahesh sold an item at a 10% loss. If he had sold it at a 5% loss, he would have received Rs 60 more. Find the cost price of the item.

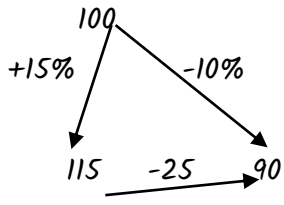


5 = 60

1 = 12

100 = 1200 **Ans.**

(3) A person sold his furniture at a 15% profit. If he had sold it at a 10% loss, he would have received Rs 500 less. Find the cost price of the furniture.



25 =500 Rs

1 =20 Rs

100 = 2000 Rs **Ans.**

Type-11:- Question Based on Ratio

(4) The ratio of the selling price to the cost price of an item is 5:4. Find the percentage profit made on selling the item.

Chapter – 7

Seating arrangement

Seating arrangement questions are based on arranging individuals around a circular table, rectangular table, or linear arrangement with given conditions. The best way to answer these types of questions is by drawing a diagram.

When answering the questions, you should be aware of the following information:

- If the question uses "and/but," then refer to the first individual mentioned.
- If "who/whose" is used, then refer to the name of the second person.
- The left and right of any individual can only be determined if their direction is known; this means focusing on which direction the person is facing.

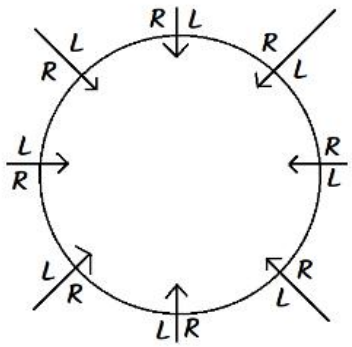
Types of questions:

- Circular arrangement
- Rectangular seating arrangement
- Hexagonal seating arrangement

Circular Arrangement (Circular Puzzle)

In these types of questions, individuals are seated around a circle. The objective is to determine their positions based on the given clues. Generally, there are three ways people can be seated in these questions:

1. All facing towards the center.
2. Facing counter clock wise (to the left).
3. Facing clockwise (to the right).



Example

Q. (1-2) Six friends are seated around a circle facing towards the center, with Sita sitting between Mohan and Ramesh, and Preeti sitting between Rahul and Suraj. If Mohan and Rahul are seated directly opposite each other, then:

1. Who is sitting exactly to the right of Mohan?

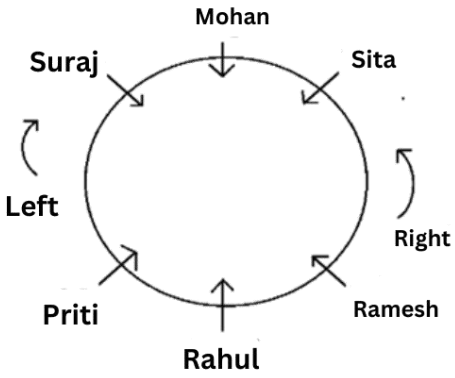
(A) Rahul (B) Sita
(C) Ramesh (D) Suraj

Ans: (D) Suraj

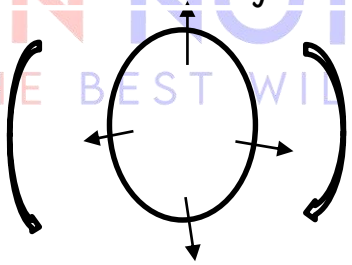
2. Who is exactly to the left of Sita?

(A) Ramesh (B) Preeti
(C) Mohan (D) Rahul

Ans: Ramesh



Everyone is seated facing outward from the center.



When individuals are facing outward from the center, their left and right will be reversed. Here:
Left – Counter clock wise

Right – Clock wise

Q. 8 People A, B, C, D, E, F, G, and H are seated around a circle facing counterclockwise. In this, C is sitting to the left of E and to the right of A, and is seated opposite G. F is seated third to the right of C, which is opposite B. H is opposite D, who is to the left of G.

1. Who is sitting to the right of C?

(A). D (B). B
(C). G (D). A

Ans: D

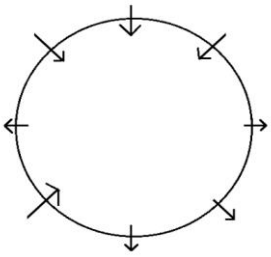
2. Who is sitting to the left of F?

A). E B). A

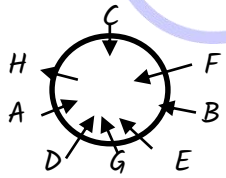
C). D D). H

Ans: E

In the second type of questions in circular arrangement, some individuals can be seated facing towards the center, while others can be seated facing outward from the center.



Q. *8 students A, B, C, D, E, F, G, and H are seated around a circle (not necessarily in order), some facing towards the center and some facing in the opposite direction. A is positioned to the right of C and in the second place, but is seated immediately to the left of H. If H is fourth to the right of E, and both H and E are facing in the same direction. D is positioned two places to the left of E, but is directly opposite F. B is sitting immediately to the left of F, and G is seated two places to the left of B, which is directly opposite C.*



1. Which of the following is facing in the same direction?

(A) G and C

(B) A and B

(C) F and D

(D) None of these.

2. Which of the following has their directions facing each other directly opposite?

(A) D, F

(B) A, B

(C) E, H

(D) None

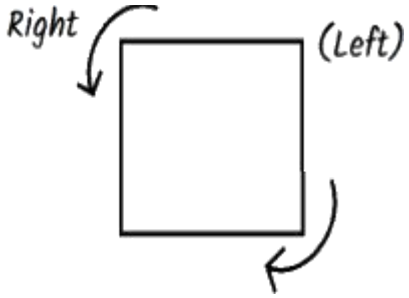
3. Who is fourth to the right of E?

(A). H B). A

(C). G (D). D

Rectangular Seating Arrangement

In this type of seating arrangement, anticlockwise means to the right, and clockwise means to the left.



Q. Four friends are playing cards: Milan is to the right of Madhurjya, and Amitabh is sitting to the left of Dev Preetam. Which pairs are friends with each other (opposite each other)?

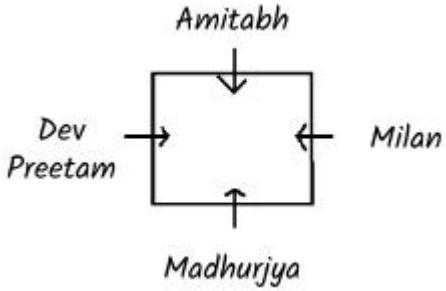
(A) Madhurjya and Dev Preetam

(B) Madhurjya and Milan

(C) Amitabh and Milan

(D) Amitabh and Madhurjya

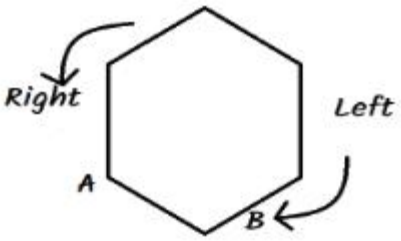
Ans:



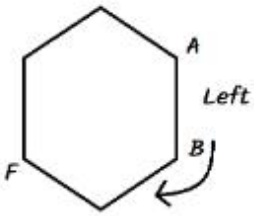
Therefore, Amitabh and Madhurjya are friends sitting opposite each other.

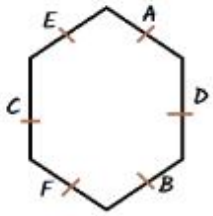
Type 5 (Hexagonal seating arrangement)

Like the circular seating arrangement, the hexagonal seating arrangement must be organized according to the left and right directions based on the questions.



Q. 6 friends A, B, C, D, E, and F are sitting around a table in a hexagonal arrangement for playing a game. A is sitting opposite F, with B sitting to A's left. D is arranged between A and B, who is opposite C.





1. Who is sitting between which two?

(A). D and E
(B). B and E
(C). B and C
(D). C and E

2. Who is sitting opposite C?

(A). C
(B). A
(C). E
(D) .None of these.

Ans – 1. A is sitting between D and E.
2. E is arranged opposite B.

EXERCISE

Rectangular arrangement :-

Q.1. 8 people A, B, C, D, E, F, G, and H are sitting around a table facing the center, with 2 people sitting on each side/direction.

A is sitting opposite D and is seated between D and B, with E. B is sitting opposite F, and G is sitting in the second position to the left of B, opposite C.

1. Who is sitting in the third position to the right of D?

A. A
B. C
C. G
D. F

2. Who is sitting exactly between G and B?

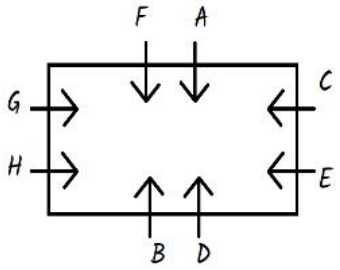
A. H
B. F
C. D
D. A

3. Who is sitting opposite to B?

A. H
B. F
C. D
D. A

Ans:

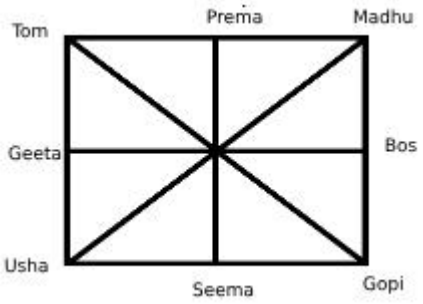
1. A is in the third position to the right of D.
2. H is sitting between G and B.
3. B is opposite F.



Q.2 Four girls and four boys are sitting in a square facing the center. Each is seated at the corners of the square and at the midpoints of its sides. Madhu position is diagonally opposite Usha, who is sitting to the right of Geeta. Tom is next to Geeta, who is opposite Gopi, sitting to the left of Bos. Seema's position is not to the right of Madhu but in front of Prema. Who is sitting opposite Bos?

(i) Geeta
(ii) Prema
(iii) Seema
(iv) Madhu

⇒



Instructions (3-7): Carefully read the following information and answer the questions below.

Eight members—M, N, O, P, Q, R, and S—are all facing towards a square table. Four are sitting at the sides, and four are sitting in the middle.

- T is sitting second to the left of R.
- Q is sitting immediately to the right of P.
- R is sitting opposite M.
- Q is sitting second to the left of N.

Chapter – 21

Statements and Arguments

Argument and Reasoning

A statement is followed by arguments that express opinions in favor of or against it. In such questions, there is a statement and two arguments provided. One must decide which of the two arguments is stronger and which is weaker based on the given statement.

Characteristics of a Strong Argument:

- It is directly related to the statement and accurately indicates the statement's purpose.
- Its meaning is clear.
- It should logically answer the statement.
- It should respond to questions related to the statement, such as why, when, how, what, etc., and should not be just an opinion.
- It should be based on scientific facts.
- It should relate to advice and diagnoses.
- It should be based on prevailing notions of truth, policy, and ideals.
- It should align with social, political, religious, and legal thoughts.
- It should be given in the interest of the public and the nation.
- The examination of the argument should be conducted as an argument; comparisons made by individuals, countries, or newspapers should not be included.
- The argument also depends on the language used, as changing certain words can strengthen a weak argument.

Characteristics of a Weak Argument:

- They are unclear, unrelated to the statement, and lack facts or are factually incorrect.
- They may be interrogative or comparative.
- They involve repetition of the statement.
- They may be imitative or ambiguous.
- They only suggest the essence of the statement.
- They are contrary to the question and lack substance.
- They often use words like "often," "only," "just," etc.
- They are based merely on assumptions or speculations.
- They contradict social norms and established facts and beliefs.
- They are based on personal opinions. Arguments that are merely the destination of an individual, no matter how great or superior that individual may be, are considered weak.
- Such arguments are based on an incident or example in support of the statement, which cannot be generalized.
- They focus only on the subject matter without delving deeply into the information, relating to non-essential aspects of the statement.

Examples for Better Understanding:

Example 1:

- **Statement:** Should examinations be abolished?
- **Argument:** No, because abolishing everything is inappropriate.
- **Explanation:** The argument lacks an appropriate relation to the statement; therefore, it does not hold.

Example 2:

- **Statement:** Should the voting age in India be raised to 21 years?
- **Argument:** Yes, because as age increases, people develop a higher sense of responsibility and maturity.
- **Explanation:** This argument shows an appropriate relation to the statement and also addresses an important subject. Therefore, it is a strong argument. Through voting, we elect a responsible government; thus, people should have an appropriate understanding of making right and wrong choices.

Example 3:

- **Statement:** Should military training be mandatory for everyone?
- **Argument:** Yes, it will instill a sense of discipline among people.
- **Explanation:** This argument is logically plausible, but making military training mandatory is not suitable for achieving the stated result. Hence, this argument is not strong. The aim is to assess

whether the outcome is desirable or if the results mentioned in the argument will indeed be beneficial.

Example 4:

- **Statement:** Should the central government open well-equipped hospitals in every subdivision of each district?

- **Argument:** Yes, providing health and welfare to every citizen is the government's fundamental responsibility.

- **Explanation:** Human resources are the most important resource for a country. Providing health and welfare facilities to every citizen is the government's fundamental duty. There should be an adequate number of well-equipped primary health units and hospitals to ensure better health. Thus, the facts mentioned in the arguments are desirable.

Example 5:

- **Statement:** Should computer education be made mandatory in schools?

- **Argument:** Yes, it will increase the number of teachers in schools.

- **Explanation:** This argument is appropriate as per step I. If a new subject is started and made mandatory, there will be a need for more teachers in schools, thus increasing the number of teachers. Therefore, the outcome is logically possible. However, the subject on which the argument is based is not really applicable. Even if the number of students increases and more classes are conducted, more teachers will still be required. Thus, it does not meet the criteria of appropriateness according to step II.

Exercise

Instructions - (5 - Questions 1) When making decisions about important questions, it is desirable for us to be able to differentiate between strong and weak arguments, as far as they are related to the question. Strong arguments are important and may not be directly related to the question, and they may be connected to less significant or non-essential aspects of the question. In each of the questions below, there are two arguments numbered I and II. You need to determine which argument is 'strong' and which is 'weak.'

Answer (a) If only argument I is strong.

Answer (b) If only argument II is strong.

Answer (c) If either argument I or argument II is strong.

Answer (d) If neither argument I nor argument II is strong.

Answer (e) If both argument I and argument II are strong.

1. **Statement** - The current education system should be changed?

Argument: I. Yes, only by doing this can the country's progress be possible.

II. Yes, highly developed countries adopt this policy.

2. **Statement** - Every parent should instill the qualities of duty in their children?

Argument: I. Yes, individuals who adhere to time are always beneficial.

II. Yes, this quality in children is bound to add charm to the country's progress.

3. **Statement** - Every consumer should pay attention to electricity consumption.

Argument: I. Yes, it has become extremely necessary due to the misuse of electricity.

II. Yes, it has become essential to amend the electricity laws for this.

4. Statement - Citizenship should be revoked from those associated with corruption?

Argument: I. Yes, some enlightened individuals hold this opinion.

II. No, this would violate the uniform civil code.

5. Statement - Dairy owners should pay attention to milk production?

Argument: I. Yes, their milk is extremely profitable.

II. No, milk obtained through normal methods tends to be of higher quality in comparison.

Explanation with Answers

1. (d) Argument I cannot be considered strong because it is not necessary that changing the current education system will lead to the country's progress. Similarly, Argument II is also not strong because it suggests merely copying the actions of others.

2. (b) Argument I cannot be deemed strong as it does not show a complete relationship with the question. However, Argument II is strong because if all children in the country become duty-bound, it is natural that the country's pace of development will increase.

3. (a) Argument I is strong because it is validated by the concepts of the question, whereas Argument II cannot be considered strong as it shows an unclear relationship with the question.

4. (b) Argument I cannot be considered strong as it is unjust to make a legal decision based on the opinions of a few individuals. However, Argument II is strong because doing so would result in a violation of the citizen code, which would clearly affect the population of the country.

5. (d) Argument I is not strong because it is unclear from the question whether dairy milk is beneficial or not. Similarly, Argument II is also not strong, as it is not entirely related to the question.

Instructions – (Questions 1-5)

To make important decisions regarding the questions, it is essential that you are able to differentiate between 'strong arguments' and 'weak arguments.' 'Strong arguments' should be directly related to the question and significant. 'Weak arguments' may not be directly related to the question and can be less important or related to trivial aspects of the question. For each question below, two arguments (I) and (II) are provided. You need to determine which is the 'strong argument' and which is the 'weak argument.'

Answer: (a) if only argument I is strong.

Answer: (b) if only argument II is strong.

Answer: (c) if either argument I or II is strong.

Answer: (d) if neither I nor II is strong.

Answer: (e) if both I and II are strong arguments.

1. Statement: Sensational newspapers should be banned?

Argument: I. No, how can such foolish actions even be thought of?

II. Yes, no problem, we have many good newspapers.

2. Statement: All types of course materials should be provided through correspondence?

Argument: I. Yes, there are limited seats in regular courses, and those interested in the course should be given the opportunity to pursue further studies.

II. No, the interaction between teachers and students is equally important for development.

3. Statement: The number of public holidays should be reduced?

Argument: I. No, this will lead to complaints and noise.

II. Yes, it should be done as soon as possible.

4. Statement: All schools should be co-educational?

Argument: I. Yes, otherwise how will we encourage girls' education, and more girls should enroll in co-educational schools?

II. No, in our conservative society, there are many restrictions among parents against co-education, which can hinder girls' education.

5. Statement: Students should be prohibited from participating in union activities in educational institutions?

Argument: I. Yes, students enroll to study, not to engage in union activities.

II. No, students who are not interested in studies should be given some opportunities to showcase their talents.

6. Statement: The voting age in India should be raised to 21 years?

Argument: I. No, it is difficult to change a trend.

II. Yes, by that age, people develop a sense of responsibility and higher maturity.

7. Statement: Open book examination system should be introduced in vocational courses in India?

Argument: I. No, this will not lead to any significant improvement in the importance and values of the current examination system.

leaves some ambiguity, as economic prosperity may or may not be the goal of every nation.

17. Answer: (4)

Explanation: Assumption I is irrelevant because just because the bus operators are on strike does not mean every employee has the right to strike. Assumption II is also irrelevant.

18. Answer: (2)

Explanation: Since nothing is mentioned about the previous scheme, we cannot comment on whether the new scheme is better. Assumption II is implicit as people may indeed wish to pay lower taxes and legally own their assets.

19. Answer: (5)

Explanation: The statement implies that Dinesh should begin the activities after reading the instructions, indicating that he is both able to understand the instructions and carry out the tasks.

20. Answer: (5)

Explanation: It is well-known that mistakes can happen when performing tasks, and anyone can learn from their mistakes to reduce the chances of making them in the future. Therefore, both assumptions are implicit.

Chapter – 24

Decision Making

Q1. Please study the following information carefully and answer the questions given below:

An organization wants to recruit trainee officers. The criteria are as follows:

Candidate –

(i) Must not be less than 21 years and not more than 28 years as of 1.2.2009.

(ii) Must be a graduate in any discipline with at least 55% marks.

(iii) Must have scored at least 50% in the selection exam.

(iv) Must have scored at least 45% in the interview.

(v) Must be willing to work in India at any time.

However, if a candidate meets all the above criteria except:

(a) Above (ii), but is a post-graduate, the case will be sent to the Executive Director.

(b) Above (i), but has at least one year of work experience, the case will be sent to the Vice President.

Below each question is the information of a candidate. You need to take a decision based on the provided information and the above criteria and conditions. You should not make any assumptions other than the information given in each question. All cases are provided as of 1.2.2009. You should indicate your decision by answering each question as follows:

Avinash is a science graduate who passed with 63% marks in the first division. He scored 53% and 51% in the selection exam and interview, respectively. He is willing to work anywhere in India. He has been working in the marketing department of a private organization since July 2007. He was born on 11.6.1980.

A. If the case will be sent to the Vice President.

B. If the case will be sent to the Executive Director.

C. If the data provided in the statement is insufficient to make a decision.

D. If the candidate will be selected.

INFUSION NOTES
WHEN ONLY THE BEST WILL DO

Dear Aspirants, here are the our results in differents exams (Proof Video Link)

RAS PRE. 2021 - https://shorturl.at/qBJ18 (74 प्रश्न , 150 में से)

RAS Pre 2023 - https://shorturl.at/tGHRT (96 प्रश्न , 150 में से)

UP Police Constable 2024 - http://surl.li/rbfyn (98 प्रश्न , 150 में से)

Rajasthan CET Gradu. Level - https://youtu.be/gPqDNlc6URO

Rajasthan CET 12th Level - https://youtu.be/oCa-CoTFu4A

RPSC EO / RO - https://youtu.be/b9PKjl4nSxE

VDO PRE. - https://www.youtube.com/watch?v=gXdAk856W18&t=202s

Patwari - https://www.youtube.com/watch?v=X6mKGdtXyu4&t=2s

PTI 3rd grade - https://www.youtube.com/watch?v=iA_MemKKgEk&t=5s

SSC GD - 2021 - https://youtu.be/2gzzfJyt6vI

EXAM (परीक्षा)	DATE	हमारे नोट्स में से आये हुए प्रश्नों की संख्या
MPPSC Prelims 2023	17 दिसम्बर	63 प्रश्न (100 में से)
RAS PRE. 2021	27 अक्तूबर	74 प्रश्न आये
RAS Mains 2021	October 2021	52% प्रश्न आये

whatsapp -https://wa.link/dx3m7n 1 web.- https://shorturl.at/XiCHA

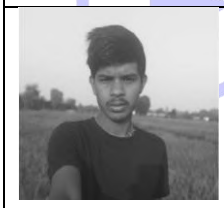
RAS Pre. 2023	01 अक्टूबर 2023	96 प्रश्न (150 मेंसे)
SSC GD 2021	16 नवम्बर	68 (100 में से)
SSC GD 2021	08 दिसम्बर	67 (100 में से)
RPSC EO/RO	14 मई (1st Shift)	95 (120 में से)
राजस्थान S.I. 2021	14 सितम्बर	119 (200 में से)
राजस्थान S.I. 2021	15 सितम्बर	126 (200 में से)
RAJASTHAN PATWARI 2021	23 अक्तूबर (1st शिफ्ट)	79 (150 में से)
RAJASTHAN PATWARI 2021	23 अक्तूबर (2nd शिफ्ट)	103 (150 में से)
RAJASTHAN PATWARI 2021	24 अक्तूबर (2nd शिफ्ट)	91 (150 में से)
RAJASTHAN VDO 2021	27 दिसंबर (1st शिफ्ट)	59 (100 में से)
RAJASTHAN VDO 2021	27 दिसंबर (2nd शिफ्ट)	61 (100 में से)
RAJASTHAN VDO 2021	28 दिसंबर (2nd शिफ्ट)	57 (100 में से)
U.P. SI 2021	14 नवम्बर 2021 1st शिफ्ट	91 (160 में से)
U.P. SI 2021	21नवम्बर2021 (1st शिफ्ट)	89 (160 में से)
Raj. CET Graduation level	07 January 2023 (1st शिफ्ट)	96 (150 में से)
Raj. CET 12th level	04 February 2023 (1st शिफ्ट)	98 (150 में से)
UP Police Constable	17 February 2024 (1st शिफ्ट)	98 (150 में से)

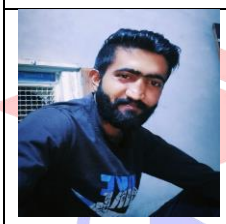
& Many More Exams like UPSC, SSC, Bank Etc.

INFUSION NOTES
WHEN ONLY THE BEST WILL DO

Our Selected Students

Approx. 137+ students selected in different exams. Some of them are given below -

Photo	Name	Exam	Roll no.	City
	**Mohan Sharma S/O Kallu Ram**	Railway Group - d	114195120370022	PratapNagar Jaipur
	**Mahaveer singh**	Reet Level- 1	1233893	Sardarpura Jodhpur
	**Sonu Kumar Prajapati S/O Hammer shing prajapati**	SSC CHSL tier-1	2006018079	Teh.- Biramganj, Dis.- Raisen, MP
N.A	**Mahender Singh**	EO RO (81 Marks)	N.A.	teh nohar , dist Hanumangarh
	**Lal singh**	EO RO (88 Marks)	13373780	Hanumangarh
N.A	**Mangilal Siyag**	SSC MTS	N.A.	ramsar, bikaner

	**MONU S/O KAMTA PRASAD**	SSC MTS	3009078841	kaushambi (UP)
	**Mukesh ji**	RAS Pre	1562775	newai tonk
	**Govind Singh S/O Sajjan Singh**	RAS	1698443	UDAIPUR
	**Govinda Jangir**	RAS	1231450	Hanumangarh
N.A	**Rohit sharma s/o shree Radhe Shyam sharma**	RAS	N.A.	Churu
	**DEEPAK SINGH**	RAS	N.A.	Sirsi Road , Panchyawala
N.A	**LUCKY SALIWAL s/o GOPALLAL SALIWAL**	RAS	N.A.	AKLERA , JHALAWAR
N.A	**Ramchandra Pediwal**	RAS	N.A.	diegana , Nagaur

	**Monika jangir**	RAS	N.A.	jhunjhunu
	**Mahaveer**	RAS	1616428	village-gudaram singh, teshil-sojat
N.A	**OM PARKSH**	RAS	N.A.	Teshil-mundwa Dis- Nagaur
N.A	**Sikha Yadav**	High court LDC	N.A.	Dis- Bundi
	**Bhanu Pratap Patel s/o bansi lal patel**	Rac batalian	729141135	Dis.- Bhilwara
N.A	**mukesh kumar bairwa s/o ram avtar**	3rd grade reet level 1	1266657	JHUNJHUNU
N.A	**Rinku**	EO/RO (105 Marks)	N.A.	District: Baran
N.A.	**Rupnarayan Gurjar**	EO/RO (103 Marks)	N.A.	sojat road pali
	**Govind**	SSB	4612039613	jhalawad

	**Jagdish Jogi**	EO/RO (84 Marks)	N.A.	tehsil bhinmal, jhalore.
	**Vidhya dadhich**	RAS Pre.	1158256	kota
	**Sanjay**	Haryana PCS	96379 	Jind (Haryana)

And many others.....