

: 14 Oct 2025

: 12:00 Noon (Shift-2)

**PART-A (General Intelligence and Reasoning)**

Q.No: 1 Choose the address that is exactly the same as the one given below.  
Flat No. 21A, Maple Residency, Kothrud, Pune, Maharashtra – 411038

वह पता चुनें जो नीचे दिए गए पते के बिल्कुल समान हो।

Flat No. 21A, Maple Residency, Kothrud, Pune, Maharashtra – 411038

Flat No. 21B, Maple Residency, Kothrud, Pune, Maharashtra – 411038

Flat No. 21B, Maple Residency, Kothrud, Pune, Maharashtra – 411038

Flat No. 21A, Maple Residency, Kothrud, Pune, Maharashtra – 411038

Flat No. 21A, Maple Residency, Kothrud, Pune, Maharashtra – 411038

Flat No. 21A, Maple Residency, Kothrud, Pune, Maharashtra – 411088

Flat No. 21A, Maple Residency, Kothrud, Pune, Maharashtra – 411088

Flat No. 21A, Maple Residency, Kothrud, Pune, Maharashtra – 411038

Flat No. 21A, Maple Residency, Kothrud, Pune, Maharashtra – 411038

Q.No: 2 In a series of seminars held daily from 11<sup>th</sup> to 18<sup>th</sup> Feb, Calicut – 18<sup>th</sup> Feb 2022, Patna – 12<sup>th</sup> Feb 2022, Tiruchirappalli – 17<sup>th</sup> Feb 2022,

Raipur – 11<sup>th</sup> Feb 2022, Rourkela – 14<sup>th</sup> Feb 2022 Jamshedpur – 13<sup>th</sup> Feb 2022, Durgapur – 15<sup>th</sup> Feb 2022, Warangal – 16<sup>th</sup> Feb 2022

How many days after the seminar in Patna did the seminar in Warangal occur?

11 से 18 फरवरी तक प्रतिदिन आयोजित सेमिनारों की श्रृंखला में, कलकट – 18 फरवरी 2022, पटना – 12 फरवरी 2022, तिरुचिरापल्ली – 17 फरवरी 2022, रायपुर – 11 फरवरी 2022, राउरकेला – 14 फरवरी 2022 जमशेदपुर – 13 फरवरी 2022, दुर्गापुर – 15 फरवरी 2022, वारंगल – 16 फरवरी 2022 पटना में सेमिनार के कितने दिन बाद वारंगल में सेमिनार हुआ?

4 days

4 दिन

3 days

3 दिन

5 days

5 दिन

6 days

6 दिन

Q.No: 3 Consider the following statement and choose the option that follows.

Statement: The government has increased the minimum support price (MSP) for crops.

Conclusions:

- I. Farmers will benefit from better earnings.  
II. Food prices will decrease.

निम्नलिखित कथन पर विचार कीजिए और उसके बाद दिए गए विकल्प का चयन कीजिए।

कथन: सरकार ने फसलों के न्यूनतम समर्थन मूल्य (MSP) में वृद्धि की है।

निष्कर्ष:

- I. किसानों को बेहतर आय का लाभ मिलेगा।  
II. खाद्य पदार्थों की कीमतें कम होंगी।

Only I follows

केवल I अनुसरण करता है

Only II follows

केवल II अनुसरण करता है

Both follow

दोनों अनुसरण करते हैं

Neither follows

कोई भी अनुसरण नहीं करता है

[Click Here to Challenge Question No.: 4](#)

Q.No: 4 If  $9 - 3 = 18$ , and  $8 - 2 = 18$ , then  $7 - 4 = ?$

अगर  $9 - 3 = 18$ , और  $8 - 2 = 18$ , तो  $7 - 4 = ?$

10

10

12

12

9

9

13

13

[Click Here to Challenge Question No.: 5](#)

Q.No: 5 What should come in place of the question mark '?' in the following number series?

2, 3, 6, 15, ?, 157.5

निम्नलिखित संख्या श्रृंखला में प्रश्न चिह्न '?' के स्थान पर क्या आएगा?

2, 3, 6, 15, ?, 157.5

40

40

45

45

42.50

42.50

25

25

Not Answered

[Click Here to Challenge Question No.: 6](#)

Q.No: 6 If  $5 \rightarrow 10$ ,  $7 \rightarrow 14$ ,  $9 \rightarrow 18$ , then  $11 \rightarrow ?$

अगर  $5 \rightarrow 10$ ,  $7 \rightarrow 14$ ,  $9 \rightarrow 18$ , तो  $11 \rightarrow ?$

20

20

22

22

24

24

26

26

[Click Here to Challenge Question No.: 7](#)

Q.No: 7 If HELLO = 52 and MATH = 42, then what is the value of MOM?

अगर HELLO = 52 और MATH = 42 है, तो MOM का मान क्या है?

32

32

46

46

41

41

22

22

Q.No: 8 The given statements are followed by two conclusions. Find out which conclusion is FALSE based on the given statements.

Statements:

$J > K = L, M \geq N < K, O < J < P, N = Q \geq R$

Conclusions:

I.  $P > L$

II.  $K \geq R$

दिए गए कथनों के बाद दो निष्कर्ष दिए गए हैं। दिए गए कथनों के आधार पर ज्ञात कीजिए कि कौन सा निष्कर्ष असत्य है।

कथन:

$J > K = L, M \geq N < K, O < J < P, N = Q \geq R$

निष्कर्ष:

I.  $P > L$

II.  $K \geq R$

Only conclusion I is false

केवल निष्कर्ष I असत्य है

Only conclusion II is false

केवल निष्कर्ष II असत्य है

Both conclusion I and II are false

निष्कर्ष I और II दोनों असत्य हैं

Neither conclusion I nor II is False

न तो निष्कर्ष I और न ही II असत्य है

Q.No: 9 Which city is different from the rest?

कौन सा शहर बाकी शहरों से अलग है?

Chennai

चेन्नई

Kolkata

कोलकाता

Surat

सुरत

Bengaluru

बैंगलुरु

Q.No: 10 Select the set of numbers that is not similar to the following set:

(13, 64, 90)

संख्याओं का वह समूह चुनें जो निम्नलिखित समूह के समान नहीं है: (13, 64, 90)

(8, 39, 55)

(8, 39, 55)

(9, 44, 62)

(9, 44, 62)

(6, 29, 40)

(6, 29, 40)

(12, 59, 83)

(12, 59, 83)

Q.No: 11 A is the sister of B. C is the father of A. How is C related to B?

A, B की बहन है। C, A का पिता है। C का B से क्या संबंध है?

Uncle

चाचा

Father

पिता

Grandfather

दादा

Brother

भाई

Q.No: 12 A sum of money triples in 10 years under simple interest. In how many years will it become 5 times?

एक धनराशि साधारण ब्याज के तहत 10 वर्षों में तीन गुना हो जाती है। कितने वर्षों में यह 5 गुना हो जाएगी?

20

20

25

25

30

30

40

40

Q.No: 13 Find the missing number: 5 : 124 :: 7 : ?

लुप्त संख्या ज्ञात कीजिए: 5 : 124 :: 7 : ?

|     |
|-----|
| 342 |
| 342 |
| 340 |
| 340 |
| 290 |
| 290 |
| 298 |
| 298 |

[Click Here to Challenge Question No.: 14](#)

Q.No: 14 Direction: Study the following information carefully and answer the question given below.

There are seven boxes of different colours namely, Red, Pink, Black, Orange, White, Green and Grey, which are kept vertically one above other but not necessarily in the same order. The topmost box is numbered as 7 and the bottommost box is numbered as 1. The number of boxes kept below the white box is the same as the number of boxes kept above it. The pink box is not placed at the bottom of the stack. Two boxes are placed between black and white boxes. The grey box is placed above the white box but below orange box. Red and Green boxes are placed neither at the top nor at the bottom of the stack. The red box is placed immediately below the green box. Orange box is not placed at the top of the stack. Four of them are alike in a certain way; find the ODD one among the following options?

निर्देश: निम्नलिखित जानकारी का ध्यानपूर्वक अध्ययन कीजिए और नीचे दिए गए प्रश्नों के उत्तर दीजिए।

लाल, गुलाबी, काला, नारंगी, सफेद, हरा और स्लेटी रंग के सात डिब्बे हैं, जो एक के ऊपर एक लंबवत रखे गए हैं, लेकिन जरूरी नहीं कि इसी क्रम में हों। सबसे ऊपर वाले डिब्बे का क्रमांक 7 और सबसे नीचे वाले डिब्बे का क्रमांक 1 है। सफेद डिब्बे के नीचे रखे डिब्बों की संख्या उसके ऊपर रखे डिब्बों की संख्या के समान है। गुलाबी डिब्बा ढेर में सबसे नीचे नहीं रखा है। काले और सफेद डिब्बों के बीच दो डिब्बे रखे हैं। स्लेटी डिब्बा सफेद डिब्बे के ऊपर लेकिन नारंगी डिब्बे के नीचे रखा है। लाल और हरे डिब्बे ढेर में न तो सबसे ऊपर और न ही सबसे नीचे रखे हैं। लाल डिब्बा हरे डिब्बे के ठीक नीचे रखा है। नारंगी डिब्बा ढेर में सबसे ऊपर नहीं रखा है।

उनमें से चार एक निश्चित तरीके से एक जैसे हैं, निम्नलिखित विकल्पों में से विषम विकल्प ज्ञात कीजिए।

Black

काला

White

सफेद

Pink

गुलाबी

Grey

स्लेटी

[Click Here to Challenge Question No.: 15](#)

Q.No: 15 Read the following statement carefully and identify the conclusion that follows.

Statement: The forest department plans to install surveillance cameras to prevent poaching.

Assumptions:

I. Surveillance can help catch or deter poachers.

II. Poachers avoid areas with active monitoring.

निम्नलिखित कथन को ध्यानपूर्वक पढ़ें और निष्कर्ष निकालें।

कथन: वन विभाग अवैध शिकार को रोकने के लिए निगरानी कैमरे लगाने की योजना बना रहा है। मान्यताएँ:

I. निगरानी से शिकारियों को पकड़ने या रोकने में मदद मिल सकती है।

II. शिकारी सक्रिय निगरानी वाले क्षेत्रों से बचते हैं।

Only Assumption I is implicit

केवल धारणा I निहित है

Only Assumption II is implicit

केवल धारणा II निहित है

Both I and II are implicit

I और II दोनों निहित हैं

Neither I nor II is implicit

न तो I और न ही II निहित है

[Click Here to Challenge Question No.: 16](#)

Q.No: 16 What is the next number in the series?

81, 27, 9, 3, ?

निम्नलिखित श्रृंखला में अगले स्थान पर कौन सी संख्या होगी?

81, 27, 9, 3, ?

1

1

2

2

0

0

4

4

[Click Here to Challenge Question No.: 17](#)

Q.No: 17 What comes next in the series?

A, E, I, M, ?

निम्नलिखित श्रृंखला में अगले स्थान पर कौन सा विकल्प आएगा?

A, E, I, M, ?

Q

Q

R

R

S

S

T

T

Q.No: 24 A person's age is 4 times that of his daughter. After 5 years, the person's age will be 3 times his daughter's. What is the daughter's age now?

एक व्यक्ति की आयु उसकी बेटी की आयु की 4 गुनी है। 5 साल बाद, उस व्यक्ति की आयु उसकी बेटी की आयु की 3 गुनी हो जाएगी। बेटी की वर्तमान आयु क्या है?

4 years

4 साल

5 years

5 साल

10 years

10 साल

7 years

7 साल

Q.No: 25 If the sum of 24 and 11 is multiplied by 2, what is the result?

यदि 24 और 11 के योग को 2 से गुणा किया जाए तो परिणाम क्या होगा?

64

64

68

68

70

70

72

72

**PART-B (General Awareness)**

|          |                                                                       |                                                          |
|----------|-----------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                       | <a href="#">Click Here to Challenge Question No.: 26</a> |
| Q.No: 26 | Which Mughal ruler was referred to as Insan-i-Kamil or 'Perfect Man'? |                                                          |
|          | किस मुगल शासक को इंसान-ए-कामिल या 'परफेक्ट मैन' कहा जाता था?          |                                                          |
|          | Akbar                                                                 |                                                          |
|          | अकबर                                                                  |                                                          |
|          | Jahangir                                                              |                                                          |
|          | जहाँगीर                                                               |                                                          |
|          | Shah Jahan                                                            |                                                          |
|          | शाहजहाँ                                                               |                                                          |
|          | Aurangzeb                                                             |                                                          |
|          | औरंगजेब                                                               |                                                          |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                          |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">Click Here to Challenge Question No.: 27</a> |
| Q.No: 27 | Consider the following statements regarding the "Pradhan Mantri Fasal Bima Yojana (PMFBY)" (Prime Minister's Crop Insurance Scheme):<br>I. It provides comprehensive insurance coverage against crop losses due to non-preventable natural risks.<br>II. Enrollment in the scheme is mandatory for all farmers in India to ensure maximum coverage.<br>III. It aims to stabilize the income of farmers and encourage them to adopt innovative agricultural practices.<br>IV. The premium rates payable by farmers are uniform across all crops and all states.<br>Which of the above statements accurately describe the features of the PMFBY?<br><br>"प्रधानमंत्री फसल बीमा योजना (पीएमएफबीवाई)" (प्रधानमंत्री फसल बीमा योजना) के बारे में निम्नलिखित कथनों पर विचार करें:<br>I. यह गैर-रोकथाम योग्य प्राकृतिक जोखिमों के कारण फसल के नुकसान के खिलाफ व्यापक बीमा कवरेज प्रदान करता है।<br>II. अधिकतम कवरेज सुनिश्चित करने के लिए भारत के सभी किसानों के लिए योजना में नामांकन अनिवार्य है।<br>III. इसका उद्देश्य किसानों की आय को स्थिर करना और उन्हें नवीन कृषि पद्धतियों को अपनाने के लिए प्रोत्साहित करना है।<br>IV. किसानों द्वारा देय प्रीमियम दरें सभी फसलों और सभी राज्यों में समान हैं।<br>उपर्युक्त में से कौन सा कथन पीएमएफबीवाई की विशेषताओं का सटीक वर्णन करता है? |                                                          |
|          | I and III only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                          |
|          | केवल I और III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                          |
|          | II and IV only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                          |
|          | केवल II और IV                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                          |
|          | I and IV only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                          |
|          | केवल I और IV                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                          |
|          | II and III only                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                          |
|          | केवल II और III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                          |

|          |                                                                                                                                                                                            |                                                          |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                                                                                                                                            | <a href="#">Click Here to Challenge Question No.: 28</a> |
| Q.No: 28 | Who is the first Indian male shuttler to reach the finals of the World Badminton Championships?<br><br>विश्व बैडमिंटन चैंपियनशिप के फाइनल में पहुंचने वाले पहले भारतीय पुरुष शटलर कौन हैं? |                                                          |



|          |                                              |
|----------|----------------------------------------------|
| Q.No: 34 | How many mandalas are there in the Rig Veda? |
|          | ऋग्वेद में कितने मंडल हैं?                   |
|          | 10                                           |
|          | 10                                           |
|          | 12                                           |
|          | 12                                           |
|          | 9                                            |
|          | 9                                            |
|          | 11                                           |
|          | 11                                           |

|              |                                                                       |                                                          |
|--------------|-----------------------------------------------------------------------|----------------------------------------------------------|
|              |                                                                       | <a href="#">Click Here to Challenge Question No.: 35</a> |
| Q.No: 35     | Which of the following is <b>correct</b> about the Pongal festival?   |                                                          |
|              | पोंगल त्यौहार के बारे में निम्नलिखित में से कौन सा कथन <b>सही</b> है? |                                                          |
|              | Thai Pongal honours cattle                                            |                                                          |
|              | थाई पोंगल मवेशियों का सम्मान करता है                                  |                                                          |
|              | Maatu Pongal adorns the cattle                                        |                                                          |
|              | मातु पोंगल मवेशियों को सजाता है                                       |                                                          |
|              | Pongal Mela hosts kite flying                                         |                                                          |
|              | पोंगल मेले में पतंगबाजी का आयोजन                                      |                                                          |
|              | Jallikattu on Bhogi day                                               |                                                          |
|              | भोगी दिवस पर जल्लीकट्टू                                               |                                                          |
| Not Answered |                                                                       |                                                          |

|              |                                                                                                                                                                                                  |                                                          |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|              |                                                                                                                                                                                                  | <a href="#">Click Here to Challenge Question No.: 36</a> |
| Q.No: 36     | Which Mizo musical instrument, made of curved wooden pieces and played with a wooden hammer, is used only at memorial stone ceremonies and not taken into homes?                                 |                                                          |
|              | कौन सा मिज़ो संगीत वाद्ययंत्र, जो घुमावदार लकड़ी के टुकड़ों से बना होता है और लकड़ी के हथौड़े से बजाया जाता है, केवल स्मारक पत्थर समारोहों में उपयोग किया जाता है और घरों में नहीं लाया जाता है? |                                                          |
|              | Bengbung                                                                                                                                                                                         |                                                          |
|              | बेंगबुंग                                                                                                                                                                                         |                                                          |
|              | Darbu                                                                                                                                                                                            |                                                          |
|              | दरबू                                                                                                                                                                                             |                                                          |
|              | Khuang                                                                                                                                                                                           |                                                          |
|              | खुआंग                                                                                                                                                                                            |                                                          |
|              | Talhkhuang                                                                                                                                                                                       |                                                          |
|              | तल्लुआंग                                                                                                                                                                                         |                                                          |
| Not Answered |                                                                                                                                                                                                  |                                                          |

|          |                                                                             |                                                          |
|----------|-----------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                             | <a href="#">Click Here to Challenge Question No.: 37</a> |
| Q.No: 37 | What long-term administrative outcome is attributed to Pitt's India Act?    |                                                          |
|          | पिट्स इंडिया एक्ट को किस दीर्घकालिक प्रशासनिक परिणाम का श्रेय दिया जाता है? |                                                          |
|          | It divided India into military zones.                                       |                                                          |
|          | इसने भारत को सैन्य क्षेत्रों में विभाजित कर दिया।                           |                                                          |
|          | It gave absolute independence to the East India Company.                    |                                                          |
|          | इसने ईस्ट इंडिया कंपनी को पूर्ण स्वतंत्रता प्रदान की।                       |                                                          |
|          | It placed the Company's possessions under British Parliament's supremacy.   |                                                          |
|          | इसने कंपनी की संपत्ति को ब्रिटिश संसद के अधीन कर दिया।                      |                                                          |
|          | It dissolved the post of Governor General.                                  |                                                          |
|          | इसने गवर्नर जनरल का पद भंग कर दिया।                                         |                                                          |

|          |                                                                                              |                                                          |
|----------|----------------------------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                                              | <a href="#">Click Here to Challenge Question No.: 38</a> |
| Q.No: 38 | India and which country jointly operate the Integrated Check Post at Birgunj-Raxaul border?  |                                                          |
|          | भारत और कौन सा देश संयुक्त रूप से बीरगंज-रक्सौल सीमा पर एकीकृत चेक पोस्ट का संचालन करते हैं? |                                                          |
|          | Bhutan                                                                                       |                                                          |
|          | भूटान                                                                                        |                                                          |
|          | Nepal                                                                                        |                                                          |
|          | नेपाल                                                                                        |                                                          |
|          | Myanmar                                                                                      |                                                          |
|          | म्यांमार                                                                                     |                                                          |
|          | Sri Lanka                                                                                    |                                                          |
|          | श्रीलंका                                                                                     |                                                          |

|          |                                                                        |                                                          |
|----------|------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                        | <a href="#">Click Here to Challenge Question No.: 39</a> |
| Q.No: 39 | In demographic terms, death rate is measured over which standard unit? |                                                          |
|          | जनसांख्यिकीय दृष्टि से मृत्यु दर किस मानक इकाई पर मापी जाती है?        |                                                          |
|          | Per hundred people                                                     |                                                          |
|          | प्रति सौ व्यक्ति                                                       |                                                          |
|          | Per year                                                               |                                                          |
|          | प्रति वर्ष                                                             |                                                          |
|          | Per ten thousand people                                                |                                                          |
|          | प्रति दस हजार लोगों पर                                                 |                                                          |
|          | Per thousand people in a year                                          |                                                          |
|          | एक वर्ष में प्रति हजार व्यक्ति                                         |                                                          |

|              |                                                                                                                                                                                                                                                                                                                                                             |                                                          |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|              |                                                                                                                                                                                                                                                                                                                                                             | <a href="#">Click Here to Challenge Question No.: 40</a> |
| Q.No: 40     | What is the crew capacity of the Gaganyaan mission?<br>गगनयान मिशन की चालक दल क्षमता क्या है?                                                                                                                                                                                                                                                               |                                                          |
|              | 2                                                                                                                                                                                                                                                                                                                                                           |                                                          |
|              | 2                                                                                                                                                                                                                                                                                                                                                           |                                                          |
|              | 3                                                                                                                                                                                                                                                                                                                                                           |                                                          |
|              | 3                                                                                                                                                                                                                                                                                                                                                           |                                                          |
|              | 4                                                                                                                                                                                                                                                                                                                                                           |                                                          |
|              | 4                                                                                                                                                                                                                                                                                                                                                           |                                                          |
|              | 5                                                                                                                                                                                                                                                                                                                                                           |                                                          |
|              | 5                                                                                                                                                                                                                                                                                                                                                           |                                                          |
|              |                                                                                                                                                                                                                                                                                                                                                             | <a href="#">Click Here to Challenge Question No.: 41</a> |
| Q.No: 41     | Which of the following pairs of Padma awardees and their respective fields & states is correctly matched?<br>पद्म पुरस्कार विजेताओं और उनके संबंधित क्षेत्रों और राज्यों के निम्नलिखित युग्मों में से कौन सा युग्म सही सुमेलित है?<br>Shri Duvvur Nageshwar Reddy – Public Affairs – Telangana<br>श्री दुव्वुर नागेश्वर रेड्डी - सार्वजनिक मामले - तेलंगाना |                                                          |
|              | Justice (Retd.) Shri Jagdish Singh Khehar – Art – Punjab<br>न्यायमूर्ति (सेवानिवृत्त) श्री जगदीश सिंह खेहर - कला - पंजाब                                                                                                                                                                                                                                    |                                                          |
|              | Smt. Kumudini Rajnikant Lakhia – Medicine – Gujarat<br>श्रीमती कुमुदिनी रजनीकांत लाखिया - चिकित्सा - गुजरात                                                                                                                                                                                                                                                 |                                                          |
|              | Shri M. T. Vasudevan Nair (Posthumous) – Literature and Education – Kerala<br>श्री एम. टी. वासुदेवन नायर (मरणोपरांत) – साहित्य एवं शिक्षा – केरल                                                                                                                                                                                                            |                                                          |
| Not Answered |                                                                                                                                                                                                                                                                                                                                                             |                                                          |
|              |                                                                                                                                                                                                                                                                                                                                                             | <a href="#">Click Here to Challenge Question No.: 42</a> |
| Q.No: 42     | The Bharatiya Nagarik Suraksha Sanhita(BNSS) now makes it mandatory for a police officer to give which type of information to a person arrested without a warrant?<br>भारतीय नागरिक सुरक्षा संहिता (बीएनएसएस) अब पुलिस अधिकारी के लिए बिना वारंट के गिरफ्तार किए गए व्यक्ति को किस प्रकार की जानकारी देना अनिवार्य बनाती है?                                |                                                          |
|              | Reason for arrest and right to bail (if applicable).<br>गिरफ्तारी का कारण और जमानत का अधिकार (यदि लागू हो)।                                                                                                                                                                                                                                                 |                                                          |
|              | Details of the arresting officer's family.<br>गिरफ्तार करने वाले अधिकारी के परिवार का विवरण।                                                                                                                                                                                                                                                                |                                                          |
|              | Information about the case in a foreign language.<br>मामले के बारे में विदेशी भाषा में जानकारी।                                                                                                                                                                                                                                                             |                                                          |
|              | A list of all police stations in the district.<br>ज़िले के सभी पुलिस थानों की सूची।                                                                                                                                                                                                                                                                         |                                                          |
|              |                                                                                                                                                                                                                                                                                                                                                             | <a href="#">Click Here to Challenge Question No.: 43</a> |
| Q.No: 43     | PM-KISAN mobile app helps in:<br>पीएम-किसान मोबाइल ऐप निम्नलिखित में मदद करता है:                                                                                                                                                                                                                                                                           |                                                          |
|              | Soil testing<br>मृदा परीक्षण                                                                                                                                                                                                                                                                                                                                |                                                          |
|              | Payment tracking<br>भुगतान ट्रैकिंग                                                                                                                                                                                                                                                                                                                         |                                                          |
|              | Weather updates<br>मौसम अपडेट                                                                                                                                                                                                                                                                                                                               |                                                          |
|              | Fertilizer application<br>उर्वक अनुप्रयोग                                                                                                                                                                                                                                                                                                                   |                                                          |
|              |                                                                                                                                                                                                                                                                                                                                                             | <a href="#">Click Here to Challenge Question No.: 44</a> |
| Q.No: 44     | Which city was ranked as the most liveable city in the Global Liveability Index 2025?<br>ग्लोबल लिवेबिलिटी इंडेक्स 2025 में किस शहर को सबसे अधिक रहने योग्य शहर का दर्जा दिया गया?                                                                                                                                                                          |                                                          |
|              | Vienna<br>वियना                                                                                                                                                                                                                                                                                                                                             |                                                          |
|              | Copenhagen<br>कोपेनहेगन                                                                                                                                                                                                                                                                                                                                     |                                                          |
|              | Zurich<br>ज्यूरिक                                                                                                                                                                                                                                                                                                                                           |                                                          |
|              | Melbourne<br>मेलबोर्न                                                                                                                                                                                                                                                                                                                                       |                                                          |
|              |                                                                                                                                                                                                                                                                                                                                                             | <a href="#">Click Here to Challenge Question No.: 45</a> |
| Q.No: 45     | Which of the following represents the 'break-even point' for a firm?<br>निम्नलिखित में से कौन सा एक फर्म के लिए 'ब्रेक-ईवन पॉइंट' का प्रतिनिधित्व करता है?                                                                                                                                                                                                  |                                                          |
|              | Where marginal revenue equals marginal cost<br>जहाँ सीमांत राजस्व सीमांत लागत के बराबर होता है                                                                                                                                                                                                                                                              |                                                          |
|              | Where total revenue equals total cost<br>जहाँ कुल राजस्व कुल लागत के बराबर होता है                                                                                                                                                                                                                                                                          |                                                          |

|                                                                               |
|-------------------------------------------------------------------------------|
| Where total revenue exceeds total cost<br>जहाँ कुल राजस्व कुल लागत से अधिक हो |
| Where marginal cost is minimized<br>जहाँ सीमांत लागत न्यूनतम होती है          |

|                                          |                                                         |
|------------------------------------------|---------------------------------------------------------|
| Click Here to Challenge Question No.: 46 |                                                         |
| Q.No: 46                                 | Which plan period is known as the 'Plan Holiday'?       |
|                                          | किस योजना अवधि को 'योजना अवकाश' के नाम से जाना जाता है? |
|                                          | 1961-66                                                 |
|                                          | 1961-66                                                 |
|                                          | 1966-69                                                 |
|                                          | 1966-69                                                 |
|                                          | 1969-74                                                 |
|                                          | 1969-74                                                 |
|                                          | 1974-79                                                 |
|                                          | 1974-79                                                 |

|                                          |                                                                                                                                                      |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Click Here to Challenge Question No.: 47 |                                                                                                                                                      |
| Q.No: 47                                 | Rani Chennamma was an early 19th-century queen who led an armed rebellion against the Britishers. She hailed from which princely state in Karnataka? |
|                                          | रानी चन्नम्मा 19वीं सदी की शुरुआत की एक रानी थीं जिन्होंने अंग्रेजों के खिलाफ सशस्त्र विद्रोह का नेतृत्व किया था। वह कर्नाटक की किस रियासत से थीं?   |
|                                          | Mysore                                                                                                                                               |
|                                          | मैसूर                                                                                                                                                |
|                                          | Kittur                                                                                                                                               |
|                                          | किचूर                                                                                                                                                |
|                                          | Kodagu                                                                                                                                               |
|                                          | कोडागू                                                                                                                                               |
|                                          | Belgaum                                                                                                                                              |
|                                          | बेलगाम                                                                                                                                               |
| Not Answered                             |                                                                                                                                                      |

|                                          |                                                                                            |
|------------------------------------------|--------------------------------------------------------------------------------------------|
| Click Here to Challenge Question No.: 48 |                                                                                            |
| Q.No: 48                                 | Who is famously known as the "Bismarck of India" for his role in unifying princely states? |
|                                          | रियासतों के एकीकरण में अपनी भूमिका के लिए किसे "भारत का बिस्मार्क" के नाम से जाना जाता है? |
|                                          | Sardar Vallabhbhai Patel                                                                   |
|                                          | सरदार वल्लभभाई पटेल                                                                        |
|                                          | Jawaharlal Nehru                                                                           |
|                                          | जवाहरलाल नेहरू                                                                             |
|                                          | Mahatma Gandhi                                                                             |
|                                          | महात्मा गांधी                                                                              |
|                                          | Subhas Chandra Bose                                                                        |
|                                          | सुभाष चंद्र बोस                                                                            |

|                                          |                                                                                         |
|------------------------------------------|-----------------------------------------------------------------------------------------|
| Click Here to Challenge Question No.: 49 |                                                                                         |
| Q.No: 49                                 | Which of the following statements regarding the sugar industry in India is/are correct? |
|                                          | 1. India ranks as the world's second-largest producer of sugar.                         |
|                                          | 2. India ranks first in the production of gur and khandani.                             |
|                                          | 3. Sugar industry uses lightweight raw material.                                        |
|                                          | 4. Uttar Pradesh and Bihar together house about 60% of sugar mills.                     |
|                                          | भारत में चीनी उद्योग के संबंध में निम्नलिखित में से कौन सा/से कथन सही है/हैं?           |
|                                          | 1. भारत दुनिया का दूसरा सबसे बड़ा चीनी उत्पादक देश है।                                  |
|                                          | 2. गुड़ और खांडसारी के उत्पादन में भारत प्रथम स्थान पर है।                              |
|                                          | 3. चीनी उद्योग हल्के कच्चे माल का उपयोग करता है।                                        |
|                                          | 4. उत्तर प्रदेश और बिहार में लगभग 60% चीनी मिलें हैं।                                   |
|                                          | Only 1 and 2                                                                            |
|                                          | केवल 1 और 2                                                                             |
|                                          | Only 1, 2 and 4                                                                         |
|                                          | केवल 1, 2 और 4                                                                          |
|                                          | Only 2 and 3                                                                            |
|                                          | केवल 2 और 3                                                                             |
|                                          | Only 1, 3 and 4                                                                         |
|                                          | केवल 1, 3 और 4                                                                          |
| Not Answered                             |                                                                                         |

|                                          |                                                                                                               |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Click Here to Challenge Question No.: 50 |                                                                                                               |
| Q.No: 50                                 | Read the following Assertion (A) and Reason (R) carefully and choose the correct option.                      |
|                                          | <b>Assertion (A):</b> The Industrial Licensing Policy promoted innovation in small-scale industries.          |
|                                          | <b>Reason (R):</b> It provided entry barriers for new firms and created rent-seeking behaviour.               |
|                                          | निम्नलिखित अभिकथन (A) और कारण (R) को ध्यानपूर्वक पढ़ें और सही विकल्प चुनें।                                   |
|                                          | <b>अभिकथन (A):</b> औद्योगिक लाइसेंसिंग नीति ने लघु उद्योगों में नवाचार को बढ़ावा दिया।                        |
|                                          | <b>कारण (R):</b> इसने नई फर्मों के लिए प्रवेश में बाधाएँ उत्पन्न कीं और किराया-प्राप्ति व्यवहार को जन्म दिया। |
|                                          | Both A and R are true and R is the correct explanation of A.                                                  |
|                                          | A और R दोनों सत्य हैं और R, A का सही स्पष्टीकरण है।                                                           |
|                                          | Both A and R are true but R is not the correct explanation of A.                                              |
|                                          | A और R दोनों सत्य हैं लेकिन R, A का सही स्पष्टीकरण नहीं है।                                                   |
|                                          | A is true but R is false.                                                                                     |
|                                          | A सत्य है लेकिन R असत्य है।                                                                                   |

A is false but R is true.

A असत्य है लेकिन R सत्य है।

---

Online  
Guru

PART-C (Quantitative Aptitude)

|          |                                                                                                                                                               |                                                          |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                                                                                                               | <a href="#">Click Here to Challenge Question No.: 51</a> |
| Q.No: 51 | What is the least square number that is exactly divisible by 4, 6, 10, and 15?<br>वह सबसे छोटी वर्ग संख्या कौन सी है जो 4, 6, 10 और 15 से पूर्णतः विभाज्य है? |                                                          |
|          | 900                                                                                                                                                           |                                                          |
|          | 900                                                                                                                                                           |                                                          |
|          | 1600                                                                                                                                                          |                                                          |
|          | 1600                                                                                                                                                          |                                                          |
|          | 4000                                                                                                                                                          |                                                          |
|          | 4000                                                                                                                                                          |                                                          |
|          | 1000                                                                                                                                                          |                                                          |
|          | 1000                                                                                                                                                          |                                                          |

|          |                                                                                                                                                                                                     |                                                          |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                                                                                                                                                     | <a href="#">Click Here to Challenge Question No.: 52</a> |
| Q.No: 52 | In how many years will a sum of Rs. 4,000 gives a simple interest of Rs. 1,200 at 10% per annum ?<br>कितने वर्षों में 4,000 रुपये की राशि 10% प्रति वर्ष की दर से 1,200 रुपये का साधारण ब्याज देगी? |                                                          |
|          | 3 years 3 months                                                                                                                                                                                    |                                                          |
|          | 3 वर्ष 3 महीने                                                                                                                                                                                      |                                                          |
|          | 2 years                                                                                                                                                                                             |                                                          |
|          | 2 वर्ष                                                                                                                                                                                              |                                                          |
|          | 3 years                                                                                                                                                                                             |                                                          |
|          | 3 वर्ष                                                                                                                                                                                              |                                                          |
|          | 2 years 6 months                                                                                                                                                                                    |                                                          |
|          | 2 वर्ष 6 महीने                                                                                                                                                                                      |                                                          |

|          |                                                                                                                  |                                                          |
|----------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                                                                  | <a href="#">Click Here to Challenge Question No.: 53</a> |
| Q.No: 53 | If $a^3 + b^3 = 280$ and $a + b = 10$ , find ab.<br>यदि $a^3 + b^3 = 280$ और $a + b = 10$ हो, तो ab ज्ञात कीजिए। |                                                          |
|          | 24                                                                                                               |                                                          |
|          | 24                                                                                                               |                                                          |
|          | 26                                                                                                               |                                                          |
|          | 26                                                                                                               |                                                          |
|          | 28                                                                                                               |                                                          |
|          | 28                                                                                                               |                                                          |
|          | 22                                                                                                               |                                                          |
|          | 22                                                                                                               |                                                          |

Q.No: 54 Consider the following statements regarding simple interest:

1. The simple interest on ₹8,000 for 3 years at 5% per annum is ₹1,200.
2. If a sum of money doubles in 10 years at simple interest, then it will become 1.5 times in 6 years.
3. The simple interest rate required for an amount to become 2.5 times in 5 years is 30%.

Of these statements, which are correct?

साधारण ब्याज के संबंध में निम्नलिखित कथनों पर विचार करें:

1. ₹8,000 पर 3 वर्ष के लिए 5% प्रति वर्ष की दर से साधारण ब्याज ₹1,200 है।
2. यदि कोई धनराशि साधारण ब्याज पर 10 वर्ष में दोगुनी हो जाती है, तो वह 6 वर्ष में 1.5 गुना हो जाएगी।
3. किसी राशि को 5 वर्ष में 2.5 गुना करने के लिए आवश्यक साधारण ब्याज दर 30% है।

इनमें से कौन-सा कथन सही है?

Only 1 is correct

केवल 1 सही है.

1 and 2 are correct

1 और 2 सही हैं

1 and 3 are correct

1 और 3 सही हैं

All 1,2, and 3 are correct

सभी 1,2, और 3 सही हैं।

Q.No: 55 From a location on a bridge spanning a river, the angles of depression to the banks on either side are  $30^\circ$  and  $45^\circ$ . Given that the bridge is 50 meters above the banks, what is the width of the river?

एक नदी पर बने पुल पर स्थित स्थान से, दोनों ओर के किनारों पर अवनमन कोण  $30^\circ$  और  $45^\circ$  हैं। यह देखते हुए कि पुल किनारों से 50 मीटर ऊपर है, नदी की चौड़ाई क्या है?

$50(\sqrt{3} - 1)$  m

$50(\sqrt{3} - 1)$  मीटर

$50\sqrt{3}$  m

$50\sqrt{3}$  मीटर

$50(1 + \frac{1}{\sqrt{3}})$  m

$50(1 + \frac{1}{\sqrt{3}})$  मीटर

$50(\sqrt{3} + 1)$  m

$50(\sqrt{3} + 1)$  मीटर

Q.No: 56 The areas of three adjacent faces of a cuboid are  $60 \text{ cm}^2$ ,  $72 \text{ cm}^2$ , and  $90 \text{ cm}^2$ . What is the volume of the cuboid?

एक घनाभ के तीन आसन्न फलकों का क्षेत्रफल 60 वर्ग सेंटीमीटर, 72 वर्ग सेंटीमीटर और 90 वर्ग सेंटीमीटर है। घनाभ का आयतन क्या है?

$633.50 \text{ cm}^3$

633.50 घन सेंटीमीटर

$623.50 \text{ cm}^3$

623.50 घन सेंटीमीटर

$642 \text{ cm}^3$

642 घन सेंटीमीटर

$643 \text{ cm}^3$

643 घन सेंटीमीटर

Q.No: 57 A solid hemisphere has radius 6 cm. It is melted into a cylinder of height 6 cm. Find the radius of the cylinder.

एक ठोस अर्धगोले की त्रिज्या 6 सेमी है। इसे पिघलाकर 6 सेमी ऊँचाई का एक बेलन बनाया गया है। बेलन की त्रिज्या ज्ञात कीजिए।

4.90 cm

4.90 सेमी

6.54 cm

6.54 सेमी

7.14 cm

7.14 सेमी

5.84 cm

5.84 सेमी

Q.No: 58 A hemisphere, cone, and cylinder have the same base radius and equal volumes. If the height of the cylinder is h, find the height of the cone.

एक अर्धगोला, एक शंकु और एक बेलन की आधार त्रिज्या समान है और आयतन बराबर है। यदि बेलन की ऊँचाई h है, तो शंकु की ऊँचाई ज्ञात कीजिए।

3h

3h

2h

2h

5h

5h

6h

6h

Q.No: 59 The longest diagonal of a cuboid is equal to the diameter of a sphere in which it is inscribed. If the sphere's radius is 17 cm, and two dimensions of the cuboid are 18 cm and 24 cm, what is the third dimension?

एक घनाभ का सबसे लंबा विकर्ण उस गोले के व्यास के बराबर होता है जिसमें वह अंकित है। यदि गोले की त्रिज्या 17 सेमी है, और घनाभ के दो आयाम 18 सेमी और 24 सेमी हैं, तो तीसरा आयाम क्या है?

- 10cm
- 10सेमी
- 12cm
- 12सेमी
- 16cm
- 16सेमी
- 20cm
- 20सेमी

Q.No: 60 A regular right pyramid has a square base with side length 8 cm and height 15 cm. Find the slant height of one triangular face.

एक सम समकोण पिरामिड का आधार वर्गाकार है, जिसकी भुजा की लंबाई 8 सेमी और ऊँचाई 15 सेमी है। एक त्रिभुजाकार फलक की तिर्यक ऊँचाई ज्ञात कीजिए।

- 15.52 cm
- 15.52 सेमी
- 18.26 cm
- 18.26 सेमी
- 16.58 cm
- 16.58 सेमी
- 17.42 cm
- 17.42 सेमी

Q.No: 61 A bag contains 20% red balls, 30% green balls and the rest blue balls. If there are 80 blue balls, what is the total number of balls?

एक थैले में 20% लाल गेंदें, 30% हरी गेंदें और शेष नीली गेंदें हैं। अगर उसमें 80 नीली गेंदें हैं, तो गेंदों की कुल संख्या कितनी है?

- 100
- 100
- 160
- 160
- 200
- 200
- 240
- 240

Q.No: 62 A rhombus has diagonals in the ratio 3:4. If its area is  $216 \text{ cm}^2$ , find the diagonals.

एक समचतुर्भुज के विकर्णों का अनुपात 3:4 है। यदि इसका क्षेत्रफल  $216 \text{ वर्ग सेमी}$  है, तो विकर्ण ज्ञात कीजिए।

- 18 cm and 24 cm
- 18 सेमी और 24 सेमी
- 12 cm and 16 cm
- 12 सेमी और 16 सेमी
- 15 cm and 20 cm
- 15 सेमी और 20 सेमी
- 27 cm and 36 cm
- 27 सेमी और 36 सेमी

Q.No: 63 A circular plate having a radius of 10 cm and is surrounded by a decorative rim that is 2 cm wide. What is the area of the rim?

एक वृत्ताकार प्लेट जिसकी त्रिज्या 10 सेमी है और जो 2 सेमी चौड़ी एक सजावटी रिम से घिरी हुई है। रिम का क्षेत्रफल क्या है?

- $138.23 \text{ cm}^2$
- 138.23 सेमी<sup>2</sup>
- $158.34 \text{ cm}^2$
- 158.34 सेमी<sup>2</sup>
- $120.51 \text{ cm}^2$
- 120.51 सेमी<sup>2</sup>
- $130.69 \text{ cm}^2$
- 130.69 सेमी<sup>2</sup>

Q.No: 64 A number is increased by 120, and the result becomes a perfect square. The original number lies between two consecutive square numbers, 625 and 676. Find the original number.

एक संख्या में 120 जोड़ने पर परिणाम एक पूर्ण वर्ग संख्या बन जाता है। मूल संख्या दो क्रमागत वर्ग संख्याओं, 625 और 676 के बीच स्थित है। मूल संख्या ज्ञात कीजिए।

- 626
- 626
- 656
- 656
- 664
- 664
- 664

[Click Here to Challenge Question No.: 65](#)

Q.No: 65 A square-shaped piece of metal has a circular hole cut out exactly from its center, touching all four sides. What percentage of the metal sheet's area remains after the hole is cut? (Use  $\pi=3.14$ )

धातु के एक वर्गाकार टुकड़े के ठीक बीच से एक गोलाकार छेद काटा गया है जो चारों तरफ से छूता है। छेद काटने के बाद धातु की शीट का कितना प्रतिशत क्षेत्रफल शेष रह जाता है? ( $\pi=3.14$  का प्रयोग करें)

21.5%

21.5%

25%

25%

75%

75%

78.5%

78.5%

[Click Here to Challenge Question No.: 66](#)

Q.No: 66 If two complementary angles are in the ratio 1:2, find the angles

अगर दो पूरक कोण 1:2 के अनुपात में हैं, तो कोण ज्ञात कीजिए।

30°, 60°

30°, 60°

40°, 50°

40°, 50°

45°, 45°

45°, 45°

35°, 55°

35°, 55°

[Click Here to Challenge Question No.: 67](#)

Q.No: 67 From the top of a 50 m tower, the angle of depression of two objects on the same side of the tower are 45° and 60°. Find the distance between the objects.

50 मीटर ऊँचे एक टावर के शीर्ष से, टावर के एक ही ओर स्थित दो वस्तुओं के अवनमन कोण 45° और 60° हैं। वस्तुओं के बीच की दूरी ज्ञात कीजिए।

21.13 m

21.13 मीटर

28.7 m

28.7 मीटर

28.87 m

28.87 मीटर

8.87 m

8.87 मीटर

[Click Here to Challenge Question No.: 68](#)

Q.No: 68 If  $\sin \theta = \frac{5}{13}$ , what is  $\cot \theta$ ?

यदि  $\sin \theta = \frac{5}{13}$ , तो  $\cot \theta$  क्या है?

$\frac{12}{5}$

$\frac{12}{5}$

$\frac{11}{5}$

$\frac{11}{5}$

$\frac{6}{5}$

$\frac{6}{5}$

$\frac{7}{5}$

$\frac{7}{5}$

$\frac{7}{5}$

$\frac{7}{5}$

[Click Here to Challenge Question No.: 69](#)

Q.No: 69 Find the x-intercept of  $3x - 6y = 12$ .

$3x - 6y = 12$  का x-अक्ष प्रतिच्छेद ज्ञात कीजिए।

3

3

4

4

5

5

-2

-2

[Click Here to Challenge Question No.: 70](#)

Q.No: 70 Two lines intersect, forming four angles. One of the angles measures  $5x-10$  degrees and its adjacent angle measures  $3x+30$  degrees. What is the measure of the angle vertically opposite to the  $5x-10$  degree angle?

दो रेखाएँ एक-दूसरे को प्रतिच्छेद करते हुए चार कोण बनाती हैं। इनमें से एक कोण का माप  $5x-10$  डिग्री है और उसके आसन्न कोण का माप  $3x+30$  डिग्री है।  $5x-10$  डिग्री कोण के ऊर्ध्वाधर सम्मुख कोण का माप क्या है?

|  |     |
|--|-----|
|  | 15° |
|  | 15° |
|  | 30° |
|  | 30° |
|  | 45° |
|  | 45° |
|  | 90° |
|  | 90° |

[Click Here to Challenge Question No.: 71](#)

|          |                                                                                                                                                                                                                                                                 |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 71 | Which of the following statements is always true for an equilateral triangle?<br>निम्नलिखित में से कौन सा कथन समबाहु त्रिभुज के लिए सदैव सत्य है?                                                                                                               |
|          | The Incenter and Circumcenter are different points.<br>अंतःकेन्द्र और परिकेन्द्र अलग-अलग बिंदु हैं।<br>The Centroid is the midpoint of the altitude.<br>केन्द्रक ऊँचाई का मध्यबिंदु है।                                                                         |
|          | The Orthocenter, Centroid, Incenter, and Circumcenter all coincide.<br>लंबकेन्द्र, गुरुत्व केंद्र, अंतःकेन्द्र और बहिर्वृत्तकेंद्र सभी एक ही बिंदु पर मिलते हैं।<br>The Orthocenter is always outside the triangle.<br>लंबकेन्द्र सदैव त्रिभुज के बाहर होता है। |

[Click Here to Challenge Question No.: 72](#)

|          |                                                                                                                                                                                                                                                                                                |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 72 | In $\triangle ABC$ , $DE \parallel BC$ and intersects $AB$ and $AC$ at $D$ and $E$ . If $AD=2$ , $DB=4$ , and $AE=3$ , find $EC$ .<br>$\triangle ABC$ में, $DE \parallel BC$ है तथा $AB$ और $AC$ को $D$ और $E$ पर प्रतिच्छेद करती है। यदि $AD=2$ , $DB=4$ , और $AE=3$ है, तो $EC$ ज्ञात कीजिए। |
|          | 6                                                                                                                                                                                                                                                                                              |
|          | 6                                                                                                                                                                                                                                                                                              |
|          | 4.5                                                                                                                                                                                                                                                                                            |
|          | 4.5                                                                                                                                                                                                                                                                                            |
|          | 3                                                                                                                                                                                                                                                                                              |
|          | 3                                                                                                                                                                                                                                                                                              |
|          | 9                                                                                                                                                                                                                                                                                              |
|          | 9                                                                                                                                                                                                                                                                                              |

[Click Here to Challenge Question No.: 73](#)

|          |                                                                                                                                                                                                                                                                                                                                                                        |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 73 | The length of a direct common tangent to two circles is 12 cm. Their centers are 13 cm apart. If the larger circle has a radius of 8 cm, what is the radius of the smaller circle?<br>दो वृत्तों पर एक सीधी उभयनिष्ठ स्पर्श रेखा की लंबाई है 12 सेमी. उनके केंद्र एक-दूसरे से दूर हैं 13 सेमी यदि बड़े वृत्त की त्रिज्या है 8 सेमी, तो छोटे वृत्त की त्रिज्या क्या है? |
|          | 2 cm                                                                                                                                                                                                                                                                                                                                                                   |
|          | 2 सेमी                                                                                                                                                                                                                                                                                                                                                                 |
|          | 3 cm                                                                                                                                                                                                                                                                                                                                                                   |
|          | 3 सेमी                                                                                                                                                                                                                                                                                                                                                                 |
|          | 4 cm                                                                                                                                                                                                                                                                                                                                                                   |
|          | 4 सेमी                                                                                                                                                                                                                                                                                                                                                                 |
|          | 5 cm                                                                                                                                                                                                                                                                                                                                                                   |
|          | 5 सेमी                                                                                                                                                                                                                                                                                                                                                                 |

[Click Here to Challenge Question No.: 74](#)

|          |                                                                                                                                                     |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 74 | If $\sin(2x + 15^\circ) = \cos(x - 5^\circ)$ , what is the value of $x$ ?<br>यदि $\sin(2x + 15^\circ) = \cos(x - 5^\circ)$ , तो $x$ का मान क्या है? |
|          | 45.57°                                                                                                                                              |
|          | 45.57°                                                                                                                                              |
|          | 60°                                                                                                                                                 |
|          | 60°                                                                                                                                                 |
|          | 30°                                                                                                                                                 |
|          | 30°                                                                                                                                                 |
|          | 26.67°                                                                                                                                              |
|          | 26.67°                                                                                                                                              |

[Click Here to Challenge Question No.: 75](#)

|          |                                                                                                                                                                                                                                                                                                                                                                     |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 75 | A contractor hires 10 workers who can complete a task in 16 days. After 4 days, he fires 2 workers. How many more days will the remaining workers take to complete the task?<br>एक ठेकेदार 10 मजदूरों को काम पर रखता है जो एक काम को 16 दिनों में पूरा कर सकते हैं। 4 दिन बाद, वह 2 मजदूरों को निकाल देता है। शेष मजदूरों को काम पूरा करने में और कितने दिन लगेंगे? |
|          | 13 days                                                                                                                                                                                                                                                                                                                                                             |
|          | 13 दिन                                                                                                                                                                                                                                                                                                                                                              |
|          | 14 days                                                                                                                                                                                                                                                                                                                                                             |
|          | 14 दिन                                                                                                                                                                                                                                                                                                                                                              |
|          | 15 days                                                                                                                                                                                                                                                                                                                                                             |
|          | 15 दिन                                                                                                                                                                                                                                                                                                                                                              |
|          | 16 days                                                                                                                                                                                                                                                                                                                                                             |
|          | 16 दिन                                                                                                                                                                                                                                                                                                                                                              |

PART-D (English Comprehension)

[Click Here to Challenge Question No.: 76](#)

Q.No: 76 Which of the following options, rearrange the given sentences in a proper sequence to make a meaningful passage?

1. One of the most remarkable examples of adaptation in birds is the Arctic Tern, which migrates over 70,000 kilometers annually.
2. Some species of birds have developed migratory behaviors, while others have adapted to stay in one location throughout the year.
3. However, birds that remain in one area have adapted to survive harsh winter conditions by modifying their behaviors and physiological processes.
4. The ability to migrate provides these birds with access to more abundant food sources and better breeding grounds, increasing their chances of survival.
5. Understanding these patterns of migration and adaptation helps researchers learn more about the evolutionary strategies that contribute to species survival.

3-4-1-2-5

2-1-4-3-5

2-4-5-1-3

3-2-5-1-4

[Click Here to Challenge Question No.: 77](#)

Q.No: 77 What is the best meaning of the idiom "Birds of a feather flock together"?

People with similar interests or characteristics tend to associate with each other.

Birds always fly in groups.

Different people can never be friends.

Only rich people make friends with other rich people.

[Click Here to Challenge Question No.: 78](#)

Q.No: 78 Fill in the blank with the correctly spelt word.

The patient's \_\_\_\_\_ behavior indicated a severe disorder of thought processes.

ideosyncratic

ideosyncrasic

ideosyncratic

ideosyncrotic

[Click Here to Challenge Question No.: 79](#)

Q.No: 79 Select the most appropriate synonym of the given word: **ASSIDUOUS**

Diligent

Careless

Negligent

Lazy

[Click Here to Challenge Question No.: 80](#)

Q.No: 80 Select the most appropriate antonym of the given word. **Voluble**

Talkative

Garrulous

Reticent

Chatty

[Click Here to Challenge Question No.: 81](#)

Q.No: 81 Choose the correct meaning of idiom:

**To send to Coventry**

To exile with state honours

To subject someone to deliberate social ostracism

To forgive after public disgrace

To appoint to ceremonial duties

[Click Here to Challenge Question No.: 82](#)

Q.No: 82 Choose the **correct spelling** of a word meaning 'abundant in growth, especially vegetation'.

Luxuriant

Luxuirant

Luxurient

Luxureant

[Click Here to Challenge Question No.: 83](#)

Q.No: 83 Spot the **correct spelling** of the ear-nose-throat specialty.

Otorhinolarynology

Otorhinolaryngology

Otorhinolaringology

Otorrhinolaryngology

Not Answered

[Click Here to Challenge Question No.: 84](#)

Q.No: 84 Choose the correct **one-word substitute** for: 'The invention or use of new words or expressions.'

Neology

Neologism

Coinage

Jargon

[Click Here to Challenge Question No.: 85](#)

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 85 | <p><b>In the given passage, some words have been deleted. Read the passage intently and choose the most appropriate option to fill in each blank:</b></p> <p>To speak of skill education merely in terms of employment is to overlook its deeper cartography. A skill, unlike rote instruction, is (1) _____ not only through repetition but through failure—through the art of learning why something didn't work. In societies obsessed with certification, the nuanced textures of experiential learning often vanish behind laminated credentials. Yet, the true economy of skill is shaped not in boardrooms or training modules, but in the improvisations of the workshop, the reworkings of the prototype, the quiet recalibration of hand and intent. The question, then, is not how many are trained, but how many are truly (2) _____—given not just tools but the time to develop trust in them. Skill is not the opposite of theory, but its extension into movement. And yet, the classroom remains strangely allergic to the tactile. The logic of assessments continues to value abstraction over (3) _____, reducing competence to the ability to recall, not to remake. In the rush to map vocational pathways, we risk scripting lives as modules—linear, predictable, void of deviation. But skill, like thought, thrives in divergence. Its pedagogy must embrace the messiness of practice, the necessity of slowness, and the possibility of (4) _____. To prepare youth for uncertainty, we must teach them to linger—not just to do, but to (5) _____ doing.</p> <p>What should come in the place of blank number (1)?</p> <div> <div>absorbed</div> <div>inherited</div> <div>embedded</div> <div>cultivated</div> </div> |
|          | <div>Click Here to Challenge Question No.: 86</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Q.No: 86 | <p><b>In the given passage, some words have been deleted. Read the passage intently and choose the most appropriate option to fill in each blank:</b></p> <p>To speak of skill education merely in terms of employment is to overlook its deeper cartography. A skill, unlike rote instruction, is (1) _____ not only through repetition but through failure—through the art of learning why something didn't work. In societies obsessed with certification, the nuanced textures of experiential learning often vanish behind laminated credentials. Yet, the true economy of skill is shaped not in boardrooms or training modules, but in the improvisations of the workshop, the reworkings of the prototype, the quiet recalibration of hand and intent. The question, then, is not how many are trained, but how many are truly (2) _____—given not just tools but the time to develop trust in them. Skill is not the opposite of theory, but its extension into movement. And yet, the classroom remains strangely allergic to the tactile. The logic of assessments continues to value abstraction over (3) _____, reducing competence to the ability to recall, not to remake. In the rush to map vocational pathways, we risk scripting lives as modules—linear, predictable, void of deviation. But skill, like thought, thrives in divergence. Its pedagogy must embrace the messiness of practice, the necessity of slowness, and the possibility of (4) _____. To prepare youth for uncertainty, we must teach them to linger—not just to do, but to (5) _____ doing.</p> <p>What should come in the place of blank number (2)?</p> <div> <div>selected</div> <div>empowered</div> <div>dismissed</div> <div>evaluated</div> </div> |
|          | <div>Click Here to Challenge Question No.: 87</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Q.No: 87 | <p><b>In the given passage, some words have been deleted. Read the passage intently and choose the most appropriate option to fill in each blank:</b></p> <p>To speak of skill education merely in terms of employment is to overlook its deeper cartography. A skill, unlike rote instruction, is (1) _____ not only through repetition but through failure—through the art of learning why something didn't work. In societies obsessed with certification, the nuanced textures of experiential learning often vanish behind laminated credentials. Yet, the true economy of skill is shaped not in boardrooms or training modules, but in the improvisations of the workshop, the reworkings of the prototype, the quiet recalibration of hand and intent. The question, then, is not how many are trained, but how many are truly (2) _____—given not just tools but the time to develop trust in them. Skill is not the opposite of theory, but its extension into movement. And yet, the classroom remains strangely allergic to the tactile. The logic of assessments continues to value abstraction over (3) _____, reducing competence to the ability to recall, not to remake. In the rush to map vocational pathways, we risk scripting lives as modules—linear, predictable, void of deviation. But skill, like thought, thrives in divergence. Its pedagogy must embrace the messiness of practice, the necessity of slowness, and the possibility of (4) _____. To prepare youth for uncertainty, we must teach them to linger—not just to do, but to (5) _____ doing.</p> <p>What should come in the place of blank number (3)?</p> <div> <div>dexterity</div> <div>clarity</div> <div>memory</div> <div>symbolism</div> </div>     |
|          | <div>Click Here to Challenge Question No.: 88</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Q.No: 88 | <p><b>In the given passage, some words have been deleted. Read the passage intently and choose the most appropriate option to fill in each blank:</b></p> <p>To speak of skill education merely in terms of employment is to overlook its deeper cartography. A skill, unlike rote instruction, is (1) _____ not only through repetition but through failure—through the art of learning why something didn't work. In societies obsessed with certification, the nuanced textures of experiential learning often vanish behind laminated credentials. Yet, the true economy of skill is shaped not in boardrooms or training modules, but in the improvisations of the workshop, the reworkings of the prototype, the quiet recalibration of hand and intent. The question, then, is not how many are trained, but how many are truly (2) _____—given not just tools but the time to develop trust in them. Skill is not the opposite of theory, but its extension into movement. And yet, the classroom remains strangely allergic to the tactile. The logic of assessments continues to value abstraction over (3) _____, reducing competence to the ability to recall, not to remake. In the rush to map vocational pathways, we risk scripting lives as modules—linear, predictable, void of deviation. But skill, like thought, thrives in divergence. Its pedagogy must embrace the messiness of practice, the necessity of slowness, and the possibility of (4) _____. To prepare youth for uncertainty, we must teach them to linger—not just to do, but to (5) _____ doing.</p> <p>What should come in the place of blank number (4)?</p> <div> <div>regulation</div> <div>deviation</div> <div>excellence</div> </div>                   |

[Click Here to Challenge Question No.: 89](#)

Q.No: 89 **In the given passage, some words have been deleted. Read the passage intently and choose the most appropriate option to fill in each blank:**

To speak of skill education merely in terms of employment is to overlook its deeper cartography. A skill, unlike rote instruction, is **(1)** \_\_\_\_\_ not only through repetition but through failure—through the art of learning why something didn't work. In societies obsessed with certification, the nuanced textures of experiential learning often vanish behind laminated credentials. Yet, the true economy of skill is shaped not in boardrooms or training modules, but in the improvisations of the workshop, the reworkings of the prototype, the quiet recalibration of hand and intent. The question, then, is not how many are trained, but how many are truly **(2)** \_\_\_\_\_—given not just tools but the time to develop trust in them. Skill is not the opposite of theory, but its extension into movement. And yet, the classroom remains strangely allergic to the tactile. The logic of assessments continues to value abstraction over **(3)** \_\_\_\_\_, reducing competence to the ability to recall, not to remake. In the rush to map vocational pathways, we risk scripting lives as modules—linear, predictable, void of deviation. But skill, like thought, thrives in divergence. Its pedagogy must embrace the messiness of practice, the necessity of slowness, and the possibility of **(4)** \_\_\_\_\_. To prepare youth for uncertainty, we must teach them to linger—not just to do, but to **(5)** \_\_\_\_\_ doing.

What should come in the place of blank number **(5)**?

automate

resist

reflect on

master

[Click Here to Challenge Question No.: 90](#)

Q.No: 90 **Select the correct option:**

The intervention aimed to \_\_\_ the adverse effects rather than exacerbate them.

ameliorate

amalgamate

amelioration

amortize

[Click Here to Challenge Question No.: 91](#)

Q.No: 91 **Find the part of the sentence that contains an error:**

It was not until much later (1)/ that the inconsistencies in the financial reports (2)/ were brought to light by the whistleblower, (3)/ whose testimony proved more reliable than anyone else. (4)

(1)

(2)

(3)

(4)

[Click Here to Challenge Question No.: 92](#)

Q.No: 92 **Change the following from active to passive:**

Legal advisors urged the firm to amend the draft immediately.

It was urged that the firm amend the draft immediately.

The draft was urged by legal advisors to be amended.

The firm was urged by legal advisors to amend the draft immediately.

Legal advice was urging amendment of the draft.

[Click Here to Challenge Question No.: 93](#)

Q.No: 93 **Select the sentence containing the homonym of the highlighted word:**

The manuscript bore a **colophon** detailing the scribe's name.

The typesetter inserted a printer's colophon on the final page.

The insect's antenna ended in a segmented colophon.

The medieval colophon praised the patron.

The librarian studied the Syriac colophon.

[Click Here to Challenge Question No.: 94](#)

Q.No: 94 **Convert the sentence provided below from its passive voice structure to an active voice structure:**

She was made to feel responsible for the team's failure by the manager.

The manager had her feel responsible for the team's failure.

The manager made her feel responsible for the team's failure.

The team's failure was blamed on her by the manager.

The manager got her to be blamed for the team's failure.

[Click Here to Challenge Question No.: 95](#)

Q.No: 95 Choose the most suitable option to replace the highlighted part of the sentence:  
I asked him **what was he doing there**.

- ☒ what he was doing there
- ☐ what he had been doing there
- ☐ what did he doing there
- ☐ what he has done there

[Click Here to Challenge Question No.: 96](#)

Q.No: 96 Choose the most suitable option to replace the underlined part of the sentence:  
He asked me **that where was the office**.

- ☐ that where the office was
- ☐ where was the office
- ☒ where the office was
- ☐ where office is

[Click Here to Challenge Question No.: 97](#)

Q.No: 97 A sentence is provided in indirect speech. From the four given options, choose the one that most accurately conveys the sentence in its corresponding direct speech.

She asked him if he had ever been to the Taj Mahal.

She asked him, "Did you ever go to the Taj Mahal?"

She asked him, "Were you at the Taj Mahal?"

☒ She asked him, "Have you ever been to the Taj Mahal?"

She asked him, "Do you ever go to the Taj Mahal?"

[Click Here to Challenge Question No.: 98](#)

Q.No: 98 A sentence is provided in direct speech. From the four given options, choose the one that most accurately conveys the sentence in its corresponding indirect speech.

She said, "Let him go."

She said let him go.

☒ She suggested him to go.

She ordered to let him go.

☐ She suggested that he should be allowed to go.

[Click Here to Challenge Question No.: 99](#)

Q.No: 99 Rearrange the following sentences to form a meaningful passage:

1. The Renaissance marked a revival of classical learning.2. Artists focused on realism and human emotion.3. Patronage from wealthy families fueled cultural output.4. This period reshaped Europe's intellectual landscape.

3-1-2-4

1-2-3-4

☒ 2-3-1-4

☐ 1-3-2-4

[Click Here to Challenge Question No.: 100](#)

Q.No: 100 Rearrange the following sentences in correct order to make a logical passage.

1. Its vibrant ecosystems support unique flora and fauna.  
2. The Amazon rainforest is a global treasure.  
3. Deforestation, however, poses a significant threat to its survival.  
4. Protecting it is vital for global biodiversity.

2-4-1-3

3-1-2-4

☒ 2-1-3-4

☐ 4-3-2-1

PART-D (English Comprehension)

|                                     |                                                                            |                                                          |
|-------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------|
|                                     |                                                                            | <a href="#">Click Here to Challenge Question No.: 76</a> |
| Q.No: 76                            | Select the most appropriate synonym of the given word: <b>HAPHAZARD</b>    |                                                          |
|                                     | Organized                                                                  |                                                          |
|                                     | Intentional                                                                |                                                          |
| <input checked="" type="checkbox"/> | Random                                                                     |                                                          |
|                                     | Planned                                                                    |                                                          |
|                                     |                                                                            | <a href="#">Click Here to Challenge Question No.: 77</a> |
| Q.No: 77                            | Select the most appropriate antonym of the given word. <b>Reverence</b>    |                                                          |
|                                     | Respect                                                                    |                                                          |
|                                     | Devotion                                                                   |                                                          |
| <input checked="" type="checkbox"/> | Contempt                                                                   |                                                          |
|                                     | Worship                                                                    |                                                          |
|                                     |                                                                            | <a href="#">Click Here to Challenge Question No.: 78</a> |
| Q.No: 78                            | Choose the correct meaning of idiom:<br><b>Not fit to hold a candle to</b> |                                                          |
|                                     | Excellent in comparison                                                    |                                                          |
|                                     | Similar in ability                                                         |                                                          |
| <input checked="" type="checkbox"/> | Greatly inferior to                                                        |                                                          |
|                                     | Superior to in some aspects                                                |                                                          |
|                                     |                                                                            | <a href="#">Click Here to Challenge Question No.: 79</a> |
| Q.No: 79                            | Select the most appropriate antonym of the given word. <b>Incandescent</b> |                                                          |
| <input checked="" type="checkbox"/> | Dusky                                                                      |                                                          |
|                                     | Resplendent                                                                |                                                          |

|              |            |
|--------------|------------|
|              | Glistening |
|              | Fulgent    |
| Not Answered |            |

|          |                                                                |                                                          |
|----------|----------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                | <a href="#">Click Here to Challenge Question No.: 80</a> |
| Q.No: 80 | Spot the <b>correct spelling</b> of a lab toxicity assay term. |                                                          |
|          | Cytotoxicity                                                   |                                                          |
|          | Cytotoxicity                                                   |                                                          |
|          | Cytotoxicity                                                   |                                                          |
|          | Cytotoxicity                                                   |                                                          |

|          |                                                                                                       |                                                          |
|----------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                                                       | <a href="#">Click Here to Challenge Question No.: 81</a> |
| Q.No: 81 | Choose the correct <b>one-word substitute</b> for: 'A person who is indifferent to pain or pleasure'. |                                                          |
|          | Apathetic                                                                                             |                                                          |
|          | Stoic                                                                                                 |                                                          |
|          | Ascetic                                                                                               |                                                          |
|          | Hedonist                                                                                              |                                                          |

|          |                                                                                                    |                                                          |
|----------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                                                    | <a href="#">Click Here to Challenge Question No.: 82</a> |
| Q.No: 82 | Choose the correct <b>one-word substitute</b> for: 'One who pretends to have knowledge or skills'. |                                                          |
|          | Savante                                                                                            |                                                          |
|          | Charlatan                                                                                          |                                                          |
|          | Virtuoso                                                                                           |                                                          |
|          | Connoisseur                                                                                        |                                                          |

|          |                                                                                                      |                                                          |
|----------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                                                      | <a href="#">Click Here to Challenge Question No.: 83</a> |
| Q.No: 83 | <b>Select the correct phrasal verb:</b><br>We need to ____ the old files before moving the new ones. |                                                          |
|          | clean out                                                                                            |                                                          |
|          | clear off                                                                                            |                                                          |
|          | wipe over                                                                                            |                                                          |
|          | go over                                                                                              |                                                          |

|          |                                                                                                                                         |                                                          |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                                                                                         | <a href="#">Click Here to Challenge Question No.: 84</a> |
| Q.No: 84 | <b>Select the correct option:</b><br>In light of recent discoveries, the theory has been subject to rigorous ____ and reinterpretation. |                                                          |
|          | scrutiny                                                                                                                                |                                                          |
|          | sanction                                                                                                                                |                                                          |
|          | insinuation                                                                                                                             |                                                          |
|          | subversion                                                                                                                              |                                                          |

Not Answered

|          |                                                                                                                                                                                                                 |                                                          |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                                                                                                                                                                 | <a href="#">Click Here to Challenge Question No.: 85</a> |
| Q.No: 85 | <b>Find the part of the sentence that contains an error:</b><br>Much efforts have been made (1)/ by the development team (2)/ to reduce the application's loading time (3)/ without compromising features. (4)/ |                                                          |
|          | (1)                                                                                                                                                                                                             |                                                          |
|          | (2)                                                                                                                                                                                                             |                                                          |
|          | (3)                                                                                                                                                                                                             |                                                          |
|          | (4)                                                                                                                                                                                                             |                                                          |

|          |                                                                                                                                  |                                                          |
|----------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|          |                                                                                                                                  | <a href="#">Click Here to Challenge Question No.: 86</a> |
| Q.No: 86 | <b>Change the following from active to passive:</b><br>The professor could have been explaining differential topology for hours. |                                                          |
|          | Differential topology could have be being explained for hours by the professor.                                                  |                                                          |
|          | Differential topology could have explained for hours by the professor.                                                           |                                                          |
|          | Differential topology could have been being explained for hours by the professor.                                                |                                                          |

Differential topology could have had been explained for hours by the professor.

[Click Here to Challenge Question No.: 87](#)

Q.No: 87 Find the part of the sentence that contains an error:

Rarely if ever have there been a time (1)/ when dissent was met (2)/ with such institutional disregard (3)/ as in the present administration. (4)

(1)

(2)

(3)

(4)

[Click Here to Challenge Question No.: 88](#)

Q.No: 88 Select the sentence containing the homonym of the highlighted word:

The ancient **sconce** held a flickering torch along the corridor.

The thief smashed the wall sconce and fled.

The student was scioned for violating tradition.

The bronze sconce was engraved with floral motifs.

The hallway featured a new LED sconce.

Not Answered

[Click Here to Challenge Question No.: 89](#)

Q.No: 89 Convert the sentence provided below from its passive voice structure to an active voice structure:

The documents had been submitted by the assistant before the deadline.

The assistant submits the documents before the deadline.

The assistant had submitted the documents before the deadline.

The assistant was submitting the documents before the deadline.

The assistant is submitting the documents before the deadline.

[Click Here to Challenge Question No.: 90](#)

Q.No: 90 Choose the most suitable option to replace the highlighted part of the sentence:

She **is senior than** me in college.

is more senior than

is senior from

is elder than

is senior to

[Click Here to Challenge Question No.: 91](#)

Q.No: 91 Choose the most suitable option to replace the highlighted part of the sentence:

He did not know **where was the book kept**.

where the book was kept

where was the book

where did the book kept

where the book has kept

[Click Here to Challenge Question No.: 92](#)

Q.No: 92 Read the following passage and answer the questions based on the passage :

While financial inclusion is often praised as a driver of equitable growth, its implementation in rural India presents a paradox. On paper, schemes such as the Pradhan Mantri Jan Dhan Yojana (PMJDY), Aadhaar-enabled payment systems, and mobile banking have revolutionized access. Yet, in practice, access does not necessarily translate into utility. A significant number of rural account holders remain dormant users, often constrained by digital illiteracy, infrastructural limitations, and deeply entrenched socio-cultural barriers. In numerous villages, banking correspondents (BCs)—the foot soldiers of India's rural financial architecture—are overburdened, undertrained, and often unsupported by robust technological infrastructure. The notion that a biometric fingerprint or a one-time password could substitute for financial literacy is naïve at best. Many beneficiaries, especially women, face systemic exclusion, not just due to lack of documentation, but because patriarchal norms often discourage or control women's interactions with banking services. Moreover, while financial inclusion aims to integrate the rural poor into the formal economy, the informal credit system continues to flourish. This coexistence is not accidental but symptomatic of a trust deficit and functional inefficiencies within formal institutions. Local moneylenders, albeit exploitative, offer immediacy and familiarity, elements often absent in bureaucratic banking processes. The digital push, accelerated post-2016 demonetization and COVID-19, has undoubtedly expanded the ecosystem. However, digital penetration without digital comprehension can widen the exclusion gap. Without focused digital education, grievance redressal mechanisms, and gender-sensitive outreach, financial inclusion may remain more rhetorical than real. In essence, true inclusion cannot be measured merely by the number of accounts opened but must reflect active participation, trust, and accessibility across gender, literacy, and regional lines. Until then, the dream of a financially empowered rural India will remain aspirational.

According to the passage, what is the main paradox of financial inclusion in rural India?

Lack of infrastructure

|  |                             |
|--|-----------------------------|
|  | Overreliance on technology  |
|  | Access without actual usage |
|  | Excess of digital banking   |

[Click Here to Challenge Question No.: 93](#)

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 93 | <p><b>Read the following passage and answer the questions based on the passage :</b></p> <p>While financial inclusion is often praised as a driver of equitable growth, its implementation in rural India presents a paradox. On paper, schemes such as the Pradhan Mantri Jan Dhan Yojana (PMJDY), Aadhaar-enabled payment systems, and mobile banking have revolutionized access. Yet, in practice, access does not necessarily translate into utility. A significant number of rural account holders remain dormant users, often constrained by digital illiteracy, infrastructural limitations, and deeply entrenched socio-cultural barriers. In numerous villages, banking correspondents (BCs)—the foot soldiers of India's rural financial architecture—are overburdened, undertrained, and often unsupported by robust technological infrastructure. The notion that a biometric fingerprint or a one-time password could substitute for financial literacy is naïve at best. Many beneficiaries, especially women, face systemic exclusion, not just due to lack of documentation, but because patriarchal norms often discourage or control women's interactions with banking services. Moreover, while financial inclusion aims to integrate the rural poor into the formal economy, the informal credit system continues to flourish. This coexistence is not accidental but symptomatic of a trust deficit and functional inefficiencies within formal institutions. Local moneylenders, albeit exploitative, offer immediacy and familiarity, elements often absent in bureaucratic banking processes. The digital push, accelerated post-2016 demonetization and COVID-19, has undoubtedly expanded the ecosystem. However, digital penetration without digital comprehension can widen the exclusion gap. Without focused digital education, grievance redressal mechanisms, and gender-sensitive outreach, financial inclusion may remain more rhetorical than real. In essence, true inclusion cannot be measured merely by the number of accounts opened but must reflect active participation, trust, and accessibility across gender, literacy, and regional lines. Until then, the dream of a financially empowered rural India will remain aspirational.</p> <p>Why do informal credit systems persist despite formal financial inclusion efforts?</p> <p>Due to strict documentation</p> <p>Trust and familiarity of local lenders</p> <p>Higher interest rates attract borrowers</p> <p>Government incentives are unavailable</p> |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

[Click Here to Challenge Question No.: 94](#)

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 94 | <p><b>Read the following passage and answer the questions based on the passage :</b></p> <p>While financial inclusion is often praised as a driver of equitable growth, its implementation in rural India presents a paradox. On paper, schemes such as the Pradhan Mantri Jan Dhan Yojana (PMJDY), Aadhaar-enabled payment systems, and mobile banking have revolutionized access. Yet, in practice, access does not necessarily translate into utility. A significant number of rural account holders remain dormant users, often constrained by digital illiteracy, infrastructural limitations, and deeply entrenched socio-cultural barriers. In numerous villages, banking correspondents (BCs)—the foot soldiers of India's rural financial architecture—are overburdened, undertrained, and often unsupported by robust technological infrastructure. The notion that a biometric fingerprint or a one-time password could substitute for financial literacy is naïve at best. Many beneficiaries, especially women, face systemic exclusion, not just due to lack of documentation, but because patriarchal norms often discourage or control women's interactions with banking services. Moreover, while financial inclusion aims to integrate the rural poor into the formal economy, the informal credit system continues to flourish. This coexistence is not accidental but symptomatic of a trust deficit and functional inefficiencies within formal institutions. Local moneylenders, albeit exploitative, offer immediacy and familiarity, elements often absent in bureaucratic banking processes. The digital push, accelerated post-2016 demonetization and COVID-19, has undoubtedly expanded the ecosystem. However, digital penetration without digital comprehension can widen the exclusion gap. Without focused digital education, grievance redressal mechanisms, and gender-sensitive outreach, financial inclusion may remain more rhetorical than real. In essence, true inclusion cannot be measured merely by the number of accounts opened but must reflect active participation, trust, and accessibility across gender, literacy, and regional lines. Until then, the dream of a financially empowered rural India will remain aspirational.</p> <p>Which factor does <b>not</b> contribute to dormant rural bank accounts, as per the passage?</p> <p>Patriarchal social norms</p> <p>Digital illiteracy</p> <p>Mobile network expansion</p> <p>Lack of financial literacy</p> |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

[Click Here to Challenge Question No.: 95](#)

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 95 | <p><b>Read the following passage and answer the questions based on the passage :</b></p> <p>While financial inclusion is often praised as a driver of equitable growth, its implementation in rural India presents a paradox. On paper, schemes such as the Pradhan Mantri Jan Dhan Yojana (PMJDY), Aadhaar-enabled payment systems, and mobile banking have revolutionized access. Yet, in practice, access does not necessarily translate into utility. A significant number of rural account holders remain dormant users, often constrained by digital illiteracy, infrastructural limitations, and deeply entrenched socio-cultural barriers. In numerous villages, banking correspondents (BCs)—the foot soldiers of India's rural financial architecture—are overburdened, undertrained, and often unsupported by robust technological infrastructure. The notion that a biometric fingerprint or a one-time password could substitute for financial literacy is naïve at best. Many beneficiaries, especially women, face systemic exclusion, not just due to lack of documentation, but because patriarchal norms often discourage or control women's interactions with banking services. Moreover, while financial inclusion aims to integrate the rural poor into the formal economy, the informal credit system continues to flourish. This coexistence is not accidental but symptomatic of a trust deficit and functional inefficiencies within formal institutions. Local moneylenders, albeit exploitative, offer immediacy and familiarity, elements often absent in bureaucratic banking processes. The digital push, accelerated post-2016 demonetization and COVID-19, has undoubtedly expanded the ecosystem. However, digital penetration without digital comprehension can widen the exclusion gap. Without focused digital education, grievance redressal mechanisms, and gender-sensitive outreach, financial inclusion may remain more rhetorical than real. In essence, true inclusion cannot be measured merely by the number of accounts opened but must reflect active participation, trust, and accessibility across gender, literacy, and regional lines. Until then, the dream of a financially empowered rural India will remain aspirational.</p> <p>What assumption does the author <b>criticize</b> regarding digital financial systems?</p> <p>Mobile payments are fast</p> <p>Biometrics ensure security</p> <p>OTPs can replace financial education</p> <p>Rural people distrust technology</p> |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

[Click Here to Challenge Question No.: 96](#)

Q.No: 96 Read the following passage and answer the questions based on the passage :

While financial inclusion is often praised as a driver of equitable growth, its implementation in rural India presents a paradox. On paper, schemes such as the Pradhan Mantri Jan Dhan Yojana (PMJDY), Aadhaar-enabled payment systems, and mobile banking have revolutionized access. Yet, in practice, access does not necessarily translate into utility. A significant number of rural account holders remain dormant users, often constrained by digital illiteracy, infrastructural limitations, and deeply entrenched socio-cultural barriers. In numerous villages, banking correspondents (BCs)—the foot soldiers of India's rural financial architecture—are overburdened, undertrained, and often unsupported by robust technological infrastructure. The notion that a biometric fingerprint or a one-time password could substitute for financial literacy is naïve at best. Many beneficiaries, especially women, face systemic exclusion, not just due to lack of documentation, but because patriarchal norms often discourage or control women's interactions with banking services. Moreover, while financial inclusion aims to integrate the rural poor into the formal economy, the informal credit system continues to flourish. This coexistence is not accidental but symptomatic of a trust deficit and functional inefficiencies within formal institutions. Local moneylenders, albeit exploitative, offer immediacy and familiarity, elements often absent in bureaucratic banking processes. The digital push, accelerated post-2016 demonetization and COVID-19, has undoubtedly expanded the ecosystem. However, digital penetration without digital comprehension can widen the exclusion gap. Without focused digital education, grievance redressal mechanisms, and gender-sensitive outreach, financial inclusion may remain more rhetorical than real. In essence, true inclusion cannot be measured merely by the number of accounts opened but must reflect active participation, trust, and accessibility across gender, literacy, and regional lines. Until then, the dream of a financially empowered rural India will remain aspirational.

What is implied about women's financial inclusion in rural India?

They benefit more from informal lenders

Lack of Aadhaar is the main barrier

Cultural factors hinder their financial agency

They lead financial decisions at home

[Click Here to Challenge Question No.: 97](#)

Q.No: 97 Select the correct option for the Direct Speech conversion of the sentence below.

The composer explained that, were the leitmotif transposed an octave higher, the tension might dissipate prematurely.

The composer said, "If the leitmotif was transposed an octave higher, the tension will dissipate prematurely."

The composer said, "Were the leitmotif transposed an octave higher, the tension might dissipate prematurely."

The composer said, "The tension will dissipate prematurely if the leitmotif had been transposed an octave higher."

The composer said, "Had the leitmotif been transposed an octave higher, the tension must have dissipated prematurely."

[Click Here to Challenge Question No.: 98](#)

Q.No: 98 A sentence is provided in direct speech. From the four given options, choose the one that most accurately conveys the sentence in its corresponding indirect speech.

He said, "I have seen that movie already."

He said that he saw that movie already.

He said that he had seen that movie already.

He said that he have seen that movie already.

He said that he was seeing that movie already.

[Click Here to Challenge Question No.: 99](#)

Q.No: 99 Rearrange the following sentences to form a coherent paragraph:

1. The most prevalent of these is the peer review process, where a manuscript is evaluated by other experts in the same field.
2. The integrity of scientific publications is upheld by a series of rigorous checks and balances.
3. The goal of this process is to validate the methodology, findings, and conclusions of the research before it is made public.
4. This external scrutiny helps to ensure that only high-quality, credible research is disseminated to the scientific community.

2, 1, 3, 4

1, 2, 3, 4

3, 4, 1, 2

4, 3, 2, 1

[Click Here to Challenge Question No.: 100](#)

Q.No: 100 Rearrange the following sentences to form a coherent paragraph:

1. This allows them to navigate and perform tasks with a high degree of precision in various environments, from factory floors to surgical theaters.
2. Robotics is an interdisciplinary field of engineering and computer science that deals with the design, construction, and operation of robots.
3. The core of a modern robot is its programming, which utilizes sophisticated algorithms and sensors to process information.
4. These machines are designed to assist humans by automating tasks that are either repetitive, hazardous, or require a level of accuracy beyond human capability.

2, 4, 3, 1

4, 3, 1, 2

3, 1, 2, 4