



	दिए गए विकल्पों में से उस अक्षर-समूह का चयन करें जो निम्नलिखित श्रृंखला में प्रश्न चिह्न (?) को प्रतिस्थापित कर सके। MNO, JKL, GHI, DEF, ?
	ASD
	ASD
	CGF
	CGF
	ABC
	ABC
	JHB
	JHB

Q.No: 2	Choose the address that is the same as the one given below. 10, Rani Ghat Road, Lucknow, Uttar Pradesh - 226003 वह पता चुनें जो नीचे दिए गए पते के समान हो। 10, Rani Ghat Road, Lucknow, Uttar Pradesh - 226003 10, Rani Ghat Road, Lucknow, Delhi - 226003 10, Rani Ghat Road, Lucknow, Delhi - 226003 10, Rani Ghat Road, Lucknow, Rajasthan - 226003 10, Rani Ghat Road, Lucknow, Rajasthan - 226003 10, Rani Ghat Road, Lucknow, Uttar Pradesh - 226003 10, Rani Ghat Road, Lucknow, Uttar Pradesh - 226003 10, Rani Ghat Road, Lucknow, Bihar - 226003 10, Rani Ghat Road, Lucknow, Bihar - 226003
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Q.No: 3	<p>Choose the address that is the same as the one given below.</p> <p>Villa No. 204, Lake View Estate, Banjara Hills, Hyderabad, Telangana - 500034</p> <p>वह पता चुनें जो नीचे दिए गए पते के समान हो।</p> <p>Villa No. 204, Lake View Estate, Banjara Hills, Hyderabad, Telangana - 500034</p>
	<p>Villa No. 204, Lake View Estate, Banjara Hills, Hyderabad, Telangana - 500034</p>
	<p>Villa No. 204, Lake View Estate, Banjara Hills, Hyderabad, Telangana - 500034</p>
	<p>Villa 204, Lakeview Estate, Banjara Hills, Hyderabad, Telangana - 500034</p>
	<p>Villa 204, Lakeview Estate, Banjara Hills, Hyderabad, Telangana - 500034</p>
	<p>Villa No. 204, Lake View Estates, Banjara Hills, Hyderabad, Telangana - 500034</p>
	<p>Villa No. 204, Lake View Estates, Banjara Hills, Hyderabad, Telangana - 500034</p>
	<p>Villa No. 240, Lake View Estate, Banjara Hills, Hyderabad, Telangana - 500034</p>
	<p>Villa No. 240, Lake View Estate, Banjara Hills, Hyderabad, Telangana - 500034</p>

Q.No: 4	<p>Consider the following statement and choose the option that follows.</p> <p>Problem: Frequent breakdown of ATM machines in remote areas.</p> <p>Course of:</p> <p>Action I. Banks should deploy mobile ATMs in these areas.</p> <p>Action II. Banks should shut down ATMs that face regular issues.</p> <p>निम्नलिखित कथन पर विचार कीजिए और उसके बाद दिए गए विकल्प का चयन कीजिए।</p> <p>समस्या: दूरदराज के इलाकों में एटीएम मशीनों का बार-बार खराब होना।</p> <p>कार्यवाही:</p> <p>कार्रवाई I. बैंकों को इन इलाकों में मोबाइल एटीएम तैनात करने चाहिए।</p> <p>कार्रवाई II. बैंकों को उन एटीएम को बंद कर देना चाहिए जिनमें नियमित रूप से समस्याएँ आती हैं।</p>
	<p>Only I follows</p>

	केवल I अनुसरण करता है Only II follows
	केवल II अनुसरण करता है Both follows
	दोनों अनुसरण करते हैं
	Neither follows कोई भी अनुसरण नहीं करता है

Q.No: 5	<p>If <math>3 @ 2 = 7</math>  <math>6 @ 3 = 21</math>  <math>8 @ 2 = 22</math>  Then <math>5 @ 4 = ?</math></p> <p>अगर <math>3 @ 2 = 7</math>  <math>6 @ 3 = 21</math>  <math>8 @ 2 = 22</math> तो  <math>5 @ 4 = ?</math></p>
	21
	21
	15
	15
	30
	30
	20
	20

Q.No: 6	<p>If 'P' denotes 'addition', 'D' denotes 'subtraction', 'S' denotes 'multiplication', and 'V' denotes 'division', then what will be the value of the following expression?</p> <p><math>(48 \vee 8 \text{ P } 25 \text{ D } 6 \text{ S } 4 \text{ P } 3) \text{ D } (25 \vee 5 \text{ S } 3 \text{ D } 4 \text{ S } 3)</math></p> <p>अगर 'P' 'जोड़' को दर्शाता है, 'D' 'घटाव' को दर्शाता है, 'S' 'गुणा' को दर्शाता है, और 'V' 'भाग' को दर्शाता है, तो निम्नलिखित व्यंजक का मान क्या होगा?</p> <p><math>(48 \vee 8 \text{ P } 25 \text{ D } 6 \text{ S } 4 \text{ P } 3) \text{ D } (25 \vee 5 \text{ S } 3 \text{ D } 4 \text{ S } 3)</math></p>
	4
	4
	5
	5
	6
	6
	7
	7

Q.No: 7	<p>The given statements are followed by two conclusions. Find out which conclusion is TRUE based on the given statements.</p> <p>Statements:  <math>S &gt; T = U, V \geq W &lt; T, O = S = P, W &gt; Q &gt; R</math></p> <p>Conclusions:          I. <math>T = O</math>          II. <math>T &gt; O</math></p> <p>दिए गए कथनों के बाद दो निष्कर्ष दिए गए हैं। दिए गए कथनों के आधार पर ज्ञात कीजिए कि कौन सा निष्कर्ष सत्य है।</p> <p>कथन:  <math>S &gt; T = U, V \geq W &lt; T, O = S = P, W &gt; Q &gt; R</math></p> <p>निष्कर्ष:          I. <math>T = O</math>          II. <math>T &gt; O</math></p> <p>Only conclusion I is true</p>
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	केवल निष्कर्ष I सत्य है Only conclusion II is true
	केवल निष्कर्ष II सत्य है Both conclusion I and II are true
	निष्कर्ष I और II दोनों सत्य हैं Neither conclusion I nor II is true
	न तो निष्कर्ष I और न ही II सत्य है

Q.No: 8	P is the son of Q. Q is the brother of R. R is the son of S. How is P related to S? P, Q का पुत्र है। Q, R का भाई है। R, S का पुत्र है। P का S से क्या संबंध है?
	Son पुत्र Nephew भतीजा Grandson पोता Uncle चाचा

Q.No: 9	Complete the series: <b>1331, 10648, 35937, 85184, ?</b> श्रृंखला पूर्ण करें: <b>1331, 10648, 35937, 85184, ?</b>
	15478 15478 189384 189384

166375	
166375	
136789	
136789	

Q.No: 10	<p><b>Instruction: Identify the assumptions that must hold for the statement to be valid, then choose the correct option.</b></p> <p><b>Statement:</b> The Directive Principles of State Policy (DPSPs) are non-justiciable in nature, meaning they cannot be enforced by the courts. However, they serve as guidelines for the government to formulate policies that promote social justice, economic welfare, and the overall well-being of the citizens.</p> <p><b>Assumptions:</b></p> <p>I. The DPSPs serve as instructions to the government to create policies aimed at promoting welfare.  II. Since the DPSPs are not enforceable by courts, they have limited significance in real governance.  III. The incorporation of DPSPs in the Constitution reflects the importance of social justice and welfare in Indian governance.</p> <p><b>निर्देश: कथन के वैध होने के लिए आवश्यक मान्यताओं की पहचान करें, फिर सही विकल्प चुनें।</b></p> <p><b>कथन:</b> राज्य नीति के निर्देशक सिद्धांत (DPSP) प्रकृति में गैर-न्यायसंगत हैं, जिसका अर्थ है कि उन्हें न्यायालयों द्वारा लागू नहीं किया जा सकता है। हालाँकि, वे सरकार के लिए सामाजिक न्याय, आर्थिक कल्याण और नागरिकों की समग्र भलाई को बढ़ावा देने वाली नीतियाँ बनाने के लिए दिशा-निर्देश के रूप में कार्य करते हैं।</p> <p><b>मान्यताएँ:</b></p> <p>I. DPSP कल्याण को बढ़ावा देने के उद्देश्य से नीतियाँ बनाने के लिए सरकार को निर्देश के रूप में कार्य करते हैं।  II. चूँकि DPSP न्यायालयों द्वारा लागू नहीं किए जा सकते हैं, इसलिए वास्तविक शासन में उनका सीमित महत्व है।  III. संविधान में DPSP को शामिल करना भारतीय शासन में सामाजिक न्याय और कल्याण के महत्व को दर्शाता है।</p>
	Only I and II are implicit
	केवल I और II निहित हैं
	Only I and III are implicit
	केवल I और III निहित हैं
	Only I is implicit
	केवल I निहित है।
	All I, II, and III are implicit
	सभी I, II और III निहित हैं

Q.No: 11 Read the following statement carefully and identify the conclusion that follows.

Statement: The government has increased import duty on luxury cars.

Conclusions:

- I. Imported luxury cars will become more expensive.
- II. Local car manufacturers will stop making budget cars.

निम्नलिखित कथन को ध्यानपूर्वक पढ़ें और निष्कर्ष निकालें।

कथन: सरकार ने लग्जरी कारों पर आयात शुल्क बढ़ा दिया है।

निष्कर्ष:

- I. आयातित लग्जरी कारें और महंगी हो जाएँगी।
- II. स्थानीय कार निर्माता बजट कारें बनाना बंद कर देंगे।

Only Conclusion I follows

केवल निष्कर्ष I अनुसरण करता है

Only Conclusion II follows

केवल निष्कर्ष II अनुसरण करता है

Both I and II follow

I और II दोनों अनुसरण करते हैं

Neither I nor II follows

न तो I और न ही II अनुसरण करता है

Q.No: 12 Read the following statement carefully and identify the conclusion that follows.

Statement: Attendance in public libraries has increased in recent years.

Conclusions:

- I. People are regaining interest in reading.
- II. Digital platforms have become less popular.

	निम्नलिखित कथन को ध्यानपूर्वक पढ़ें और निष्कर्ष निकालें। कथन: हाल के वर्षों में सार्वजनिक पुस्तकालयों में उपस्थिति बढ़ी है। निष्कर्ष: I. लोगों की पढ़ने में रुचि फिर से बढ़ रही है। II. डिजिटल प्लेटफॉर्म कम लोकप्रिय हो गए हैं।
	Only Conclusion I follows
	केवल निष्कर्ष I अनुसरण करता है
	Only Conclusion II follows
	केवल निष्कर्ष II अनुसरण करता है
	Both I and II follow
	I और II दोनों अनुसरण करते हैं
	Neither I nor II follows
	न तो I और न ही II अनुसरण करता है

Q.No: 13	Find the option that best completes the analogy. <b>AB : IJ :: EF : ?</b> वह विकल्प ज्ञात कीजिए जो सादृश्य को सर्वोत्तम रूप से पूरा करता है। <b>AB : IJ :: EF : ?</b>
	MN
	MN
	OP
	OP
	QR
	QR
	KL
	KL

O.No: 14 If "PATNA" is written as "ANTAP", how is "RAJASTHAN" written?

	यदि "PATNA" को "ANTAP" लिखा जाता है, तो "RAJASTHAN" को क्या लिखा जाएगा?
	NAHSTAJAR
	NAHSTAJAR
	NAHTSAJAR
	NAHTSAJAR
	NAHTSRAJA
	NAHTSRAJA
	NAHTSAJRA
	NAHTSAJRA

Q.No: 15	Find the odd one out from the given alternatives: दिए गए विकल्पों में से विषम विकल्प को चुनिए:
	National Park राष्ट्रीय उद्यान
	Biosphere Reserve जीवमंडल रिज़र्व Sanctuary
	अभयारण्य
	Census जनगणना

Q.No: 16	What comes next? RST, STU, TUV, UVW, VWX, WXY, XYZ, YZA, ? निम्नलिखित श्रृंखला में अगले स्थान पर कौन सा विकल्प आएगा? RST, STU, TUV, UVW, VWX, WXY, XYZ, YZA, ?
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ZAB
ZAB
RST
RST
ABC
ABC
ACD
ACD

Q.No: 17 A train 180 m long passes a point in 12 s. Find the speed of the train.

180 मीटर लंबी एक रेलगाड़ी एक बिंदु को 12 सेकंड में पार करती है। रेलगाड़ी की गति ज्ञात कीजिए।

45 km/h

45 किमी/घंटा

54 km/h

54 किमी/घंटा

60 km/h

60 किमी/घंटा

72 km/h

72 किमी/घंटा

Q.No: 18 If  $4 \& 4 = 32$  and  $5 \& 5 = 50$ , what is  $6 \& 6$ ?

यदि  $4 \& 4 = 32$  और  $5 \& 5 = 50$ , तो  $6 \& 6$  क्या है?

72

72

64

	64
	84
	84
	76
	76

Q.No: 19	If in a certain code, 'TRUTH' is written as 'UQSVI', how is 'FALSE' written? यदि किसी निश्चित कोड में 'TRUTH' को 'UQSVI' लिखा जाता है, तो 'FALSE' को किस प्रकार लिखा जाएगा?
	GXMTF
	GXMTF
	GZJUF
	GZJUF
	GPLTF
	GPLTF
	GQLTF
	GQLTF

Q.No: 20	If 6 machines complete a task in 10 days, how many days for 15 machines at same rate? यदि 6 मशीनें किसी कार्य को 10 दिनों में पूरा करती हैं, तो उसी दर पर 15 मशीनें कितने दिनों में पूरा करेंगी?
	4
	4
	6
	6
	5
	5

8
8

Q.No: 21	If $8 \# 2 = 65$ and $7 \# 3 = 55$ , then $6 \# 5 = ?$
	यदि $8 \# 2 = 65$ और $7 \# 3 = 55$ , तो $6 \# 5 = ?$
	35
	35
	44
	44
	58
	58
	69
	69

Q.No: 22	Introducing a woman, Jay said, "She is the daughter of the only child of my grandfather." How is the woman related to Jay?
	एक महिला का परिचय देते हुए जय ने कहा, "वह मेरे दादाजी की इकलौती संतान की बेटी है।" वह महिला जय से किस प्रकार संबंधित है?
	Aunt
	चाची
	Sister
	बहन
	Niece
	भतीजी
	Cousin
	चचेरा

Q.No: 23	If '+' means '×', '×' means '-', '-' means '÷', then $10 - 5 + 3 \times 2 = ?$
	यदि '+' का अर्थ '×' है, '×' का अर्थ '-' है, '-' का अर्थ '÷' है, तो $10 - 5 + 3 \times 2 = ?$
	1
	1
	2
	2
	3
	3
	4
	4

Q.No: 24	Find the next number in the series: 3, 7, 15, 31, 63, ?
	श्रृंखला में अगला अंक ज्ञात कीजिए: 3, 7, 15, 31, 63, ?
	127
	127
	125
	125
	126
	126
	129
	129

Q.No: 25	The series given below contains a sequence of numbers. Accordingly identify the incorrect combination. 25, 29, 37, 53, 87
	नीचे दी गई श्रृंखला में संख्याओं का एक अनुक्रम है। तदनुसार गलत संयोजन की पहचान कीजिए। 25, 29, 37, 53, 87
	29

	29
	37
	37
	53
	53
	87
	87

Online  
Prepa

<b>Roll No.</b>	
<b>Candidate Name</b>	
<b>Exam Level</b>	: <input type="text" value="SSC CGL Tier 1"/>
<b>Test Date</b>	: <b>17 Sep 2025</b>
<b>Test Time and Shift</b>	: <b>04:00 PM (Shift-3)</b>
<b>Centre Name</b>	:

Correct Option selected Wrong Option selected Correct Option Not Answered

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### Undertaking by the candidate :

I acknowledge that this saved question paper is for my personal use and self-analysis only. I understand that sharing, distributing, or using it for commercial or any other purposes is strictly prohibited and may lead to legal action as per applicable acts, rules and regulations.

### Note:

The candidates may note that in the challenge module the sequence of the questions and the options may be different from how it appeared during the examination. This is because in the challenge module the sequence of the questions as well as the answers will be the same for all the candidates who appeared in a particular shift while during the actual examination these sequences were different for different candidates. However the answer key selected by the candidates during the examination will exactly be reflected in the challenge module.

## PART-B (General Awareness)

- Q.No: 26 Which of the following statements about Mumbai's architectural heritage **is/are correct?**
1. Victorian Gothic buildings in Mumbai reflect colonial-era architecture with Neo-Gothic elements.
  2. Art Deco buildings in Mumbai were part of the 19th-century colonial urban development.
  3. The Oval Maidan distinctly separates the Victorian Gothic and Art Deco architectural styles.

	<p>मुंबई की वास्तुकला विरासत के बारे में निम्नलिखित में से कौन सा कथन <b>सही</b> है/हैं?</p> <ol style="list-style-type: none"> <li>मुंबई में विक्टोरियन गोथिक इमारतें नियो-गोथिक तत्वों के साथ औपनिवेशिक युग की वास्तुकला को दर्शाती हैं।</li> <li>मुंबई में आर्ट डेको इमारतें 19वीं सदी के औपनिवेशिक शहरी विकास का हिस्सा थीं।</li> <li>ओवल मैदान विक्टोरियन गोथिक और आर्ट डेको वास्तुकला शैलियों को अलग करता है।</li> </ol>
	Only 1 and 2 are correct
	केवल 1 और 2 सही हैं
	Only 2 and 3 are correct
	केवल 2 और 3 सही हैं
	Only 1 and 3 are correct
	केवल 1 और 3 सही हैं
	All 1, 2, and 3 are correct
	सभी 1, 2, और 3 सही हैं

Q.No: 27	<p><b>Fill in the blank:</b> The hornbill bird, after which the festival is named, symbolizes boldness and _____ in Naga folklore.</p> <p><b>रिक्त स्थान भरें:</b> हॉर्नबिल पक्षी, जिसके नाम पर इस त्यौहार का नाम रखा गया है, नागा लोककथाओं में साहस और _____ का प्रतीक है।</p>
	wisdom
	बुद्धि
	prosperity
	समृद्धि
	grandeur
	शान
	peace
	शांति

Q.No: 28	Which one of the following pairs is <b>correctly matched</b> in accordance with Gupta's administration (Officer-Stated Role)?
	गुप्ता के प्रशासन (अधिकारी-कथित भूमिका) के अनुसार निम्नलिखित में से कौन सा युग्म सही सुमेलित है?
	Dhruvadhikaranika -Treasurer ध्रुवाधिकारणिका - कोषाध्यक्ष
	Bhandagaradhikrita-Chief of Police भण्डागराधिकृता-पुलिस प्रमुख
	Talavataka-Village Accountant तलवाटक-ग्राम लेखाकार
	Utkhetayita-Land-Survey Officer उत्खेतायिता-भूमि-सर्वेक्षण अधिकारी

Q.No: 29	Which classical musical treatise, composed in the 13th century CE by Sharangadeva in Maharashtra, is considered a foundational text in Indian musicology?
	महाराष्ट्र में शारंगदेव द्वारा 13वीं शताब्दी में रचित कौन सा शास्त्रीय संगीत ग्रंथ भारतीय संगीतशास्त्र का आधारभूत ग्रन्थ माना जाता है?
	Natya Shastra नाट्य शास्त्र
	Sangeet Sudha संगीत सुधा
	Sangeet Ratnakara संगीत रत्नाकर
	Abhinaya Darpana अभिनय दर्पण

Q.No: 30	When was the Amateur Athletics Federation of India (AAFI) established?
	भारतीय एमेच्योर एथलेटिक्स महासंघ (AAFI) की स्थापना कब की गई थी?
	1936

	1936
	1946
	1946
	1956
	1956
	1966
	1966

Q.No: 31 **Fill in the blank:**

After defeating the Mughal emperor, \_\_\_\_\_ declared himself the ruler and founded the Second Afghan Empire.

**रिक्त स्थान भरें:**

मुगल सम्राट को हराने के बाद, \_\_\_\_\_ ने स्वयं को शासक घोषित किया और दूसरा अफगान साम्राज्य स्थापित किया।

Humayun

हुमायूँ

Sher Shah Suri

शेर शाह सूरी

Bahlul Lodi

बहलूल लोदी

Sikandar Lodi

सिकंदर लोदी

Q.No: 32 What was the primary objective of the Ring-Fencing Policy adopted by the British in India during the 18th century?

18वीं शताब्दी के दौरान भारत में अंग्रेजों द्वारा अपनाई गई रिंग-फेंसिंग नीति का प्राथमिक उद्देश्य क्या था?

To expand British territory by annexing Indian states

भारतीय राज्यों पर कब्जा करके ब्रिटिश क्षेत्र का विस्तार करना

	To economically exploit coastal trading companies तटीय व्यापारिक कम्पनियों का आर्थिक शोषण करना
	To create buffer states to defend British territories ब्रिटिश क्षेत्रों की रक्षा के लिए बफर राज्यों का निर्माण करना
	To impose direct rule over all princely territories सभी रियासतों पर प्रत्यक्ष शासन लागू करना

Q.No: 33	Which of the following statements about India's boxing medals at the 2000 Sydney Olympics is <b>correct</b> ? 2000 सिडनी ओलंपिक में भारत के मुक्केबाजी पदकों के बारे में निम्नलिखित में से कौन सा कथन <b>सही</b> है?
	India did not win any boxing medals at Sydney 2000. भारत ने सिडनी 2000 में मुक्केबाजी में कोई पदक नहीं जीता।
	India won multiple boxing medals at Sydney 2000. भारत ने सिडनी 2000 में मुक्केबाजी में कई पदक जीते। Karnam Malleswari won a boxing bronze medal at Sydney 2000. कर्णम मल्लेश्वरी ने सिडनी 2000 में मुक्केबाजी में कांस्य पदक जीता।
	India won its first Olympic boxing medal at Sydney 2000. भारत ने अपना पहला ओलंपिक मुक्केबाजी पदक सिडनी 2000 में जीता।

Q.No: 34	What was the strategic focus of the 10th India-Sri Lanka Mitra Shakti exercise in August 2024? अगस्त 2024 में 10वें भारत-श्रीलंका मित्र शक्ति अभ्यास का रणनीतिक फोकस क्या था?
	Maritime piracy response and naval drills समुद्री डकैती प्रतिक्रिया और नौसैनिक अभ्यास
	NATO-style warfare in desert terrain रेगिस्तानी इलाके में नाटो शैली का युद्ध
	Joint counter-insurgency in semi-urban zones under UN mandate

	संयुक्त राष्ट्र अधिदेश के तहत अर्ध-शहरी क्षेत्रों में संयुक्त उग्रवाद-विरोधी अभियान Cyber defence and digital warfare simulations साइबर रक्षा और डिजिटल युद्ध सिमुलेशन
--	--

Q.No: 35	Who authored 'The White Tiger', winner of the 2008 Man Booker Prize? 2008 मैन बुकर पुरस्कार विजेता 'द व्हाइट टाइगर' के लेखक कौन हैं?
	Aravind Adiga अरविंद अडिगा
	Rohinton Mistry रोहिंटन मिस्त्री
	Arundhati Roy अरुंधति रॉय
	Vikram Seth विक्रम सेठ

Q.No: 36	<b>Fill in the blanks:</b> The Indian Olympic Association (IOA) was officially formed in _____, with Sir Dorabji Tata as its founding President and Dr. A.G. Noehren as Secretary. <b>रिक्त स्थान भरें:</b> भारतीय ओलंपिक संघ (IOA) का आधिकारिक गठन _____ में हुआ था, जिसके संस्थापक अध्यक्ष सर दोराबजी टाटा और सचिव डॉ. ए.जी. नोहरेन थे।
	1920
	1920
	1922
	1922
	1930
	1930

1927

1927

Q.No: 37 Which of the following statements regarding the 56th National Kho Kho Championship 2023-24 is/are correct?

- 1.) Maharashtra won both the men's and women's titles, becoming overall champions.
- 2.) The championship matches were held at Delhi's Indira Gandhi Indoor Stadium and Karnail Singh Stadium.

**56वीं राष्ट्रीय खो-खो चैंपियनशिप 2023-24 के संबंध में निम्नलिखित में से कौन सा/से कथन सही है/हैं?**

- 1.) महाराष्ट्र ने पुरुष और महिला दोनों वर्ग के खिताब जीते और समग्र चैंपियन बना।
- 2.) चैंपियनशिप के मैच दिल्ली के इंदिरा गांधी इंडोर स्टेडियम और करनैल सिंह स्टेडियम में आयोजित किए गए।

Only 1 is correct

केवल 1 सही है

Only 2 is correct

केवल 2 सही है

Both 1 and 2 are correct

1 और 2 दोनों सही हैं

Neither 1 nor 2 is correct

न तो 1 और न ही 2 सही है

Q.No: 38 By which Constitutional Amendment was education transferred to the Concurrent List?

किस संविधान संशोधन द्वारा शिक्षा को समवर्ती सूची में स्थानांतरित किया गया?

42nd

42 वें

24th

24 वें

44th

44 वें

61st

61 वें

Q.No: 39 Read the below statements about transpiration:

1. Transpiration is highest in dry and windy conditions.
2. It helps in the ascent of sap through cohesion-tension.
3. Transpiration always results in wilting.

Which of the above statements are **correct**?

वाष्पोत्सर्जन के बारे में नीचे दिए गए कथनों को पढ़ें:

1. शुष्क और हवादार परिस्थितियों में वाष्पोत्सर्जन सबसे अधिक होता है।
2. यह संसंजन-तनाव के माध्यम से रस के ऊपर चढ़ने में मदद करता है।
3. वाष्पोत्सर्जन के परिणामस्वरूप हमेशा मुरझाना होता है।

उपरोक्त में से कौन से कथन **सही हैं**?

Only 1 and 2 are correct

केवल 1 और 2 सही हैं

Only 1 and 3 are correct

केवल 1 और 3 सही हैं

Only 2 and 3 are correct

केवल 2 और 3 सही हैं

1, 2 and 3 are correct

1, 2 और 3 सही हैं

Q.No: 40 Which major constitutional feature was first introduced by the Government of India Act, 1935 and later adopted in the Indian Constitution?

कौन सी प्रमुख संवैधानिक विशेषता सर्वप्रथम भारत सरकार अधिनियम, 1935 द्वारा प्रस्तुत की गई तथा बाद में भारतीय संविधान में अपनाई गई?

Fundamental Duties

मौलिक कर्तव्य

Federal structure with Provincial Autonomy

	<p>प्रांतीय स्वायत्तता के साथ संघीय संरचना Parliamentary Sovereignty</p> <p>संसदीय संप्रभुता Universal Adult Franchise</p> <p>सार्वभौमिक वयस्क मताधिकार</p>
--	---

Q.No: 41	<p><b>Fill in the Blank:</b> Tippani dance uses _____ tools to pound the floor.</p> <p><b>रिक्त स्थान भरें:</b> <b>टिप्पानी नृत्य में फर्श पर प्रहार करने के लिए _____ उपकरणों का उपयोग किया जाता है।</b></p> <p>Metal rods धातु की छड़ें</p>
	<p>Wooden sticks लकड़ी की छड़ें</p>
	<p>Bamboo poles बांस के खंभे</p> <p>Stones पत्थर</p>

Q.No: 42	<p>Which Swiss-based business school is known for publishing the annual World Competitiveness Index? कौन सा स्विस-आधारित बिजनेस स्कूल वार्षिक विश्व प्रतिस्पर्धात्मकता सूचकांक प्रकाशित करने के लिए जाना जाता है?</p>
	<p>University of Geneva School जिनेवा विश्वविद्यालय स्कूल</p>
	<p>IMD Business School आईएमडी बिजनेस स्कूल</p>

ETH Zurich Institute  
ETH ज्यूरिख संस्थान  
University of St. Gallen  
सेंट गैलन विश्वविद्यालय

Q.No: 43	If the price of a product goes up by 10% and, as a result, the quantity demanded falls by 20%, how would you classify the demand? यदि किसी उत्पाद की कीमत 10% बढ़ जाती है और परिणामस्वरूप, मात्रा की मांग 20% कम हो जाती है, तो आप मांग को कैसे वर्गीकृत करेंगे?
	Demand is elastic (elasticity greater than 1) मांग लोचदार है (लोच 1 से अधिक)
	Demand is inelastic (elasticity less than 1) मांग बेलोचदार है (लोच 1 से कम)
	Demand is unitary elastic (elasticity equals 1) मांग एकात्मक लोचदार है (लोच 1 के बराबर है)
	Demand is perfectly elastic (elasticity is infinite) मांग पूर्णतः लोचदार है (लोच अनंत है)

Q.No: 44	The Mahalanobis Model was used in which plan? महालनोबिस मॉडल का प्रयोग किस योजना में किया गया था?
	First पहला
	Second दूसरा
	Fourth चौथी
	Fifth

	पांचवां
Q.No: 45	Which of the following initiatives launched in 2025 aims to combine mangrove regeneration with rural employment under the MGNREGS platform? 2025 में शुरू की गई निम्नलिखित में से कौन सी पहल का उद्देश्य एमजीएनआरईजीएस प्लेटफॉर्म के तहत ग्रामीण रोजगार के साथ मैंग्रोव पुनर्जनन को जोड़ना है?
	Mission Mangrove Mitra
	मिशन मैंग्रोव मित्र
	Sagar Suraksha Yojana
	सागर सुरक्षा योजना
	EcoJobs for Coasts
	तटों के लिए इकोजॉब्स
	Blue Belt Programme
	ब्लू बेल्ट कार्यक्रम
Q.No: 46	The BOP crisis of 1991 involved a shortage of? 1991 के बीओपी संकट में किसकी कमी शामिल थी?
	Water
	पानी
	Electricity
	बिजली
	Foreign exchange
	विदेशी मुद्रा
	Labour
	श्रम

Q.No: 47	<p>Read the following statements carefully and choose the <b>correct</b> option regarding Assertion (A) and Reason (R).  <b>Assertion (A):</b> India had to approach the IMF and World Bank in 1991 for a bailout loan.  <b>Reason (R):</b> Foreign exchange reserves had declined to the point that they could barely finance two weeks of imports.</p> <p>निम्नलिखित कथनों को ध्यानपूर्वक पढ़ें और अभिकथन (A) और कारण (R) के संबंध में सही विकल्प चुनें।  अभिकथन (A): भारत को 1991 में बेलआउट ऋण के लिए IMF और विश्व बैंक से संपर्क करना पड़ा।  कारण (R): विदेशी मुद्रा भंडार इस हद तक कम हो गया था कि वे मुश्किल से दो सप्ताह के आयात का वित्तपोषण कर सकते थे।</p>
	<p>Both A and R are true and R is the correct explanation of A.</p> <p>A और R दोनों सत्य हैं और R, A का सही स्पष्टीकरण है</p>
	<p>Both A and R are true but R is not the correct explanation of A.</p> <p>A और R दोनों सत्य हैं लेकिन R, A का सही स्पष्टीकरण नहीं है।</p>
	<p>A is true but R is false.</p> <p>A is true but R is false.  A is false but R is true.</p> <p>A गलत है लेकिन R सत्य है।</p>

Q.No: 48	<p>What makes Chhau a syncretic Indian dance form?  छऊ नृत्य को एक समन्वयात्मक भारतीय नृत्य रूप क्यों माना जाता है?</p>
	<p>It uses Sanskrit-only chants in temple rituals  यह मंदिर के अनुष्ठानों में केवल संस्कृत मंत्रों का उपयोग करता है</p>
	<p>It merges tribal, folk, and classical Hindu elements  इसमें आदिवासी, लोक और शास्त्रीय हिंदू तत्वों का सम्मिश्रण है</p>
	<p>It evolved purely from Vaishnav temple dance  यह विशुद्ध रूप से वैष्णव मंदिर नृत्य से विकसित हुआ</p>
	<p>It prohibits all forms of theatrical expression  यह सभी प्रकार की नाटकीय अभिव्यक्ति पर प्रतिबंध लगाता है</p>

Q.No: 49	<p>Arrange the following judicial events chronologically:</p> <ol style="list-style-type: none"> <li>1. Berubari Union case</li> <li>2. Kesavananda Bharati case</li> <li>3. S.R. Bommai case</li> </ol> <p>निम्नलिखित न्यायिक घटनाओं को कालानुक्रमिक क्रम में व्यवस्थित कीजिए:</p> <ol style="list-style-type: none"> <li>1. बेरुबारी यूनियन मामला</li> <li>2. केशवानंद भारती मामला</li> <li>3. एस.आर. बोम्मई मामला</li> </ol>
	1-2-3
	1-2-3
	3-2-1
	3-2-1
	2-1-3
	2-1-3
	3-1-2
	3-1-2

Q.No: 50	<p>Which of the following is NOT a consequence of space weather events like solar flares and CMEs?</p> <p>निम्नलिखित में से कौन सा सौर ज्वालाओं और सीएमई जैसी अंतरिक्ष मौसम की घटनाओं का परिणाम नहीं है?</p>
	Disruption of satellite communication
	उपग्रह संचार में व्यवधान
	Blackouts in radio frequencies
	रेडियो आवृत्तियों में ब्लैकआउट
	Alteration of ocean currents
	समुद्री धाराओं में परिवर्तन
	Damage to power grids
	बिजली ग्रिड को नुकसान

<b>Roll No.</b>	
<b>Candidate Name</b>	
<b>Exam Level</b>	: <input type="text" value="SSC CGL Tier 1"/>
<b>Test Date</b>	: <b>17 Sep 2025</b>
<b>Test Time and Shift</b>	: <b>04:00 PM (Shift-3)</b>
<b>Centre Name</b>	:

Correct Option selected Wrong Option selected Correct Option Not Answered

Save / Print

### **Undertaking by the candidate :**

I acknowledge that this saved question paper is for my personal use and self-analysis only. I understand that sharing, distributing, or using it for commercial or any other purposes is strictly prohibited and may lead to legal action as per applicable acts, rules and regulations.

### **Note:**

The candidates may note that in the challenge module the sequence of the questions and the options may be different from how it appeared during the examination. This is because in the challenge module the sequence of the questions as well as the answers will be the same for all the candidates who appeared in a particular shift while during the actual examination these sequences were different for different candidates. However the answer key selected by the candidates during the examination will exactly be reflected in the challenge module.

## **PART-C (Quantitative Aptitude)**

Q.No: 51 | A gardener organizes plants into rows to create a square formation but discovers that 15 plants are not included. If the total number of plants is 3984, then what is the number of plants in each row?

एक माली पौधों को पंक्तियों में व्यवस्थित करके एक वर्गाकार संरचना बनाता है, लेकिन पाता है कि 15 पौधे इसमें शामिल नहीं हैं। यदि पौधों की कुल संख्या 3984 है, तो प्रत्येक पंक्ति में पौधों की संख्या क्या है?
43
43
45
45
63
63
65
65

Q.No: 52	If A is 25% more than B, and B is 20% more than C, then what is A : C?
	यदि A, B से 25% अधिक है, और B, C से 20% अधिक है, तो A : C क्या है?
	3 : 2
	3 : 2
	2 : 3
	2 : 3
	5 : 4
	5 : 4
	6 : 5
	6 : 5

Q.No: 53	Evaluate $\sqrt{12 + \sqrt{12 + \sqrt{12 + \dots}}}$
	मूल्यांकन करें $\sqrt{12 + \sqrt{12 + \sqrt{12 + \dots}}}$

	5
	5
	4
	4
	6
	6
	2
	2

Q.No: 54 The cost price of an article is ₹500. A shopkeeper sells it at a discount of 20% on the marked price. If the marked price is ₹600, what is the shopkeeper's profit or loss percentage?

एक वस्तु का क्रय मूल्य ₹500 है। एक दुकानदार इसे अंकित मूल्य पर 20% की छूट पर बेचता है। यदि अंकित मूल्य ₹600 है, तो दुकानदार का लाभ या हानि प्रतिशत क्या है?

5% Profit

5% लाभ

4% Loss

4% हानि

8% Profit

8% लाभ

10% Loss

10% हानि

Q.No: 55 Pipes A and B can fill a tank in 20 minutes and 30 minutes, respectively. Meanwhile, a drainpipe C can empty the tank in 60 minutes. If all three pipes are opened simultaneously, how long will it take to fill the tank?

पाइप A और B एक टैंक को क्रमशः 20 मिनट और 30 मिनट में भर सकते हैं। इस बीच, एक ड्रेनपाइप C टैंक को 60 मिनट में खाली कर सकता है। यदि तीनों पाइप एक साथ खोले जाते हैं, तो टैंक को भरने में कितना समय लगेगा?

15 min

	15 मिनट
	20 min
	20 मिनट
	25 min
	25 मिनट
	10 min
	10 मिनट

Q.No: 56	Given $x + y + z = 0$ , and $x^3 + y^3 + z^3 = 3xyz$ , evaluate $(x - y)^3 + (y - z)^3 + (z - x)^3$ .
	दिया गया है $x + y + z = 0$ , और $x^3 + y^3 + z^3 = 3xyz$ , $(x - y)^3 + (y - z)^3 + (z - x)^3$ का मूल्यांकन करें।
	0
	0
	$9(x - y)(y - z)(z - x)$
	$9(x - y)(y - z)(z - x)$
	$27xyz$
	$27xyz$
	$3(x - y)(y - z)(z - x)$
	$3(x - y)(y - z)(z - x)$

Q.No: 57	A sum of ₹5000 is lent out in two parts, one at 6% simple interest and the other at 9% simple interest. If the annual interest is ₹390, the sum lent at 6% is:
	₹5000 की राशि दो भागों में उधार दी जाती है, एक 6% साधारण ब्याज पर और दूसरा 9% साधारण ब्याज पर। यदि वार्षिक ब्याज ₹390 है, तो 6% पर उधार दी गई राशि है:
	₹2000
	₹2000

₹2500
₹2500
₹3000
₹3000
₹3500
₹3500

Q.No: 58	A man has ₹15,000. He lends a part of it to X for 3 years at 10% simple interest and the remaining to Y for 3 years at 12% simple interest. If the total interest received from both X and Y after 3 years is ₹4,950, find the amount lent to X.  एक आदमी के पास ₹15,000 हैं। वह इसका एक हिस्सा X को 3 साल के लिए 10% साधारण ब्याज पर और बाकी हिस्सा Y को 3 साल के लिए 12% साधारण ब्याज पर उधार देता है। यदि 3 साल बाद X और Y दोनों से प्राप्त कुल ब्याज ₹4,950 है, तो X को उधार दी गई राशि ज्ञात कीजिए।
	₹7,000
	₹7,000
	₹7,500
	₹7,500
	₹8,000
	₹8,000
	₹8,500
	₹8,500

Q.No: 59	A taut wire supports a vertical pole. The wire is fixed to the ground 10 meters away from the base of the pole and makes an angle of $60^\circ$ with the ground. What is the length of the wire?  एक तना हुआ तार एक ऊर्ध्वाधर खंभे को सहारा देता है। तार खंभे के आधार से 10 मीटर दूर जमीन पर टिका हुआ है और जमीन के साथ $60^\circ$ का कोण बनाता है। तार की लंबाई क्या है?
	10 m
	10 मीटर

	$10\sqrt{3}$ m
	$10\sqrt{3}$ मीटर
	20 m
	20 मीटर
	$20\sqrt{3}$ m
	$20\sqrt{3}$ मीटर

Q.No: 60	A cone and a sphere have equal volumes. If the cone's height is twice its radius, what is the ratio of the cone's radius to the sphere's radius? एक शंकु और एक गोले का आयतन बराबर है। यदि शंकु की ऊँचाई उसकी त्रिज्या से दोगुनी है, तो शंकु की त्रिज्या और गोले की त्रिज्या का अनुपात क्या है?
	$\sqrt[3]{2} : 1$
	$\sqrt[3]{2} : 1$
	$\sqrt[3]{4} : 1$
	$\sqrt[3]{4} : 1$
	$\sqrt[3]{6} : 1$
	$\sqrt[3]{6} : 1$
	$\sqrt[3]{9} : 1$
	$\sqrt[3]{9} : 1$

Q.No: 61	A hemisphere and cylinder of equal radii have equal total surface areas. Find the ratio of cylinder height to radius. समान त्रिज्या वाले एक अर्धगोले और बेलन का कुल पृष्ठीय क्षेत्रफल समान है। बेलन की ऊँचाई और त्रिज्या का अनुपात ज्ञात कीजिए।
	1:2
	1:2
	7:4

	7:4
	6:5
	6:5
	2:5
	2:5

Q.No: 62	A large cubical cake needs to be cut into 64 smaller, identical cubical pieces. What is the minimum number of straight cuts required? एक बड़े घनाकार केक को 64 छोटे, एक जैसे घनाकार टुकड़ों में काटना है। सीधे कटों की न्यूनतम संख्या कितनी होनी चाहिए?
	8
	8
	9
	9
	16
	16
	63
	63

Q.No: 63	The radius of a cone is raised by 20%, while the height is reduced by 10%. What is the percentage change in the volume of the cone? एक शंकु की त्रिज्या 20% बढ़ा दी जाती है, जबकि ऊँचाई 10% कम कर दी जाती है। शंकु के आयतन में प्रतिशत परिवर्तन क्या है?
	27.4% decrease
	27.4% की कमी
	29.6% increase
	29.6% की वृद्धि
	4.8% increase
	4.8% की वृद्धि

5.2% increase

5.2% की वृद्धि

Q.No: 64 If  $\sin A = \frac{3}{5}$  and A lies in the second quadrant, find the value of  $(\sin A + \cos A)^2$ .

$\sin A = \frac{3}{5}$  और A दूसरे चतुर्थांश में स्थित है, का मान ज्ञात कीजिए  $(\sin A + \cos A)^2$ .

0

0

1

1

$\frac{1}{25}$

$\frac{1}{25}$

$\frac{1}{5}$

$\frac{1}{5}$

Q.No: 65 If  $\sin A = \frac{m}{n}$ , then what is the value of  $(1 + \tan^2 A)$ ?

यदि  $\sin A = \frac{m}{n}$ , तो  $(1 + \tan^2 A)$  का मान क्या है?

$\frac{n^2}{n^2 - m^2}$

$\frac{n^2}{n^2 - m^2}$

$\frac{2n^2}{n^2 - m^2}$

$\frac{2n^2}{n^2 - m^2}$

$\frac{n^2}{2(n^2 - m^2)}$

	$\frac{n^2}{2(n^2-m^2)}$
	$\frac{5n^2}{n^2-m^2}$
	$\frac{5n^2}{n^2-m^2}$

Q.No: 66	What is the slope of the line passing through points (2,3) and (4,7)? बिन्दु (2,3) और (4,7) से गुजरने वाली रेखा का ढलान क्या है?
	2
	2
	3
	3
	5
	5
	4
	4

Q.No: 67	A sector has a central angle of $180^\circ$ and a radius of 12 cm. Another sector has a central angle of $\pi/2$ radians and the same radius. What is the ratio of the area of the first sector to the area of the second sector? एक त्रिज्यखंड का केंद्रीय कोण $180^\circ$ और त्रिज्या 12 सेमी है। दूसरे त्रिज्यखंड का केंद्रीय कोण $\pi/2$ रेडियन है और त्रिज्या भी उतनी ही है। पहले त्रिज्यखंड के क्षेत्रफल का दूसरे त्रिज्यखंड के क्षेत्रफल से अनुपात क्या है?
	1:2
	1:2
	2:1
	2:1
	3:1

	3:1
	1:3
	1:3

Q.No: 68	What is the total measure of all interior angles in a ten-sided polygon? दस भुजाओं वाले बहुभुज में सभी आंतरिक कोणों का कुल माप क्या है?
	540°
	540°
	1440°
	1440°
	720°
	720°
	900°
	900°

Q.No: 69	What is the equation of the perpendicular bisector of the line segment connecting the points (2, 8) and (6, 4)? बिन्दुओं (2, 8) और (6, 4) को जोड़ने वाले रेखाखंड के लंबवत द्विभाजक का समीकरण क्या है?
	$y = -x - 10$
	$y = -x - 10$
	$y = x - 2$
	$y = x - 2$
	$y = -x + 10$
	$y = -x + 10$
	$y = x + 2$
	$y = x + 2$

Q.No: 70	The ratios of the perimeters of two similar triangles are expressed as of 3 : 5. Together, their areas total 34 cm <sup>2</sup> . What is the area of the larger triangle? दो समरूप त्रिभुजों के परिमापों का अनुपात 3 : 5 है। इनका कुल क्षेत्रफल 34 वर्ग सेमी है। बड़े त्रिभुज का क्षेत्रफल क्या है?
	9 cm <sup>2</sup>
	9 सेमी <sup>2</sup>
	15 cm <sup>2</sup>
	15 सेमी <sup>2</sup>
	25 cm <sup>2</sup>
	25 सेमी <sup>2</sup>
	35 cm <sup>2</sup>
	35 सेमी <sup>2</sup>

Q.No: 71	$19^3 + 20^3 - 39^3 + 118$ is equal to: $19^3 + 20^3 - 39^3 + 118$ बराबर है:
	-44342
	-44342
	-6789
	-6789
	0
	0
	1
	1

Q.No: 72	If $\cot A = x + \frac{1}{x}$ , find $\operatorname{cosec}^2 A$ .
----------	---

	यदि $\cot A = x + \frac{1}{x}$ , तो $\operatorname{cosec}^2 A$ ज्ञात कीजिए.
	$x^2 + \frac{1}{x^2} + 1$
	$x^2 + \frac{1}{x^2} + 1$
	$x^2 + \frac{1}{x^2} + 2$
	$x^2 + \frac{1}{x^2} + 2$
	$x^2 + \frac{1}{x^2} + 3$
	$x^2 + \frac{1}{x^2} + 3$
	$x^2 + \frac{1}{x^2} + 4$
	$x^2 + \frac{1}{x^2} + 4$

Q.No: 73	A tangent line PA is drawn from an external point P to a circle. If the radius is 8 cm and the distance from P to the center is 17 cm, what is the length of the tangent PA?
	एक बाह्य बिंदु P से एक वृत्त पर एक स्पर्श रेखा PA खींची गई है। यदि त्रिज्या 8 सेमी है और P से केंद्र की दूरी 17 सेमी है, तो स्पर्श रेखा PA की लंबाई क्या है?
	9 cm
	9सेमी
	15 cm
	15 सेमी
	25 cm
	25सेमी
	28 cm
	28 सेमी

Q.No: 74	When two tangents, PA and PB, are drawn to a circle from a point P outside the circle, and the angle between them is $90^\circ$ , what is the distance from P to the center (O) of the circle, if the radius is 5 cm? जब दो स्पर्श रेखाएं PA और PB, वृत्त के बाहर एक बिंदु P से वृत्त पर खींची जाती हैं, और उनके बीच का कोण $90^\circ$ है, तो P से वृत्त के केंद्र (O) की दूरी क्या है, यदि त्रिज्या 5 सेमी है?
	5 cm
	5 सेमी
	$5\sqrt{2}$ cm
	$5\sqrt{2}$ सेमी
	10 cm
	10 सेमी
	$5\sqrt{3}$ cm
	$5\sqrt{3}$ सेमी

Q.No: 75	Multiply 0.45 by 0.6 and express the result as a decimal. 0.45 को 0.6 से गुणा करें और परिणाम को दशमलव के रूप में व्यक्त करें।
	0.86
	0.86
	0.27
	0.27
	0.76
	0.76
	0.54
	0.54

<b>Roll No.</b>	
<b>Candidate Name</b>	
<b>Exam Level</b>	: <input type="text" value="SSC CGL Tier 1"/>
<b>Test Date</b>	: <b>17 Sep 2025</b>
<b>Test Time and Shift</b>	: <b>04:00 PM (Shift-3)</b>
<b>Centre Name</b>	:

Correct Option selected
Wrong Option selected
Correct Option
Not Answered

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### Undertaking by the candidate :

I acknowledge that this saved question paper is for my personal use and self-analysis only. I understand that sharing, distributing, or using it for commercial or any other purposes is strictly prohibited and may lead to legal action as per applicable acts, rules and regulations.

### Note:

The candidates may note that in the challenge module the sequence of the questions and the options may be different from how it appeared during the examination. This is because in the challenge module the sequence of the questions as well as the answers will be the same for all the candidates who appeared in a particular shift while during the actual examination these sequences were different for different candidates. However the answer key selected by the candidates during the examination will exactly be reflected in the challenge module.

## PART-D (English Comprehension)

Q.No: 76	Select the most appropriate synonym of the given word: <b>REBELLIOUS</b>
	Submissive

	Obedient
<input checked="" type="checkbox"/>	Disobedient
	Agreeable

Q.No: 77 Select the most appropriate synonym of the given word: **EULOGY**

<input checked="" type="checkbox"/>	Tribute
	Criticism
	Insult
	Condemnation

Q.No: 78 Select the most appropriate antonym of the given word. **Turpitude**

	Depravity
	Vice
<input checked="" type="checkbox"/>	Morality
	Sin

Q.No: 79 Choose the correct meaning of idiom:  
**To cry stinking fish**

	Boasting excessively
	Ridiculing others

	Taking pride silently
<input checked="" type="checkbox"/>	Undervaluing one's own worth or effort

Q.No: 80	Which is the <b>correct spelling</b> for 'a statement of beliefs'?
<input checked="" type="checkbox"/>	Creed
<input type="checkbox"/>	Creade
<input type="checkbox"/>	Crid
<input type="checkbox"/>	Credd

Q.No: 81	Find the <b>correctly spelled</b> word meaning having a harmful effect.
<input checked="" type="checkbox"/>	Deleterious
<input type="checkbox"/>	Deliterious
<input type="checkbox"/>	Deleterous
<input type="checkbox"/>	Deletrious

Q.No: 82	Choose the correct <b>one-word substitute</b> for: 'A person who opposes war or use of violence'.
<input checked="" type="checkbox"/>	Pacifist
<input type="checkbox"/>	Terrorist
<input type="checkbox"/>	Militant
<input type="checkbox"/>	Revolutionary

Q.No: 83 Choose the correct **one-word substitute** for: 'A belief or opinion that goes against the established doctrine, especially in religion or ideology'.

Sedition

Heresy

Blasphemy

Schism

Q.No: 84 **Fill in the blank with the correct inversion structure:**  
No sooner had he entered the room \_\_\_\_\_ the fire alarm went off.

when

than

but

and then

Q.No: 85 **Find the part of the sentence that contains an error:**  
The training program was designed (1)/ to make the employees capable to handle (2)/ complex queries efficiently (3)/ in customer support operations. (4)/

(1)

(2)

(3)

(4)

Q.No: 86 **Change the following from active to passive:**

The nurse will give you the injection.

You will be given the injection by the nurse.

You are given the injection by the nurse.

You will have been given the injection by the nurse.

You were being given the injection by the nurse.

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

It was not until the second report (1)/ was leaked to the press (2)/ did the ministry issue (3)/ a formal clarification. (4)

(1)

(2)

(3)

(4)

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

The monk meditated beneath the ancient **corbel** protruding from the chapel wall.

The corbel cracked under the weight of the vaulted stone.

The corbel was adorned with grotesques typical of Gothic style.

	The scholar explained the political corbel in Machiavellian strategy.
	The mason restored the damaged stone corbel last year.

Q.No: 89	<b>Convert the sentence provided below from its passive voice structure to an active voice structure:</b> The audience was made to believe that the product was revolutionary.
	The presenter made the audience believe the product was revolutionary.
	The audience believed the product to be revolutionary.
	The audience was forced to believe in the product.
	The presenter convinced the audience of the product's use.

Q.No: 90	Choose the most suitable option to replace the highlighted part of the sentence: He <b>took pain</b> to finish the task on time.
	had pain
	took pains
	<b>gave pain</b>
	took the pain

Q.No: 91 **Read the following passage and answer the questions based on the passage :**

Language has rarely been a neutral vehicle of communication; in colonial India, it functioned as an instrument of control, ideology, and identity. The British administration, while ostensibly engaged in civilizing and educating the colonized, meticulously manipulated linguistic hierarchies to entrench authority. English, elevated to the status of official and judicial language, was not merely a tool of governance—it became a symbol of intellectual legitimacy and social mobility. Indigenous languages, by contrast, were systematically subordinated, fragmented, and recast as vernaculars—a term that subtly suggested parochialism and inferiority. The imposition of English education through Macaulay’s Minute of 1835 was more than a curricular reform; it was a calculated cultural intervention. The production of a class of Indians who were, in Macaulay’s words, “Indian in blood and color, but English in taste,” exemplified a form of linguistic hegemony designed to internalize colonial values. English became the medium through which the colonized were taught to perceive themselves and their traditions through the lens of imperial rationality, often resulting in alienation from indigenous epistemologies. Simultaneously, the colonial state’s treatment of regional languages was riddled with contradictions. While British administrators encouraged the codification of Indian languages, such efforts often stripped them of their oral fluidity and cultural nuance. Sanskrit and Persian, once associated with prestige, were gradually marginalized, while languages like Hindi and Urdu became arenas of communal and political contestation—each championed by different religious and regional groups, further entrenching societal divisions. This reshaping of linguistic order served dual purposes: facilitating administrative efficiency and diffusing dissent. A populace divided along linguistic and communal lines was easier to govern. Moreover, fluency in English became a gatekeeping mechanism for bureaucratic inclusion and economic opportunity, thereby embedding inequality into the fabric of colonial modernity. In essence, language under colonial rule was not just about grammar or vocabulary—it was about access, allegiance, and authority. Understanding this interplay offers a lens into how colonial power was sustained not only through coercion but also through cultural engineering. In post-colonial India, the legacies of this linguistic stratification continue to reverberate in educational policy, social mobility, and debates over language and identity.

What was the primary role of English in colonial India according to the passage?

Enhancing regional unity

Facilitating oral traditions

Legitimizing colonial ideology and control

Promoting Indian languages

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

Language has rarely been a neutral vehicle of communication; in colonial India, it functioned as an instrument of control, ideology, and identity. The British administration, while ostensibly engaged in civilizing and educating the colonized, meticulously manipulated linguistic hierarchies to entrench authority. English, elevated to the status of official and judicial language, was not merely a tool of governance—it became a symbol of intellectual legitimacy and social mobility. Indigenous languages, by contrast, were systematically subordinated, fragmented, and recast as vernaculars—a term that subtly suggested parochialism and inferiority. The imposition of English education through Macaulay’s Minute of 1835 was more than a curricular reform; it was a calculated cultural intervention. The production of a class of Indians who were, in Macaulay’s words, “Indian in blood and color, but English in taste,” exemplified a form of linguistic hegemony designed to internalize colonial values. English became the medium through which the colonized were taught to perceive themselves and their traditions through the lens of imperial rationality, often resulting in alienation from indigenous epistemologies. Simultaneously, the colonial state’s treatment of regional languages was riddled with contradictions. While British administrators encouraged the codification of Indian languages, such efforts often stripped them of their oral fluidity and cultural nuance. Sanskrit and Persian, once associated with prestige, were gradually marginalized, while languages like Hindi and Urdu became arenas of communal and political contestation—each championed by different religious and regional groups, further entrenching societal divisions. This reshaping of linguistic order served dual purposes: facilitating administrative efficiency and diffusing dissent. A populace divided along linguistic and communal lines was easier to govern. Moreover, fluency in English became a gatekeeping mechanism for bureaucratic inclusion and economic opportunity, thereby embedding inequality into the fabric of colonial modernity. In essence, language under colonial rule was not just about grammar or vocabulary—it was about access, allegiance, and authority. Understanding this interplay offers a lens into how colonial power was sustained not only through coercion but also through cultural engineering. In post-colonial India, the legacies of this linguistic stratification continue to reverberate in educational policy, social mobility, and debates over language and identity.

What is implied by calling native languages "vernaculars"?

They were widely respected

They were seen as equal to English

They were considered culturally rich

They were regarded as inferior or parochial

Q.No: 93 **Read the following passage and answer the questions based on the passage :**

Language has rarely been a neutral vehicle of communication; in colonial India, it functioned as an instrument of control, ideology, and identity. The British administration, while ostensibly engaged in civilizing and educating the colonized, meticulously manipulated linguistic hierarchies to entrench authority. English, elevated to the status of official and judicial language, was not merely a tool of governance—it became a symbol of intellectual legitimacy and social mobility. Indigenous languages, by contrast, were systematically subordinated, fragmented, and recast as vernaculars—a term that subtly suggested parochialism and inferiority. The imposition of English education through Macaulay’s Minute of 1835 was more than a curricular reform; it was a calculated cultural intervention. The production of a class of Indians who were, in Macaulay’s words, “Indian in blood and color, but English in taste,” exemplified a form of linguistic hegemony designed to internalize colonial values. English became the medium through which the colonized were taught to perceive themselves and their traditions through the lens of imperial rationality, often resulting in alienation from indigenous epistemologies. Simultaneously, the colonial state’s treatment of regional languages was riddled with contradictions. While British administrators encouraged the codification of Indian languages, such efforts often stripped them of their oral fluidity and cultural nuance. Sanskrit and Persian, once associated with prestige, were gradually marginalized, while languages like Hindi and Urdu became arenas of communal and political contestation—each championed by different religious and regional groups, further entrenching societal divisions. This reshaping of linguistic order served dual purposes: facilitating administrative efficiency and diffusing dissent. A populace divided along linguistic and communal lines was easier to govern. Moreover, fluency in English became a gatekeeping mechanism for bureaucratic inclusion and economic opportunity, thereby embedding inequality into the fabric of colonial modernity. In essence, language under colonial rule was not just about grammar or vocabulary—it was about access, allegiance, and authority. Understanding this interplay offers a lens into how colonial power was sustained not only through coercion but also through cultural engineering. In post-colonial India, the legacies of this linguistic stratification continue to reverberate in educational policy, social mobility, and debates over language and identity.

According to the passage, why was Macaulay’s Minute significant?

It promoted multilingual education

It introduced oral language reforms

It institutionalized English as a tool of cultural dominance

It strengthened Sanskrit and Persian education

Q.No: 94 **Read the following passage and answer the questions based on the passage :**

Language has rarely been a neutral vehicle of communication; in colonial India, it functioned as an instrument of control, ideology, and identity. The British administration, while ostensibly engaged in civilizing and educating the colonized, meticulously manipulated linguistic hierarchies to entrench authority. English, elevated to the status of official and judicial language, was not merely a tool of governance—it became a symbol of intellectual legitimacy and social mobility. Indigenous languages, by contrast, were systematically subordinated, fragmented, and recast as vernaculars—a term that subtly suggested parochialism and inferiority. The imposition of English education through Macaulay’s Minute of 1835 was more than a curricular reform; it was a calculated cultural intervention. The production of a class of Indians who were, in Macaulay’s words, “Indian in blood and color, but English in taste,” exemplified a form of linguistic hegemony designed to internalize colonial values. English became the medium through which the colonized were taught to perceive themselves and their traditions through the lens of imperial rationality, often resulting in alienation from indigenous epistemologies. Simultaneously, the colonial state’s treatment of regional languages was riddled with contradictions. While British administrators encouraged the codification of Indian languages, such efforts often stripped them of their oral fluidity and cultural nuance. Sanskrit and Persian, once associated with prestige, were gradually marginalized, while languages like Hindi and Urdu became arenas of communal and political contestation—each championed by different religious and regional groups, further entrenching societal divisions. This reshaping of linguistic order served dual purposes: facilitating administrative efficiency and diffusing dissent. A populace divided along linguistic and communal lines was easier to govern. Moreover, fluency in English became a gatekeeping mechanism for bureaucratic inclusion and economic opportunity, thereby embedding inequality into the fabric of colonial modernity. In essence, language under colonial rule was not just about grammar or vocabulary—it was about access, allegiance, and authority. Understanding this interplay offers a lens into how colonial power was sustained not only through coercion but also through cultural engineering. In post-colonial India, the legacies of this linguistic stratification continue to reverberate in educational policy, social mobility, and debates over language and identity.

What contradiction does the passage point out in British treatment of Indian languages?

English was discouraged for administration

Persian was elevated over Hindi

Codification preserved linguistic purity

Codification ignored oral and cultural nuances

Q.No: 95 **Read the following passage and answer the questions based on the passage :**

Language has rarely been a neutral vehicle of communication; in colonial India, it functioned as an instrument of control, ideology, and identity. The British administration, while ostensibly engaged in civilizing and educating the colonized, meticulously manipulated linguistic hierarchies to entrench authority. English, elevated to the status of official and judicial language, was not merely a tool of governance—it became a symbol of intellectual legitimacy and social mobility. Indigenous languages, by contrast, were systematically subordinated, fragmented, and recast as vernaculars—a term that subtly suggested parochialism and inferiority. The imposition of English education through Macaulay’s Minute of 1835 was more than a curricular reform; it was a calculated cultural intervention. The production of a class of Indians who were, in Macaulay’s words, “Indian in blood and color, but English in taste,” exemplified a form of linguistic hegemony designed to internalize colonial values. English became the medium through which the colonized were taught to perceive themselves and their traditions through the lens of imperial rationality, often resulting in alienation from indigenous epistemologies. Simultaneously, the colonial state’s treatment of regional languages was riddled with contradictions. While British administrators encouraged the codification of Indian languages, such efforts often stripped them of their oral fluidity and cultural nuance. Sanskrit and Persian, once associated with prestige, were gradually marginalized, while languages like Hindi and Urdu became arenas of communal and political contestation—each championed by different religious and regional groups, further entrenching societal divisions. This reshaping of linguistic order served dual purposes: facilitating administrative efficiency and diffusing dissent. A populace divided along linguistic and communal lines was easier to govern. Moreover, fluency in English became a gatekeeping mechanism for bureaucratic inclusion and economic opportunity, thereby embedding inequality into the fabric of colonial modernity. In essence, language under colonial rule was not just about grammar or vocabulary—it was about access, allegiance, and authority. Understanding this interplay offers a lens into how colonial power was sustained not only through coercion but also through cultural engineering. In post-colonial India, the legacies of this linguistic stratification continue to reverberate in educational policy, social mobility, and debates over language and identity.

What lasting impact of colonial language policy does the passage highlight?

Improved literacy in rural areas

Complete linguistic equality post-Independence

Lingering stratification in education and opportunity

Decentralized governance

Q.No: 96	<p><b>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.</b></p> <p>He said, "What are you doing?"</p> <p>He asked what are you doing.</p> <p>He asked what I had been doing.</p> <p>He asked what was I doing.</p> <p>He asked what I was doing.</p>
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Q.No: 97	<p><b>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.</b></p> <p>She said, "Let him not be disturbed during the meeting."</p> <p>She asked not to disturb him during the meeting.</p> <p>She advised that he should not be disturbed during the meeting.</p> <p>She said that let him not be disturbed.</p> <p>She ordered no one disturb him.</p>
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Q.No: 98	<p><b>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.</b></p> <p>The professor said that had he known earlier, he would have made the necessary arrangements.</p> <p>"If I knew earlier, I would have made the necessary arrangements," said the professor.</p> <p>"Had I known earlier, I would have made the necessary arrangements," said the professor.</p> <p>"If I would have known earlier, I would make arrangements," the professor said.</p>
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"Had I knew earlier, I would arrange things," said the professor.

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

1. Ocean acidification is a consequence of increased CO2 emissions. 2. This leads to a decline in marine biodiversity. 3. Coral reefs are particularly vulnerable to acidification. 4. Urgent action is required to reduce emissions and mitigate damage.

2-3-1-4

1-3-2-4

3-1-2-4

4-1-2-3

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

1. Therefore, emotional intelligence is highly valued in leadership.
2. Emotional intelligence (EQ) is distinct from IQ.
3. It involves understanding and managing one's own emotions.
4. It also includes perceiving and influencing others' emotions.

2-1-3-4

2-3-4-1

2-4-1-3

3-4-2-1