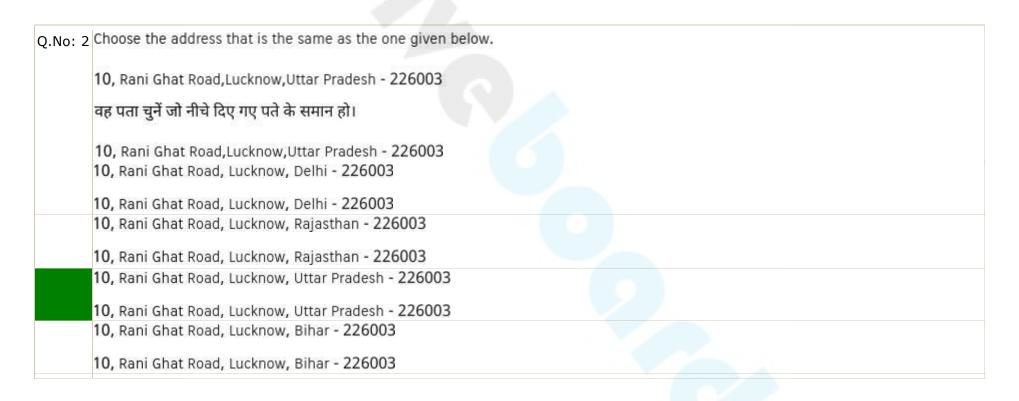


PART-A (General Intelligence and Reasoning)

Q.No: 1 Select the letter-cluster from among the given options that can replace the question mark (?) in the following series.

MNO, JKL, GHI, DEF, ?

ASD	
ASD	
CGF	
CGF	
ABC	
ABC	
JHB	



Q.No: 3 Choose the address that is the same as the one given below.

Villa No. 204, Lake View Estate, Banjara Hills, Hyderabad, Telangana - 500034

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

Villa No. 204, Lake View Estate, Banjara Hills, Hyderabad, Telangana - 500034

Villa No. 204, Lake View Estate, Banjara Hills, Hyderabad, Telangana - 500034

Villa No. 204, Lake View Estate, Banjara Hills, Hyderabad, Telangana - 500034

Villa 204, Lakeview Estate, Banjara Hills, Hyderabad, Telangana - 500034

Villa 204, Lakeview Estate, Banjara Hills, Hyderabad, Telangana - 500034

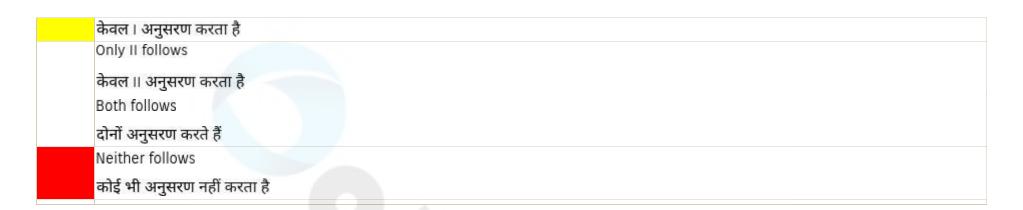
Villa No. 204, Lake View Estates, Banjara Hills, Hyderabad, Telangana - 500034

Villa No. 204, Lake View Estates, Banjara Hills, Hyderabad, Telangana - 500034

Villa No. 240, Lake View Estate, Banjara Hills, Hyderabad, Telangana - 500034

Villa No. 240, Lake View Estate, Banjara Hills, Hyderabad, Telangana - 500034

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





```
Q.No: 6 If 'P' denotes 'addition', 'D' denotes 'subtraction', 'S' denotes 'multiplication', and 'V' denotes 'division', then what will be the value of the following expression?

(48 V 8 P 25 D 6 S 4 P 3) D (25 V 5 S 3 D 4 S 3)

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?

(48 V 8 P 25 D 6 S 4 P 3) D (25 V 5 S 3 D 4 S 3)

4

5

6

6

7

7
```

Q.No: 7	The given statements are followed by two conclusions. Find out which conclusion is TRUE based on the given statements.
	Statements:
	$S > T = U, V \ge W < T, O = S = P, W > Q > R$
	Conclusions:
	I. T= O
	II. T > 0
	दिए गए कथनों के बाद दो निष्कर्ष दिए गए हैं। दिए गए कथनों के आधार पर ज्ञात कीजिए कि कौन सा निष्कर्ष सत्य है।
	कथन:
	$S > T = U, V \ge W < T, O = S = P, W > Q > R$
	निष्कर्ष:
	I. T= O
	II. T > 0
	Only conclusion I is true

केवल निष्कर्ष । सत्य है		
Only conclusion II is true		
केवल निष्कर्ष ॥ सत्य है		
Both conclusion I and II are true		
निष्कर्ष । और ॥ दोनों सत्य हैं		
Neither conclusion I nor II is true		
न तो निष्कर्ष । और न ही ॥ सत्य है		



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

166375			
166375 136789			
136789			

Q.No: 10 Instruction: Identify the assumptions that must hold for the statement to be valid, then choose the correct option.

Statement: 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.

Assumptions:

- 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.

निर्देश: कथन के वैध होने के लिए आवश्यक मान्यताओं की पहचान करें, फिर सही विकल्प चुनें।

कथन: 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।

मान्यताएँ:

- ा. DPSP कल्याण को बढावा देने के उद्देश्य से नीतियाँ बनाने के लिए सरकार को निर्देश के रूप में कार्य करते हैं।
- ॥. चूँिक 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।

Only I and II are implicit

केवल । और ॥ निहित हैं

Only I and III are implicit

केवल । और ।।। निहित हैं

Only I is implicit

केवल । निहित है।

All I, II, and III are implicit

सभी ।, ॥ और ॥। निहित हैं

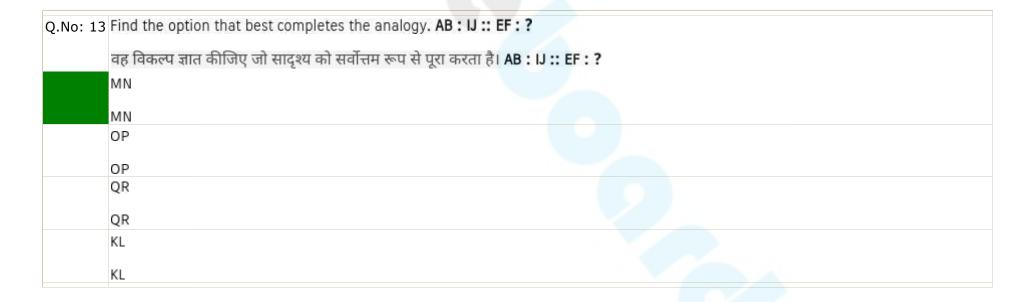
O.No: 11 Read the following statement carefully and identify the conclusion that follows. Statement: The government has increased import duty on luxury cars. Conclusions: I. Imported luxury cars will become more expensive. II. Local car manufacturers will stop making budget cars. निम्नलिखित कथन को ध्यानपूर्वक पढें और निष्कर्ष निकालें। कथन: सरकार ने लग्ज़री कारों पर आयात शुल्क बढ़ा दिया है। निष्कर्ष: आयातित लग्ज़री कारें और महंगी हो जाएँगी। स्थानीय कार निर्माता बजट कारें बनाना बंद कर देंगे। Only Conclusion I follows केवल निष्कर्ष । अनुसरण करता है Only Conclusion II follows केवल निष्कर्ष ॥ अनुसरण करता है Both I and II follow । और ॥ दोनों अनुसरण करते हैं Neither I nor II follows न तो। और न ही॥ अनुसरण करता है

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

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

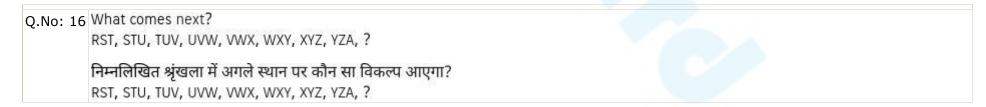
- I. People are regaining interest in reading.
- II. Digital platforms have become less popular.

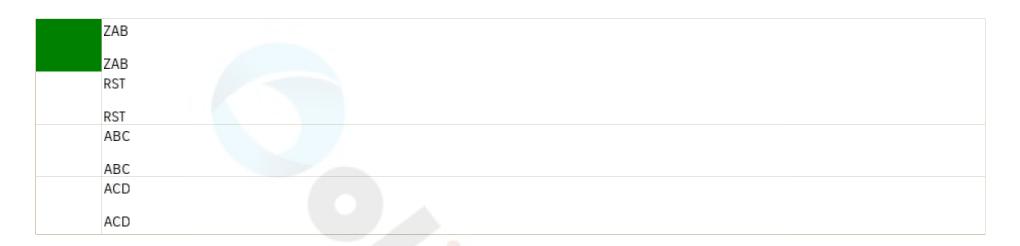
निम्नलिखित कथन को ध्यानपूर्वक पढ़ें और निष्कर्ष निकालें।
कथन: हाल के वर्षों में सार्वजनिक पुस्तकालयों में उपस्थिति बढ़ी है। निष्कर्ष:
।. लोगों की पढ़ने में रुचि फिर से बढ़ रही है। ॥. डिजिटल प्लेटफ़ॉर्म कम लोकप्रिय हो गए हैं।
Only Conclusion I follows
केवल निष्कर्ष । अनुसरण करता है
Only Conclusion II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

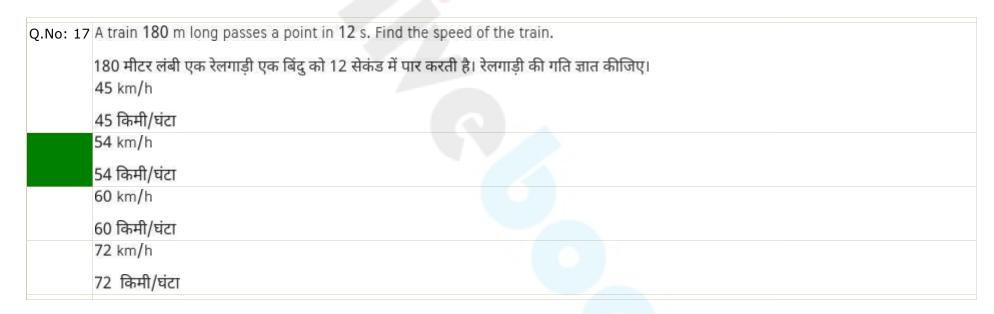


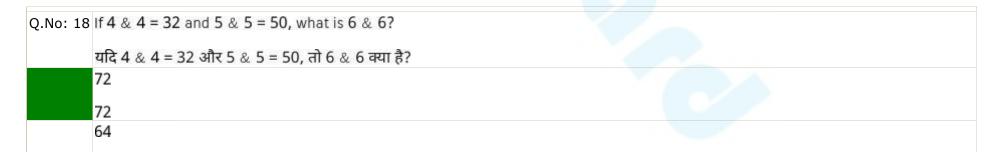
GIG PAINA GI	NTAP " लिखा जाता है, तो " R	AJASTHAN GIGGI	ालखा जाएगा?	
NAHSTAJAR				
NAHSTAJAR				
NAHTSAJAR				
NAHTSAJAR				
NAHTSRAJA				
NAHTSRAJA				
NAHTSAJRA				





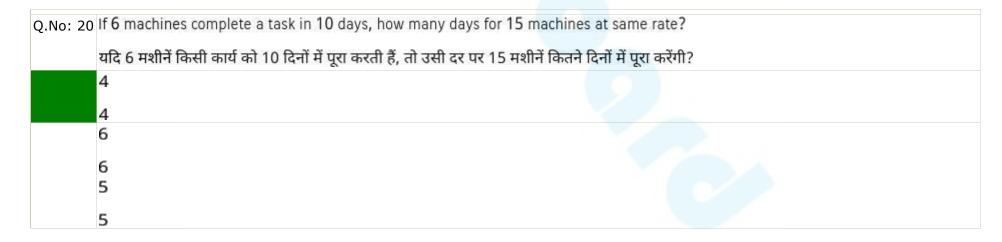






64	
84	
84	
76	
76	





8		
8		

```
Q.No: 21 If 8 # 2 = 65 and 7 # 3 = 55, then 6 # 5 = ?

ਧਿੰਫ 8 # 2 = 65 और 7 # 3 = 55, तो 6 # 5 = ?

35

35

44

44

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 'x', 'x' means '-', '-' means '÷', then 10 - 5 + 3 × 2 = ?

यदि '+' का अर्थ 'x' है, 'x' का अर्थ '-' है, '-' का अर्थ '÷' है, तो 10 - 5 + 3 × 2 = ?

1

1

2

3

4

4
```



Q.No: 25 The series given below contains a sequence of numbers. Accordingly identify the incorrect combina	tion.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, 8	7
29	

29	
37	
37	
53	
53	
87	
87	

Roll No.	
Candidate Name	
Exam Level	SSC CGL Tier 1
Test Date	: 17 Sep 2025
Test Time and Shift	: 04:00 PM (Shift-3)
Centre Name	

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:

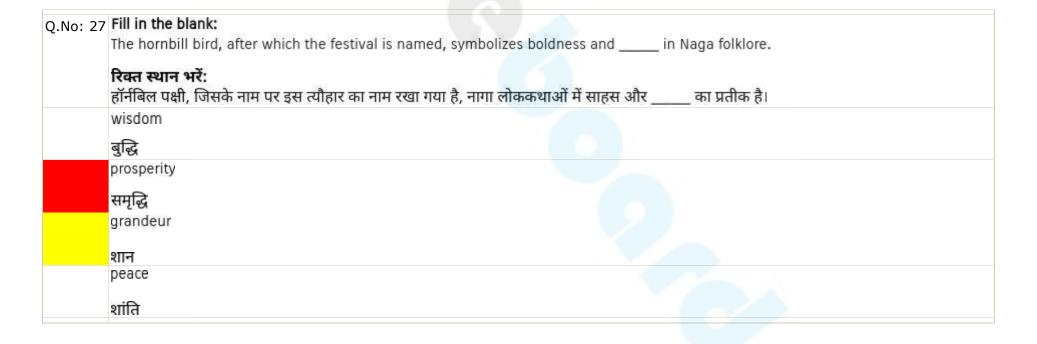
The candidates may note that in the challenge module the sequence of the questions and the options may be different from how it appeared during the examination. This is because in the challenge module the sequence of the questions as well as the answers will be the same for all the candidates who appeared 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-B (General Awareness)

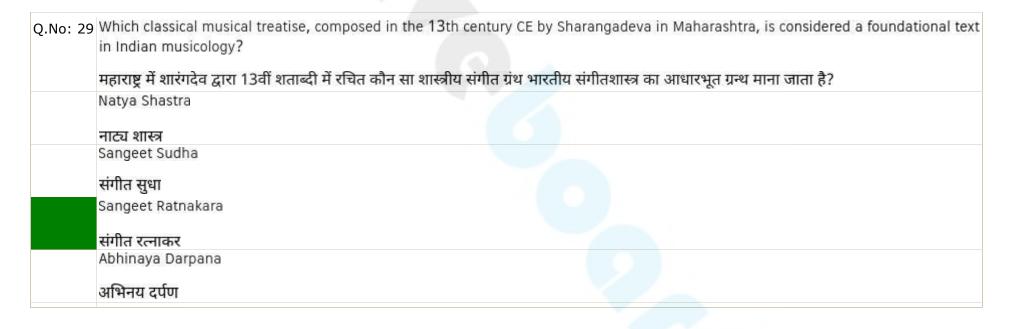
Q.No: 26 Which of the following statements about Mumbai's architectural heritage is/are correct?

- 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.

मुंबई की वास्तुकला विरासत के बारे में निम्नलिखित में से कौन सा कथन सही है/हैं?
1. मुंबई में विक्टोरियन गोथिक इमारतें नियो-गोथिक तत्वों के साथ औपनिवेशिक युग की वास्तुकला को दर्शाती हैं।
2. मुंबई में आर्ट डेको इमारतें 19वीं सदी के औपनिवेशिक शहरी विकास का हिस्सा थीं।
3. ओवल मैदान विक्टोरियन गोथिक और आर्ट डेको वास्तुकला शैलियों को अलग करता है।
1917 Part Of State - Professional Company - P
Only 1 and 2 are correct
1 1 -1 -1 1 1 1 1 1
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



Which one of the following pairs is correctly matched 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: 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			
1956			
1966			
1966			

J.NO: 3.	Fill in the blank: After defeating the Mughal en	nperor, 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	
	हुमायूं	
	Sher Shah Suri	
	शेर शाह सूरी	
	Bahlul Lodi	
	बहलूल लोदी	
	Sikandar Lodi	
	सिकंदर लोदी	



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 correct?

2000 सिडनी ओलंपिक में भारत के मुक्केबाजी पदकों के बारे में निम्नलिखित में से कौन सा कथन सही 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।

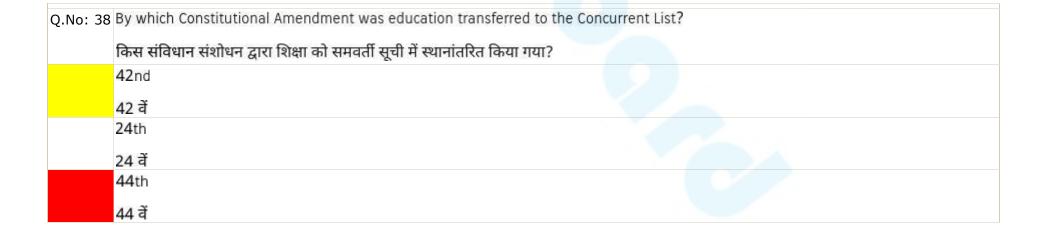
Q.No: 34 What was the strategic focus of the 10th India-Sri Lanka Mitra Shakti exercise in August 2024?
अगस्त 2024 में 10वें भारत-श्रीलंका मित्र शक्ति अभ्यास का रणनीतिक फोकस क्या था?
Maritime piracy response and naval drills
समुद्री डकैती प्रतिक्रिया और नौसैनिक अभ्यास
NATO-style warfare in desert terrain
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

2.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
अरुंधित रॉय
Vikram Seth
विक्रम सेठ

i	Fill in the blanks: The Indian Olympic Association (IOA) was officia Noehren as Secretary.	lly formed in, with Sir Dorabji Tata as its founding President and Dr. A.G.
	रेक्त स्थान भरें: भारतीय ओलंपिक संघ (IOA) का आधिकारिक गठन	में हुआ था, जिसके संस्थापक अध्यक्ष सर दोराबजी टाटा और सचिव डॉ. ए.जी. नोहरेन थे।
1	920	
1	920	
1	922	
1	922	
1	930	
1	930	

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



61st 61 ਵੇਂ

O.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 पढें: 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

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

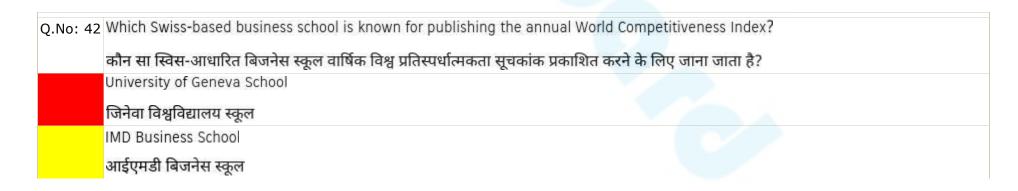
मौलिक कर्तव्य

Federal structure with Provincial Autonomy

1, 2 और 3 सही हैं

प्रांती	नीय स्वायत्तता के साथ संघीय संरचना		
Parl	rliamentary Sovereignty		
संस	नदीय संप्रभुता		
Univ	iversal Adult Franchise		
सार्व	र्वभौमिक वयस्क मताधिकार		

-	Fill in the Blank: Tippani dance uses tools to pound the floor.
	रिक्त स्थान भरें: टिप्पानी नृत्य में फर्श पर प्रहार करने के लिए उपकरणों का उपयोग किया जाता है।
	Metal rods
	धातु की छड़ें
	Wooden sticks
	लकड़ी की छड़ें
	Bamboo poles
	बांस के खंभे
	Stones
	पत्थर



 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

100	0.000000		
u	₹	d	Т

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 Read the following statements carefully and choose the **correct** option regarding Assertion (A) and Reason (R).

Assertion (A): India had to approach the IMF and World Bank in 1991 for a bailout loan.

Reason (R): Foreign exchange reserves had declined to the point that they could barely finance two weeks of imports.

निम्निलिखित 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।

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 is false but R is false.

A is false but R is true.

Q.No: 4	8 What makes Chhau a syncretic Indian dance form?
	छऊ नृत्य को एक समन्वयात्मक भारतीय नृत्य रूप क्यों माना जाता है?
	It uses Sanskrit-only chants in temple rituals
	यह मंदिर के अनुष्ठानों में केवल संस्कृत मंत्रों का उपयोग करता है
	It merges tribal, folk, and classical Hindu elements
	इसमें आदिवासी, लोक और शास्त्रीय हिंदू तत्वों का सम्मिश्रण है
	It evolved purely from Vaishnav temple dance
	यह विशुद्ध रूप से वैष्णव मंदिर नृत्य से विकसित हुआ
	It prohibits all forms of theatrical expression
	यह सभी प्रकार की नाटकीय अभिव्यक्ति पर प्रतिबंध लगाता है



Q.No: 50	Which of the following is NOT a consequence of space weather events like solar flares and CMEs?
	निम्नलिखित में से कौन सा सौर ज्वालाओं और सीएमई जैसी अंतरिक्ष मौसम की घटनाओं का परिणाम नहीं है?
	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
	~~

Roll No.	
Candidate Name	
Exam Level	SSC CGL Tier 1 🔻
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Correct Option selected Wrong Option selected Correct Option Not Answered

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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?

	धों को पंक्तियों में व्यवस्थित करके एक वर्गाकार संरचना बनाता है, लेकिन पाता है कि 15 पौधे इसमें शामिल नहीं हैं। यदि पौधों की कुल संर 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

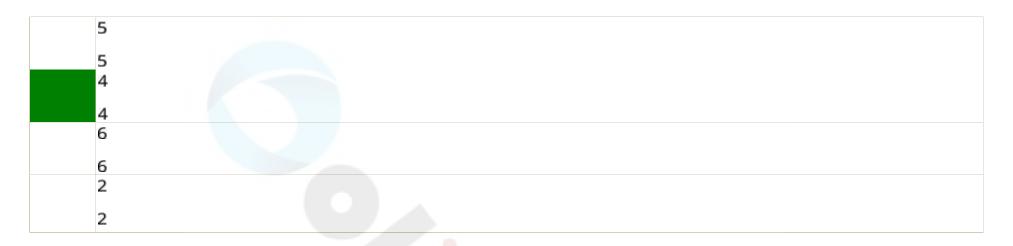
2:3

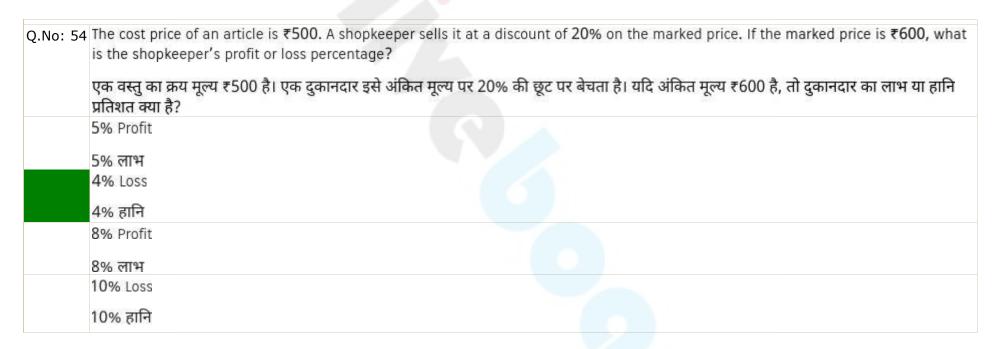
5:4

5:4

6:5

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



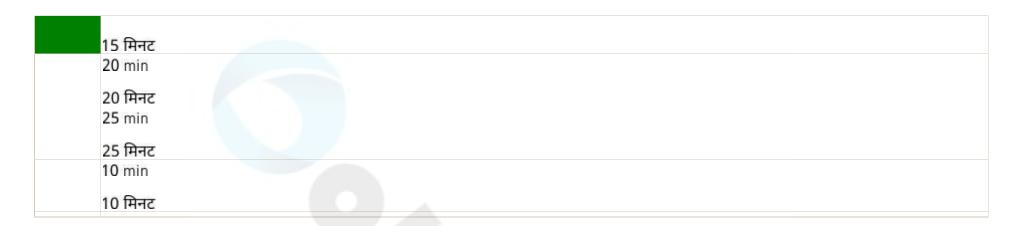


Q.No: 55 Pipes A and B can fill a tank in 20 minutes and 30 minutes, respectively. Meanwhile, a drainpipe C can empty the tank in 60 minutes. If all three pipes are opened simultaneously, how long will it take to fill the tank?

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



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($x - y$) ($y - z$) ($z - x$)
27 xyz
27 xyz
3($x - y$)($y - z$)($z - x$)

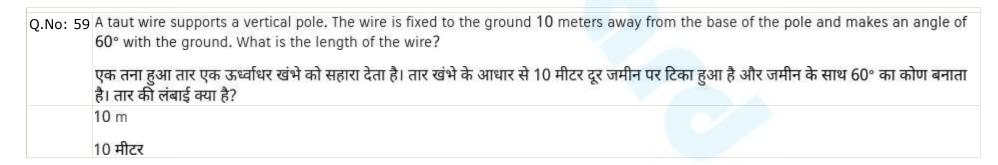
Q.No: 57 A sum of ₹5000 is lent out in two parts, one at 6% simple interest and the other at 9% simple interest. If the annual interest is ₹390, the sum lent at 6% is:

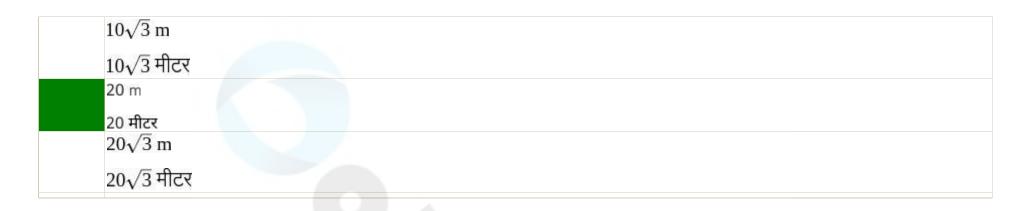
₹5000 की राशि दो भागों में उधार दी जाती है, एक 6% साधारण ब्याज पर और दूसरा 9% साधारण ब्याज पर। यदि वार्षिक ब्याज ₹390 है, तो 6% पर उधार दी गई राशि है:

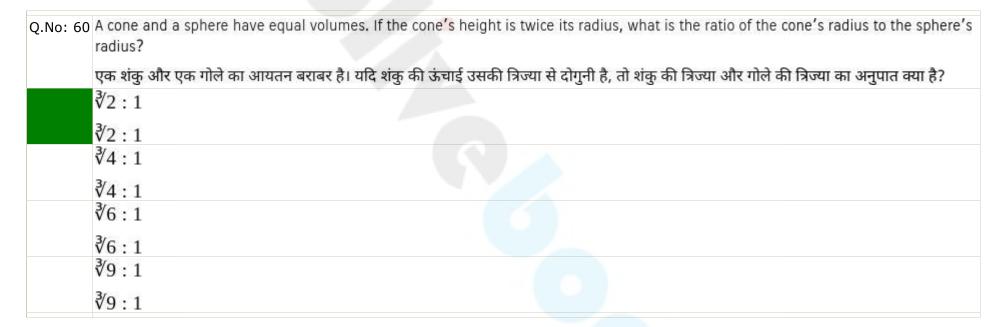
₹2000

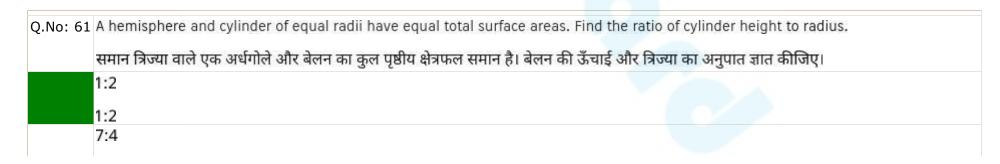
₹2500			
₹2500 ₹3000			
₹3000			
₹3000			
₹3500			
₹3500			



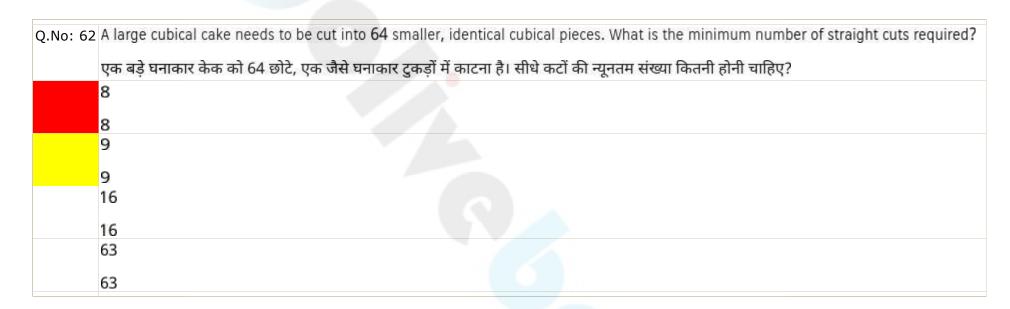


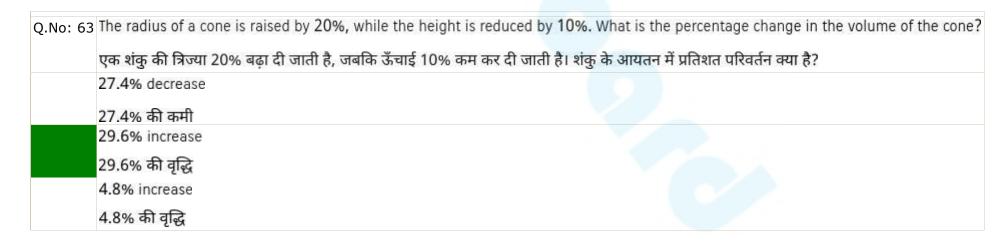






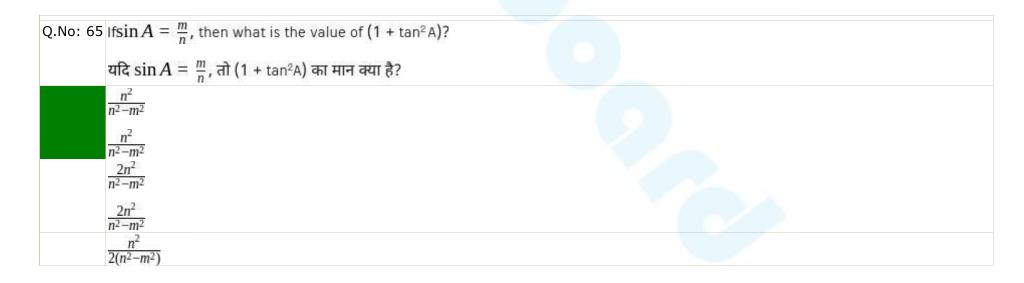
7:4		
6:5		
6:5		
2:5		
2:5		

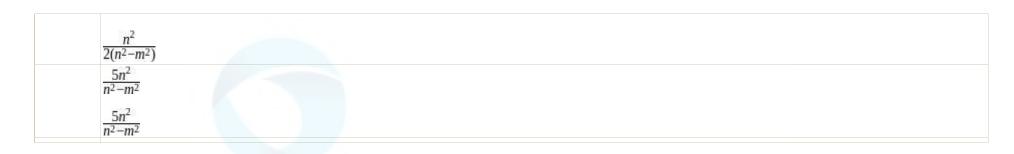




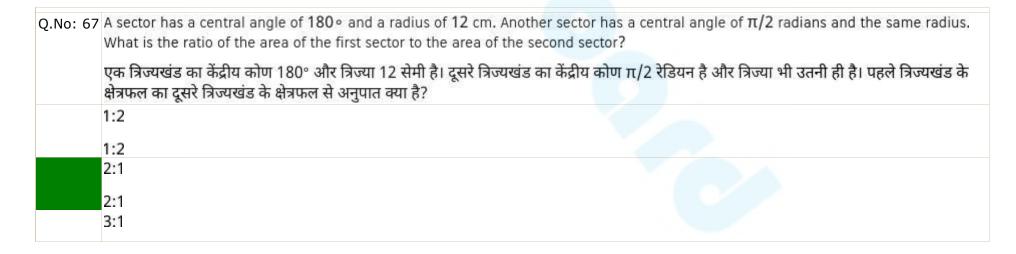
```
5.2% increase
5.2% की वृद्धि
```

```
Q.No: 64 If sinA=\frac{3}{5} and A lies in the second quadrant, find the value of (sinA+cosA)^2. sinA=\frac{3}{5} और A दूसरे चतुर्थांश में स्थित है, का मान ज्ञात कीजिए(sinA+cosA)^2.
0
0
1
1
1
1
1
1
5
1
5
1
5
```



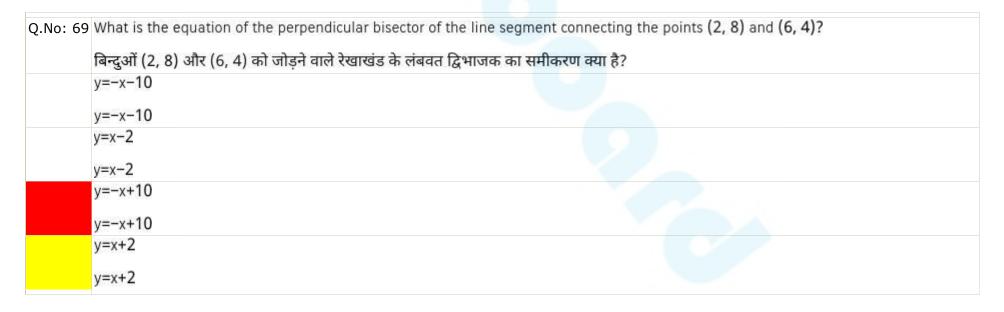






3:1		
1:3		
1:3		





Q.No: 70 The ratios of the perimeters of two similar triangles are expressed as of 3:5. Together, their areas total 34 cm². 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 cm²

9 सेमी²

15 cm²

15 सेमी²

25 cm²

25 सेमी²

35 cm²

35 सेमी²

```
Q.No: 71 19<sup>3</sup> + 20<sup>3</sup>-39<sup>3</sup> + 118 is equal to:
19<sup>3</sup> + 20<sup>3</sup>-39<sup>3</sup> + 118 बराबर है:
-44342
-44342
-6789
-6789
0
0
1
```

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

यदि $\cot A = x + \frac{1}{x}$, तो $\csc^2 A$ 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

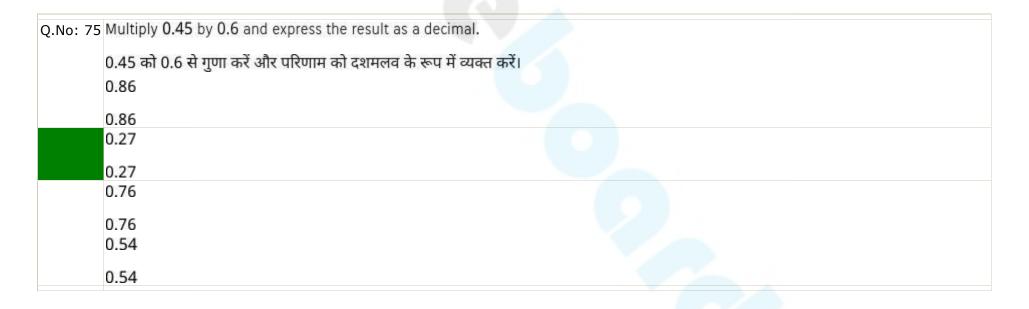
25 cm

25सेमी

28 cm

28 सेमी

	nd PB, are drawn to a circle from a point P outside the circle, and the angle between them is 90°,what is the nter (0) of the circle, if the radius is 5 cm?
जब दो स्पर्श रेखाएं PA और P यदि त्रिज्या 5 सेमी है?	в, वृत्त के बाहर एक बिंदु Р से वृत्त पर खींची जाती हैं, और उनके बीच का कोण 90° है, तो Р से वृत्त के केंद्र (о) की दूरी क्या है,
5 cm	
5 सेमी	
$5\sqrt{2}$ cm	
5√2 सेमी	
10 cm	
10 सेमी	
$5\sqrt{3}cm$	
5√3 सेमी	



Roll No.	
Candidate Name	
Exam Level	SSC CGL Tier 1 🔻
Test Date	: 17 Sep 2025
Test Time and Shift	: 04:00 PM (Shift-3)
Centre Name	

Correct Option selected Wrong Option selected Correct Option Not Answered

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PART-D (English Comprehension)

Q.No: 76	Select the most appropriate synonym of the given word: REBELLIOUS	
	Submissive	

Disobedient			
Agreeable			

Q.No: 77 Select the most appropriate sync	onym of the given word: EULOGY	
Tribute		
Criticism	•	
Insult		
Condemnation		

Q.No: 78	8 Select the most appropriate antonym of the given word. Turpitude	
	Depravity	
	Vice	
	Morality	
	Sin	

Q.No: 79 Choose the correct meaning of idiom: To cry stinking fish	
Boasting excessively	
Ridiculing others	

	Taking pride silently
	Undervaluing one's own worth or effort
Q.No: 80	Which is the correct spelling for 'a statement of beliefs'?
	Creed
	Creade
	Crid
	Credd
Q.No: 81	Find the correctly spelled word meaning having a harmful effect.
	Deleterious
	Deliterious
	Deleterous
	Deletrious
Q.No: 82	Choose the correct one-word substitute for: 'A person who opposes war or use of violence'.
	Pacifist
	Terrorist
	Militant
	Revolutionary

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
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
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: 8	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: 8	Find the part of the sentence that contains an error:
Q.No: 8	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)
Q.No: 8	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)
Q.No: 8	It was not until the second report (1)/ was leaked to the press (2)/ did the ministry issue (3)/ a formal clarification. (4)
Q.No: 8	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)
Q.No: 8	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)
Q.No: 8	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)
Q.No: 8	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)
	(1) (2) (3) (4)
	(1) (2) (3) (4) Select the sentence containing the homonym of the highlighted word:
	(1) (2) (3) (4) Select the sentence containing the homonym of the highlighted word: The monk meditated beneath the ancient corbel protruding from the chapel wall.
	(1) (2) (3) (4) Select the sentence containing the homonym of the highlighted word:

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

Q.No: 89	Convert the sentence provided below from its passive voice structure to an active voice structure: 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 t He <i>took pain</i> to finish the task on time.	the highlighted part of the sentence:
had pain	
took pains	
gave pain	
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

O.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

O.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

O.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 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, "What are you doing?"

He asked what I had been doing.

He asked what was I doing.

He asked what I was doing.

Q.No: 97 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 not be disturbed during the meeting."

She asked not to disturb him during the meeting.

She advised that he should not be disturbed during the meeting.

She said that let him not be disturbed.

She ordered no one disturb him.

Q.No: 98 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.

The professor said that had he known earlier, he would have made the necessary arrangements.

"If I knew earlier, I would have made the necessary arrangements," said the professor.

"Had I known earlier, I would have made the necessary arrangements," said the professor.

"If I would have known earlier, I would make arrangements," the professor said.

"Had I knew earlier, I would arrange t	things," said the professor.	
	annight same and present	

1. Ocean acidification is	g sentences to form a meaningful passage: s a consequence of increased CO2 emissions. 2. This leads to a decline in marine biodiversity. 3. Coral reefs are 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	1. Therefore, emotional intelligence is highly valued in leadership.
2	2. Emotional intelligence (EQ) is distinct from IQ.
3	3. It involves understanding and managing one's own emotions.
2	4. It also includes perceiving and influencing others' emotions.
2	2-1-3-4
2	2-3-4-1
2	2-4-1-3
3	3-4-2-1