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| Exam Level | : | SSC CGL Tier 1 |
| Test Date | : | 19 Sep 2025 |
| Test Time and Shift | : | 12:30 PM (Shift-2) |

Correct Option selected Wrong Option selected Correct Option Not Answered

PART-A (General Intelligence and Reasoning)

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| <p>Q.No: 1</p> | <p>Consider the following statement and choose the option that follows.</p> <p>Statement: The bank has introduced green bonds to fund eco-friendly projects.</p> <p>Conclusions: I. The bank is supporting sustainable development. II. Green bonds are more profitable than regular bonds.</p> <p>निम्नलिखित कथन पर विचार कीजिए और उसके बाद दिए गए विकल्प का चयन कीजिए।</p> <p>कथन: बैंक ने पर्यावरण-अनुकूल परियोजनाओं के वित्तपोषण हेतु ग्रीन बॉन्ड प्रस्तुत किए हैं।</p> <p>निष्कर्ष: I. बैंक सतत विकास का समर्थन कर रहा है। II. ग्रीन बॉन्ड, नियमित बॉन्ड की तुलना में अधिक लाभदायक होते हैं।</p> <p>Only I follow केवल I अनुसरण करता है</p> <p>Only II follow केवल II अनुसरण करता है</p> <p>Both follow दोनों अनुसरण करते हैं</p> <p>Neither follow कोई भी अनुसरण नहीं करता है</p> |
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| <p>Q.No: 2</p> | <p>If $3 + 2 = 13$, $4 + 3 = 25$, then $5 + 4 = ?$</p> <p>अगर $3 + 2 = 13$, $4 + 3 = 25$, तो $5 + 4 = ?$</p> <p>41</p> <p>41</p> <p>29</p> <p>29</p> |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

45

45

37

37

Not Answered

Q.No: 3 Interchange two signs to correct.

$$50 \div 5 + 8 - 6 \times 2 = 56$$

सही करने के लिए दो चिह्नों को आपस में बदलें।

$$50 \div 5 + 8 - 6 \times 2 = 56$$

÷ and -

÷ और -

+ and -

+ और -

÷ and ×

÷ और ×

- and ×

- और ×

Q.No: 4 A is the daughter of B. B is the son of C. C is the father of D. How is A related to D?

A, B की पुत्री है। B, C का पुत्र है। C, D का पिता है। A का D से क्या संबंध है?

Sister

बहन

Niece

भतीजी

| | |
|--|---------------|
| | Granddaughter |
| | पोती |
| | Cousin |
| | चचेरी |

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| Q.No: 5 | Pointing to a woman, Raj said, "She is the daughter-in-law of the grandmother of my father's only son." How is the woman related to Raj? एक महिला की ओर इशारा करते हुए राज ने कहा, "वह मेरे पिता के इकलौते पुत्र की दादी की पुत्रवधू है।" वह महिला राज से किस प्रकार संबंधित है? |
| | Wife पत्नी |
| | Sister-in-law भाभी Cousin चचेरी Mother माँ |
| Not Answered | |

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| Q.No: 6 | Solve: AC : DF :: GI : ? हल करें: AC : DF :: GI : ? |
| | JL |
| | JL |
| | KM |

| | |
|--|----|
| | KM |
| | LN |
| | LN |
| | MO |
| | MO |

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| Q.No: 7 | Complete the pattern: 1, 4, 13, 40, 121, ? |
| | पैटर्न पूरा करें: 1, 4, 13, 40, 121, ? |
| | 364 |
| | 364 |
| | 360 |
| | 360 |
| | 362 |
| | 362 |
| | 365 |
| | 365 |

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| Q.No: 8 | Read the following statement carefully and identify the action that follows. |
| | Statement: Students often get distracted during online classes. |
| | Course of Action: |
| | 1. Introduce interactive tools and quizzes. |
| | 2. Ban online classes permanently. |

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| | निम्नलिखित कथन को ध्यानपूर्वक पढ़ें और उसके बाद की कार्रवाई की पहचान करें। कथन: ऑनलाइन कक्षाओं के दौरान छात्र अक्सर विचलित हो जाते हैं। कार्रवाई: 1. इंटरैक्टिव टूल और क्विज़ शुरू करें। 2. ऑनलाइन कक्षाओं पर स्थायी रूप से प्रतिबंध लगाएँ। |
| <input checked="" type="checkbox"/> | Only 1 follows केवल 1 अनुसरण करता है |
| <input type="checkbox"/> | Only 2 follows केवल 2 अनुसरण करते हैं |
| <input type="checkbox"/> | Both follow दोनों अनुसरण करते हैं |
| <input type="checkbox"/> | Neither follows कोई भी अनुसरण नहीं करता है |

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| Q.No: 9 | Identify the odd one out: इनमें से विषम को पहचानें: |
| <input type="checkbox"/> | $6 \% 3 = 2$ |
| <input type="checkbox"/> | $6 \% 3 = 2$ |
| <input type="checkbox"/> | $9 \% 3 = 3$ |
| <input type="checkbox"/> | $9 \% 3 = 3$ |
| <input type="checkbox"/> | $8 \% 2 = 4$ |
| <input type="checkbox"/> | $8 \% 2 = 4$ |
| <input checked="" type="checkbox"/> | $7 \% 3 = 2$ |
| <input type="checkbox"/> | $7 \% 3 = 2$ |

Q.No: 10 Direction: Read the given information carefully and answer the questions asked below.

Seven people A, B, C, D, E, F, and G live on seven different floors of a building but not necessarily in the same order. The lowermost floor of the building is numbered as 1 and topmost floor is numbered as 7. A does not live on the topmost floor. B lives immediately below F. C lives on an even-numbered floor. Three people live between F and C. The number of people living between F and D is equal to the number of people living between D and C. More than four people live between E and G. B lives on one of the floors below G.

Who among the following lives two floors below A?

निर्देश: दी गई जानकारी को ध्यानपूर्वक पढ़ें और नीचे पूछे गए प्रश्नों के उत्तर दें।

सात व्यक्ति A, B, C, D, E, F और G एक इमारत की सात अलग-अलग मंजिलों पर रहते हैं, लेकिन जरूरी नहीं कि इसी क्रम में हों। इमारत की सबसे निचली मंजिल को 1 और सबसे ऊपरी मंजिल को 7 नंबर दिया गया है। A सबसे ऊपरी मंजिल पर नहीं रहता है। B, F के ठीक नीचे रहता है। C एक सम संख्या वाली मंजिल पर रहता है। F और C के बीच तीन व्यक्ति रहते हैं। F और D के बीच रहने वाले व्यक्तियों की संख्या D और C के बीच रहने वाले व्यक्तियों की संख्या के बराबर है। E और G के बीच चार से अधिक व्यक्ति रहते हैं। B, G के नीचे किसी मंजिल पर रहता है।

निम्नलिखित में से कौन A से दो मंजिल नीचे रहता है?

B

B

C

C

E

E

D

D

Not Answered

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

Statement:

All actors are professionals. All professionals are creative. Some creative people are lazy.

Conclusions:

I. Some actors are lazy.

II. All actors are creative.

निम्नलिखित कथन को ध्यानपूर्वक पढ़ें और निष्कर्ष निकालें।

कथन: सभी अभिनेता पेशेवर होते हैं। सभी पेशेवर रचनात्मक होते हैं। कुछ रचनात्मक लोग आलसी होते हैं।

निष्कर्ष:

I. कुछ अभिनेता आलसी होते हैं।

II. सभी अभिनेता रचनात्मक होते हैं।

Only I follows

केवल I अनुसरण करता है

Only II follows

केवल 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

Not Answered

Q.No: 12 Find the odd one out:

Square, Triangle, Rectangle, Sphere, Pentagon

इनमें से विषम चुनें:

वर्ग, त्रिभुज, आयत, गोला, पंचभुज

| | |
|--|----------------------------|
| | Square वर्ग Triangle |
| | त्रिभुज |
| | Sphere गोला |
| | Pentagon पंचभुज |

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| Q.No: 13 | In each of the following questions, a specific letter-to-letter coding pattern is applied to the first word to obtain the second word. Apply the same pattern to the third word and choose the correct option from the given alternatives. xyzyy : ccbabb :: xyyzy : ? निम्नलिखित प्रत्येक प्रश्न में, पहले शब्द पर एक विशिष्ट अक्षर-दर-अक्षर कोडिंग पैटर्न लागू करके दूसरा शब्द प्राप्त किया गया है। यही पैटर्न तीसरे शब्द पर भी लागू कीजिए और दिए गए विकल्पों में से सही विकल्प चुनिए। xyzyy : ccbabb :: xyyzy : ? |
| | abbacc |
| | abbacc |
| | bbacca |
| | bbacca abbcca |
| | abbcca |
| | cbbaab |
| | cbbaab |

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| Q.No: 14 | If FRIEND becomes FDNIRE, how is TICKET written? अगर FRIEND को FDNIRE बना दिया जाए तो TICKET को कैसे लिखा जाएगा? |
| | TETKIC |
| | TETKIC |

| | |
|--|--------|
| | TKETIC |
| | TKETIC |
| | TEKTIC |
| | TEKTIC |
| | TTECIK |
| | TTECIK |

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| Q.No: 15 | Find the odd one out from the given alternatives: दिए गए विकल्पों में से विषम विकल्प को चुनिए: |
| | GDP |
| | जीडीपी |
| | NNP |
| | एनएनपी |
| | GNP |
| | जीएनपी |
| | RBI |
| | आरबीआई |
| Not Answered | |

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| Q.No: 16 | Which of the following words is formed by changing exactly one letter at one place in the word "PROFESSION"? निम्नलिखित में से कौन सा शब्द "PROFESSION" शब्द में एक स्थान पर केवल एक अक्षर बदलकर बनाया गया है? |
| | PROVISION |
| | PROVISION |
| | POSSESSION |
| | POSSESSION |
| | PROCESSION |

| | |
|--|-------------|
| | PROCESSION |
| | PROGRESSION |
| | PROGRESSION |

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| Q.No: 17 | Complete the series. 60, 30, 20, 15, 12, 10, ? निम्नलिखित श्रृंखला को पूरा करें। 60, 30, 20, 15, 12, 10, ? |
| | 7.5 |
| | 7.5 |
| | 8.57 |
| | 8.57 |
| | 9 |
| | 9 |
| | 6 |
| | 6 |

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| Q.No: 18 | What comes next? DZA, FXC, HVE, ? निम्नलिखित श्रृंखला में अगले स्थान पर कौन सा विकल्प आएगा? DZA, FXC, HVE, ? |
| | KSH |
| | KSH |
| | LRI |
| | LRI |
| | JTG |

| | |
|--|-----|
| | JTG |
| | IUG |
| | IUG |

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| Q.No: 19 | Find the odd one out from the given alternatives |
| | <p>दिए गए विकल्पों में से बेमेल विकल्प चुनिए</p> <p>Independence Movement</p> <p>स्वतंत्रता आंदोलन</p> <p>Khilafat Movement</p> <p>खिलाफत आंदोलन</p> <p>Swadeshi Movement</p> <p>स्वदेशी आंदोलन</p> |
| | Bhoodan Movement |
| | भूदान आंदोलन |

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| Q.No: 20 | Select the letter-cluster from among the given options that can replace the question mark (?) in the following series: AZ, BY, CX, ? |
| | <p>दिए गए विकल्पों में से उस अक्षर-समूह का चयन कीजिए जो निम्नलिखित श्रृंखला में प्रश्नवाचक चिह्न (?) के स्थान पर आ सकता है:</p> <p>AZ, BY, CX, ?</p> |
| | DW |
| | DW |
| | DU |
| | DU |
| | EV |
| | EV |
| | DX |

DX

Q.No: 21 If $+ = -, - = +$; then $20 + 8 - 5 = ?$ यदि $+ = -, - = +$; तो $20 + 8 - 5 = ?$

23

23

27

27

17

17

15

15

Not Answered

Q.No: 22 A group of 20 students are sitting in a circle. Each shakes hands with exactly 3 neighbors. How many handshakes occur?

20 छात्रों का एक समूह एक वृत्त में बैठा है। प्रत्येक छात्र अपने ठीक तीन पड़ोसियों से हाथ मिलाता है। कुल कितनी बार हाथ मिलाया जाता है?

20

20

30

30

40

40

60

60

Not Answered

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| Q.No: 23 | If MASTER is coded as NBTUFS, how is NBTUFS coded? यदि MASTER को NBTUFS के रूप में कोडित किया जाता है, तो NBTUFS को कैसे कोडित किया जाएगा? |
| | OCUVGT |
| | OCUVGT |
| | OCVTGT |
| | OCVTGT |
| | OBTVGT |
| | OBTVGT |
| | OBTVFS |
| | OBTVFS |

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| Q.No: 24 | If the 7th day of a month is three days earlier than Friday, What day will it be on the 20th day of the month? अगर किसी महीने का 7वां दिन शुक्रवार से तीन दिन पहले है, तो महीने के 20वें दिन कौन सा दिन होगा? |
| | Monday |
| | सोमवार |
| | Tuesday |
| | मंगलवार |
| | Sunday |
| | रविवार |
| | Wednesday |
| | बुधवार |

Not Answered

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| Q.No: 25 | The series given below contains a sequence of numbers. Accordingly identify the incorrect combination. 9 , 17 , 36 , 72 , 144 , 288 नीचे दी गई श्रृंखला में संख्याओं का एक अनुक्रम है। तदनुसार गलत संयोजन की पहचान कीजिए। 9, 17, 36, 72, 144, 288 |
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|-----|
| 17 |
| 17 |
| 36 |
| 36 |
| 72 |
| 72 |
| 288 |
| 288 |

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Your Personal Exam Guide

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|---------------------|---|--------------------|
| Exam Level | : | SSC CGL Tier 1 |
| Test Date | : | 19 Sep 2025 |
| Test Time and Shift | : | 12:30 PM (Shift-2) |

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 is NOT a benefit of the Gaganyaan mission?

निम्नलिखित में से कौन सा गगनयान मिशन का लाभ नहीं है?

Increased global collaborations in space science

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| | अंतरिक्ष विज्ञान में वैश्विक सहयोग में वृद्धि |
| | Advancement in space-related R&D and technology |
| | अंतरिक्ष से संबंधित अनुसंधान एवं विकास तथा प्रौद्योगिकी में उन्नति |
| | Boost to India's human spaceflight capability |
| | भारत की मानव अंतरिक्ष उड़ान क्षमता में वृद्धि |
| | Reduction in Earth's temperature |
| | पृथ्वी के तापमान में कमी |

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| Q.No: 27 | Which QUAD country has the largest economy? |
| | किस QUAD देश की अर्थव्यवस्था सबसे बड़ी है? |
| | Japan |
| | जापान |
| | USA |
| | यूएसए |
| | India |
| | भारत |
| | Australia |
| | ऑस्ट्रेलिया |

| | |
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| Q.No: 28 | The "National Intellectual Property Rights (IPR) Policy" aims to foster creativity and innovation in India. Which of the following is a key objective of this policy? |
| | "राष्ट्रीय बौद्धिक संपदा अधिकार (आईपीआर) नीति" का उद्देश्य भारत में रचनात्मकता और नवाचार को बढ़ावा देना है। निम्नलिखित में से कौन सा इस नीति का मुख्य उद्देश्य है? |
| | To discourage the filing of patents by domestic inventors to reduce bureaucratic hurdles. |
| | नौकरशाही बाधाओं को कम करने के लिए घरेलू आविष्कारकों द्वारा पेटेंट दाखिल करने को हतोत्साहित करना। |
| | To create public awareness about the economic, social, and cultural benefits of IPRs. |

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| | बौद्धिक संपदा अधिकारों के आर्थिक, सामाजिक और सांस्कृतिक लाभों के बारे में जन जागरूकता पैदा करना। |
| | To solely focus on strengthening the enforcement mechanisms against counterfeiting and piracy. |
| | जालसाजी और चोरी के विरुद्ध प्रवर्तन तंत्र को मजबूत करने पर पूर्णतः ध्यान केंद्रित करना। |
| | To advocate for the abolition of international treaties related to intellectual property. |
| | बौद्धिक संपदा से संबंधित अंतर्राष्ट्रीय संधियों को समाप्त करने की वकालत करना। |

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| Q.No: 29 | The Salt Satyagraha of 1930 was a direct civil disobedience movement against which British policy? |
| | 1930 का नमक सत्याग्रह किस ब्रिटिश नीति के विरुद्ध प्रत्यक्ष सविनय अवज्ञा आंदोलन था? |
| | The imposition of heavy taxes on land revenue. |
| | भू-राजस्व पर भारी कर लगाना। |
| | The British monopoly on the manufacture and sale of salt. |
| | नमक के निर्माण और बिक्री पर ब्रिटिशों का एकाधिकार था। |
| | The restrictions on the movement and assembly of Indians. |
| | भारतीयों के आवागमन और एकत्र होने पर प्रतिबंध। |
| | The introduction of separate electorates for different communities. |
| | विभिन्न समुदायों के लिए पृथक निर्वाचिका मंडल की शुरुआत। |

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|----------|-------------------------------------------------------------------------------------------------------------|
| Q.No: 30 | Under the Bharatiya Sakshya Adhinyam, 2023, what is required for digital evidence to be presented in court? |
| | भारतीय साक्ष्य अधिनियम, 2023 के तहत अदालत में डिजिटल साक्ष्य प्रस्तुत करने के लिए क्या ज़रूरी है? |
| | It must be presented in hard copy form only |
| | इसे केवल हार्ड कॉपी के रूप में ही प्रस्तुत किया जाना चाहिए |
| | It must come from a reliable, government-approved platform |
| | यह विश्वसनीय, सरकार द्वारा मान्य प्लेटफॉर्म से आना चाहिए |
| | It must be accompanied by a valid digital signature |
| | इसके साथ वैध डिजिटल हस्ताक्षर भी होना चाहिए |

It must be verified by a government official before submission

इसे प्रस्तुत करने से पहले किसी सरकारी अधिकारी द्वारा सत्यापित किया जाना चाहिए

Not Answered

Q.No: 31 Who became the Chairperson of the National Statistical Commission (NSC) in 2022?

2022 में राष्ट्रीय सांख्यिकी आयोग (एनएससी) के अध्यक्ष कौन बने?

Pronab Sen

प्रणब सेन

Bimal Jalan

बिमल जालान

Arvind Virmani

अरविंद विरमानी

Rajeeva Laxman Karandikar

राजीव लक्ष्मण करंदीकर

Not Answered

Q.No: 32 Which of the given statements is/are INCORRECT regarding iron ore in India?

भारत में लौह अयस्क के संबंध में दिए गए कथनों में से कौन सा/से गलत है/हैं?

Only the hematite ore of iron occurs in India.

भारत में केवल लौहे का हेमेटाइट अयस्क पाया जाता है।

In Odisha, iron ore occurs in a series of hill ranges in Sundargarh, Mayurbhanj and Jhar.

ओडिशा में लौह अयस्क सुन्दरगढ़, मयूरभंज और झार की पहाड़ी श्रृंखलाओं में पाया जाता है।

India consists of the largest reserves of iron ore in Asia.

भारत में एशिया में लौह अयस्क का सबसे बड़ा भंडार मौजूद है।

More than 90% of iron ore reserves are found in Jharkhand, Chhattisgarh, Karnataka and Goa.

90% से ज्यादा लौह अयस्क भंडार झारखंड, छत्तीसगढ़, कर्नाटक और गोवा में पाए जाते हैं।

Not Answered

Q.No: 33 What is the primary instrument used in the performance of Burrakatha in Andhra Pradesh?

आंध्र प्रदेश में बुराकथा के प्रदर्शन में प्रयुक्त होने वाला मुख्य वाद्य यंत्र क्या है?

Dholak

ढोलक

Tambura

तम्बूरा

Noot

नूत

Rabab

रबाब

Not Answered

Q.No: 34 Which of the Indian States/Union Territories had lowest sex ratio in 2011?

2011 में किस भारतीय राज्य/केंद्र शासित प्रदेश में लिंगानुपात सबसे कम था?

Haryana

हरियाणा

Daman and Diu

दमन और दीव

Punjab

पंजाब

Dadar and Nagar Haveli

दादर और नागर हवेली

Not Answered

| | |
|---------------------|---------------------------------------------------------------------------------------------------------------|
| Q.No: 35 | Which of the given pairs is NOT matched correctly? दिए गए युग्मों में से कौन-सा युग्म सही सुमेलित नहीं है? |
| | Bari Doab - between Beas and Ravi बारी दोआब - ब्यास और रावी के बीच |
| | Bisht Doab - between Beas and Chenab बिष्ट दोआब - ब्यास और चिनाब के बीच |
| | Rachna Doab - between Ravi and Chenab रचना दोआब - रावी और चिनाब के बीच |
| | Jech Doab - between Chenab and Jhelum जेच दोआब - चिनाब और झेलम के बीच |
| Not Answered | |

| | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 36 | What is the typical base design of the simplest Nagara-style shikhara? सबसे सरल नागर शैली के शिखर का विशिष्ट आधार डिजाइन क्या है? |
| | Circular base with domes गुंबदों के साथ गोलाकार आधार |
| | Square base with curving walls घुमावदार दीवारों के साथ चौकोर आधार |
| | Triangular base with garden बगीचे के साथ त्रिकोणीय आधार |
| | Rectangular base with domes गुंबदों के साथ आयताकार आधार |
| Not Answered | |

| | |
|----------|------------------------------------------------------------------------------------------------|
| Q.No: 37 | The Kharchi festival is primarily associated with: खर्ची त्यौहार मुख्यतः किससे सम्बंधित है: |
|----------|------------------------------------------------------------------------------------------------|

| | |
|---------------------|----------------------------------------------------------------------------------|
| | Worship of Lord Jagannath भगवान जगन्नाथ की पूजा |
| | Veneration of indigenous tribal deities स्वदेशी जनजातीय देवताओं की पूजा |
| | Commemoration of Tripura's statehood day त्रिपुरा के राज्य दिवस का स्मरणोत्सव |
| | Worship of River Goddess Yamuna नदी देवी यमुना की पूजा |
| Not Answered | |

| | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 38 | What title did many Kushana rulers adopt to signify their divine status? अनेक कुषाण शासकों ने अपनी दैवीय स्थिति दर्शाने के लिए कौन सी उपाधि अपनाई थी? |
| | Rajadhiraja राजाधिराज |
| | Chakravartin चक्रवर्ती |
| | Devaputra देवपुत्र |
| | Maharajadhiraja महाराजाधिराज |
| Not Answered | |

| | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 39 | Which of the following statements about Judo techniques and rules is correct ? जूडो तकनीक और नियमों के बारे में निम्नलिखित में से कौन सा कथन सही है? |
| | Shime-Waza are arm locks targeting the elbows. शिमे-वाजा कोहनी को लक्ष्य करके किया जाने वाला आर्म लॉक है। |

| | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | A Judo match ends immediately if a player scores an Ippon or receives a Hansoku-make. यदि कोई खिलाड़ी इप्पोन स्कोर करता है या हांसोकू-मेक प्राप्त करता है तो जूडो मैच तुरंत समाप्त हो जाता है। Judoka can strike and kick but cannot attack joints other than elbows. जूडोका प्रहार और किक कर सकता है, लेकिन कोहनी के अलावा अन्य जोड़ों पर प्रहार नहीं कर सकता। Hansoku-make is a minor penalty in Judo. हांसोकू-मेक जूडो में एक छोटा दंड है। |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Not Answered

| | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 40 | Which region did Babur first conquer during his initial campaigns in India? भारत में अपने प्रारंभिक अभियान के दौरान बाबर ने सबसे पहले किस क्षेत्र पर विजय प्राप्त की? |
| | Panipat पानीपत Lahore लाहौर Sialkot सियालकोट |
| | Bhira भीरा |

Not Answered

| | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 41 | How did Sushil Kumar secure India's first Olympic wrestling medal in 56 years? सुशील कुमार ने 56 वर्षों में भारत के लिए पहला ओलंपिक कुश्ती पदक कैसे हासिल किया? |
| | By winning all his bouts consecutively without any loss बिना किसी हार के लगातार अपने सभी मुकाबले जीतकर |
| | By winning three repechage bouts after losing his opening match अपना पहला मैच हारने के बाद तीन रेपेचेज मुकाबले जीतकर |

By defeating the reigning champion in the finals

फाइनल में मौजूदा चैंपियन को हराकर

By receiving a walkover in the semifinals

सेमीफाइनल में वॉकओवर प्राप्त करके

Not Answered

Q.No: 42 Who won the International Booker Prize in 2025?

2025 में अंतर्राष्ट्रीय बुकर पुरस्कार किसने जीता?

Samantha Harvey

सामंथा हार्वे

Banu Mushtaq & Deepa Bhashthi

बानू मुश्ताक और दीपा भष्ठी

Geetanjali Shree

गीतांजलि श्री

Vincenzo Latronico

विन्सेन्ज़ो लैट्रोनिको

Q.No: 43 The '73rd Inter Services Water Polo Championship' held in 2024-25 showcased top talent from the armed forces' aquatic teams. Which of the following statements are **true**?

1. The Eastern Naval Command organises this championship.

2. Visakhapatnam served as the host city for the year 2024-25.

3. The tournament took place in April 2025, in line with the annual aquatic events calendar of the Services.

2024-25 में आयोजित '73वीं अंतर-सेवा वाटर पोलो चैंपियनशिप' में सशस्त्र बलों की जलीय टीमों की शीर्ष प्रतिभाओं का प्रदर्शन किया गया। निम्नलिखित में से कौन से कथन **सत्य** हैं?

1. पूर्वी नौसेना कमान इस चैंपियनशिप का आयोजन करती है।

2. विशाखापत्तनम वर्ष 2024-25 के लिए मेजबान शहर था।

3. यह टूर्नामेंट सेनाओं के वार्षिक जलीय कार्यक्रम कैलेंडर के अनुसार अप्रैल 2025 में आयोजित किया गया था।

1 and 2 only

| | |
|---------------------|-----------------------------|
| | केवल 1 और 2 2 and 3 only |
| | केवल 2 और 3 1 and 3 only |
| | केवल 1 और 3 1, 2 and 3 |
| | 1, 2 और 3 |
| Not Answered | |

| | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 44 | What is the role of Article 263 in maintaining Union-State coordination? संघ-राज्य समन्वय बनाए रखने में अनुच्छेद 263 की क्या भूमिका है? |
| | Settles taxation disputes कराधान विवादों का निपटारा Creates Zonal Councils क्षेत्रीय परिषदों का निर्माण |
| | Provides Inter-State Council framework अंतर-राज्यीय परिषद ढांचा प्रदान करता है |
| | Enforces Emergency Provisions आपातकालीन प्रावधानों को लागू करता है |
| Not Answered | |

| | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 45 | Which statements about thermodynamic processes and heat engines is/are correct? 1. Work done in irreversible expansion is greater than in quasi-static expansion. 2. Efficiency of an ideal heat engine depends only on reservoir temperatures. 3. Heat flows from cold to hot only with external work. |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>ऊष्मागतिक प्रक्रियाओं और ऊष्मा इंजनों के बारे में कौन सा/से कथन सही है/हैं?</p> <p>1. अनुत्क्रमणीय प्रसार में किया गया कार्य, अर्ध-स्थैतिक प्रसार की तुलना में अधिक होता है।</p> <p>2. एक आदर्श ऊष्मा इंजन की दक्षता केवल भण्डार के तापमान पर निर्भर करती है।</p> <p>3. ऊष्मा केवल बाह्य कार्य द्वारा ही ठण्डे से गर्म की ओर प्रवाहित होती है।</p> |
| | 1 and 2 only |
| | केवल 1 और 2 |
| | 2 and 3 only |
| | केवल 2 और 3 |
| | 1 and 3 only |
| | केवल 1 और 3 |
| | 1, 2 and 3 |
| | 1, 2 और 3 |
| Not Answered | |

| | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 46 | <p>Fill in the Blank:</p> <p>In Jhora dance, participants hold each other by the _____.</p> <p>रिक्त स्थान भरें:</p> <p>झोरा नृत्य में, प्रतिभागी एक-दूसरे को _____ से पकड़ते हैं।</p> |
| | Shoulders |
| | कंधों |
| | Arms |
| | बांहें |
| | Waist |
| | कमर |
| | Wrists |
| | कलाई |

| | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 47 | In the 2025 Global Firepower (GFP) review, which of the following statements is correct regarding the ranking methodology? 2025 ग्लोबल फायरपावर (GFP) समीक्षा में, रैंकिंग पद्धति के संबंध में निम्नलिखित में से कौन सा कथन सही है? |
| | It considers only the number of active military personnel यह केवल सक्रिय सैन्य कर्मियों की संख्या पर विचार करता है |
| | It ranks nations solely based on nuclear capabilities यह केवल परमाणु क्षमता के आधार पर राष्ट्रों को रैंक करता है |
| | It uses over 60 factors including logistics and geography to calculate the PowerIndex यह पावर इंडेक्स की गणना के लिए लॉजिस्टिक्स और भूगोल सहित 60 से अधिक कारकों का उपयोग करता है |
| | It ranks countries alphabetically within continents यह महाद्वीपों के भीतर देशों को वर्णानुक्रम में रैंक करता है |
| Not Answered | |

| | |
|---------------------|----------------------------------------------------------------------------------------------------------------------|
| Q.No: 48 | Where is India's first Green Hydrogen Hub planned? भारत का पहला ग्रीन हाइड्रोजन हब कहाँ स्थापित करने की योजना है? |
| | Punjab पंजाब |
| | Andhra Pradesh आंध्र प्रदेश |
| | West Bengal पश्चिम बंगाल |
| | Maharashtra महाराष्ट्र |
| Not Answered | |

| | |
|----------|------------------------------------------------------------------------------------------------------------------|
| Q.No: 49 | Which ISRO mission first discovered lunar hydration? इसरो के किस मिशन ने सबसे पहले चंद्र जलयोजन की खोज की थी? |
|----------|------------------------------------------------------------------------------------------------------------------|

| | |
|---------------|-------------|
| Chandrayaan-1 | चंद्रयान- 1 |
| Chandrayaan-2 | चंद्रयान--2 |
| Chandrayaan-3 | चंद्रयान--3 |
| Chandrayaan-4 | चंद्रयान--4 |

| | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 50 | <p>Consider the following statements:</p> <ol style="list-style-type: none"> Both President and Governor can grant pardons under Article 72. The Governor cannot pardon in cases of death sentence. <p>Which of the above statements is/are correct?</p> <p>निम्नलिखित कथनों पर विचार कीजिए:</p> <ol style="list-style-type: none"> राष्ट्रपति और राज्यपाल दोनों अनुच्छेद 72 के अंतर्गत क्षमादान दे सकते हैं। राज्यपाल मृत्युदंड के मामलों में क्षमादान नहीं दे सकते। <p>उपरोक्त कथनों में से कौन सा/से सही है/हैं?</p> |
| | Only 1 |
| | केवल 1 |
| | Only 2 |
| | केवल 2 |
| | Both 1 and 2 |
| | 1 और 2 दोनों |
| | Neither 1 nor 2 |
| | न तो 1 और न ही 2 |

Not Answered

| | | |
|---------------------|---|--------------------|
| Exam Level | : | SSC CGL Tier 1 |
| Test Date | : | 19 Sep 2025 |
| Test Time and Shift | : | 12:30 PM (Shift-2) |

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 | If $\sqrt{a} + \sqrt{b} = 5$ and $\sqrt{a} - \sqrt{b} = 1$, what is the value of a and b?

यदि $\sqrt{a} + \sqrt{b} = 5$ और $\sqrt{a} - \sqrt{b} = 1$, तो a और b का मान क्या है?

a = 4, b = 1

| | |
|--|----------------|
| | a = 4, b = 1 |
| | a = 9, b = 4 |
| | a = 9, b = 4 |
| | a = 16, b = 9 |
| | a = 16, b = 9 |
| | a = 25, b = 16 |
| | a = 25, b = 16 |

| | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 52 | Which of the following is the least 6-digit number, which is a perfect square? निम्नलिखित में से कौन सी 6 अंकों की सबसे छोटी संख्या है, जो पूर्ण वर्ग है? |
| | 100489 |
| | 100489 |
| | 100588 |
| | 100588 |
| | 100688 |
| | 100688 |
| | 100788 |
| | 100788 |

Not Answered

| | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 53 | If 12.5% of p is equal to 50% of q, what is the ratio p : q? यदि p का 12.5%, q के 50% के बराबर है, तो p : q का अनुपात क्या है? |
| | 1 : 4 |
| | 1 : 4 |
| | 4 : 1 |
| | 4 : 1 |

| | |
|--|-------|
| | 1 : 2 |
| | 1 : 2 |
| | 2 : 1 |
| | 2 : 1 |

| | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 54 | <p>A grocer mixes two varieties of rice – one costing ₹40 per kg and the other costing ₹60 per kg, in the ratio 2 : 3. If he sells the mixed variety at ₹57.20 per kg, find his gain or loss percent.</p> <p>एक पंसारी चावल की दो किस्मों को मिलाता है - एक की कीमत ₹40 प्रति किग्रा और दूसरे की कीमत ₹60 प्रति किग्रा है, अनुपात 2 : 3 में। यदि वह मिश्रित किस्म को ₹57.20 प्रति किग्रा पर बेचता है, तो उसका लाभ या हानि प्रतिशत ज्ञात कीजिए।</p> |
| | 10% Loss |
| | 10% हानि |
| | 10% Gain |
| | 10% लाभ |
| | 8% Gain |
| | 8% लाभ |
| | 8% Loss |
| | 8% हानि |
| Not Answered | |

| | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 55 | <p>A book, originally priced at ₹600, is subject to a reduction in cost through two consecutive discounts: an initial markdown of 10%, followed by an additional 20% discount. The question then is to determine the conclusive selling price of the book once both these successive price adjustments have been applied.</p> <p>एक किताब, जिसकी मूल कीमत ₹600 है, दो लगातार छूटों के माध्यम से कीमत में कमी के अधीन है: 10% की प्रारंभिक छूट, उसके बाद 20% की अतिरिक्त छूट। फिर सवाल यह है कि इन दोनों क्रमिक मूल्य समायोजनों को लागू करने के बाद पुस्तक की अंतिम बिक्री कीमत निर्धारित की जाए।</p> |
| | ₹432 |
| | ₹432 |
| | ₹396 |

| | |
|--|------|
| | ₹396 |
| | ₹384 |
| | ₹384 |
| | ₹350 |
| | ₹350 |

| | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 56 | <p>Having initially established the marked price of a particular commodity at a 20% premium over its cost price, a retail vendor subsequently extended an unspecified discount. If, following this concession, the transaction ultimately yielded a profit of 8% on the cost price, what was the exact percentage of the discount given?</p> <p>किसी वस्तु का अंकित मूल्य शुरू में उसके लागत मूल्य से 20% अधिक निर्धारित करने के बाद, एक खुदरा विक्रेता ने बाद में एक अनिर्दिष्ट छूट दी। यदि इस छूट के बाद, लेन-देन में अंततः लागत मूल्य पर 8% का लाभ हुआ, तो दी गई छूट का सही प्रतिशत क्या था?</p> |
| | 80% |
| | 80% |
| | 50% |
| | 50% |
| | 60% |
| | 60% |
| | 10% |
| | 10% |

| | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 57 | <p>If $a^3 + b^3 = 35$ and $ab = 6$, find the value of $a + b$.</p> <p>यदि $a^3 + b^3 = 35$ और $ab = 6$ है, तो $a + b$ का मान ज्ञात कीजिए।</p> |
| | 5 |
| | 5 |
| | 6 |
| | 6 |

7
7
8
8

Not Answered

| | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 58 | At what rate of simple interest will ₹2,000 become ₹2,520 in 4 years? साधारण ब्याज की किस दर पर ₹2000 की राशि 4 वर्षों में ₹2520 हो जाएगी? |
| | 7.5% |
| | 7.5% |
| | 6.5% |
| | 6.5% |
| | 7.8% |
| | 7.8% |
| | 6.8% |
| | 6.8% |

| | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 59 | A person invested ₹8,000 in one scheme at 6% simple interest and ₹5,000 in another scheme at 8% simple interest for the same duration. If he received a total interest of ₹1,760 from both investments, what was the duration (time period) of the investments? एक व्यक्ति ने एक योजना में 6% साधारण ब्याज पर ₹8,000 और दूसरी योजना में 8% साधारण ब्याज पर समान अवधि के लिए ₹5,000 का निवेश किया। यदि उसे दोनों निवेशों से कुल ₹1,760 का ब्याज प्राप्त हुआ, तो निवेश की अवधि (समय अवधि) क्या थी? |
| | 1 year 1 साल |
| | 2 years 2 साल |
| | 2.5 years |

| | |
|---------------------|---------|
| | 2.5 साल |
| | 3 years |
| | 3 साल |
| Not Answered | |

| | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 60 | <p>A wheelchair ramp needs to reach a platform that is 1.5 meters high. If the ramp is designed to make an angle of 30° with the level ground, what is the length of the ramp?</p> <p>व्हीलचेयर रैंप को 1.5 मीटर ऊंचे प्लेटफॉर्म तक पहुंचने की जरूरत है। यदि रैंप को समतल जमीन के साथ 30° का कोण बनाने के लिए डिज़ाइन किया गया है, तो रैंप की लंबाई क्या है?</p> |
| | 1.5m |
| | 1.5मीटर |
| | 2m |
| | 2मीटर |
| | 2.5m |
| | 2.5मीटर |
| | 3m |
| | 3मीटर |
| Not Answered | |

| | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 61 | <p>From a point A on the ground, the angle of elevation to the top of a building is 30°. From a point B, which is directly between A and the foot of the building, the angle of elevation is 60°. What is the ratio of the distance of point A from the building's foot to the distance of point B from the building's foot?</p> <p>जमीन पर एक बिंदु A से, एक इमारत के शीर्ष का उन्नयन कोण 30° है। एक बिंदु B से, जो A और इमारत के तल के बीच में है, उन्नयन कोण 60° है। इमारत के तल से बिंदु A की दूरी और इमारत के तल से बिंदु B की दूरी का अनुपात क्या है?</p> |
| | 1 : 3 |
| | 1 : 3 |
| | $\sqrt{3} : 1$ |

| | |
|--|----------------|
| | $\sqrt{3} : 1$ |
| | 2 : 1 |
| | 2 : 1 |
| | 3 : 1 |
| | 3 : 1 |

| | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 62 | <p>If the curved surface area of a hemisphere is 154 cm^2 find its diameter.</p> <p>यदि किसी गोलार्ध का वक्र पृष्ठीय क्षेत्रफल 154 cm^2 है तो उसका व्यास ज्ञात कीजिए।</p> |
| | 9.9 cm |
| | 9.9 सेमी |
| | 8.4 cm |
| | 8.4 सेमी |
| | 6.2 cm |
| | 6.2 सेमी |
| | 5.2 cm |
| | 5.2 सेमी |
| Not Answered | |

| | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 63 | <p>A cone has height h and radius r. The cone is melted and recast into a smaller cone whose height is $\frac{h}{2}$ and radius is $\frac{r}{3}$. What fraction of the original volume is unused?</p> <p>एक शंकु की ऊँचाई h और त्रिज्या r है। शंकु को पिघलाकर एक छोटे शंकु में ढाला गया है जिसकी ऊँचाई है $\frac{h}{2}$ और त्रिज्या है $\frac{r}{3}$ मूल आयतन का कितना भाग अप्रयुक्त है?</p> |
| | $\frac{17}{18}$ |
| | $\frac{17}{18}$ |

| | |
|---------------------|-----------------|
| | $\frac{15}{16}$ |
| | $\frac{15}{16}$ |
| | $\frac{12}{17}$ |
| | $\frac{12}{17}$ |
| | $\frac{16}{19}$ |
| | $\frac{16}{19}$ |
| Not Answered | |

| | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 64 | What is the ratio of the area of a regular hexagon to that of an equilateral triangle of the same side length? एक नियमित षट्भुज के क्षेत्रफल का समान भुजा लंबाई वाले समबाहु त्रिभुज के क्षेत्रफल से अनुपात क्या है? |
| | 6:1 |
| | 6:1 |
| | 3:1 |
| | 3:1 |
| | $\sqrt{3} : 1$ |
| | $\sqrt{3} : 1$ |
| | 1:6 |
| | 1:6 |
| Not Answered | |

| | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 65 | A prism has an equilateral triangular base with a side length of 4 cm. Its height starts at 5 cm and increases by 1 cm for each subsequent layer, forming 5 layers in total. What is the total volume of the prism? (Use $\sqrt{3} \approx 1.732$) एक प्रिज्म का आधार समबाहु त्रिभुजाकार है और इसकी भुजा 4 सेमी है। इसकी ऊँचाई 5 सेमी से शुरू होती है और प्रत्येक परत के साथ 1 सेमी बढ़ती जाती है, जिससे कुल 5 परतें बनती हैं। प्रिज्म का कुल आयतन कितना है? (प्रयोग करें $\sqrt{3} \approx 1.732$) |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|---------------------|------------------------|
| | 207.84 cm ³ |
| | 207.84 cm ³ |
| | 242.48 cm ³ |
| | 242.48 cm ³ |
| | 259.80 cm ³ |
| | 259.80 cm ³ |
| | 303.10 cm ³ |
| | 303.10 cm ³ |
| Not Answered | |

| | |
|---------------------|---------------------------------------------------------------------|
| Q.No: 66 | What is the equation of line through (-1,-2) with slope -3. |
| | (-1,-2) से होकर जाने वाली रेखा का समीकरण क्या है, जिसकी ढलान -3 है। |
| | $y = -3x - 5$ |
| | $y = -3x - 5$ |
| | $y = -3x + 1$ |
| | $y = -3x + 1$ |
| | $y = -3x - 2$ |
| | $y = -3x - 2$ |
| | $y = -3x + 3$ |
| | $y = -3x + 3$ |
| Not Answered | |

| | |
|----------|--------------------------------------------------------------------------------------------|
| Q.No: 67 | If every exterior angle of a regular polygon is 60°, how many sides does the polygon have? |
| | यदि एक नियमित बहुभुज का प्रत्येक बाह्य कोण 60° है, तो बहुभुज में कितनी भुजाएँ होंगी? |
| | 4 |

| | |
|--|---|
| | 4 |
| | 5 |
| | 5 |
| | 6 |
| | 6 |
| | 8 |
| | 8 |

| | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 68 | In a triangle PQR, the centroid is at G(1, 2). If the vertices P and Q are at (3, -1) and (-2, 4) respectively, what are the coordinates of vertex R? त्रिभुज PQR में, केन्द्रक G(1, 2) पर है। यदि शीर्ष P और Q क्रमशः (3, -1) और (-2, 4) पर हैं, तो शीर्ष R के निर्देशांक क्या हैं? |
| | (2, 5) |
| | (2, 5) |
| | (2, 4) |
| | (2, 4) |
| | (1, 3) |
| | (1, 3) |
| | (2, 3) |
| | (2, 3) |
| Not Answered | |

| | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 69 | Evaluate: $(\sqrt{11} + \sqrt{7})^2 - (\sqrt{11} - \sqrt{7})^2$ मूल्यांकन कीजिए : $(\sqrt{11} + \sqrt{7})^2 - (\sqrt{11} - \sqrt{7})^2$ |
| | $4\sqrt{77}$ |
| | $4\sqrt{77}$ |

| | |
|--|--------------|
| | $2\sqrt{77}$ |
| | $2\sqrt{77}$ |
| | $6\sqrt{77}$ |
| | $6\sqrt{77}$ |
| | $8\sqrt{77}$ |
| | $8\sqrt{77}$ |

| | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 70 | Two circles, with radii of r_1 and r_2 respectively, have their centers separated by a distance of d . If the length of a direct common tangent is equal to the distance between the centers, which of the following is true? दो वृत्त, जिनकी त्रिज्याएँ क्रमशः r_1 और r_2 हैं, उनके केंद्रों के बीच की दूरी d है। यदि एक सीधी उभयनिष्ठ स्पर्श रेखा की लंबाई केंद्रों के बीच की दूरी के बराबर है, तो निम्न में से कौन सा सत्य है? |
| | $d = r_1 - r_2$ |
| | $d = r_1 - r_2$ |
| | $d = (r_1 - r_2)^2$ |
| | $d = (r_1 - r_2)^2$ |
| | $r_1 = r_2$ |
| | $r_1 = r_2$ |
| | $r_1 = 2r_2$ |
| | $r_1 = 2r_2$ |

| | |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 71 | A chord of a circle has a length of $2\sqrt{21}$ cm. The distance of the chord from the center is 5 cm. What is the radius of the circle? एक वृत्त की जीवा की लंबाई है $2\sqrt{21}$ सेमी. केंद्र से जीवा की दूरी 5 सेमी है। वृत्त की त्रिज्या क्या है? |
| | 6 cm |
| | 6 सेमी |

| | |
|--|-----------|
| | 6.78 cm |
| | 6.78 सेमी |
| | 8.89 cm |
| | 8.89 सेमी |
| | 9 cm |
| | 9 सेमी |

| | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 72 | <p>If $\sin A + \cos A = x$, then find the value of $\sin^2 A + \cos^2 A + 2\sin A \cos A$.</p> <p>यदि $\sin A + \cos A = x$, तो $\sin^2 A + \cos^2 A + 2\sin A \cos A$ का मान ज्ञात कीजिए.</p> |
| | x |
| | x |
| | x^2 |
| | x^2 |
| | 1 |
| | 1 |
| | x+1 |
| | x + 1 |
| Not Answered | |

| | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 73 | <p>If $\sin x = \cos x$, find $\sin^4 x + \cos^4 x$.</p> <p>यदि $\sin x = \cos x$, तो $\sin^4 x + \cos^4 x$ ज्ञात कीजिए।</p> |
| | 1 |
| | $\frac{1}{3}$ |
| | $\frac{3}{4}$ |
| | $\frac{3}{4}$ |

| | |
|---------------------|---------------|
| | $\frac{1}{2}$ |
| | $\frac{1}{2}$ |
| | $\frac{1}{4}$ |
| | $\frac{1}{4}$ |
| Not Answered | |

| | |
|---------------------|------------------------------------------------------------------------------------------------------|
| Q.No: 74 | If $a + b + c = 0$ and $a = 0.1, b = 0.2, c = -0.3$, then what is $(a^3 + b^3 + c^3) \div (3abc)$? |
| | यदि $a + b + c = 0$ और $a = 0.1, b = 0.2, c = -0.3$, तो $(a^3 + b^3 + c^3) \div (3abc)$ क्या है? |
| | -3 |
| | -3 |
| | 0 |
| | 0 |
| | 1 |
| | 1 |
| | -2 |
| | -2 |
| Not Answered | |

| | |
|----------|-------------------------------------------------------------------------------------------|
| Q.No: 75 | If $p = 0.8$ and $q = 0.02$, find the value of $\frac{(4p)^3 + (4q)^3}{p^3 + q^3}$. |
| | यदि $p = 0.8$ और $q = 0.02$ है, तो $\frac{(4p)^3 + (4q)^3}{p^3 + q^3}$ का मान ज्ञात कीजिए |
| | 56 |
| | 56 |
| | 37 |
| | 37 |

| | |
|---------------------|----|
| | 59 |
| | 59 |
| | 64 |
| | 64 |
| Not Answered | |

prepp
Your Personal Exam Guide

| | |
|----------------------------|-----------------------------------------------|
| Exam Level | : <input type="text" value="SSC CGL Tier 1"/> |
| Test Date | : 19 Sep 2025 |
| Test Time and Shift | : 12:30 PM (Shift-2) |

Correct Option selected
Wrong Option selected
Correct Option
Not Answered

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Undertaking by the candidate :

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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: CIRCUMSPECT |
| | Reckless |

| | |
|---------------------|----------|
| | Brash |
| | Carefree |
| | Cautious |
| Not Answered | |

| | |
|---------------------|------------------------------------------------------------------------|
| Q.No: 77 | Select the most appropriate antonym of the given word. Obdurate |
| | Callous |
| | Yielding |
| | Adamant |
| | Hardened |
| Not Answered | |

| | |
|----------|---------------------------------------------------------------|
| Q.No: 78 | Choose the correct meaning of idiom: Hand and glove |
| | Working in rivalry |
| | Acting carelessly |
| | Very closely associated |
| | Openly suspicious |

| | |
|----------|----------------------------------------------------------------|
| Q.No: 79 | Choose the correct meaning of idiom: Currying favour |
|----------|----------------------------------------------------------------|

| | |
|---------------------|-----------------------------------|
| | Seeking emotional validation |
| | Seeking approval through flattery |
| | Avoiding direct confrontation |
| | Asking for forgiveness subtly |
| Not Answered | |

| | |
|----------|--------------------------------------------------------------------------------------------|
| Q.No: 80 | Choose the correct spelling for a word meaning 'concise and forcefully expressive'. |
| | Pithy |
| | Pithey |
| | Pithhy |
| | Pithie |

| | |
|----------|---------------------------------------------------------------------------------------------|
| Q.No: 81 | Choose the correct one-word substitution for: 'A place where wild animals are kept'. |
| | Aviary |
| | Sanctuary |
| | Menagerie |
| | Park |

| | |
|----------|-----------------------------------------------------------------------------------------------------------|
| Q.No: 82 | Choose the correct one-word substitution for: 'A building where dead bodies are kept temporarily'. |
| | Sanctuary |

| | |
|--|-------------|
| | Sepulcher |
| | Crematorium |
| | Mortuary |

| | |
|----------|-----------------------------------------------------------------------------------------------------------------|
| Q.No: 83 | Choose the correct form: The committee, along with its chairperson, ____ scheduled to meet on Monday. |
| | are |
| | is |
| | were |
| | have been |

| | |
|----------|--------------------------------------------------------------------------------------------------------------------|
| Q.No: 84 | Fill in the blank with the correct tense: They ____ their objections by the time the committee convened. |
| | raised |
| | have raised |
| | will raise |
| | had raised |

| | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 85 | Find the part of the sentence that contains an error: Neither of the proposed strategies (1)/ seem to address the core issue (2)/ that the committee identified (3)/ during last month's review. (4)/ |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|---------------------|-----|
| | (1) |
| | (2) |
| | (3) |
| | (4) |
| Not Answered | |

| | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 86 | Find the part of the sentence that contains an error: The team's objective, despite its vagueness, (1)/ were understood by the evaluators (2)/ to focus more on inclusivity (3)/ than on quantifiable metrics. (4) |
| | (1) |
| | (2) |
| | (3) |
| | (4) |
| Not Answered | |

| | |
|----------|-----------------------------------------------------------------------------------------------|
| Q.No: 87 | Change the following from active to passive: The authorities are to close the road. |
| | The road to be closed by the authorities. |
| | The road is to be closed by the authorities. |
| | The road has to be closed by the authorities. |
| | The road will be closed by the authorities. |

| | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 88 | Select the sentence containing the homonym of the highlighted word: The medieval monk copied the codex meticulously. |
| | The scribe placed the codex beside the incunabulum. |
| | The librarian digitized a rare codex from Florence. |
| | The AI engineer optimized the codex for faster computation. |
| | The codex was bound in goatskin vellum. |
| Not Answered | |

| | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 89 | Convert the sentence provided below from its passive voice structure to an active voice structure: The allegation that the system had been hacked was denied by the company. |
| | The company denied that the system had been hacked. |
| | The hacking of the system was denied by the company. |
| | It was denied that the hacking occurred by the company. |
| | The company had denied hacking the system. |

| | |
|----------|------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 90 | Choose the most suitable option to replace the highlighted part of the sentence: He is more tall than his brother. |
| | taller to |
| | much taller than |
| | taller than |
| | more taller than |

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

He did not succeed *despite of his hard work*.

in spite of his working hard

despite his hard work

although his hard work

although he worked hard

Not Answered

Q.No: 92

Read the following passage and answer the questions based on the passage :

Creativity, often misconstrued as a sporadic burst of inspiration, is in fact a cultivated disposition—a dynamic confluence of cognitive agility, emotional openness, and environmental stimuli. While society celebrates the mythos of the “lone genius,” true creativity thrives within a matrix of intentional practice, structural latitude, and psychological resilience. The fostering of creativity, therefore, necessitates a paradigmatic shift from product-centric appraisals to process-oriented cultivation. At its epistemic root, creativity involves the capacity to transcend conventional schemas and synthesize seemingly disparate elements into novel configurations. This process is neither arbitrary nor purely intuitive; it rests upon a foundation of deep domain knowledge, iterative exploration, and recursive reflection. Innovation emerges not in spite of constraints but often because of them—forcing the mind to navigate beyond linearity into realms of associative reasoning and metaphorical abstraction. Pedagogically, fostering creativity demands a disruption of didactic orthodoxy. Traditional models that valorize rote memorization and standardized testing engender cognitive rigidity, discouraging risk-taking and divergent thinking. Instead, educational paradigms must prioritize open-ended inquiry, collaborative problem-solving, and transdisciplinary exposure. The cultivation of creative potential is as much about unlearning ossified habits as it is about acquiring new competencies. Equally vital is the emotional ecology in which creativity is incubated. Psychological safety—a space where failure is reframed as experimentation rather than inadequacy—empowers individuals to take imaginative leaps. Fear, perfectionism, and external validation often corrode the creative impulse, replacing curiosity with compliance. Thus, fostering creativity is inseparable from nurturing emotional intelligence and self-efficacy. Cultural narratives, too, shape the horizons of creative possibility. Societies that stigmatize deviation from normative behavior tend to pathologize originality. Conversely, environments that valorize heterodoxy and intellectual risk often become fertile grounds for creative flourishing. This implies that fostering creativity is a sociocultural endeavor as much as an individual one—it requires dismantling hierarchies of value that privilege conformity over experimentation. Technological mediation further complicates the landscape. While digital tools democratize access to creative resources, they can also overwhelm cognitive bandwidth with passive consumption. The algorithmic curation of attention favors predictability and virality over nuance and depth. Therefore, intentional disengagement—spaces of solitude, boredom, and analog play—must be reclaimed as essential components of creative incubation. Ultimately, fostering creativity is not a linear prescription but a multilayered praxis. It entails cognitive elasticity, emotional resilience, epistemic humility, and cultural permission. It is a commitment to living in questions rather than chasing answers, to constructing meaning rather than consuming it.

According to the passage, how do constraints impact creativity?

They invariably limit original thinking.

They catalyze creativity by challenging conventional problem-solving.

They make creative thinking predictable and repetitive.

They increase reliance on external sources.

Not Answered

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

Creativity, often misconstrued as a sporadic burst of inspiration, is in fact a cultivated disposition—a dynamic confluence of cognitive agility, emotional openness, and environmental stimuli. While society celebrates the mythos of the “lone genius,” true creativity thrives within a matrix of intentional practice, structural latitude, and psychological resilience. The fostering of creativity, therefore, necessitates a paradigmatic shift from product-centric appraisals to process-oriented cultivation. At its epistemic root, creativity involves the capacity to transcend conventional schemas and synthesize seemingly disparate elements into novel configurations. This process is neither arbitrary nor purely intuitive; it rests upon a foundation of deep domain knowledge, iterative exploration, and recursive reflection. Innovation emerges not in spite of constraints but often because of them—forcing the mind to navigate beyond linearity into realms of associative reasoning and metaphorical abstraction. Pedagogically, fostering creativity demands a disruption of didactic orthodoxy. Traditional models that valorize rote memorization and standardized testing engender cognitive rigidity, discouraging risk-taking and divergent thinking. Instead, educational paradigms must prioritize open-ended inquiry, collaborative problem-solving, and transdisciplinary exposure. The cultivation of creative potential is as much about unlearning ossified habits as it is about acquiring new competencies. Equally vital is the emotional ecology in which creativity is incubated. Psychological safety—a space where failure is reframed as experimentation rather than inadequacy—empowers individuals to take imaginative leaps. Fear, perfectionism, and external validation often corrode the creative impulse, replacing curiosity with compliance. Thus, fostering creativity is inseparable from nurturing emotional intelligence and self-efficacy. Cultural narratives, too, shape the horizons of creative possibility. Societies that stigmatize deviation from normative behavior tend to pathologize originality. Conversely, environments that valorize heterodoxy and intellectual risk often become fertile grounds for creative flourishing. This implies that fostering creativity is a sociocultural endeavor as much as an individual one—it requires dismantling hierarchies of value that privilege conformity over experimentation. Technological mediation further complicates the landscape. While digital tools democratize access to creative resources, they can also overwhelm cognitive bandwidth with passive consumption. The algorithmic curation of attention favors predictability and virality over nuance and depth. Therefore, intentional disengagement—spaces of solitude, boredom, and analog play—must be reclaimed as essential components of creative incubation. Ultimately, fostering creativity is not a linear prescription but a multilayered praxis. It entails cognitive elasticity, emotional resilience, epistemic humility, and cultural permission. It is a commitment to living in questions rather than chasing answers, to constructing meaning rather than consuming it.

What does the passage suggest about standardized education’s effect on creativity?

It fosters risk-taking by giving structured guidance.

It creates an ideal environment for innovative thinking.

It impedes creative growth through rigid, memory-based methods.

It enhances problem-solving by reinforcing tested frameworks.

Not Answered

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

Creativity, often misconstrued as a sporadic burst of inspiration, is in fact a cultivated disposition—a dynamic confluence of cognitive agility, emotional openness, and environmental stimuli. While society celebrates the mythos of the “lone genius,” true creativity thrives within a matrix of intentional practice, structural latitude, and psychological resilience. The fostering of creativity, therefore, necessitates a paradigmatic shift from product-centric appraisals to process-oriented cultivation. At its epistemic root, creativity involves the capacity to transcend conventional schemas and synthesize seemingly disparate elements into novel configurations. This process is neither arbitrary nor purely intuitive; it rests upon a foundation of deep domain knowledge, iterative exploration, and recursive reflection. Innovation emerges not in spite of constraints but often because of them—forcing the mind to navigate beyond linearity into realms of associative reasoning and metaphorical abstraction. Pedagogically, fostering creativity demands a disruption of didactic orthodoxy. Traditional models that valorize rote memorization and standardized testing engender cognitive rigidity, discouraging risk-taking and divergent thinking. Instead, educational paradigms must prioritize open-ended inquiry, collaborative problem-solving, and transdisciplinary exposure. The cultivation of creative potential is as much about unlearning ossified habits as it is about acquiring new competencies. Equally vital is the emotional ecology in which creativity is incubated. Psychological safety—a space where failure is reframed as experimentation rather than inadequacy—empowers individuals to take imaginative leaps. Fear, perfectionism, and external validation often corrode the creative impulse, replacing curiosity with compliance. Thus, fostering creativity is inseparable from nurturing emotional intelligence and self-efficacy. Cultural narratives, too, shape the horizons of creative possibility. Societies that stigmatize deviation from normative behavior tend to pathologize originality. Conversely, environments that valorize heterodoxy and intellectual risk often become fertile grounds for creative flourishing. This implies that fostering creativity is a sociocultural endeavor as much as an individual one—it requires dismantling hierarchies of value that privilege conformity over experimentation. Technological mediation further complicates the landscape. While digital tools democratize access to creative resources, they can also overwhelm cognitive bandwidth with passive consumption. The algorithmic curation of attention favors predictability and virality over nuance and depth. Therefore, intentional disengagement—spaces of solitude, boredom, and analog play—must be reclaimed as essential components of creative incubation. Ultimately, fostering creativity is not a linear prescription but a multilayered praxis. It entails cognitive elasticity, emotional resilience, epistemic humility, and cultural permission. It is a commitment to living in questions rather than chasing answers, to constructing meaning rather than consuming it.

The phrase “emotional ecology” in the context of creativity most likely refers to:

The neurochemical balance in artistic individuals.

The environment of emotional cues influencing creative potential.

A set of standardized emotional responses to failure.

The artistic expression of environmental issues.

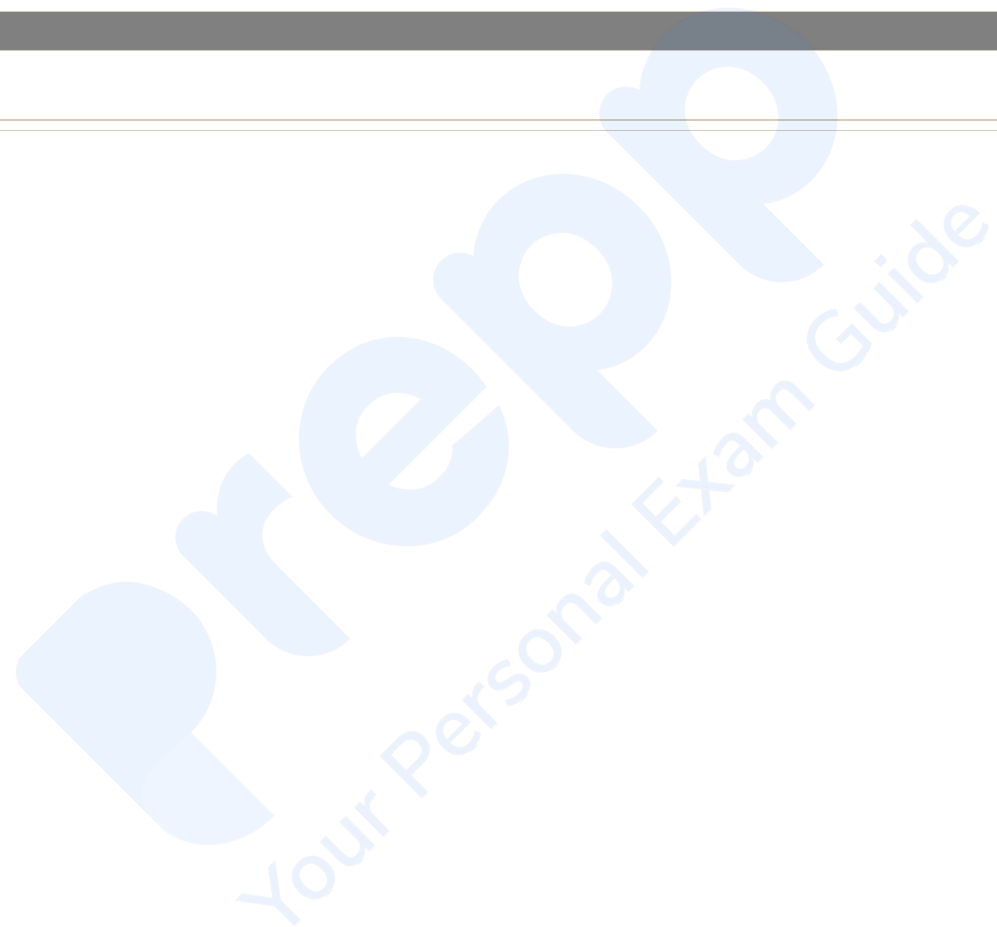
Q.No: 95 **Read the following passage and answer the questions based on the passage :**

Creativity, often misconstrued as a sporadic burst of inspiration, is in fact a cultivated disposition—a dynamic confluence of cognitive agility, emotional openness, and environmental stimuli. While society celebrates the mythos of the “lone genius,” true creativity thrives within a matrix of intentional practice, structural latitude, and psychological resilience. The fostering of creativity, therefore, necessitates a paradigmatic shift from product-centric appraisals to process-oriented cultivation. At its epistemic root, creativity involves the capacity to transcend conventional schemas and synthesize seemingly disparate elements into novel configurations. This process is neither arbitrary nor purely intuitive; it rests upon a foundation of deep domain knowledge, iterative exploration, and recursive reflection. Innovation emerges not in spite of constraints but often because of them—forcing the mind to navigate beyond linearity into realms of associative reasoning and metaphorical abstraction. Pedagogically, fostering creativity demands a disruption of didactic orthodoxy. Traditional models that valorize rote memorization and standardized testing engender cognitive rigidity, discouraging risk-taking and divergent thinking. Instead, educational paradigms must prioritize open-ended inquiry, collaborative problem-solving, and transdisciplinary exposure. The cultivation of creative potential is as much about unlearning ossified habits as it is about acquiring new competencies. Equally vital is the emotional ecology in which creativity is incubated. Psychological safety—a space where failure is reframed as experimentation rather than inadequacy—empowers individuals to take imaginative leaps. Fear, perfectionism, and external validation often corrode the creative impulse, replacing curiosity with compliance. Thus, fostering creativity is inseparable from nurturing emotional intelligence and self-efficacy. Cultural narratives, too, shape the horizons of creative possibility. Societies that stigmatize deviation from normative behavior tend to pathologize originality. Conversely, environments that valorize heterodoxy and intellectual risk often become fertile grounds for creative flourishing. This implies that fostering creativity is a sociocultural endeavor as much as an individual one—it requires dismantling hierarchies of value that privilege conformity over experimentation. Technological mediation further complicates the landscape. While digital tools democratize access to creative resources, they can also overwhelm cognitive bandwidth with passive consumption. The algorithmic curation of attention favors predictability and virality over nuance and depth. Therefore, intentional disengagement—spaces of solitude, boredom, and analog play—must be reclaimed as essential components of creative incubation. Ultimately, fostering creativity is not a linear prescription but a multilayered praxis. It entails cognitive elasticity, emotional resilience, epistemic humility, and cultural permission. It is a commitment to living in questions rather than chasing answers, to constructing meaning rather than consuming it.

Which of the following is *NOT* suggested by the passage as a factor in fostering creativity?

| | |
|--|-------------------------------------------------------------------------------------------------------------------------------|
| | Cultural tolerance for non-conformity. |
| | Technological tools that encourage consumption over creation. Psychological environments that treat failure as inadequacy. |
| | Emphasis on strict sequential reasoning. |

Not Answered



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

Creativity, often misconstrued as a sporadic burst of inspiration, is in fact a cultivated disposition—a dynamic confluence of cognitive agility, emotional openness, and environmental stimuli. While society celebrates the mythos of the “lone genius,” true creativity thrives within a matrix of intentional practice, structural latitude, and psychological resilience. The fostering of creativity, therefore, necessitates a paradigmatic shift from product-centric appraisals to process-oriented cultivation. At its epistemic root, creativity involves the capacity to transcend conventional schemas and synthesize seemingly disparate elements into novel configurations. This process is neither arbitrary nor purely intuitive; it rests upon a foundation of deep domain knowledge, iterative exploration, and recursive reflection. Innovation emerges not in spite of constraints but often because of them—forcing the mind to navigate beyond linearity into realms of associative reasoning and metaphorical abstraction. Pedagogically, fostering creativity demands a disruption of didactic orthodoxy. Traditional models that valorize rote memorization and standardized testing engender cognitive rigidity, discouraging risk-taking and divergent thinking. Instead, educational paradigms must prioritize open-ended inquiry, collaborative problem-solving, and transdisciplinary exposure. The cultivation of creative potential is as much about unlearning ossified habits as it is about acquiring new competencies. Equally vital is the emotional ecology in which creativity is incubated. Psychological safety—a space where failure is reframed as experimentation rather than inadequacy—empowers individuals to take imaginative leaps. Fear, perfectionism, and external validation often corrode the creative impulse, replacing curiosity with compliance. Thus, fostering creativity is inseparable from nurturing emotional intelligence and self-efficacy. Cultural narratives, too, shape the horizons of creative possibility. Societies that stigmatize deviation from normative behavior tend to pathologize originality. Conversely, environments that valorize heterodoxy and intellectual risk often become fertile grounds for creative flourishing. This implies that fostering creativity is a sociocultural endeavor as much as an individual one—it requires dismantling hierarchies of value that privilege conformity over experimentation. Technological mediation further complicates the landscape. While digital tools democratize access to creative resources, they can also overwhelm cognitive bandwidth with passive consumption. The algorithmic curation of attention favors predictability and virality over nuance and depth. Therefore, intentional disengagement—spaces of solitude, boredom, and analog play—must be reclaimed as essential components of creative incubation. Ultimately, fostering creativity is not a linear prescription but a multilayered praxis. It entails cognitive elasticity, emotional resilience, epistemic humility, and cultural permission. It is a commitment to living in questions rather than chasing answers, to constructing meaning rather than consuming it.

What is the closest synonym for “ossified” as used in the line “...about unlearning ossified habits...”?

Flexible

Rigid

Synthetic

Tangential

Not Answered

| | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 97 | Select the correct option for the Direct Speech conversion of the sentence below. He commented that the policy's efficacy would remain conjectural until longitudinal data accrued. |
| | He commented "The efficacy of the policy remains conjectural as the data are yet to be collected." |
| | He commented, "The policy's efficacy will remain conjectural until longitudinal data accrue." |
| | He commented, "Until longitudinal data had accrued, the policy's efficacy might have remained conjectural." He commented, "Efficacy remains conjecture till data accumulates." |
| Not Answered | |

| | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 98 | A sentence is provided in direct speech. From the four given options, choose the one that most accurately conveys the sentence in its corresponding indirect speech. She said, "I enjoy painting." |
| | She said that she enjoys painting. |
| | She said that she enjoyed painting. |
| | She said she was enjoying painting. |
| | She said that she had enjoyed painting. |
| Not Answered | |

| | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 99 | Rearrange the following sentences to form a coherent paragraph: 1. Overfishing poses a significant threat to global marine ecosystems, leading to the collapse of fish stocks and disrupting the food web. 2. This measure helps to restore fish populations, enhance biodiversity, and ultimately support sustainable fishing practices in adjacent waters. 3. The depletion of key species, such as sharks and tuna, can trigger a cascading effect, with far-reaching consequences for the entire ecosystem. 4. To combat this issue, many governments and conservation organizations have established marine protected areas (MPAs) where fishing is either restricted or prohibited. |
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| | |
|--|------------|
| | 2, 3, 1, 4 |
| | 3, 4, 1, 2 |
| | 1, 3, 4, 2 |
| | 4, 3, 1, 2 |

| | |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Q.No: 100 | Rearrange the following sentences in correct order to make a logical passage. 1. This involves careful budgeting and debt management. 2. Financial literacy is essential for individual well-being. 3. It empowers people to make informed decisions about money. 4. Education plays a vital role in improving financial literacy rates. |
| | 2-1-3-4 |
| | 2-3-1-4 |
| | 2-4-1-3 |
| | 3-4-2-1 |