

SSC CGL T-I Similar Paper (Held on 17 Sep 2025 S3) - English

Q1. Complete the analogy: CD : OP :: GH : ?

- (a) ST
- (b) UV
- (c) QR
- (d) WX

Ans.(a)

Q2. Statement:

The government has increased toll charges on highways.

Conclusions:

I. The cost of transport will increase.

II. People will avoid highways.

- (a) Only I follows
- (b) Only II follows
- (c) Both follow
- (d) Neither follows

Ans.(a)

Q3. If 'PLANE' is written as 'LAPNE', how is 'MACHINE' written?

- (a) USBJO
- (b) USBJM
- (c) USBOJ
- (d) TSBOJ

Ans.(a)

Q4. What comes next?

- (a) QRS
- (b) PQR
- (c) LMN
- (d) RST

Ans.(b)

Q5. A car covers a distance of 120 km in 2 hours.

- (a) 60 km/h
- (b) 72 km/h
- (c) 54 km/h
- (d) 48 km/h

Ans.(b)

Q6. If "DELHI" is written as "IHLED", how is "MUMBAI" written?

- (a) IABMUM
- (b) IABUMM
- (c) IABMMU
- (d) IAMUBM

Ans.(a)

Q7. Pointing to a man, Rita said, "He is the son of the only brother of my mother." How is the man related to Rita?

- (a) Brother
- (b) Cousin



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- (c) Uncle
(d) Nephew

Ans.(b)

Q8. Choose the address that is the same as the one given below.

- Flat No. 512, Green Valley Apartments, Andheri East, Mumbai, Maharashtra - 400069
(a) Flat No. 512, Green Valley Apartments, Andheri East, Mumbai, Maharashtra - 400069
(b) Flat 512, Green Valley Apartment, Andheri East, Mumbai, Maharashtra - 400069
(c) Flat No. 521, Green Valley Apartments, Andheri East, Mumbai, Maharashtra - 400069
(d) Flat No. 512, Green Valley Apartments, Andheri West, Mumbai, Maharashtra - 400069

Ans.(a)

Q9. If '+' means '÷', '÷' means 'x', 'x' means '-', then find: $12 \times 6 + 3 \div 2 = ?$

- (a) 7
(b) 8
(c) 9
(d) 10

Ans.(b)

Q10. Statement

$A \geq B = C < D$,

Conclusions:

I. $D > B$

II. $A \geq C$

(a) Only I is true

(b) Only II is true

(c) Both I and II are true

(d) Neither I nor II is true

Ans.(c)

Q11. If $4@3 = 11$ and $5@2 = 25$, then $6@1 = ?$

- (a) 30
(b) 31
(c) 26
(d) 23

Ans.(b)

Q12. Complete the series

125, 1000, 3375, 8000, 15625, ?

- (a) 15625
(b) 12000
(c) 10000
(d) 19683

Ans.(a)

Q13. Find the next number in the series: 2, 6, 14, 30, 62, ?

- (a) 126
(b) 124
(c) 128
(d) 130

Ans.(a)

Q14. If 'A' means '+', 'B' means '-', 'C' means 'x', and 'D' means '÷', then find the value of: $(40 \text{ D } 5 \text{ A } 6 \text{ C } 2) \text{ B } (18 \text{ D } 3 \text{ C } 2)$?

- (a) 10
- (b) 12
- (c) 9
- (d) 8

Ans.(d)

Q15. Statement:

Online education platforms are increasingly being adopted by students.

Assumptions:

I. Students have access to the internet.

II. Traditional

III. Online plat

(a) Only I and

(b) Only I is im

(c) Only II and

(d) All are imp

Ans.(a)

Q16. If $5\&3 =$

- (a) 70
- (b) 84
- (c) 96
- (d) 90

Ans.(b)

Q17. Problem

Course of Acti

I. Authorities s... note... insp

II. Private veh... and be completely banned

(a) Only I follo

(b) Only II follo

(c) Both follow

(d) Neither fo

Ans.(a)

Q18. Select the letter cluster from among the given options that can replace the question mark (?) in the following series.

PQR, MNO, JKL, GHI, ?

- (a) DEF
- (b) ABC
- (c) HGF
- (d) QRS

Ans.(a)

Q19. If $9\#2 = 83$ and $8\#3 = 67$, then $7\#4 = ?$

- (a) 51
- (b) 58
- (c) 53

(d) 47
Ans.(c)

Q20. The following series has one incorrect number. Identify it. 11, 17, 23, 29, 35

- (a) 17
- (b) 23
- (c) 29
- (d) 35

Ans.(d)

Q21. Statement:

Enrollment in fitness centers has increased.

Conclusions:

I. People are becoming fitter.

II. Medical expenses are increasing.

(a) Only I follows

(b) Only II follows

(c) Both follow

(d) Neither follows

Ans.(a)

Q22. Find the odd one out.

- (a) River
- (b) Mountain
- (c) Plateau
- (d) Dictionary

Ans.(d)

Q23. M is the mother of N.

- (a) Aunt
- (b) Sister-in-law
- (c) Grandmother
- (d) Daughter

Ans.(b)

Q24. If 12 men can do a piece of work in 12 days, how many men can do the same work in 4 days?

- (a) 6
- (b) 5
- (c) 4
- (d) 7

Ans.(a)

Q25. Choose the address that is the same as the one given below.

22, Park Street, Kolkata, West Bengal - 700016

- (a) 22, Park Street, Kolkata, Bihar - 700016
- (b) 22, Park Street, Kolkata, West Bengal - 700016
- (c) 22, Park Road, Kolkata, West Bengal - 700016
- (d) 21, Park Street, Kolkata, West Bengal - 700016

Ans.(b)



Q26. Which of the following statements about Kolkata's colonial architecture is/are correct?

1. Indo-Saracenic buildings combine Indian and European elements.
2. Neoclassical structures in Kolkata emerged largely in the 20th century.
3. The Maidan area separates many colonial administrative buildings from native settlements.

- (a) Only 1 and 2 are correct
- (b) Only 1 and 3 are correct
- (c) Only 2 and 3 are correct
- (d) All 1, 2 and 3 are correct

Ans.(b)

Q27. Which organization releases the Global Innovation Index?

- (a) World Bank
- (b) IMF
- (c) WIPO
- (d) UNDP

Ans.(c)

Q28. Which m

- (a) Natya Shas
- (b) Brihaddesh
- (c) Dattilam
- (d) Raga Tarang

Ans.(b)

Q29. Fill in the blank: _____ central _____ the p _____ and _____.

- (a) bravery
- (b) fertility
- (c) sorrow
- (d) silence

Ans.(b)

Q30. In which year was the Board of Control for Cricket in India (BCCI) founded?

- (a) 1928
- (b) 1932
- (c) 1947
- (d) 1950

Ans.(a)

Q31. Assertion (A): In 2002, India undertook the step liberalization of the rupee market. The objective was to improve export competitiveness and ease the balance-of-payments crisis.

- (a) Both A and R are true and R is the correct explanation of A
- (b) Both A and R are true but R is not the correct explanation of A
- (c) A is true but R is false
- (d) A is false but R is true

Ans.(a)

Q32. Which is NOT caused by geomagnetic storms?

- (a) GPS disruption
- (b) Power grid failure
- (c) Radio blackout
- (d) Earthquakes

Ans.(d)

Q33. Which initiative promotes afforestation along river banks under rural employment?

- (a) Green India Mission
- (b) Namami Gange Plantation Drive
- (c) Jal Shakti Abhiyan
- (d) River Green Scheme

Ans.(b)

Q34. Why is Yakshagana considered a composite art?

- (a) It combines dance, music, and dialogue
- (b) It is purely ritualistic
- (c) It avoids costumes
- (d) It uses only one instrument

Ans.(a)

Q35. Which of the following are the two main types of the Indian dance?

- 1. They are on the basis of the type of the dance.
 - 2. They include the dance of the Indian people.
- (a) Only 1 is correct
 - (b) Only 2 is correct
 - (c) Both 1 and 2 are correct
 - (d) Neither 1 nor 2 is correct

Ans.(c)

Q36. If price rises and demand is perfectly elastic, then the change in quantity demanded is:

- (a) Elastic
- (b) Inelastic
- (c) Unitary elastic
- (d) Perfectly elastic

Ans.(c)

Q37. The First Five Year Plan was based on:

- (a) Heavy industry
- (b) Agriculture
- (c) Services sector
- (d) Defence

Ans.(b)

Q38. Arrange chronologically:

- 1. Golaknath case
 - 2. Kesavananda Bharati case
 - 3. Minerva Mills case
- (a) 1–2–3
 - (b) 2–1–3
 - (c) 3–2–1
 - (d) 1–3–2

Ans.(a)



Q39. Which feature of the Indian Constitution was inspired by the Irish Constitution?

- (a) Fundamental Duties
- (b) Directive Principles
- (c) Federal Court
- (d) Separate electorates

Ans.(b)

Q40. Which statement about India at the 2012 London Olympics is correct?

- (a) India won more than five medals
- (b) India won its first athletics gold
- (c) India did not win any medals
- (d) India topped the medal tally

Ans.(a)

Q41. The term

- (a) Production
- (b) Payments
- (c) Power
- (d) Prices

Ans.(b)

Q42. In the traditional Indian musical instruments, which of the following is used to maintain rhythmic timing?

- (a) Hand-held
- (b) Bamboo cl
- (c) Heavy wood
- (d) Stone slab

Ans.(a)

Q43. The Indian government has launched

- (a) Mountain
- (b) Maritime cooperation and naval drills
- (c) Cyber warfare
- (d) Space cooperation

Ans.(b)

Q44. Which Indian play was originally written in Hindi as *Rehnaam*?

- (a) Geetanjali
- (b) Perumal Murugan
- (c) Anuradha Roy
- (d) Kiran Desai

Ans.(a)

Q45. The Asian Games were first hosted by India in:

- (a) 1951
- (b) 1962
- (c) 1982
- (d) 1990

Ans.(a)

Q46. The Subsidiary Alliance system of the British aimed primarily to:

- (a) Promote Indian industries
- (b) Create buffer alliances under British control
- (c) Encourage local self-rule
- (d) Abolish princely states

Ans.(b)

Q47. Panchayati Raj was constitutionalized by which Amendment?

- (a) 61st
- (b) 73rd
- (c) 86th
- (d) 44th

Ans.(b)

Q48. Which of the following was a title of a Brahmin?

- (a) Samaharta
- (b) Senapati
- (c) Purohita
- (d) Gramika

Ans.(a)

Q49. Consider the following statements:

- 1. It requires sunlight
 - 2. Chlorophyll is present
 - 3. It occurs in all plants
- (a) Only 1 and 2
 - (b) Only 2 and 3
 - (c) Only 1 and 3
 - (d) 1, 2 and 3

Ans.(a)

Q50. Following the victory over Humayun at the Battle of Chanderi (1539) and later at Kannauj (1556), which ruler assumed the title of "Emperor" and established a short-lived Afghan administration in northern India? This ruler introduced reforms in revenue and road construction.

- (a) Muhammad Tughlaq
- (b) Sher Shah Suri
- (c) Sikandar Lodhi
- (d) Ibrahim Lodhi

Ans.(b)

Q51. Two similar triangles have perimeters in the ratio 4 : 7. If the sum of their areas is 130 cm^2 , find the area of the smaller triangle.

- (a) 16 cm^2
- (b) 49 cm^2
- (c) 32 cm^2
- (d) 64 cm^2

Ans.(c)

Q52. A cylinder and a hemisphere have the same radius. If their total surface areas are equal, find the ratio of the height of the cylinder to its radius.

- (a) 1:3

- (b) 2:3
(c) 1:2
(d) 3:2

Ans.(c)

Q53. Find the product of 0.12 and 0.5.

- (a) 0.06
(b) 0.6
(c) 0.006
(d) 0.612

Ans.(a)

Q54. $21^3 + 22^3 - 43^3 + 150$

is equal to:

- (a) -59448
(b) -60000
(c) 0
(d) 1

Ans.(a)

Q55. The volume of a sphere is four times its base radius, find the sphere's radius

- (a) 1:1
(b) $\sqrt[3]{3}: 1$
(c) $1: \sqrt[3]{2}$
(d) $\sqrt[3]{4}: 1$

Ans.(a)

Q56. If $\cos \theta = \frac{1}{25}$

- (a) $\frac{1}{25}$
(b) $\frac{7}{5}$
(c) 1
(d) $\frac{49}{25}$

Ans.(d)

Q57. An amount of ₹4500 is invested at 8% simple interest for 2 years. Find the amount after 2 years.

- (a) ₹4500
(b) ₹3500
(c) ₹4000
(d) ₹5000

Ans.(c)

Q58. A surveyor uses a string to measure the height of a tower. The string is anchored to the ground 15 meters from the foot of the tower, forming a 30° angle with the horizontal. What is the length of the string?

- (a) 15 m
(b) $10\sqrt{3}m$
(c) 30 m
(d) $15\sqrt{3}m$

Ans.(b)

Q59. A tangent PQ is drawn from point P to a circle with center O. If $OP = 25$ cm and the radius is 7 cm, find the length of the tangent PQ.

- (a) 18 cm
- (b) 24 cm
- (c) 32 cm
- (d) 20 cm

Ans.(b)

Q60. Find the equation of the perpendicular bisector of the line segment joining points (1, 5) and (5, 9).

- (a) $y = -x + 10$
- (b) $y = x + 4$
- (c) $y = -x + 14$
- (d) $y = x - 4$

Ans.(a)

Q61. Given a

- (a) 0
- (b) $9(a-b)(b-c)$
- (c) $27abc$
- (d) $3(a-b)(b-c)$

Ans.(d)

Q62. Sector A has a central angle of 60° . Sector B has a central angle of $(\pi/3)$ radians. What is the ratio of the area of Sector A to the area of Sector B?

- (a) 1:2
- (b) 2:1
- (c) 3:1
- (d) 1:1

Ans.(b)

Q63. A woman invests ₹20,000. She lends one part to A for 2 years at 8% per annum and the other part to B for 2 years at 12% per annum. If the total interest from both is ₹1,600, find the amount lent to A.

- (a) ₹6,000
- (b) ₹8,000
- (c) ₹12,000
- (d) ₹14,000

Ans.(b)

Q64. If $\tan A = \frac{x}{x+1}$ find $\sec^2 A$.

- (a) $\frac{x^2 + (x+1)^2}{(x+1)^2}$
- (b) $\frac{x^2 + 1}{x^2}$
- (c) $\frac{2x^2 + 2x + 1}{x^2 + 1}$
- (d) 1

Ans.(a)

Q65. From an external point M, two tangents MA and MB are drawn to a circle of radius 6 cm. If the angle between the tangents is 90° , find the distance of point M from the center of the circle.

- (a) 12 cm
- (b) $6\sqrt{3}$ cm
- (c) $6\sqrt{2}$ cm
- (d) 6 cm

Ans.(c)

Q66. A cube of side 10 cm is to be sliced into 125 small, equal cubes. What is the minimum number of cuts required?

- (a) 12
- (b) 15
- (c) 124
- (d) 25

Ans.(a)

Q67. If P is 40

- (a) 7:4
- (b) 4:7
- (c) 3:2
- (d) 5:3

Ans.(a)

Q68. Calculate the interior angle of a regular polygon.

- (a) 1080°
- (b) 900°
- (c) 1260°
- (d) 720°

Ans.(a)

Q69. A PT teacher divided 240 students into 4 equal groups. To the first group, she gave 40 students, to the second 30 students, to the third 20 students and to the fourth 10 students. How many students are left over? If the total number of students is 214, how many students are in each row?

- (a) 44
- (b) 54
- (c) 46
- (d) 56

Ans.(c)

Q70. If $\cos A =$

- (a) $n^2/(n^2-m^2)$
- (b) $2n^2/(n^2-m^2)$
- (c) $n^2/2(n^2-m^2)$
- (d) $5n^2/(n^2-m^2)$

Ans.(a)

Q71. Tap X and Tap Y can fill a cistern in 12 hours and 15 hours respectively. An outlet pipe Z can empty it in 20 hours. If all three are opened together, how long will it take to fill the empty cistern?

- (a) 8 hours
- (b) 12 hours
- (c) 10 hours
- (d) 15 hours

Ans.(c)

Q72. A retailer buys a gadget for ₹1200. He offers a 15% discount on the marked price. If the marked price is set at ₹1500, what is his overall profit or loss percentage?

- (a) 5.25% Profit
- (b) 6.25% Profit
- (c) 4.5% Loss
- (d) 8% Profit

Ans.(b)

Q73. If the radius of a cylinder is increased by 10% and its height is increased by 20%, what is the net percentage increase in its volume?

- (a) 32%
- (b) 45.2%
- (c) 44%
- (d) 30%

Ans.(b)

Q74. Evaluate

- (a) 5
- (b) 3
- (c) 10
- (d) 6

Ans.(d)

Q75. Determine the value of x if the line passes through the point

- (a) 3
- (b) $\frac{1}{3}$
- (c) -3
- (d) 2

Ans.(a)

Q76. A sentence is given in direct speech. From the four given options, the one which appropriately conveys the sentence in corresponding indirect speech.

- He said, "When will you submit the report?"
- (a) He asked when I would submit the report.
 - (b) He asked when you would submit the report.
 - (c) He asked when we would submit the report.
 - (d) He asked when they would submit the report.

Ans.(a)

Q77. Find the part of the sentence that contains an error:

The certification module was structured (1)/ to make the participants capable to resolve (2)/ high-risk compliance issues effectively (3)/ in cross-border financial transactions. (4)/

- (a) (1)
- (b) (2)
- (c) (3)
- (d) (4)

Ans.(b)

Q78. Choose the most suitable option:

She took great pain to complete the research.

- (a) took pains
- (b) had pain
- (c) gave pain
- (d) took the pain

Ans.(a)

Q79. Rearrange the following sentences to form a meaningful passage:

1. Deforestation contributes significantly to rising atmospheric carbon levels.
2. This accelerates climate instability and disrupts ecosystems.
3. Tropical rainforests are particularly susceptible to large-scale clearing.
4. Immediate conservation measures are essential to restore ecological balance.

- (a) 2-3-1-4
- (b) 1-3-2-4
- (c) 3-1-2-4
- (d) 4-1-2-3

Ans.(c)

Q80. Select the

- (a) Defiant
- (b) Loyal
- (c) Cooperative
- (d) Passive

Ans.(a)

Q81. Select the

- (a) Immorality
- (b) Deceit
- (c) Virtue
- (d) Corruption

Ans.(c)

Q82. What central function did English serve in colonial India, as per the passage?

Read the following passage and answer the question.

Language has been a tool of power, ideology, and linguistic hierarchy. In colonial India, English was not merely a medium of communication; it became a marker of intellectual authority and a means of social mobility. Indigenous tongues, by contrast, were deliberately downgraded, splintered, and rebranded as “vernaculars,” a label that quietly implied provincialism and lesser worth. The enforcement of English education through Macaulay’s Minute of 1835 was not simply an academic shift; it was a strategic cultural project. The cultivation of Indians who were, in Macaulay’s phrase, “Indian in blood and colour, but English in taste,” reflected a form of linguistic hegemony aimed at internalizing colonial norms. English became the channel through which many were trained to evaluate themselves and their traditions through imperial rationality, often producing estrangement from indigenous ways of knowing.

At the same time, colonial policy toward regional languages was deeply inconsistent. Although British officials promoted the codification of Indian languages, this process frequently drained them of oral flexibility and lived cultural nuance. Sanskrit and Persian, once symbols of prestige, were steadily displaced, while Hindi and Urdu turned into sites of political and communal rivalry—each advanced by different groups, thereby sharpening social cleavages. This reordering of language served two ends: administrative convenience and the dilution of resistance. A society fractured along linguistic and communal lines was easier to manage. Moreover, proficiency in English became a gatekeeping

device for bureaucratic entry and economic advancement, embedding inequality within colonial modernity itself. In short, language under empire was never only about words—it was about access, allegiance, and authority. Even after Independence, the residues of this linguistic stratification continue to echo in schooling, social mobility, and persistent debates over language and identity.

- (a) Strengthening regional harmony
- (b) Sustaining oral traditions
- (c) Validating colonial authority and ideology
- (d) Reviving indigenous languages

Ans.(c)

Q83. What does the passage suggest by labelling native tongues as “vernaculars”?

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

Language has seldom been a neutral medium of exchange; in colonial India, it operated as a mechanism of power, ideology, and selfhood. The British regime, while ostensibly pursuing education and reform, carefully engineered linguistic hierarchies to consolidate dominance. English, installed as the official language of administration and law, was not merely functional—it became a marker of intellectual authority and upward mobility. Indigenous tongues, by contrast, were deliberately downgraded, splintered, and rebranded as “vernaculars,” a label that quietly implied provincialism and lesser worth. The enforcement of English education through Macaulay’s Minute of 1835 was not simply an academic shift; it was a strategic cultural project. The cultivation of Indians who were, in Macaulay’s phrase, “Indian in blood and colour, but English in taste,” reflected a form of linguistic hegemony aimed at internalizing colonial norms. English became the channel through which many were trained to evaluate themselves and their traditions through imperial rationality, often producing estrangement from indigenous ways of knowing.

- (a) They were considered as prestigious languages
- (b) They were treated as equivalent to English
- (c) They were considered as inferior languages
- (d) They were considered as dialects

Ans.(d)

Q84. Why does the passage consider Macaulay’s Minute of 1835 especially important?

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

Language has seldom been a neutral medium of exchange; in colonial India, it operated as a mechanism of power, ideology, and selfhood. The British regime, while ostensibly pursuing education and reform, carefully engineered linguistic hierarchies to consolidate dominance. English, installed as the official language of administration and law, was not merely functional—it became a marker of intellectual authority and upward mobility. Indigenous tongues, by contrast, were deliberately downgraded, splintered, and rebranded as “vernaculars,” a label that quietly implied provincialism and lesser worth. The enforcement of English education through Macaulay’s Minute of 1835 was not simply an academic shift; it was a strategic cultural project. The cultivation of Indians who were, in Macaulay’s phrase, “Indian in blood and colour, but English in taste,” reflected a form of linguistic hegemony aimed at internalizing colonial norms. English became the channel through which many were trained to evaluate themselves and their traditions through imperial rationality, often producing estrangement from indigenous ways of knowing.

At the same time, colonial policy toward regional languages was deeply inconsistent. Although British officials promoted the codification of Indian languages, this process frequently drained them of oral flexibility and lived cultural nuance. Sanskrit and Persian, once symbols of prestige, were steadily displaced, while Hindi and Urdu turned into sites of political and communal rivalry—each advanced by different groups, thereby sharpening social cleavages. This reordering of language served two ends: administrative convenience and the dilution of resistance. A society fractured along linguistic and communal lines was easier to manage. Moreover, proficiency in English became a gatekeeping device for bureaucratic entry and economic advancement, embedding inequality within colonial modernity itself. In short, language under empire was never only about words—it was about access, allegiance, and authority. Even after Independence, the residues of this linguistic stratification continue to echo in schooling, social mobility, and persistent debates over language and identity.

- (a) It established multilingual schooling for all
- (b) It prioritized oral-language instruction
- (c) It formalized English as an instrument of cultural dominance
- (d) It restored indigenous linguistic hierarchies

Ans.(c)

Q85. Which of the following best describes the author's view of colonial language policy?

Read the following passage and answer the questions based on the passage:
Language has seldom been a neutral medium of exchange; in colonial India, it operated as a mechanism of power, ideology, and selfhood. The British regime, while ostensibly pursuing education and reform, carefully engineered linguistic hierarchies to consolidate dominance. English, installed as the official language of administration and law, was not merely functional—it became a marker of intellectual authority and upward mobility. Indigenous tongues, by contrast, were deliberately downgraded, splintered, and rebranded as “vernaculars,” a label that quietly implied provincialism and social inferiority. The 1835 Education Regulation Act, for instance, prioritized English education, which was not simply an academic choice but a project of cultural erasure. As the scholar Bhabha noted, the colonial project was “Indian in blood and bone,” yet it reflected a form of life that sought to erase indigenous norms. English became the language of power, through imperial decrees and bureaucratic machinery. At the same time, the British promoted the codification of Indian languages, a process that drained them of oral flexibility and lived cultural nuance. Sanskrit and Persian, once symbols of prestige, were steadily displaced, while Hindi and Urdu turned into sites of political and communal rivalry—each advanced by different groups, thereby sharpening social cleavages. This reordering of language served two ends: administrative convenience and the dilution of resistance. A society fractured along linguistic and communal lines was easier to manage. Moreover, proficiency in English became a gatekeeping device for bureaucratic entry and economic advancement, embedding inequality within colonial modernity itself. In short, language under empire was never only about words—it was about access, allegiance, and authority. Even after Independence, the residues of this linguistic stratification continue to echo in schooling, social mobility, and persistent debates over language and identity.

- (a) English was used as a tool of cultural erasure
- (b) Persian was promoted above all languages
- (c) Codification protected every cultural nuance
- (d) Codification often erased oral and cultural subtleties

Ans.(d)

Q86. . What enduring consequence of colonial language policy does the passage emphasize?

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

Language has seldom been a neutral medium of exchange; in colonial India, it operated as a mechanism of power, ideology, and selfhood. The British regime, while ostensibly pursuing education and reform, carefully engineered linguistic hierarchies to consolidate dominance. English, installed as the official language of administration and law, was not merely functional—it became a marker of intellectual authority and upward mobility. Indigenous tongues, by contrast, were deliberately downgraded, splintered, and rebranded as “vernaculars,” a label that quietly implied provincialism and social inferiority. The 1835 Education Regulation Act, for instance, prioritized English education, which was not simply an academic choice but a project of cultural erasure. As the scholar Bhabha noted, the colonial project was “Indian in blood and bone,” yet it reflected a form of life that sought to erase indigenous norms. English became the language of power, through imperial decrees and bureaucratic machinery. At the same time, the British promoted the codification of Indian languages, a process that drained them of oral flexibility and lived cultural nuance. Sanskrit and Persian, once symbols of prestige, were steadily displaced, while Hindi and Urdu turned into sites of political and communal rivalry—each advanced by different groups, thereby sharpening social cleavages. This reordering of language served two ends: administrative convenience and the dilution of resistance. A society fractured along linguistic and communal lines was easier to manage. Moreover, proficiency in English became a gatekeeping device for bureaucratic entry and economic advancement, embedding inequality within colonial modernity itself. In short, language under empire was never only about words—it was about access, allegiance, and authority. Even after Independence, the residues of this linguistic stratification continue to echo in schooling, social mobility, and persistent debates over language and identity.

provincialism and lesser worth. The enforcement of English education through Macaulay's Minute of 1835 was not simply an academic shift; it was a strategic cultural project. The cultivation of Indians who were, in Macaulay's phrase, "Indian in blood and colour, but English in taste," reflected a form of linguistic hegemony aimed at internalizing colonial norms. English became the channel through which many were trained to evaluate themselves and their traditions through imperial rationality, often producing estrangement from indigenous ways of knowing.

At the same time, colonial policy toward regional languages was deeply inconsistent. Although British officials promoted the codification of Indian languages, this process frequently drained them of oral flexibility and lived cultural nuance. Sanskrit and Persian, once symbols of prestige, were steadily displaced, while Hindi and Urdu turned into sites of political and communal rivalry—each advanced by different groups, thereby sharpening social cleavages. This reordering of language served two ends: administrative convenience and the dilution of resistance. A society fractured along linguistic and communal lines was easier to manage. Moreover, proficiency in English became a gatekeeping device for bureaucratic entry and economic advancement, embedding inequality within colonial modernity itself. In short, language under empire was never only about words—it was about access, allegiance, and authority. Even after Independence, the legacy of linguistic hierarchy remained, fueling ongoing and persistent

- (a) Uniform literary standards
- (b) Complete linguistic assimilation
- (c) Continuing regional diversity
- (d) Fully decentralized governance

Ans.(c)

Q87. Find the sentence that best describes the author's view for:
It was not until the 19th century that the idea of a universal language was initiated (3)/
a comprehensive understanding of the world was achieved.

- (a) (1)
- (b) (2)
- (c) (3)
- (d) (4)

Ans.(c)

Q88. A sentence is given in indirect speech. Choose the one that most accurately conveys the sentence in direct speech.
She said, "Let this document be circulated without authorization."

- (a) She asked to circulate the document without authorization.
- (b) She instructed to circulate the document without authorization.
- (c) She said that the document should be circulated without authorization.
- (d) She ordered to circulate the document without authorization.

Ans.(b)

Q89. Change the following from active to passive:
The manager will send you the confirmation email.

- (a) You are sent the confirmation email by the manager.
- (b) You will be sent the confirmation email by the manager.
- (c) You were sent the confirmation email by the manager.
- (d) You will have sent the confirmation email.

Ans.(b)

Q90. Select the sentence containing the homonym of the highlighted word:
The cathedral's façade was reinforced by a carved corbel supporting the balcony.

- (a) The stone corbel bore the immense weight of the arch above it.
- (b) The corbel displayed intricate medieval craftsmanship.

- (c) The strategist used a political corbel to justify his controversial alliance.
(d) The damaged corbel was carefully restored during renovation.

Ans.(c)

Q91. Choose the correct one-word substitute for the given phrase:

A belief that contradicts accepted religious doctrine

- (a) Apostasy
(b) Heresy
(c) Mutiny
(d) Rebellion

Ans.(b)

Q92. Which is the correct spelling of the word meaning having a harmful effect.

- (a) Deleterious
(b) Dalitarius
(c) Deletarius
(d) Deliterous

Ans.(a)

Q93. A sentence that conveys the same meaning as the given sentence is the most accurately conveys the same meaning as the given sentence.

The CEO stated that the company will expand globally.

- (a) "If the mer... expand," said the CEO.
(b) "Had the mer... had have expande...
(c) "If the mer... all expand globally,
(d) "Had the mer... expand," said the CEO

Ans.(b)

Q94. Choose the correct word.

- (a) Creid
(b) Creed
(c) Creade
(d) Credd

Ans.(b)

Q95. Fill in the blank.

Hardly had the

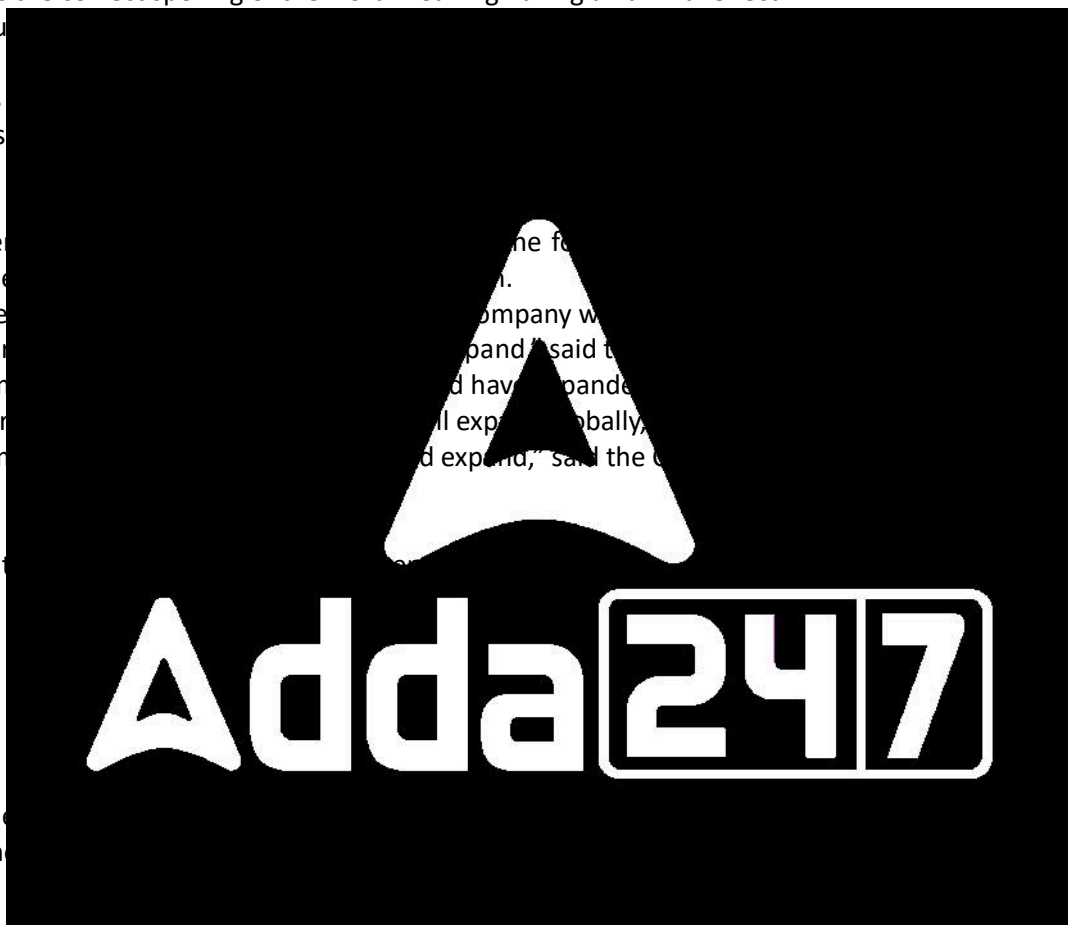
- (a) than
(b) when
(c) but
(d) and

Ans.(b)

Q96. Select the most appropriate synonym of the word: EULOGY

- (a) Lament
(b) Tribute
(c) Protest
(d) Rebuke

Ans.(b)



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Q97. Choose the correct meaning of the given idiom:

To cry stinking fish

- (a) To praise oneself publicly
- (b) To underestimate one's own value
- (c) To mock competitors
- (d) To exaggerate success

Ans.(b)

Q98. Convert the sentence from passive to active voice:

The citizens were warned about the cyclone by the authorities.

- (a) The authorities warned the citizens about the cyclone.
- (b) The citizens warned the authorities about the cyclone.
- (c) The authorities have warned the citizens.
- (d) The citizens warned the authorities about the cyclone.

Ans.(a)

Q99. Choose the correct word:

A person who is extreme in his views

- (a) Radical
- (b) Pacifist
- (c) Extremist
- (d) Nationalist

Ans.(b)

Q100. Rearrange the following sentences in the correct order to make a coherent paragraph.

1. Consequently, it is a key managerial attribute.
2. Strategic agility is the ability to respond to changes in the business environment with operational efficiency.
3. It involves a proactive approach to identifying and addressing potential risks and opportunities.
4. It also requires a strong focus on innovation and continuous improvement.

- (a) 2-1-3-4
- (b) 2-3-4-1
- (c) 2-4-1-3
- (d) 3-4-2-1

Ans.(b)

