Breaking barriers: Building a future for women in science

Trailblazing women scientists continue to **defy the odds**, proving that **inclusion** is not just a matter of **fairness** but a **necessity** for scientific and societal progress

In the 21st century, where scientific **breakthroughs** continue to shape our world, the **persistent underrepresentation** of women in science remains a **glaring** issue. Women have been **at the forefront** of some of the greatest scientific achievements across the globe in **diverse** fields from basic science to space science. Despite these inspiring role models, systemic barriers continue to **stifle** women's participation in science, technology, engineering, and mathematics (STEM). It's time we **confront** these challenges and build a future where women can truly **thrive in** science. What kind of scientific world are we building if we exclude half of our population?

Without the full participation of women, we lose access to a **vast** pool of talent, creativity, and innovative solutions that could **address** some of our biggest challenges. Many girls are discouraged from **pursuing** science from a young age due to **stereotypes** that frame these fields as "unsuitable" or "too difficult." The **so-called** "**leaky pipeline**" begins to **take its toll** as early as high school, with fewer girls opting for science-related studies and careers.

Even for those who break through these initial hurdles, the challenges **persist** in higher education and professional life. Women in research face a lack of mentorship, unequal access to funding and systemic **biases** in hiring and promotions.

The numbers speak for themselves: UNESCO reports that only 35 per cent of STEM students globally are women, and their representation in leadership roles remains even lower. In India, the All India Survey on Higher Education (AISHE) confirms that while **the number** of women pursuing science **has** grown, their **presence** in top research positions and leadership roles **is** still **dismal**.

Despite these odds, many Indian women scientists have defied the **status quo** and achieved **remarkable** success. Dr Indira Hinduja revolutionised reproductive medicine by developing India's first test-tube baby in 1986 and **pioneering** the gamete intrafallopian transfer (GIFT) technique. Dr Soumya Swaminathan's leadership as Chief Scientist at the World Health Organization (WHO) played a crucial role in global health policy. **Kalpana Kalahasti**, a senior scientist at ISRO, **was** instrumental in India's **triumphant** Chandrayaan-3 mission and earned a spot in Nature's list of **notable** figures in 2023. These **trailblazers** not only pushed the boundaries of scientific knowledge but also broke societal barriers, **paving the way for** future generations of women in science. Does this make any difference to the society? Society benefits from more inclusive and comprehensive solutions when women are at the forefront of scientific innovation. **Areas** like maternal health, gender-specific medicine and community health interventions often **flourish** because of women scientists who understand these challenges **firsthand**. Inclusion isn't just about fairness—it's about **enriching** science itself. So, how do we move forward? Building a future for women in science requires collective effort on multiple **fronts**.

We must **dismantle** the structural barriers **hindering** women's advancement, provide mentorship programmes and promote policies that ensure equal hiring, funding, and career progression opportunities. Educational institutions should actively encourage girls to **pursue** STEM fields, while workplaces must offer flexible work environments that allow women to balance personal and professional responsibilities.

It is time to **tear down** these barriers and build a future where **every young girl** who dreams of becoming a scientist **can** do so without limitations. When women are given equal opportunities to contribute to science, we all **stand to** gain—from **groundbreaking** discoveries to a more inclusive and **prosperous** world.   **[Practice Exercise]**

- Red/blue coloring of words in the sentence indicates subject verb relationship; where 'red' denotes 'subject' and 'blue' denotes 'verb'.
- **Stand to do something** (phrase) – to be likely to do or have something

Vocabulary

1. **Trailblazing** (adjective) – Pioneering, Innovative, Groundbreaking, Revolutionary, Pathbreaking अग्रणी

2. **Defy the odds** (phrase) – To succeed despite challenges or low expectations. मुश्किलों को पार करना

3. **Inclusion** (noun) – Integration, Incorporation, Involvement, Participation, Acceptance समावेश

4. **Fairness** (noun) – Justice, Equality, Impartiality, Equity, Objectivity निष्पक्षता

5. **Necessity** (noun) – Requirement, Essential, Prerequisite, Need, Must आवश्यकता

6. **Breakthrough** (noun) – Discovery, Innovation, Advancement, Milestone, Revolution सफलता

7. **Persistent** (adjective) – Continuous, Constant, Unrelenting, Enduring, Steady लगातार

8. **Underrepresentation** (noun) – Minority, Scarcity, Insufficiency, Lack, Shortage अल्पप्रतिनिधित्व

9. **Glaring** (adjective) – Obvious, Blatant, Conspicuous, Evident, Prominent स्पष्ट

10. **At the forefront** (phrase) – In a leading or prominent position. सबसे आगे

11. **Diverse** (adjective) – Varied, Multifaceted, Mixed, Heterogeneous, Assorted विविध

12. **Stifle** (verb) – Suppress, Restrict, Inhibit, Constrain, Repress दबाना

13. **Confront** (verb) – Face, Address, Tackle, Challenge, Oppose सामना करना

14. **Thrive in** (phrasal verb) – To grow or develop successfully in a particular environment. फलना-फूलना

15. **Vast** (adjective) – Huge, Extensive, Enormous, Immense, Massive विशाल

16. **Address** (verb) – Tackle, Handle, Resolve, Confront, Manage सुलझाना

17. **Pursue** (verb) – Chase, Follow, Seek, Strive, Aim पीछा करना

18. **Stereotype** (noun) – Generalization, Cliché, Preconception, Bias, Label रूढ़िवादिता

19. **So-called** (adjective) – Alleged, Supposed, Ostensible, Purported, Nominal तथाकथित

20. **Leaky pipeline** (noun) – A metaphor for the loss of talent or representation at various stages.

21. **Take one's toll** (phrase) – To have a negative impact over time. प्रभाव डालना

22. **Persist** (verb) – Continue, Endure, Persevere, Remain, Last बने रहना

23. **Bias** (noun) – Prejudice, Partiality, Discrimination, Inclination, Favoritism पक्षपात

24. **Dismal** (adjective) – Gloomy, Depressing, Bleak, Grim, Dire निराशाजनक

25. **Status quo** (noun) – Existing condition, Current situation, Present state, Norm, Routine यथास्थिति

26. **Remarkable** (adjective) – Extraordinary, Notable, Impressive, Outstanding, Exceptional उल्लेखनीय

27. **Pioneer** (verb) – Initiate, Introduce, Spearhead, Lead, Innovate अग्रणी बनना

28. **Instrumental** (adjective) – Crucial, Key, Vital, Essential, Pivotal महत्वपूर्ण

29. **Triumphant** (adjective) – Victorious, Successful, Winning, Jubilant, Elated विजयोल्लसित

30. **Pave the way for** (phrase) – To create conditions that make something possible. रास्ता बनाना

31. **Flourish** (verb) – Thrive, Prosper, Bloom, Succeed, Grow फलना-फूलना

32. **Firsthand** (adjective) – Direct, Immediate, Personal, Experiential, Primary प्रत्यक्ष

33. **Enrich** (verb) – Enhance, Improve, Augment, Strengthen, Develop समृद्ध करना

34. **Front** (noun) – Aspect, Area, Field, Domain, Sphere मोर्चा

35. **Dismantle** (verb) – Disassemble, Deconstruct, Break down, Demolish, Destroy खत्म करना

36. **Hinder** (verb) – Obstruct, Impede, Hamper, Block, Delay रोकना

37. **Pursue** (verb) – Chase, Follow, Seek, Strive, Aim पीछा करना

38. **Tear down** (phrasal verb) – To destroy or dismantle something. गिराना

39. **Groundbreaking** (adjective) – Innovative, Revolutionary, Pioneering, Novel, Trailblazing क्रांतिकारी

40. **Prosperous** (adjective) – Successful, Thriving, Flourishing, Wealthy, Affluent समृद्ध

Summary of the Editorial

1. **Underrepresentation of Women**: Despite significant scientific achievements by women, their underrepresentation in STEM fields remains a critical issue globally.

2. **Systemic Barriers**: Women face systemic challenges, including stereotypes, lack of mentorship, unequal funding, and biases in hiring and promotions.

3. **Leaky Pipeline**: The decline in women's participation in STEM begins as early as high school, with fewer girls opting for science-related studies and careers.

4. **Global Statistics**: UNESCO reports that only 35% of STEM students globally are women, with even lower representation in leadership roles.

5. **India's Scenario**: In India, while the number of women pursuing science has increased, their presence in top research and leadership positions remains limited.

6. **Role Models**: Trailblazing women scientists like Dr. Indira Hinduja, Dr. Soumya Swaminathan, and Kalpana Kalahasti have broken barriers and achieved remarkable success.

7. **Scientific Contributions**: Women scientists have made groundbreaking contributions in fields like reproductive medicine, global health policy, and space exploration.

8. **Societal Impact**: Inclusive participation of women in science leads to more comprehensive solutions, especially in areas like maternal health, gender-specific medicine, and community health.

9. **Need for Inclusion**: Inclusion is not just about fairness; it enriches science by bringing diverse perspectives and innovative solutions.

10. **Educational Encouragement**: Schools and institutions must actively encourage girls to pursue STEM fields from an early age.

11. **Mentorship Programs**: Providing mentorship and support networks is crucial for women to navigate challenges in STEM careers.

12. **Policy Reforms**: Policies ensuring equal opportunities in hiring, funding, and career progression are essential to address systemic biases.

13. **Workplace Flexibility**: Flexible work environments can help women balance personal and professional responsibilities, fostering career growth.

14. **Collective Effort**: Building a future for women in science requires collaboration among governments, institutions, and society to dismantle barriers.

15. **Vision for the Future**: Empowering women in STEM will lead to groundbreaking discoveries and a more inclusive, prosperous world for all.

Practice Exercise: SSC Pattern Based

1. **What is the tone of the passage?**   [Editorial Page]
   A. Optimistic and Persuasive
   B. Indifferent and Neutral
   C. Pessimistic and Hopeless
   D. Aggressive and Confrontational

2. **What can be inferred from the passage about the impact of women's participation in science?**
   A. More women in science lead to innovative solutions benefiting society.
   B. Women are naturally less inclined toward STEM fields.
   C. The exclusion of women from science has no real consequences.
   D. Scientific advancements are unaffected by gender diversity.

3. **According to the passage, what percentage of STEM students globally are women, as reported by UNESCO?**
   A. 25%
   B. 50%
   C. 45%
   D. 35%

4. **Why do fewer girls pursue science-related studies and careers according to the passage?**
   A. Lack of intelligence in STEM subjects.
   B. Systemic biases and societal stereotypes.
   C. STEM subjects are designed only for men.
   D. Women are less interested in leadership roles.

5. Find the antonym of "**dismal**" in the context of women's representation in science.
   A. Flourishing
   B. Dire
   C. Bleak
   D. Miserable

6. **The following sentence has been split into four segments. Identify the segment that contains an error.**
   Stephan, however, contrived / to put away / his departure / for eighteen months.
   A. to put away
   B. stephan,however,contrived
   C. for eighteen months
   D. his departure

7. **Select the most appropriate option that can substitute the underlined segment in the given sentence.**
   He is the healthy person I have ever met in life
   A. healthier

B. healthiest

C. most healthy

D. more healthy

8. **Select the most appropriate ANTONYM of the given word.**

Extensive

A. Expensive

B. Concrete

C. Limited

D. Abstract

9. **Select the most appropriate meaning of the given idiom.**

Once in a blue moon

A. A frequent event

B. A pleasant surprise

C. A rare occurrence

D. A regular activity

10. **Select the most appropriate option to fill in the blank.**

I could make out from my son's voice that he was _____ as his exam did not go well

A. sad

B. rejected

C. abrogated

D. confused

11. **The following sentence has been split into four segments. Identify the segment that contains a grammatical error.**

You know that I am fond of reading / and also that all books are my favourite / but you don't know that this is one of / my favourite book.

A. my favourite book.

B. and also that all books are my favourite

C. but you don't know that this is one of

D. you know that I am fond of reading

12. **Select the grammatically correct sentence from the options given**

A. Neither a boy nor a mother could identify the man.

B. Neither the boy nor a mother could identify a man.

C. Neither the boy nor the mother could identify the man.

D. Neither a boy nor the mother could identify a man.

13. **Select the option with the correct spelling to replace the underlined word in the given sentence.**

Development does not take place in a **vaccum**

A. vacuum

B. vaccim

C. vakum

D. vacuuem

14. **The following sentence has been divided into parts. One of them may contain an error. Select the part that contains the error from the given options. If you don't find any error, mark 'No error' as your answer.**

    Chetan's room is clean / than Ram's room because / Chetan cleans it more often than Ram.

    A. Chetan's room is clean
    B. Than Ram's room because
    C. No error
    D. Chetan cleans it more often than Ram

15. **Select the most appropriate synonym of the given word.**

    Vague

    A. Dissimilar
    B. Distinct
    C. Indefinite
    D. Intact

16. **Select the most appropriate option to fill in the blanks.**

    Our _____ has so many magnificent tourist destinations, with unimaginable potential, yet to _____ fully explored.

    A. national; have
    B. state; been
    C. country; be
    D. land; has

17. **Select the option that can be used as a one-word substitute for the given group of words.**

    The space or room that is at the top of a building or just below the main roof

    A. Attic
    B. Ceiling
    C. Dome
    D. Stairs

18. **Select the INCORRECTLY spelt word**

    A. Accentuation
    B. Phytoplankton
    C. Supperannuation
    D. Suppressant

19. **Select the most appropriate ANTONYM of the given word.**

    Expand

    A. Shrink
    B. Network
    C. Protect
    D. Inflate

20. **The following sentence has been divided into parts. One of them may contain an error. Select the part that contains the error from the given options. If you don't find any error, mark 'No error' as your answer.**

Her decision, / given the complex circumstances, / was too impulsively made

A. was too impulsively made.
B. no error
C. her decision,
D. given the complex circumstances,

Comprehension:

In the following passage, some words have been deleted. Read the passage carefully and select the most appropriate option to fill in each blank.

She went on a quest for ancient things ____(1)_____ could have a soul of their own, something ____(2)____ Aladdin's lamp that was home to a genie. She searched flea markets, met with art dealers and even went to excavation sites. She ____(3)___ searching for something that would have seen some ancient history when an ____(4)____, ____(5)____, ____(6)_____ apothecary table caught her attention. It was perhaps owned by a __(7)_____, ____(8)___, __(9)_____ woman who was a wise medic but was deemed a witch.

21. **Select the most appropriate option to fill in blank number 1.**
    A. that
    B. which
    C. whose
    D. who

22. **Select the most appropriate option to fill in blank number 2.**
    A. upstairs
    B. like
    C. of
    D. by

23. **Select the most appropriate option to fill in blank number 3.**
    A. has been
    B. was
    C. were
    D. is

24. **Select the most appropriate option to fill in blanks numbered 4, 5 and 6 respectively.**
    A. antique; chestnut brown; heavy
    B. chestnut brown; antique; heavy
    C. antique; heavy; chestnut brown
    D. heavy; antique; chestnut brown

25. **Select the most appropriate option to fill in blanks numbered 7, 8 and 9 respectively**
    A. hunch-backed; old; small
    B. old; small; hunch-backed
    C. small; old; hunch-backed
    D. small; hunch-backed; old

Answers

1. A   2. A   3. D   4. B   5. A   6. A   7. B   8. C   9. C   10. A   11. A
12. C   13. A   14. A   15. C   16. C   17. A   18. C   19. A   20. A   21. A   22. B
23. B   24. C   25. D   **[Practice Exercise]**

Explanations

1. **A) Optimistic and Persuasive**

   The passage acknowledges the challenges women face in science but also highlights their achievements and offers solutions to improve inclusivity. It persuades the reader to support change while maintaining an optimistic outlook on the future.

   B) Incorrect because the passage takes a clear stance on advocating for gender inclusivity in science rather than being neutral or detached.

   C) Incorrect as the passage does not dwell on negativity; instead, it emphasizes solutions and success stories, showing optimism.

   D) Incorrect because the passage encourages action and reform in a persuasive manner, without using harsh or confrontational language.

2. **A) More women in science lead to innovative solutions benefiting society.**

   The passage highlights that when women are included in science, society benefits from diverse perspectives, innovative solutions, and better health interventions.

   B is incorrect because the passage states that women face systemic barriers, not a lack of natural inclination.

   C is incorrect because the passage explicitly argues that excluding women leads to a loss of talent and innovation.

   D is incorrect as the passage asserts that gender diversity enriches science.

3. D) **35**%

   The passage states that UNESCO reports only 35% of STEM students globally are women.

   A is incorrect because 25% is not the correct percentage mentioned.

   C is incorrect because 45% is higher than the actual reported number.

   B is incorrect since the passage highlights gender disparity, and 50% would imply equality.

4. **B) Systemic biases and societal stereotypes.**

   The passage discusses how stereotypes and systemic barriers discourage girls from pursuing science from a young age, leading to fewer women in STEM careers.

   A is incorrect because intelligence is not the issue; societal biases are.

   C is incorrect because STEM subjects are not designed exclusively for men, but stereotypes create this perception.

   D is incorrect as the passage mentions that women face challenges in leadership roles due to systemic issues, not lack of interest.

5. A) **Flourishing**

"Dismal" means gloomy, poor, or depressing. The opposite would be "flourishing," which means thriving or successful.

B is incorrect because "dire" is a synonym of dismal, meaning extremely serious or urgent.

C is incorrect because "bleak" also means hopeless or lacking progress, similar to dismal.

D is incorrect as "miserable" conveys deep unhappiness, making it a synonym rather than an antonym.

6. A) 'to put away' के बदले 'to put off' का use होगा क्योंकि 'put off' का अर्थ होता है 'टालना' या 'स्थगित करना', जबकि 'put away' का अर्थ 'संग्रह करना' या 'रख देना' होता है, जो यहाँ गलत है; जैसे— Stephan, however, contrived to put off his departure for eighteen months.

'to put off' will be used instead of 'to put away' because 'put off' means 'to postpone,' which is the correct meaning in this context; Like— Stephan, however, contrived to put off his departure for eighteen months.

7. B) 'healthy' के स्थान पर **'healthiest'** का use होगा क्योंकि किसी व्यक्ति या वस्तु को सर्वाधिक गुणों वाला बताने के लिए Superlative Degree का प्रयोग किया जाता है; जैसे— He is the tallest boy in the class.

'healthiest' will be used instead of 'healthy' because when we compare one individual to all others, we use the Superlative Degree; Like— He is the tallest boy in the class.

8. C) **Extensive** (adjective) – Covering or affecting a large area; very large in amount, scope or range. व्यापक, विशाल

Antonym: **Limited** (adjective) – Restricted in size, amount, or scope; confined within boundaries. सीमित

- **Expensive** (adjective) – Costing a lot of money, high-priced, costly. महंगा
- **Concrete** (adjective) – Existing in a material or physical form; real or solid; not abstract. ठोस
- **Abstract** (adjective) – Existing in thought or as an idea but not having a physical or concrete existence; theoretical. अमूर्त

9. C) **Once in a blue moon** (idiom) – A rare occurrence (एक दुर्लभ घटना)

Something that happens very rarely or infrequently बहुत कम या दुर्लभ रूप से होने वाली घटना

10. A) **Sad'** का use सही है क्योंकि यह भावनात्मक स्थिति को व्यक्त करता है जब कोई निराश या दुःखी होता है। वाक्य में संकेत दिया गया है कि बेटे का स्वर उसकी परीक्षा ठीक न होने के कारण उसकी निराशा को दर्शाता है। 'Rejected' का अर्थ होता है अस्वीकृत करना, जो इस वाक्य के भाव से मेल नहीं खाता। 'Abrogated' का अर्थ है रद्द करना या समाप्त करना, जो

भावनात्मक स्थिति के लिए उपयोग नहीं होता। 'Confused' का अर्थ है भ्रमित, लेकिन यहाँ बेटे की भावना स्पष्ट रूप से दुःख को दर्शा रही है, न कि भ्रम।

The use of **'sad'** is appropriate as it conveys an emotional state of being unhappy or disappointed. The sentence implies that the son's tone indicated disappointment due to his exam not going well. 'Rejected' means to be dismissed or not accepted, which does not fit the context of emotional expression. 'Abrogated' means to abolish or annul, which is unrelated to emotional states. 'Confused' implies being uncertain or unclear, but the son's tone clearly reflects sadness, not confusion.

11. A) 'book' के बदले **'books'** का use होगा क्योंकि 'this is one of' के बाद उस Noun को Plural में use किया जाता है; जैसे— This is one of my favourite books.

    'books' will be used instead of 'book' because after 'this is one of' the Noun is always used in Plural form; Like— This is one of my favourite books.

12. C) ' **Neither the boy nor the mother could identify the man.**

    'Neither the boy nor the mother could identify the man.' सही है क्योंकि 'Neither ... nor' का प्रयोग करते समय parallel nouns का प्रयोग आवश्यक होता है, और यहाँ 'the boy' तथा 'the mother' स्पष्ट रूप से विशिष्ट व्यक्तियों को संदर्भित करते हैं।

    जैसे— Neither the boy nor the mother could identify the man.

    • 'Neither the boy nor the mother could identify the man.' is correct because 'Neither ... nor' requires parallel nouns, and 'the boy' and 'the mother' properly refer to specific people; Like— Neither the boy nor the mother could identify the man.

13. A) The correct spelling of '**vaccum**' is '**vacuum**', which means "a space entirely devoid of matter" निर्वात, शून्यस्थान.

14. A) 'clean' के स्थान पर '**cleaner**' का use किया जाएगा क्योंकि यहाँ दो चीजों (Chetan का कमरा और Ram का कमरा) की तुलना की जा रही है। तुलना करने के लिए adjective का comparative form (cleaner) प्रयोग किया जाता है; जैसे—Chetan's room is cleaner than Ram's room.

    'clean' will be replaced by '**cleaner**' because a comparison is being made between two items (Chetan's room and Ram's room). For comparison, the comparative form of the adjective (cleaner) is used; e.g.—Chetan's room is cleaner than Ram's room.

15. C) **Vague** (adjective) – Unclear, indefinite, hazy, imprecise, not clearly expressed or understood. धुंधला

    Synonym: **Indefinite** (adjective) – Not clearly defined, vague, indistinct, uncertain. अनिश्चित, अस्पष्ट

- **Dissimilar** (adjective) – Not alike, different. भिन्न

- **Distinct** (adjective) – Clearly noticeable, definite, unmistakable. स्पष्ट

- **Intact** (adjective) – Untouched, undamaged, complete, unbroken. अक्षत

16. C) **Country'** और 'be' का use किया जाएगा क्योंकि वाक्य में यह संदर्भ दिया गया है कि हमारा देश अभी तक पूरी तरह से खोजा नहीं गया है। 'Country' का अर्थ है देश और 'be' passive voice में potential को दर्शाता है जो अभी तक पूरी तरह से explore नहीं किया गया। 'National' का अर्थ राष्ट्रीय होता है, लेकिन यह वाक्य में उपयुक्त नहीं है क्योंकि यह एक noun की आवश्यकता को पूरा नहीं करता। 'State' का अर्थ राज्य है, लेकिन वाक्य में broader context (देश) को व्यक्त करना सही होगा। 'Land' भौगोलिक संदर्भ में सही हो सकता है, लेकिन 'has' का उपयोग grammar के अनुसार यहां उपयुक्त नहीं है।

Country' and 'be' will be used because the sentence refers to our nation not yet being fully explored. 'Country' refers to a nation, and 'be' aligns with the passive voice, indicating the potential that has not yet been fully realized. 'National' means related to a nation but doesn't fulfill the noun requirement here. 'State' means a province or region, but the broader context of the sentence suggests 'country' is more appropriate. 'Land' may fit geographically, but 'has' does not grammatically suit the construction of this sentence.

17. A) **Attic** (noun) – The space or room that is at the top of a building or just below the main roof. अटारी

- **Ceiling** (noun) – The upper interior surface of a room. छत

- **Dome** (noun) – A rounded vault forming the roof of a building or structure, typically with a circular base. गुम्बद

- **Stairs** (noun) – A set of steps leading from one floor of a building to another. सीढ़ियां

18. C) The correct spelling of '**Supperannuation'** is '**Superannuation'** which means "the payment given upon retirement from a fund or pension plan." अवकाश प्राप्ति पर निधि का भुगतान।

19. A) **Expand** (verb) – To become larger or more extensive, increase in size, enlarge. फैलना, बढ़ना

Antonym: **Shrink** (verb) – To become or make smaller in size or amount, contract, reduce. सिकुड़ना

- **Network (noun)** – A group or system of interconnected people or things, web, chain. जाल

- **Protect (verb)** – Keep safe from harm or injury, shield, guard. बचाना, रक्षा करना

- **Inflate (verb)** – To fill with air or gas; to increase (something) by a large or excessive amount. फूलना, फुलाना

20. A) 'was too impulsively made' के बदले 'was made too impulsively' का प्रयोग होगा क्योंकि adverb 'too impulsively' को verb 'made' के बाद रखा जाना चाहिए ताकि correct word order बना रहे; जैसे— Her decision, given the complex circumstances, was made too impulsively.

'was made too impulsively' will be used instead of 'was too impulsively made' because the adverb 'too impulsively' should follow the verb 'made' for correct word order; Like— Her decision, given the complex circumstances, was made too impulsively.

21. A) **That'** का use होगा क्योंकि यह restrictive clause को introduce करता है। 'That' का अर्थ है किसी चीज़ को specify करना या define करना। यहाँ 'ancient things' को define किया जा रहा है, जो एक आत्मा रख सकती हैं। 'Which' का उपयोग non-restrictive clauses के लिए होता है, जो इस context में सही नहीं है क्योंकि यहाँ जानकारी जरूरी है। Whose' का अर्थ है 'जिसका,' जो possession दिखाता है, लेकिन यह संदर्भ में फिट नहीं होता। 'Who' का उपयोग व्यक्तियों के लिए होता है, जबकि यहाँ चीजों ('things') का जिक्र है।

'That' will be used because it introduces a restrictive clause, providing essential information about the 'ancient things.' The sentence specifies the type of ancient things that could have a soul, making 'that' the correct choice. 'Which' is used for non-restrictive clauses, which is not applicable here since the information is essential.'Whose' indicates possession, which is not relevant in this context.'Who' refers to people, and here the subject is 'things,' making it inappropriate.

22. B) **Like'** का use होगा क्योंकि यह "Aladdin's lamp" के समान किसी चीज़ का संदर्भ देने के लिए उपयोग किया गया है। "like" का अर्थ है "के समान" या "जैसा," जो इस संदर्भ में फिट बैठता है क्योंकि वाक्य यह व्यक्त कर रहा है कि वह ऐसी प्राचीन वस्तुओं की तलाश में थी जो "Aladdin's lamp" जैसी हो। Upstairs': इसका अर्थ है "ऊपर की ओर," जो यहाँ संदर्भ से संबंधित नहीं है। 'Of': इसका अर्थ है "का/की/के," जो वस्तु के स्वामित्व या संबंध को व्यक्त करता है। यहाँ समानता की बात हो रही है, इसलिए यह सही नहीं है। 'By': इसका अर्थ है "द्वारा," जो किसी कर्ता या माध्यम को दर्शाता है। यह यहाँ अप्रासंगिक है।

"**Like**" is the correct choice because it is used to express similarity, which fits the context of the sentence. The sentence refers to her search for ancient things that were similar to Aladdin's lamp—something extraordinary and magical. The word "like" perfectly connects "something" to "Aladdin's lamp" in terms of resemblance. **"Upstairs"**: Refers to direction (above), which does not fit the idea of similarity here. **"Of"**: Indicates possession or belonging, which is not the intended meaning. **"By"**: Indicates the agent or medium, which is irrelevant to the comparison.

23. B) **Was'** का use होगा क्योंकि यह past tense का सही रूप है और पूरा passage past tense में लिखा गया है। यहाँ बताया गया है कि वह प्राचीन चीजें खोज रही थी, जो एक completed action है। 'Has been' का उपयोग present perfect tense में होता है, जो ongoing या recent actions को व्यक्त करता है, इसलिए यह गलत है। 'Were' plural subjects के लिए उपयोग होता है, जबकि यहाँ subject singular है - 'she'। 'Is' present tense में होता है, जबकि passage past tense में है।

'Was' will be used because it is the correct form of the past tense, and the entire passage is written in the past tense. The sentence describes her search for ancient things as a completed action. 'Has been' is used in the present perfect tense, which indicates ongoing or recent actions, making it incorrect. 'Were' is used for plural subjects, but the subject here is singular - 'she'. 'Is' is in the present tense, whereas the passage is in the past tense

24. **C)** 'Antique' का प्रयोग पहले किया जाएगा क्योंकि यह किसी वस्तु की आयु/पुरातनता को दर्शाता है (Age adjective पहले आता है)। 'Heavy' को दूसरे स्थान पर रखा जाएगा क्योंकि यह वस्तु का भार/विशेषता बताता है, जो आमतौर पर आयु के बाद आता है। 'Chestnut brown' को अंतिम में रखा जाता है क्योंकि यह वस्तु का रंग बताता है, और रंग (color) वाले adjective आमतौर पर अंत में आते हैं।

'Antique' is used first to indicate the age of the object (the age adjective typically comes first). 'Heavy' is placed second because it describes the object's weight/physical characteristic, which usually follows the age adjective. 'Chestnut brown' comes last as it describes the color of the object, and color adjectives typically come after age and weight descriptors.
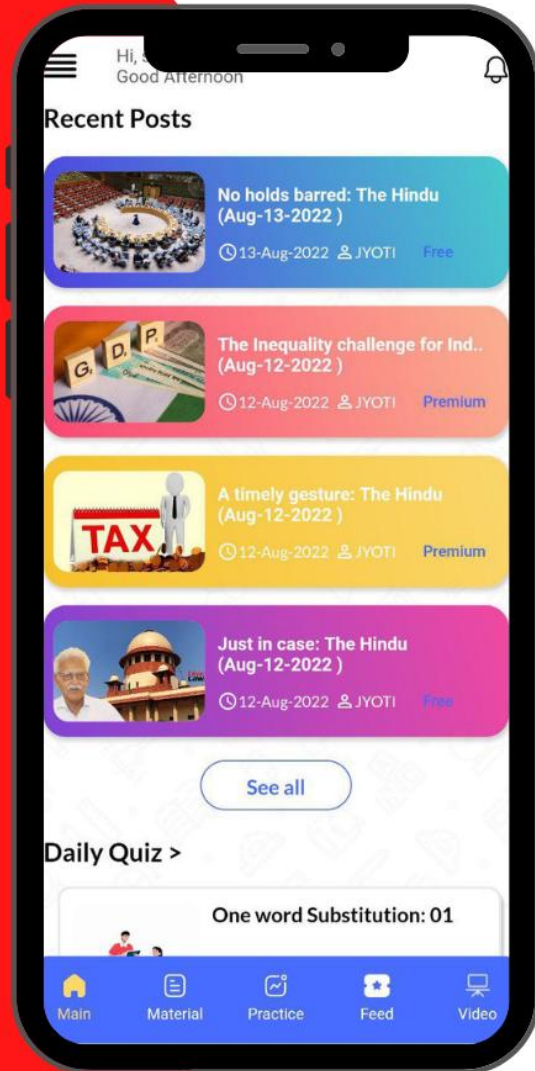
25. D) 'hunch-backed; old; small' का use होगा क्योंकि Adjective Order is

Size (small) → Age (old) → Physical Condition (hunch-backed)

"small, old, hunch-backed" का इस्तेमाल होगा क्योंकि English में adjectives को सामान्यतः आकार (size), फिर उम्र (age) और फिर आकृति (shape) के क्रम में लिखा जाता है। इस संदर्भ में 'small' (आकार), 'old' (उम्र) और 'hunch-backed' (आकृति) का क्रम natural and grammatically से सही है।

"small, old, hunch-backed" will be used because, in English, adjectives typically follow the order of size, then age, then shape. In this context, 'small' (size), 'old' (age), and 'hunch-backed' (shape) is the most natural and grammatically correct sequence. The other options do not follow this standard adjective order.