

Confronting popcorn brain in the digital age

In the **relentless pulse** of our digital **era**, silence has become a **scarce** commodity. Screens glow from **dawn** to midnight; alerts blink with the **insistence** of tiny **sirens**; content arrives **in bursts** designed to **captivate** and distract. In this environment of continuous **cognitive stimulation**, a troubling behavioural pattern has entered educational conversations: Popcorn Brain Syndrome. Though not a medical **diagnosis**, the term **vividly** expresses a growing reality-minds conditioned to **crave rapid**, high-intensity digital input, much like **kernels** bursting **unpredictably** in hot oil. For educators, this is no passing **metaphor** but a **looming** crisis. Increasingly, teachers observe **shrinking attention spans**, **heightened restlessness**, and an **erosion** of the ability to engage in deep, **sustained** thinking. The modern **student**, **equipped with** limitless access to information, **is paradoxically** losing the capacity to **grapple with** it meaningfully. When the brain becomes **accustomed to** the quick bursts of **dopamine** offered by **fast-paced** media, slower, more **reflective** tasks-reading, writing, analytical reasoning-begin to feel **burdensome**. The very **foundation** of real learning **is compromised**. The signs are **subtle** yet unmistakable. A student sits in class, eyes fixed on the teacher, but their attention **flickers**. A **phantom** notification **tugs** at their mind; an impulse to check a device **momentarily derails** focus. This mental hopping **mirrors** popcorn in motion-bright, brief, and directionless. What suffers in the process is not **merely** academic performance, but the deeper capacities that shape **intellectual** maturity: **critical thinking**, creativity, emotional **steadiness**, and the ability to connect ideas in meaningful ways. **Reflection**, that slow and **steady cultivator** of insight, **becomes** a rarity.

Teachers now carry a dual **mandate**: to deliver **curriculum** content and to rebuild the **cognitive stamina** necessary to absorb it. It is a **daunting** task almost like teaching a child to find stillness while surrounded by **whirlpools** of distraction. Yet it is not an impossible one. Recognising that Popcorn Brain is a cultural construct not a personal failing is the first step. Our digital environment is designed to **hook**, **stimulate**, and fragment; young learners are simply responding to the **architecture** around them. **The solution**, therefore, **is** not to reject technology but to reintroduce balance. Classrooms can become places where **deliberate** pauses are **woven into** the learning **fabric**. Slow reading exercises, device-free discussions, and moments of reflection can act as anchors.

Teachers can **cultivate** an atmosphere where depth is celebrated over speed, where observation matters as much as reaction. Simple routines-journaling, **mindful** breathing, silent thinking-can gently retrain wandering minds. Parents, too, play a **pivotal** role. Children absorb what they see, not what they are told. A home where conversation, play, and unstructured time **coexist** with digital tools helps restore natural rhythms of attention. The **partnership** between school and family **is essential** to **recalibrating** young minds. The broader education system must recognise this **phenomenon** as a silent **disruptor** of learning outcomes. As **curricula** grow more **rigorous**, attention has become a critically limited resource, making investment in executive function, emotional regulation and digital discipline urgent. Without intervention, Popcorn Brain will continue to fragment focus across classrooms,

undermining deep **engagement** and **sustained** understanding that are essential for shaping **thoughtful**, purposeful thinkers. [\[Practice Exercise\]](#)

- Red/blue coloring of words in the sentence indicates subject verb relationship; where 'red' denotes 'subject' and 'blue' denotes 'verb'.

Vocabulary

1. **Confront** (verb) – face, tackle, address, deal with, meet सामना करना
2. **Popcorn brain** (noun) – A state of mind characterized by short, sporadic attention and overstimulation from digital media. पॉपकॉर्न ब्रेन (ध्यान की अवस्था)
3. **Relentless** (adjective) – constant, unceasing, persistent, unremitting, incessant निरंतर
4. **Era** (noun) – period, age, time, epoch, generation युग
5. **Scarce** (adjective) – rare, limited, sparse, insufficient, uncommon दुर्लभ
6. **Dawn** (noun) – daybreak, sunrise, morning, first light भोर
7. **Insistence** (noun) – persistence, urgency, determination, tenacity, pressure आग्रह
8. **Siren** (noun) – alarm, warning signal, alert, beacon सायरन
9. **In bursts** (phrase) – in short, intense spurts; intermittently. झोंकों में
10. **Captivate** (Verb) – fascinate, enthrall, mesmerize, enchant, charm मोहित करना
11. **Cognitive stimulation** (noun) – mental activity, brain engagement, intellectual challenge संज्ञानात्मक उत्तेजना
12. **Diagnosis** (noun) – identification, analysis, detection, assessment, finding निदान
13. **Vividly** (adverb) – clearly, strikingly, graphically, brightly, powerfully सजीव रूप से
14. **Crave** (verb) – desire, long for, yearn for, hunger for, pine for तीव्र इच्छा करना
15. **Rapid** (adjective) – quick, fast, swift, speedy, brisk तीव्र
16. **Kernel** (noun) – core, seed, essence, heart, nucleus दाना/सार
17. **Unpredictably** (adverb) – erratically, randomly, capriciously, inconsistently अप्रत्याशित रूप से
18. **Metaphor** (noun) – analogy, symbol, figure of speech, image, trope रूपक
19. **Looming** (adjective) – impending, approaching, threatening, imminent, brewing आसन्न
20. **Shrinking** (adjective) – decreasing, declining, diminishing, reducing, contracting सिकुड़ता हुआ
21. **Attention span** (noun) – focus duration, concentration period, ability to pay attention ध्यान अवधि
22. **Heightened** (adjective) – increased, intensified, elevated, enhanced, amplified बढ़ा हुआ
23. **Restlessness** (noun) – agitation, fidgetiness, unease, impatience, nervousness बेचैनी
24. **Erosion** (noun) – gradual destruction, wearing away, deterioration, decline, undermining क्षरण
25. **Sustained** (adjective) – continuous, prolonged, maintained, steady, persistent निरंतर

26. **Equip** (with) (verb) – provide, furnish, supply, outfit, arm लैस करना
27. **Paradoxically** (adverb) – contradictorily, ironically, unexpectedly, illogically विरोधाभास से
28. **Grapple** (with) (verb) – struggle, contend, wrestle, deal with, tackle जूझना
29. **Accustom** (to) (verb) – habituate, familiarize, adapt, adjust, condition आदी बनाना
30. **Dopamine** (noun) – A neurotransmitter associated with pleasure and reward. डोपामाइन
31. **Fast-paced** (adjective) – rapid, speedy, hectic, brisk, hurried तेज़ गति का
32. **Reflective** (adjective) – thoughtful, contemplative, meditative, introspective, pensive चिंतनशील
33. **Burdensome** (adjective) – onerous, heavy, troublesome, arduous, taxing बोझिल
34. **Compromise** (verb) – weaken, undermine, jeopardize, impair, diminish कमज़ोर करना
35. **Subtle** (adjective) – slight, delicate, nuanced, understated, faint सूक्ष्म
36. **Flicker** (noun) – brief fluctuation, glimmer, spark, flash, waver टिमटिमाहट
37. **Phantom** (noun) – ghost, illusion, specter, figment, hallucination भ्रम
38. **Tug** (verb) – pull, jerk, draw, yank, haul खींचना
39. **Momentarily** (adverb) – briefly, temporarily, fleetingly, for a moment क्षण भर के लिए
40. **Derail** (verb) – disrupt, throw off, sidetrack, divert, hinder विचलित करना
41. **Mirror** (verb) – reflect, imitate, echo, copy, emulate प्रतिबिंबित करना
42. **Merely** (adverb) – only, just, simply, purely, solely केवल
43. **Intellectual** (adjective) – mental, cognitive, cerebral, rational, academic बौद्धिक
44. **Critical thinking** (noun) – analytical reasoning, logical analysis, evaluative thought आलोचनात्मक चिंतन
45. **Steadiness** (noun) – stability, consistency, constancy, composure, balance स्थिरता
46. **Reflection** (noun) – thought, contemplation, consideration, meditation, introspection चिंतन
47. **Steady** (adjective) – constant, stable, regular, unwavering, firm स्थिर
48. **Cultivator** (noun) – nurturer, promoter, developer, grower, fosterer पोषक
49. **Mandate** (noun) – responsibility, duty, mission, charge, directive जिम्मेदारी
50. **Curriculum** (noun) – syllabus, course of study, program, educational plan पाठ्यक्रम
51. **Cognitive stamina** (noun) – mental endurance, thinking endurance, focus stamina संज्ञानात्मक सहनशक्ति

52. **Daunting** (adjective) – intimidating, formidable, challenging, overwhelming, discouraging चुनौतीपूर्ण
53. **Whirlpool** (noun) – vortex, maelstrom, swirl, eddy, turbulence भंवर
54. **Hook** (verb) – captivate, addict, ensnare, attract, grab आकर्षित करना
55. **Stimulate** (verb) – excite, arouse, incite, provoke, energize उत्तेजित करना
56. **Architecture** (noun) – structure, framework, design, system, construction ढांचा
57. **Deliberate** (adjective) – intentional, purposeful, conscious, calculated, planned सोचा-समझा
58. **Weave into something fabric** (phrase) – integrate, incorporate, blend, intertwine, embed में बुनना
59. **Cultivate** (verb) – nurture, foster, develop, promote, encourage विकसित करना
60. **Mindful** (adjective) – aware, conscious, attentive, careful, heedful सचेत
61. **Pivotal** (adjective) – crucial, vital, central, key, essential निर्णायक
62. **Coexist** (verb) – exist together, live side by side, occur simultaneously सह-अस्तित्व
63. **Essential** (adjective) – crucial, vital, indispensable, necessary, fundamental आवश्यक
64. **Recalibrate** (verb) – adjust, reset, realign, modify, fine-tune पुनर्संयोजित करना
65. **Phenomenon** (noun) – occurrence, event, fact, trend, spectacle घटना
66. **Disruptor** (noun) – disturber, interrupter, agitator, troublemaker, game-changer विघ्नकारक
67. **Curricula** (noun) – courses of study, syllabi, educational programs, learning plans पाठ्यक्रम (बहुवचन)
68. **Rigorous** (adjective) – strict, stringent, demanding, tough, thorough कठोर
69. **Undermine** (verb) – weaken, sabotage, subvert, erode, compromise कमजोर करना
70. **Engagement** (noun) – involvement, participation, attention, commitment, interaction व्यस्तता
71. **Sustained** (adjective) – prolonged, continuous, maintained, enduring, persistent लगातार
72. **Thoughtful** (adjective) – considerate, reflective, prudent, careful, deliberate विचारशील

Summary of the Editorial

1. In the digital age, constant stimulation has made silence and deep focus scarce.
2. "Popcorn Brain Syndrome" describes minds conditioned to crave rapid, high-intensity digital input.
3. It is a behavioral pattern, not a medical diagnosis, but a growing reality in education.
4. Teachers observe shrinking attention spans, restlessness, and a decline in deep, sustained thinking.
5. Students, despite having limitless information, are losing the capacity for meaningful engagement with it.
6. The brain's reward system adapts to quick digital dopamine bursts, making slower tasks feel burdensome.
7. Subtle signs include flickering attention and phantom urges to check devices during class.
8. This harms critical thinking, creativity, emotional steadiness, and the ability to connect ideas.
9. Reflection, essential for insight, is becoming rare.
10. Educators now have a dual mandate: teach curriculum and rebuild cognitive stamina.
11. The first step is recognizing Popcorn Brain as a cultural construct, not a personal failing.
12. Solutions require balance, not rejecting technology: deliberate pauses, slow reading, device-free discussions, and reflection in classrooms.
13. Teachers and parents must model and celebrate depth over speed through routines like journaling and mindful breathing.
14. The broader education system must treat this as a silent disruptor and invest in executive function and digital discipline.
15. Without intervention, Popcorn Brain will undermine the deep engagement needed to shape thoughtful, purposeful thinkers.

Practice Exercise: SSC Pattern Based

1. **According to the passage, what is the primary educational consequence of Popcorn Brain Syndrome?** [Editorial page]
 - A. Students develop a strong dislike for all technology use in classrooms.
 - B. Students lose the capacity for deep, reflective thinking needed for learning.
 - C. Teachers are forced to abandon traditional subjects like reading and writing.
 - D. Schools must completely eliminate digital tools from their teaching methods.
2. **The passage suggests that an effective response by teachers to Popcorn Brain Syndrome involves:**
 - A. Increasing the speed and intensity of lessons to match digital stimulation.
 - B. Blaming students for their personal lack of focus and discipline.
 - C. Weaving deliberate pauses and reflective practices into the classroom.
 - D. Focusing solely on delivering curriculum content more efficiently.
3. **What role does the passage ascribe to parents in addressing Popcorn Brain Syndrome?**
 - A. Parents should strictly monitor and limit all screen time to a few minutes daily.
 - B. Parents must model balanced behavior by valuing conversation and unstructured time.
 - C. Parents are responsible for teaching the school's entire digital literacy curriculum.
 - D. Parents need to advocate for the complete removal of technology from schools.
4. **Based on the passage, which of the following is most likely to be true about "executive function" in the context of combating Popcorn Brain Syndrome?**
 - A. It is an innate skill that cannot be taught or improved through classroom interventions.
 - B. It refers to the brain's ability to quickly switch between multiple digital content sources.
 - C. It is a cognitive system that must be strengthened to manage attention and regulate impulses.
 - D. It is developed primarily by increasing the consumption of fast-paced educational media.
5. **What can be reasonably inferred about the author's view on the relationship between technology and learning?**
 - A. Technology is an unambiguously harmful force that must be removed to restore genuine education.
 - B. Technology and deep learning are fundamentally incompatible and cannot coexist in a classroom.
 - C. Technology is a neutral tool whose impact depends on how it is balanced with reflective practices.
 - D. Technology is the primary solution for re-engaging students with shortened attention spans.
6. **Select the most appropriate meaning of the given idiom.**
Carry weight with
 - A. Argue without any facts
 - B. Forget promises very easily
 - C. Delay actions without cause
 - D. Influence someone strongly
7. **Sentences of a paragraph are given below in jumbled order. Arrange the sentences in the correct order to form a meaningful and coherent paragraph.**

- a. Union Finance Minister Nirmala Sitharaman's full Union Budget speech outlined India's plan to become an economic powerhouse or the vision of a Viksit Bharat by 2047, with a continued focus on the four major categories of the population, i.e., the poor, women, youth, and farmers.
- b. There is an emphasis on addressing immediate needs such as employment, skilling, and a focus on micro, small and medium enterprises and the middle class, with a specific focus on thematic domains that include agriculture, urban development and energy security.
- c. Overall allocation for children is ₹1,09,921 crore, which marks a 5.5% increase from the previous year; 77.3% of the child Budget is allocated to education.
- d. The overall fiscal outlay in the Union Budget 2024-25 (Budget Estimate – BE) stands at ₹4,820,512 crore, an increase of 7% over the 2023-24 (BE) and 7.3% over 2023-24 (Revised Estimate – RE).
- A. d, b, a, c
B. c, a, b, d
C. b, c, d, a
D. c, b, a, d
8. **Choose the correct one-word substitute for: 'A place where weapons and military equipment are stored.'**
A. Stadium
B. Arsenal
C. Temple
D. Hostel
9. **Select the most appropriate meaning of the phrase "Take a stab at."**
A. To attempt something
B. To retract a statement
C. To consolidate gains
D. To abnegate responsibility
10. **Identify the incorrectly spelled word.**
A. Diminish
B. Consistently
C. Capacity
D. Abundant
11. **Select the most appropriate ANTONYM of the given word.**
Mighty
A. Feeble
B. Torrential
C. Lucid
D. Arcane
12. **Select the most appropriate ANTONYM of the given word.**
Shoddy
A. Exemplary
B. Nebulous
C. Trivial

D. Mutable

13. **Some sentences are given below. While the first and the last sentences (1 and 2) are in the correct order, the sentences in between are jumbled up. Arrange the sentences in the correct order to form a meaningful and coherent paragraph.**

1. On September 20, 2024, Justice A.S. Chandurkar of the Bombay High Court broke a tie that emanated out of a previously split verdict and delivered a ruling in defence of the right to free speech.

A. This law, had it been allowed to stand, would have given the Union government an Orwellian carte blanche to decide for us how any news about its operations ought to be carried on the Internet.

B. He declared unconstitutional an amendment made to the Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 (IT Rules).

C. The provision in question, Rule 3(1)(b)(v), casts an onerous obligation on intermediaries — companies that facilitate the use of the Internet, ranging from our service providers to social media platforms.

D. If the Union government's "Fact Check Unit" (FCU), which had been created under the amendment, identified any reporting on the government's business as fake, false, or misleading, intermediaries were required to make reasonable efforts not to host, display, upload, or publish such information.

2. Should they choose to ignore a directive they stood to lose their "safe harbour" — an immunity from liability which is integral to the design of the Information Technology (IT) Act, 2000 and the protections it offers both to businesses and to the larger public's right to free expression.

A. BADC

B. BACD

C. BCDA

D. BCAD

14. **Select the most appropriate SYNONYM of the word "Parity."**

A. Apotheosis

B. Hinterland

C. Equivalence

D. Reprisal

15. **Choose the correctly spelled word meaning "irregularity."**

A. Anamolly

B. Anomally

C. Anomaly

D. Anomely

16. **Identify the part of the sentence which has an error:**

The witness dares not to speak against the influential politician / fearing that his family might be in danger / if he revealed any sensitive information / to the press.

A. The witness dares not to speak against the influential politician

B. fearing that his family might be in danger

C. if he revealed any sensitive information

D. to the press

17. Choose the correct one-word substitute for: 'A person who is obsessed with himself and his own appearance.'
- A. Patriot
 - B. Narcissist
 - C. Athlete
 - D. Mentor
18. Q. Identify the error in the number of sentences given below and select the option which shows how many sentences are incorrect. If all sentences are correct, then select option (D), All are correct.
- (i) More than thirty lakh people were inoculated against COVID-19 on March 15th.
 - (ii) LIC was found on September 1, 1956 via the Life Insurance Corporation Act.
 - (iii) Full many a flower are born to blush unseen.
 - (iv) I shall be glad to help every one of my boys in their studies.
- A. 3
 - B. 2
 - C. 4
 - D. All are correct
19. Select the most appropriate SYNONYM of the given word.
- Impersonation
- A. Malaise
 - B. Renunciation
 - C. Tenacity
 - D. Mimicry
20. Sentences of a paragraph are given below in jumbled order. Arrange the sentences in the correct order to form a meaningful and coherent paragraph.
- P. I knew they were heading towards the finishing line of life's race,
 - Q. but I did not foresee the race ending so soon
 - R. Two deaths in two weeks — first, my father and second, a close colleague — made me ponder the last rites of passage of humans
 - S. My father was 85, and the colleague was in his late 50s
- A. RSPQ
 - B. SPRQ
 - C. SRPQ
 - D. RQPS

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.

India's criminal justice landscape is undergoing a (1) _____ transformation with the enactment of three new laws: the Bharatiya Nyaya Sanhita (BNS), the Bharatiya Nagarik Suraksha Sanhita (BNSS), and the Bharatiya Sakshya Adhiniyam (BSA), replacing the colonial-era IPC, CrPC, and Evidence Act respectively. These laws aim to modernize legal procedures, infuse (2) _____ into investigations, and uphold citizens' rights more robustly. Critics, however, argue that the transition may lead to (3) _____ in judicial processes due to lack of preparedness and ambiguity in interpretation. Proponents believe that the reforms

represent a progressive shift from (4) _____ colonial statutes to justice-oriented legal principles. Effective implementation, they suggest, will depend heavily on (5) _____ administrative capacity and the sensitization of legal personnel with the new framework.

21. **Select the most appropriate option to fill in blank number 1.**

- A. incremental
- B. perfunctory
- C. paradigmatic
- D. retrograde

22. **Select the most appropriate option to fill in blank number 2.**

- A. efficiency
- B. opacity
- C. drudgery
- D. lethargy

23. **Select the most appropriate option to fill in blank number 3.**

- A. clarity
- B. disruption
- C. synchronicity
- D. expedience

24. **Select the most appropriate option to fill in blank number 4.**

- A. regressive
- B. tokenistic
- C. punitive
- D. symbolic

25. **Select the most appropriate option to fill in blank number 5.**

- A. in
- B. from
- C. to
- D. on

Answers

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

[Practice Exercise]

Explanations

- B) Students lose the capacity for deep, reflective thinking needed for learning.**
 The passage directly states that the syndrome erodes the ability for "deep, sustained thinking" and that "the very foundation of real learning is compromised." The other options are incorrect as the passage argues for balance, not elimination, of technology and does not suggest abandoning core subjects.
- C) Weaving deliberate pauses and reflective practices into the classroom.**
 The passage explicitly proposes solutions like "deliberate pauses," "slow reading exercises," and "silent thinking" to retrain attention. Option A contradicts the recommended approach of celebrating depth over speed. Option B is rejected as the passage calls it a "cultural construct, not a personal failing." Option D is identified as only half of the "dual mandate," lacking the needed focus on rebuilding cognitive stamina.
- B) Parents must model balanced behavior by valuing conversation and unstructured time.**
 The passage states, "Children absorb what they see," and recommends a home where conversation and play coexist with digital tools. The other options are incorrect because they suggest extreme measures (A & D) or an unreasonable shifting of school responsibility to parents (C), which are not supported by the text's call for partnership and balance.
- C) It is a cognitive system that must be strengthened to manage attention and regulate impulses.**
 The passage states that "investment in executive function, emotional regulation and digital discipline [is] urgent" to address attention as a limited resource. This directly implies executive function involves managing focus and self-control. Options A and D contradict the passage's call for active intervention and balance. Option B describes a symptom of the problem (fragmented attention), not the solution.
- C) Technology is a neutral tool whose impact depends on how it is balanced with reflective practices.**
 The author argues the solution is "not to reject technology but to reintroduce balance" and to create classrooms that celebrate depth. This implies technology itself isn't the enemy; its unchecked use is. Options A and B are too extreme and contradict the author's explicit call for balance. Option D is the opposite of the passage's thesis, which identifies rapid-fire technology as the cause of the problem.
- D) Carry weight with (idiom) – Influence someone strongly** किसी पर मजबूत प्रभाव डालना
- B) c, a, b, d**
 c: (c) specific detail देता है कि बच्चों के लिए इस बार के बजट में कितना पैसा (₹1,09,921 करोड़) आवंटित किया गया है और पिछले साल के मुकाबले कितना percentage increase (5.5%) हुआ है। यह paragraph की शुरुआत के लिए एक base है

a: (c) बच्चों की specific budget allocation की बात करता है और (a) पूरे बजट का overview देता है कि बजट का मुख्य उद्देश्य क्या है – जैसे कि भारत को 2047 तक Vksit Bharat बनाना। यह बच्चों के बजट से उठकर पूरे देश के बजट की vision की बात करता है।

b: (a) में बजट के overall vision की बात करने के बाद, (b) में बताया गया है कि इस vision को पूरा करने के लिए बजट किन क्षेत्रों (employment, skilling, agriculture) पर फोकस कर रहा है। इसलिए, (b) में (a) के विजन को सपोर्ट करने वाली specific strategies और focus areas का जिक्र किया गया है,

d: (d) में बजट की total fiscal details और पिछले साल के मुकाबले कितना increase हुआ है, यह information दी गई है। यह एक concluding statement की तरह काम करता है, जो पूरे paragraph को wrap up करता है। Numerical details हमेशा end में होता है क्योंकि ये summarize करती हैं कि पहले दिए गए सभी points का कुल बजट पर क्या असर पड़ रहा है।

Explanation in English:

- (c) is placed first because it introduces a specific allocation for children in the Union Budget and mentions the numerical value (₹1,09,921 crore) and percentage increase (5.5%). This forms a foundational detail about the budget.
- logically follows (c) as it broadens the context to the entire Union Budget speech and explains the broader vision of India as an economic powerhouse by 2047. It provides a holistic overview of the budget's focus, connecting well with the initial point made in (c).
- comes after (a) because it delves into specific themes mentioned in the budget speech, such as employment, skilling, and sectoral focuses like agriculture and energy security. This sentence acts as a bridge between the general overview in (a) and the more detailed financial aspects covered in (d).
- is placed last because it provides fiscal details (₹4,820,512 crore) for the Union Budget 2024-25 and comparisons with the previous year. This numerical and comparative information fits better at the end of the paragraph, after the thematic and categorical points have been made.

8. B) **Arsenal** – A place where weapons and ammunition are stored शस्त्रागार

- **Stadium** – A sports arena खेल मैदान
- **Temple** – A place of worship मंदिर
- **Hostel** – Accommodation for students or workers छात्रावास

9. A) **Take a stab at** (phrase) – to attempt or try to do something; कोशिश करना.

Meaning: **To attempt something** (verb phrase) – प्रयास करना / कोशिश करना.

- **Retract** (verb) – to withdraw a statement.
- **Consolidate** (verb) – to combine into a single whole.
- **Abnegate** (verb) – to renounce or reject; परित्याग करना.

10. B) **Consistantly** – Incorrect spelling

Correct spelling: Consistently

11. A) **Mighty** (adjective) – Powerful, strong, dominant, formidable. शक्तिशाली

Antonym: **Feeble** (adjective) – Weak, lacking strength. कमजोर

- **Torrential** (adjective) – Heavy and intense (especially rain). मूसलाधार
- **Lucid** (adjective) – Clear, easy to understand. स्पष्ट
- **Arcane** (adjective) – Mysterious, known by few. रहस्यमय

12. A) **Shoddy** (adjective) – Poorly made, inferior, substandard. घटिया

Antonym: **Exemplary** (adjective) – Outstanding, serving as a desirable model. उत्कृष्ट / आदर्श

- **Nebulous** – Vague, unclear. अस्पष्ट
- **Trivial** – Unimportant. महत्वहीन
- **Mutable** – Changeable. परिवर्तनशील

13. B) **1BACD2**

1: (1) paragraph की introduction है जो बताती है कि Justice A.S. Chandurkar ने 20 सितंबर 2024 को free speech के अधिकार के पक्ष में फैसला दिया। यह starting statement है जो घटना का context देता है और बताता है कि यह फैसला किससे संबंधित है।

B: (B) directly (1) से connect है क्योंकि यह बताता है कि न्यायाधीश ने कौन से कानून को unconstitutional घोषित किया। इसमें Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 का उल्लेख है। (1) में दिए गए फैसले को स्पष्ट करता है, जिससे यह समझ में आता है कि यह निर्णय किस कानून को असंवैधानिक घोषित कर रहा है।

A: (A) बताता है कि अगर यह कानून लागू हो जाता, तो इसका क्या प्रभाव होता। यह कहता है कि Union Government को एक Orwellian carte blanche (यानी इंटरनेट पर खबरों को नियंत्रित करने की खुली छूट) मिल जाती। (B) में जिस कानून की बात हो रही थी, अगर वह लागू हो जाता तो इसका क्या परिणाम होता। इसलिए, (A), (B) को और विस्तार से समझाता है और उसके बाद आता है।

C: (C) में mention है कि यह कानून (Rule 3(1)(b)(v)) intermediaries (जैसे इंटरनेट सेवा प्रदाता और सोशल मीडिया प्लेटफॉर्म) पर एक भारी जिम्मेदारी (onerous obligation) डालता है। यह statement (A) में दी गई स्थिति का technical detail देता है, कि इस कानून के तहत intermediaries को किस तरह से सरकार के निर्देशों का पालन करना होगा। इसलिए, (C), (A) के बाद आता है।

D: (D) बताता है कि Fact Check Unit (FCU), जो इस amendment के तहत बनाया गया था, कैसे काम करेगा। यह यूनिट अगर किसी रिपोर्टिंग को fake, false, या misleading मानता है, तो intermediaries को वह जानकारी host, display, upload या publish करने से रोकना होगा। यह (C) में बताए गए नियम का implementation कैसे होगा, उसे समझाता है। इसलिए, (D), (C) के बाद आता है।

2: (2) एक concluding statement है, जो बताता है कि अगर intermediaries सरकार के निर्देशों को अनदेखा करेंगे, तो उन्हें safe harbour immunity (जो IT Act, 2000 में दी गई सुरक्षा है) खोना पड़ सकता है।

Explanation in English

- 1 is first because it introduces the context of the event and judgment.
- B comes after because it specifies which law was ruled unconstitutional.
- A follows B as it explains the consequences of the law if it had been enforced.
- C comes after A as it elaborates on the specific rule and its burden on intermediaries.

- D follows C as it discusses the implementation mechanism (Fact Check Unit) under the rule.
 - 2 is last because it provides a final summary and conclusion about the potential loss of immunity for intermediaries.
14. C) **Parity** (noun) – equality, equivalence, equal treatment; समानता.
 Synonym: **Equivalence** (noun) – the state of being equal or interchangeable in value, measure, or meaning; समानता.
- **Apotheosis** (noun) – elevation to divine status or perfect example.
 - **Hinterland** (noun) – remote area; backcountry.
 - **Reprisal** (noun) – retaliation, counterattack.
15. C) The correct spelling is “**Anomaly**,” which means irregularity, deviation, oddity. विसंगति
16. A) ‘**dare not to speak**’ गलत है क्योंकि जब dare या need के बाद not आता है, तो यह modal auxiliary की तरह प्रयोग होता है और इसके बाद bare infinitive (बिना 'to') आता है। सही होगा — dare not speak।
 ✓ He dare not speak the truth.
 “Dares not to speak” is wrong because when dare or need is followed by not, it behaves as a modal auxiliary and is followed by a bare infinitive (without 'to'). The correct form is dare not speak.
 ✓ He dare not speak the truth.
17. B) **Narcissist** – A person with excessive self-love and self-admiration आत्ममुग्ध व्यक्ति
- **Patriot** – One who loves his country देशभक्त
 - **Athlete** – A person trained in sports खिलाड़ी
 - **Mentor** – A wise adviser मार्गदर्शक
18. A) 3
- (i) More than thirty lakh people were inoculated against COVID-19 on March 15th.
 Correct
 Passive past form “were inoculated” + finished time “on March 15th” सही है; वाक्य स्वाभाविक और व्याकरणतः ठीक है।
 • Simple Past passive with a specific past date is correct.
- (ii) LIC was found on September 1, 1956 via the Life Insurance Corporation Act.
 Correction: LIC was founded on September 1, 1956 under the Life Insurance Corporation Act.
 Solution) ‘found’ (पाना/खोजना) नहीं, founded (स्थापित किया) चाहिए; संस्थाओं के लिए found/founded प्रयोग होता है. “via” के स्थान पर औपचारिक under/by उपयुक्त है।
 • Use founded for establishing institutions; prefer under/by an Act.
- (iii) Full many a flower are born to blush unseen.
 Correction: Full many a flower is born to blush unseen.
 Solution) “many a + singular noun” को singular verb चाहिए; इसलिए is सही है।
 • Rule: many a + N (sg.) → verb (sg.).
- (iv) I shall be glad to help every one of my boys in their studies.
 Correction (formal/exam): I shall be glad to help every one of my boys in his studies.
 Alternative (make both plural): I shall be glad to help all my boys in their studies.

Solution) “every/every one” एकवचन भाव देता है, इसलिए singular pronoun (his/her) लें; आधुनिक प्रयोग में singular they चलता है, पर परीक्षा-मानक में his अपेक्षित है।

- With every/every one, use a singular pronoun in formal grammar.

19. D) **Impersonation** (noun) – Pretending to be someone else; fraud. प्रतिरूपण

Synonym: **Mimicry** (noun) – Copying someone’s voice/action. नकल

- **Tenacity** (noun) – Persistence. दृढ़ता
- **Renunciation** (noun) – Giving up. त्याग
- **Malaise** (noun) – Discomfort. अस्वस्थता

20. A) **RSPQ**

R: Paragraph की शुरुआत R से होती है, क्योंकि यह मुख्य संदर्भ (context) को प्रस्तुत करता है—speaker दो मौतों के बारे में सोचता है, जो दो सप्ताह में हुई—पहले उनके पिता और फिर एक करीबी सहयोगी। यह sentence पूरे paragraph का भावनात्मक (emotional) और चिंतनशील (reflective) स्वर सेट करता है।

S: इसके बाद S आता है, जो दोनों व्यक्तियों की उम्र के बारे में बताता है। लेखक का पिता 85 साल का था और सहयोगी की उम्र 50 के दशक के अंत में थी। यह sentence R में दी गई information को expend करता है

P: इसके बाद P आता है, जो बताता है कि speaker को पता था कि दोनों ही व्यक्ति जीवन की दौड़ (life’s race) के अंतिम चरण में थे। यह सीधे S में बताई गई उम्र की जानकारी से जुड़ता है।

Q: End में Q आता है, जो speaker की भावनात्मक प्रतिक्रिया (emotional reaction) को व्यक्त करता है कि उन्होंने इतनी जल्दी इस दौड़ के खत्म होने की उम्मीद नहीं की थी।

Explanation in English:

- R: The paragraph starts with R as it introduces the main context: the speaker reflects on two deaths in two weeks—first, the speaker’s father and then a close colleague.
- S: S follows R, providing additional details about the ages of the deceased individuals. The father was 85 years old, and the colleague was in his late 50s. This sentence builds upon the context established in R by giving more information about the two individuals.
- P: P logically comes after S, as it expresses the speaker’s awareness that both individuals were approaching the finishing line of life’s race due to their advanced age. This thought links directly to the details about their ages in S.
- Q: Q concludes the paragraph, adding that the speaker did not foresee the race of life ending so soon. This statement reflects the speaker’s emotional reaction to the unexpected nature of these deaths and serves as a reflective conclusion to the paragraph.

21. C) **'Paradigmatic'** का use होगा क्योंकि इसका अर्थ होता है एक मौलिक या नमूने के रूप में परिवर्तन। passage में बताया गया है कि भारत का आपराधिक न्याय तंत्र एक बड़े बदलाव से गुजर रहा है, जो colonial-era के कानूनों को बदलकर नए सिद्धांतों पर आधारित है, इसलिए 'paradigmatic' यहाँ सही है। जबकि 'Incremental' का अर्थ है धीरे-धीरे होने वाला परिवर्तन,

'Perfunctory' का अर्थ है बिना ठीक से ध्यान दिए किया गया काम, और 'Retrograde' का अर्थ है पिछड़ा हुआ, जो इस context में सही नहीं है।

- 'Paradigmatic' will be used because it means a fundamental or model change. The passage mentions that India's criminal justice system is undergoing a major transformation by replacing colonial-era laws with new principles, making 'paradigmatic' fitting here. Whereas, 'Incremental' means gradual change, 'Perfunctory' means done without proper attention, and 'Retrograde' means backward, which don't fit in this context.

22. A) '**Efficiency**' का use होगा क्योंकि "efficiency" का अर्थ होता है कार्यों को सुचारू और प्रभावी ढंग से करना। passage में mention किया गया है कि नए कानून legal procedures को modernize करना चाहते हैं और investigations में सुधार लाना चाहते हैं, इसलिए 'efficiency' यहाँ सही है। जबकि 'Opacity' का अर्थ है अस्पष्टता, 'Drudgery' का अर्थ है नीरस कार्य, और 'Lethargy' का अर्थ है सुस्ती, जो इस context में सही नहीं है।

- 'Efficiency' will be used because it means performing tasks smoothly and effectively. The passage mentions that the new laws aim to modernize legal procedures and improve investigations, making 'efficiency' fitting here. Whereas, 'Opacity' means lack of clarity, 'Drudgery' means tedious work, and 'Lethargy' means sluggishness, which don't fit in this context.

23. B) '**Disruption**' का use होगा क्योंकि "disruption" का अर्थ होता है किसी प्रक्रिया में रुकावट या अव्यवस्था पैदा होना। passage में mention किया गया है कि critics का मानना है कि नए कानूनों के transition से judicial processes में अव्यवस्था हो सकती है, इसलिए 'disruption' यहाँ सही है। जबकि 'Clarity' का अर्थ है स्पष्टता, 'Synchronicity' का अर्थ है समकालिकता, और 'Expedience' का अर्थ है सुविधा या लाभ, जो इस context में सही नहीं है।

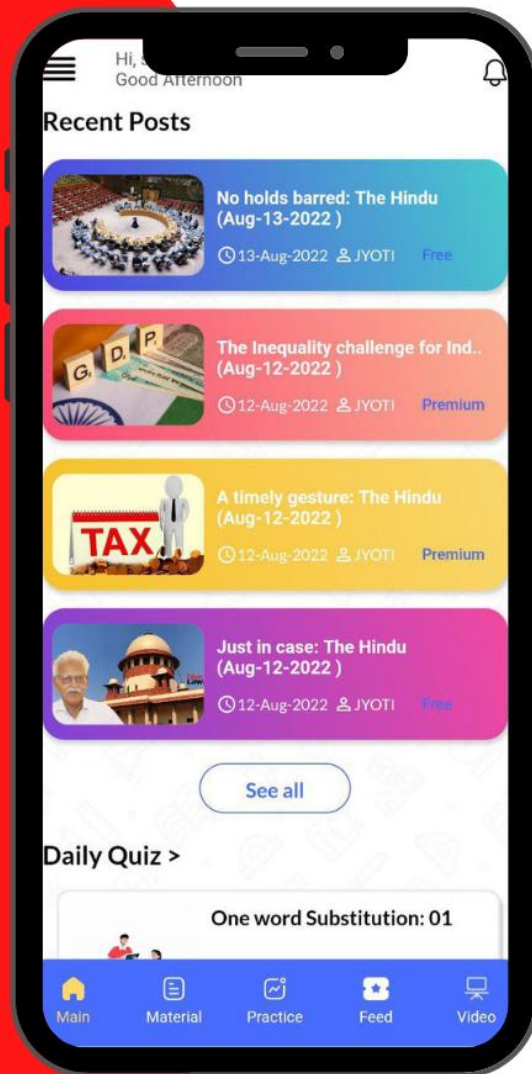
- 'Disruption' will be used because it means an interruption or disturbance in a process. The passage mentions that critics argue the transition may cause disturbances in judicial processes, making 'disruption' correct here. Whereas, 'Clarity' means clearness, 'Synchronicity' means simultaneous occurrence, and 'Expedience' means convenience or advantage, which do not fit in this context.

24. C) '**Punitive**' का use होगा क्योंकि "punitive" का अर्थ होता है दंडात्मक या सजा देने वाला। passage में mention किया गया है कि नए कानून colonial-era के दंडात्मक कानूनों से progressive shift को दर्शाते हैं, इसलिए 'punitive' यहाँ सही है। जबकि 'regressive' का अर्थ है पीछे की ओर जाने वाला, 'tokenistic' का अर्थ है दिखावटी, और 'symbolic' का अर्थ है प्रतीकात्मक, जो इस context में सही नहीं है।

- 'Punitive' will be used because it means "relating to punishment or retribution." The passage mentions that the reforms represent a shift from colonial-era punitive statutes to justice-oriented principles, making 'punitive' fitting here. Whereas, 'regressive' means moving backward, 'tokenistic' implies superficiality, and 'symbolic' means representative, which don't fit in this context. 'Punitive' is an adjective describing the nature of colonial statutes (दंडात्मक), which aligns with the contrast to "justice-oriented principles."

25. D) 'On' का use होगा क्योंकि "depend on" एक fixed prepositional phrase है जिसका अर्थ होता है "निर्भर करना"। sentence में mention किया गया है कि effective implementation नए कानूनों की सफलता "निर्भर करेगी" administrative capacity और legal personnel के sensitization पर, इसलिए 'on' यहाँ सही है। जबकि 'in', 'from', और 'to' इस context में grammatically incorrect हैं क्योंकि वे "depend" के साथ सही preposition नहीं हैं।

- 'On' will be used because "depend on" is a fixed prepositional phrase meaning "निर्भर करना". The sentence mentions that effective implementation of the new laws will "depend on" administrative capacity and sensitization of legal personnel, making 'on' correct here. Whereas 'in', 'from', and 'to' are grammatically incorrect in this context as they are not the right prepositions to pair with "depend".



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