

## Language **decorum**: On the three-language formula in CBSE schools

School education should not be the site of a cultural battle

The Supreme **Court** of India **has** issued notices to the Union Government, the CBSE, and the NCERT, **directing** them to **file** a **comprehensive** report on their **logistical preparedness** to implement a three-language formula in all CBSE schools for Class 9 students from July 1, 2026. On May 27, while hearing **petitioners** challenging the CBSE move, the Court declined to grant an immediate stay on the policy but **acknowledged** that concerns over “**hardship** and **inconvenience**” **warranted** review. The Court will hear arguments on July 15 and 16. The casual **manner** in which the government is using the CBSE to **enforce** its **contentious** language policy once again **shows** complete **disregard** for students, teachers, and parents. On May 15, the CBSE had issued a circular **mandating** the study of three languages for Class 9 students from July 1, **citing alignment** with the NEP 2020 and the National Curriculum Framework for School Education 2023. At least two of the three must be **native** Indian languages. Foreign **languages** such as French or German **could** only be taken as a third language if the first two were Indian, or alternatively as an optional fourth subject. In a **meagre** effort to **camouflage** the **hardship unleashed** on the students, the CBSE **exempted** the third language from the Class 10 Board examination, which would instead be **assessed** through school-based internal **evaluations**, though the marks would still appear on the final certificate.

Barely weeks earlier, the CBSE had **stated** that the third-language requirement would be **deferred** until the 2029-30 academic year. The **abrupt turnabout** can only be explained as a political decision. The move is being challenged in the Court on multiple **grounds**, including constitutional ones. The petitioners argue that language is a matter of personal choice and cannot be **imposed** by the state. It is also being **pointed out** that the NEP 2020, in whose name the mandate is being **enforced**, promises flexibility and guarantees that no language shall be imposed on any student or State. The petitioners also argue that the CBSE, as an executive body, lacks the authority to impose such a **sweeping** educational mandate without **backing** from parliamentary legislation, **regardless of** what the NEP says, being an executive policy intent and not a **statute**. Parents and teachers are **alarmed** about the added pressure on students just before their Board examinations. School administrators have **flagged** a shortage of trained language teachers and the **unavailability** of appropriate textbooks. **Turning** school education into a cultural battleground **is** not helping India’s **ambition** to become a global **reservoir** of advanced human resources. The Centre should **course-correct** before the Court **takes up** the case again.

[Practice exercise]

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

## Vocabulary

1. **Decorum** (noun) - propriety, etiquette, decency, civility, politeness शिष्टाचार
2. **Direct** (verb) - instruct, command, order, guide, mandate निर्देश देना
3. **File** (verb) - submit, lodge, register, present, record दाखिल करना
4. **Comprehensive** (adjective) - extensive, thorough, complete, inclusive, exhaustive व्यापक
5. **Logistical** (adjective) - organizational, operational, strategic, systematic, structural तार्किक/प्रबंधकीय
6. **Preparedness** (noun) - readiness, preparation, alertness, equipment, foresight तत्परता
7. **Petitioner** (noun) - appellant, applicant, suitor, claimant, plaintiff याचिकाकर्ता
8. **Acknowledge** (verb) - admit, accept, recognize, concede, grant स्वीकार करना
9. **Hardship** (noun) - difficulty, adversity, suffering, affliction, trouble कठिनाई
10. **Inconvenience** (noun) - trouble, disturbance, annoyance, bother, irritation असुविधा
11. **Warrant** (verb) - justify, authorize, necessitate, sanction, validate उचित ठहराना
12. **Enforce** (verb) - implement, impose, execute, apply, administer लागू करना
13. **Contentious** (adjective) - controversial, debatable, disputed, quarrelsome, polemical विवादास्पद
14. **Disregard** (noun) - indifference, neglect, apathy, oversight, disdain उपेक्षा
15. **Mandate** (verb) - require, command, order, authorize, decree अनिवार्य करना
16. **Cite** (verb) - quote, refer, mention, reference, adduce उल्लेख करना
17. **Alignment** (noun) - adjustment, agreement, coordination, integration, union संरेखण
18. **Native** (adjective) - indigenous, local, aboriginal, original, inherent मूल
19. **Meagre** (adjective) - scanty, sparse, insufficient, limited, slight अल्प
20. **Camouflage** (verb) - disguise, conceal, mask, cover, hide छिपाना
21. **Unleash** (verb) - release, unleash, trigger, discharge, set free छोड़ना/मुक्त करना
22. **Exempt** (verb) - excuse, exclude, release, free, spare छूट देना
23. **Assess** (verb) - evaluate, judge, estimate, analyze, appraise आकलन करना
24. **Evaluation** (noun) - assessment, appraisal, judgment, estimation, analysis मूल्यांकन
25. **State** (verb) - declare, express, announce, articulate, proclaim कथन करना
26. **Defer** (verb) - postpone, delay, suspend, put off, adjourn टालना
27. **Abrupt** (adjective) - sudden, sudden, precipitous, blunt, sharp अचानक
28. **Turnabout** (noun) - reversal, U-turn, change, flip-flop, volte-face पूर्ण परिवर्तन

29. **Ground** (noun) - basis, reason, foundation, justification, rationale आधार
30. **Impose** (verb) - force, inflict, levy, enforce, thrust थोपना
31. **Point out** (phrase) - to draw attention to a particular fact or mistake इंगित करना
32. **Enforce** (verb) - apply, implement, impose, execute, administer लागू करना
33. **Sweeping** (adjective) - wide-ranging, extensive, comprehensive, radical, broad व्यापक
34. **Backing** (noun) - support, assistance, endorsement, sponsorship, reinforcement समर्थन
35. **Regardless of** (phrase) - without considering or being affected by की परवाह किए बिना
36. **Statute** (noun) - law, legislation, act, decree, enactment अधिनियम
37. **Alarmed** (adjective) - worried, anxious, concerned, distressed, frightened चिंतित
38. **Flag** (verb) - signal, highlight, indicate, mark, identify चिह्नित करना
39. **Unavailability** (noun) - scarcity, shortage, lack, deficiency, dearth अनुपलब्धता
40. **Ambition** (noun) - aspiration, goal, target, aim, objective महत्वाकांक्षा
41. **Reservoir** (noun) - repository, storehouse, source, collection, pool भंडार
42. **Course-correct** (verb) - rectify, adjust, amend, correct, realign सुधारात्मक कदम उठाना
43. **Take up** (phrasal verb) - to start dealing with or discussing a matter विचार करना

## Summary of the Editorial

1. The Supreme Court of India has sought a detailed report from the Union Government, CBSE, and NCERT regarding their preparedness to implement the three-language formula in all CBSE Class 9 schools from July 1, 2026.
2. While hearing petitions against the policy, the Court refused to immediately stay the implementation but recognised concerns regarding hardship and inconvenience.
3. The next hearing of the case is scheduled for July 15 and 16.
4. The editorial criticises the government for using CBSE as an instrument to enforce a controversial language policy without sufficient preparation.
5. On May 15, CBSE issued a circular making the study of three languages compulsory for Class 9 students, following the recommendations of NEP 2020 and the National Curriculum Framework for School Education 2023.
6. Under this policy, at least two of the three languages must be Indian languages.
7. Foreign languages such as French and German can only be studied as the third language if the first two are Indian languages or can be chosen as an optional fourth subject.
8. To reduce academic pressure, CBSE decided that the third language would not be included in the Class 10 Board examination, though marks would still appear on the final certificate through internal assessment.
9. The editorial points out a contradiction because CBSE had earlier postponed implementation until the 2029–30 academic session.
10. The sudden policy reversal is interpreted in the editorial as being driven more by political motives than educational planning.
11. Petitioners argue that language is a matter of personal choice and should not be imposed by the State.
12. Critics also claim that NEP 2020 itself promises flexibility and explicitly states that no language should be imposed on students or States.
13. Another legal objection is that CBSE, being an executive body, may not have the authority to introduce such a major educational change without parliamentary approval.
14. Parents, teachers, and school administrators have expressed concerns about extra academic burden, shortage of language teachers, and lack of suitable textbooks.
15. The editorial concludes that schools should not become arenas for cultural or political conflict, and urges the Central Government to reconsider the policy before further judicial scrutiny.

### Practice Exercise: SSC Pattern Based

1. **Based on the passage, the author implies that the primary justification for the Supreme Court's intervention at this initial stage rests on the premise that:** [Editorial Page]
  - A. structural shifts in schooling must be preceded by legislative ratification.
  - B. policy execution threatens to compromise the operational stability of schools.
  - C. executive bodies lack the authority to alter foundational national curricula independently.
  - D. linguistic mandates undermine the explicit decentralization goals outlined in the NEP
2. **In the context of the third paragraph, the phrase "executive policy intent" is used by the petitioners to refer most accurately to:**
  - A. guidelines issued by school boards that lack the binding power of central mandates.
  - B. non-statutory frameworks that outline objectives without carrying the force of law.
  - C. administrative adjustments designed to bypass rigorous scrutiny by state assemblies.
  - D. educational recommendations designed to satisfy regional political configurations.
3. **Implicit in the author's argument that the sudden advancement of the three-language timeline represents a political decision is the idea that:**
  - A. institutional timelines are being adjusted to align with broader electoral cycles.
  - B. educational changes are being rushed without fulfilling essential logistical demands.
  - C. pedagogical merits were secondary to external administrative pressures in this shift.
  - D. executive bodies routinely alter their independent long-term developmental targets.
4. **In the sentence, "On May 27, while hearing petitioners challenging the CBSE move, the Court declined to grant an immediate stay on the policy...", what is the precise grammatical role and syntactic function of the word "challenging"?**
  - A. It functions as a gerund serving as the direct object of the subordinating conjunction.
  - B. It functions as a verbal noun operating as the principal head of a prepositional phrase.
  - C. It functions as a finite verb establishing the primary predicate within a dependent clause.
  - D. It functions as a present participle introducing an adjectival modifier for the noun.
5. **What is the closest contextual meaning of the phrase "course-correct" as it is utilized in the final sentence of the passage?**
  - A. To systematically expand regional resources to satisfy newly mandated administrative objectives.
  - B. To strategically delay structural transitions until comprehensive public feedback is thoroughly evaluated.
  - C. To deliberately modify a policy trajectory to prevent impending institutional or legal complications.
  - D. To officially transfer regulatory authority from executive bodies to parliamentary legislative committees.
6. **Directions: In the following question, the first and the last sentences of the passage are numbered S1 and S6. The rest of the passage is split into four parts and named P, Q, R, and S. These four parts are not given in their proper order. Read the sentences and find out which of the four combinations gives the logically correct order.**

S1: In the context of conducting high-stakes national examinations, operational consistency across all venues matters just as much as the technology itself.

P: A single weak examination centre lacking such consistency can easily compromise the credibility of the entire nationwide testing process.

Q: To address this specific vulnerability, Bihar's experience offers a highly effective and important lesson for the rest of the country.

R: Over the past few years, the state has quietly tackled the issue by developing a structured approach called the Aadarsh Pariksha Kendra initiative.

S: Under this unique initiative, standardized examination centres are constructed specifically for competitive tests, completely replacing temporarily improvised venues.

S6: By focusing on this purpose-built architecture rather than adapting existing infrastructure, the model ensures that examination integrity remains fundamentally secure.

A. Q R S P

B. P S R Q

C. P Q R S

D. R S P Q

7. **Directions: Given below are four jumbled sentences. Pick the option that gives their logically correct order.**

A. The fundamental goal of a Ph.D. program is to enable a student to acquire profound depth in a particular topic through extensive reading and experimentation.

B. Today, because this rare capability to deeply analyze and adapt is not easily found online, these graduates become highly sought after in both industry and entrepreneurship.

C. However, this level of profound depth cannot be taught in traditional classrooms and strictly requires regular personal mentorship by highly skilled experts.

D. Once such a specialized capability is acquired under this expert guidance, students can successfully apply their skills to master entirely new topics in related domains.

A. C A D B

B. A C D B

C. D B A C

D. A D C B

8. **Select the most appropriate synonym of the word: Wane**

A. Grow

B. Intensify

C. Decline

D. Increase

9. **Select the most appropriate synonym of the word: Vacillate**

A. Decide

B. Waver

C. Resolve

D. Settle

10. **Choose the correctly spelt word:**

A. Liaison

B. Liasion

C. Leyson

D. Layson

11. **Choose the correctly spelt word:**

A. Itinerary

B. Itinary

- C. Itinerery  
D. Itinarey
12. **Choose the correct meaning of the idiom: Took the wind out of her sails**  
A. Made her feel confident  
B. Took away her strength or energy  
C. Encouraged her to do more  
D. Helped her succeed
13. **Choose the correct meaning of the idiom: On the warpath**  
A. To be in a peaceful state  
B. To be angry and ready to fight  
C. To be very busy  
D. To be on a journey
14. **Which of the following sentences uses the word "steep" with a different meaning from the others?**  
A. The road was very steep.  
B. He decided to steep the tea for five minutes.  
C. The roof of the house was very steep.  
D. The price of the new car was too steep.
15. **Select the sentence containing the homonym of the highlighted word:**  
He put the fish on the hook and threw it into the water.  
A. He used a small hook to hang the picture.  
B. He needed a small hook to attach the keychain.  
C. The boxer threw a right hook.  
D. The latch on the gate was a simple hook.
16. **Choose the correct one-word substitute for:**  
A feeling of apprehension in tense situations.  
A. Elation  
B. Fury  
C. Trepidation  
D. Serenity
17. **Choose the correct one-word substitute for:**  
A person who is a lover of fine arts  
A. Aesthete  
B. Artist  
C. Sculptor  
D. Painter
18. **Change the following sentence into the Active form.**  
The message could have been sent by an automated system.  
A. An automated system could have sent the message.  
B. The message could be sent by an automated system.  
C. An automated system might have sent the message.  
D. The message had been sent by an automated system.
19. **One of these words is spelled incorrectly. Which one is it?**  
A. Entrepreneur

- B. Resilience
- C. Embarrassment
- D. Diligence

20. **Select the most appropriate SYNONYM of the word “Discrepancy.”**

- A. Inconsistency
- B. Magnanimity
- C. Perspicacity
- D. Retribution

### **Comprehension**

Nammazhwar was a (1)\_\_\_\_\_ saint in the Vaishnavite tradition and had a special connection with Vishnu temple traditions, said Sri Anantha Padmanabhachariar in a discourse. Vaikasi Visagam, the thirunakshatram or birth star of Nammazhwar, is an important festival for Vaishnavites. Sri Swaminatha Iyer, lovingly known as Tamil Thatha, mentioned in his autobiography, “Nilavil Malarnda Mullai”, that he received the blessings of Nammazhwar when he discovered the ancient palm-leaf manuscripts of Pathupattu and Ettuthogai. He referred to Nammazhwar as Tamil Kadavul, meaning the God of Tamil.

Nammazhwar was born in Azhwar Tirunagari in Tirunelveli district of Tamil Nadu. He is considered one of the most important Azhwars because he (2)\_\_\_\_\_ the position of an Acharya, which is regarded as equal to God in the Vaishnavite tradition. His works, especially Thiruvaimozhi, are believed to summarise the essence of the four Vedas: Rig, Yajur, Sama, and Atharvana. The Satari (the crown-like object) is placed on devotees’ heads in Vishnu temples, symbolising the Lord’s feet, and Nammazhwar is considered the (3) \_\_\_\_\_ of those divine feet. He is also known as Satakopan. According to legend, while he was still in the womb, a force called “Satam”, symbolising ignorance, tried to influence him, but he conquered it.

Madhurakavi Azhwar, one of the important Azhwars, was the devoted (4)\_\_\_\_\_ of Nammazhwar. He is well known for following a mysterious divine light from North India to the South in search of his spiritual master, Nammazhwar. Their meeting is associated with a famous philosophical riddle concerning the relationship between the soul and the body, highlighting deep spiritual truths within the Vaishnavite tradition. Nammazhwar is closely associated with the sacred tamarind tree at Azhwar Tirunagari, where he is believed to have performed (5)\_\_\_\_\_ for many years without eating or speaking. It is also believed that visiting and praying near this tamarind tree can help children facing developmental or mental challenges.

21. **What should come in the place of blank number (1)?**

- A. heretical
- B. prominent
- C. reclusive
- D. sectarian

22. **What should come in the place of blank number (2)?**

- A. holds
- B. held
- C. hold
- D. is holding

23. **What should come in the place of blank number (3)?**

- A. benediction
  - B. congregation
  - C. personification
  - D. invocation
24. **What should come in the place of blank number (4)?**
- A. deity
  - B. pontiff
  - C. oracle
  - D. disciple
25. **What should come in the place of blank number (5)?**
- A. pilgrimage
  - B. salvation
  - C. penance
  - D. blasphemy

## Answers

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

[\[Practice Exercise\]](#)

## Explanations

- B) policy execution threatens to compromise the operational stability of schools.**  
 (Line from passage): "...directing them to file a comprehensive report on their logistical preparedness... acknowledged that concerns over "hardship and inconvenience" warranted review." The Court stepped in specifically to address the immediate operational disruption—manifested as ["hardship and inconvenience"]—by demanding proof of [logistical preparedness]. This directly matches the idea of sudden policy execution threatening operational stability.  
 Option A: The passage frames this as an argument raised by the [petitioners]. The Court's actual reason for intervention at this initial stage focuses strictly on reviewing ["hardship and inconvenience"] and checking [logistical preparedness].  
 Option C: Like option A, this is an argument presented by the [petitioners]. It is not the justification used by the Court itself to issue notices at this preliminary stage.  
 Option D: The passage highlights that the [NEP 2020... promises flexibility], but this is noted as a point of contradiction raised against the mandate, not the explicit reason why the Court initiated its current logistical review.
- B) non-statutory frameworks that outline objectives without carrying the force of law.**  
 (Line from passage): "...regardless of what the NEP says, being an executive policy intent and not a statute." The petitioners directly contrast the policy with a [statute] (a formally enacted legislative law). Therefore, [executive policy intent] refers precisely to a [non-statutory framework] that defines governmental direction but does not [carry the force of law].  
 Option A: The phrase [executive policy intent] is specifically applied to the National Education Policy ([the NEP says...]) rather than to [guidelines issued by school boards].  
 Option C: The passage focuses entirely on the lack of central [parliamentary legislation]. It never mentions or implies anything about bypassing [state assemblies].  
 Option D: While politics are mentioned regarding the [abrupt turnabout], the phrase [executive policy intent] is strictly used to define the legal nature of the NEP as non-binding policy versus a legislative act, not to satisfy [regional political configurations].
- C) pedagogical merits were secondary to external administrative pressures in this shift.**  
 (Line from passage): "...The abrupt turnabout can only be explained as a political decision. ... Turning school education into a cultural battleground is not helping India's ambition..." By calling the [abrupt turnabout] a [political decision] and later critiquing it as turning schools into a [cultural battleground], the author implies that educational or [pedagogical merits] were sidelined in favor of [external administrative pressures] or political motivations.  
 Option A: While the author identifies it as a [political decision], the passage never mentions or links this shift to [electoral cycles]. This is an outside assumption not supported by the passage.  
 Option B: The rushing of policy without logistics ([shortage of trained language teachers and the unavailability of appropriate textbooks]) is a consequence of the sudden advancement, not

the implicit definition or core meaning of why that advancement is labeled a "political decision."

Option D: The passage argues that the CBSE is acting under government pressure ([the government is using the CBSE]), which directly contradicts the idea that executive bodies are altering their [independent] targets.

4. D) **It functions as a present participle introducing an adjectival modifier for the noun.**

The word [challenging] is a [present participle] (-ing form acting as an adjective). Syntactically, it introduces a post-positive participial phrase ([challenging the CBSE move]) that functions as an [adjectival modifier] describing the specific noun [petitioners].

Option A: The word [challenging] is not a gerund (a verbal noun acting as a subject/object). Instead, it modifies [petitioners]. Subordinating conjunctions like [while] introduce clauses, they do not take gerunds as direct objects.

Option C: A [finite verb] requires a tense and a subject to change form (e.g., "who challenged"). [challenging] here is a non-finite participle, meaning it cannot establish the [primary predicate] of a clause on its own.

Option B: A [verbal noun] (gerund) acts as a noun, but [challenging] acts as a modifier for [petitioners]. Furthermore, it does not follow a preposition, so it cannot be the [head of a prepositional phrase].

5. C) **To deliberately modify a policy trajectory to prevent impending institutional or legal complications.**

In the closing sentence, the author urges the central government to alter or amend its current path ("course-correct") regarding the abrupt language implementation. This adjustment is urged specifically to avoid unfavorable outcomes or friction when the Supreme Court reviews the legal challenges on July 15 and 16. Option C accurately captures this concept of modifying a path to avoid complications, keeping a uniform, formal tone.

6. C) **P Q R S**

Sentence P, पैराग्राफ की शुरुआत (S1 के तुरंत बाद) में आएगा क्योंकि इसमें मौजूद "such consistency" (ऐसी निरंतरता) शब्द सीधे तौर पर S1 में दी गई 'operational consistency' (परिचालन निरंतरता) की ओर इशारा करते हैं। यह "factual ground" तैयार करता है कि अगर एक भी केंद्र में इस निरंतरता की कमी हो, तो पूरी परीक्षा प्रक्रिया की विश्वसनीयता (credibility) खतरे में पड़ सकती है।

Sentence Q, Sentence P के बाद आएगा क्योंकि इसमें मौजूद "this specific vulnerability" (यह विशिष्ट भेद्यता/कमी) शब्द सीधे तौर पर P में बताए गए 'single weak examination centre' (एक कमजोर परीक्षा केंद्र) के खतरे की ओर इशारा करते हैं। यह एक अनिवार्य लिंक (mandatory pair) बनाता है जो बताता है कि इस कमी से निपटने के लिए बिहार का अनुभव एक महत्वपूर्ण सबक (important lesson) देता है।

Sentence R, Sentence Q के बाद आएगा क्योंकि इसमें मौजूद "the state" (वह राज्य) शब्द सीधे तौर पर Q में बताए गए 'Bihar' (बिहार) की ओर इशारा करते हैं। यह स्पष्ट करता है कि इस राज्य ने 'Aadarsh Pariksha Kendra initiative' नामक एक संरचित दृष्टिकोण (structured approach) विकसित करके इस समस्या का समाधान किया है।

Sentence S, Sentence R के बाद आएगा क्योंकि यह पूरे scenario को एक "conclusion" (S6 से पहले) की ओर ले जाता है। इसमें "this unique initiative" (यह अनूठी पहल) का जिक्र है जो सीधे तौर पर R में बताए गए 'Aadarsh Pariksha Kendra initiative' से जुड़ता है। यह बताकर तार्किक प्रवाह को पूरा करता है कि इस पहल के तहत विशेष रूप से (specifically) परीक्षा केंद्र बनाए जाते हैं, जो अंततः S6 (जिसमें 'this purpose-built architecture' का प्रयोग हुआ है) के साथ बिल्कुल सही बैठता है।

- Sentence P comes at the beginning (after S1) because the phrase "such consistency" creates a mandatory link pointing directly back to the "operational consistency" mentioned in S1. It establishes the problem: a lack of this consistency in just one center can ruin the entire process.
- Sentence Q follows P because the phrase "this specific vulnerability" creates a mandatory link pointing directly back to the threat of a weak center compromising the exam introduced in P. It shifts the focus to how Bihar's experience offers a solution to this exact problem.
- Sentence R follows Q as it uses the phrase "the state" to create a mandatory link pointing directly to "Bihar" mentioned in Q. It elaborates on exactly what the state did to tackle the issue, introducing the 'Aadarsh Pariksha Kendra initiative'.
- Sentence S follows R as the conclusion (leading into S6). It uses the phrase "this unique initiative" to create an unbreakable mandatory link directly back to the 'Aadarsh Pariksha Kendra initiative' mentioned in R. It explains that these centers are "constructed specifically" for exams, which seamlessly provides the exact antecedent for the phrase "this purpose-built architecture" in S6.

#### 7. B) A C D B

Sentence A, पैराग्राफ की शुरुआत में आएगा क्योंकि यह एकमात्र पूरी तरह से स्वतंत्र (independent) वाक्य है। यह उस "factual ground" को तैयार करता है जो मुख्य विषय को पेश करता है: पीएचडी (Ph.D.) प्रोग्राम का मूल उद्देश्य किसी विशेष विषय में प्रगाढ़ गहराई (profound depth) हासिल करना है।

Sentence C, Sentence A के बाद आएगा क्योंकि इसमें मौजूद "this level of profound depth" (प्रगाढ़ गहराई का यह स्तर) शब्द सीधे तौर पर A में दिए गए 'acquire profound depth' (प्रगाढ़ गहराई हासिल करना) की ओर इशारा करते हैं। यह एक अनिवार्य लिंक (mandatory pair) बनाता है जो बताता है कि यह गहराई क्लासरूम में नहीं सिखाई जा सकती, बल्कि इसके लिए कुशल विशेषज्ञों के व्यक्तिगत मार्गदर्शन (personal mentorship by highly skilled experts) की आवश्यकता होती है।

Sentence D, Sentence C के बाद आएगा क्योंकि इसमें मौजूद "under this expert guidance" (इस विशेषज्ञ मार्गदर्शन के तहत) शब्द सीधे तौर पर C में बताए गए 'mentorship by highly skilled experts' की ओर इशारा करते हैं। यह स्पष्ट करता है कि एक बार जब छात्र इस मार्गदर्शन में यह विशेष क्षमता (specialized capability) हासिल कर लेता है, तो वह नए विषयों को भी आसानी से समझ सकता है।

Sentence B, Sentence D के बाद आएगा क्योंकि यह पूरे scenario को एक "conclusion" की ओर ले जाता है। इसमें "this rare capability to deeply analyze and adapt" (गहराई से विश्लेषण करने और ढलने की यह दुर्लभ क्षमता) का जिक्र है जो सीधे तौर पर D में बताए गए 'apply their skills to master

entirely new topics' (नए विषयों में महारत हासिल करना) से जुड़ता है। यह बताकर तार्किक प्रवाह को पूरा करता है कि इसी दुर्लभ क्षमता के कारण आज इंडस्ट्री और व्यापार में इन स्नातकों (graduates) की भारी मांग है।

- Sentence A comes at the beginning because it establishes the factual ground by introducing the primary subject: the fundamental goal of a Ph.D. program, which is to acquire profound depth in a specific topic. It is the only fully independent sentence.
- Sentence C follows A because the phrase "this level of profound depth" creates a mandatory link pointing directly back to the goal to "acquire profound depth" mentioned in A. It introduces a condition, stating that this specific depth cannot be taught in classrooms but requires personal mentorship from highly skilled experts.
- Sentence D follows C as it uses the phrase "under this expert guidance" to create a mandatory link pointing directly to the "mentorship by highly skilled experts" mentioned in C. It explains the immediate result of this guidance: students gain a specialized capability to master entirely new topics.
- Sentence B follows D as the conclusion. It uses the phrase "this rare capability to deeply analyze and adapt" to create a mandatory link directly back to the student's ability to "apply their skills to master entirely new topics" described in D. It completes the logical flow by concluding that this very adaptability makes them highly suitable for the modern industry.

8. C) **Wane** (verb) – Decrease, diminish, fade, dwindle, ebb कम होना

Synonym: **Decline** (verb) – Become smaller, reduce, weaken, lessen घट जाना

- **Grow** (verb) – Develop, enlarge, expand, increase बढ़ना
- **Intensify** (verb) – Strengthen, escalate, heighten, reinforce तीव्र होना
- **Increase** (verb) – Rise, climb, surge, mount बढ़ना

9. B) **Vacillate** (verb) – to be uncertain, hesitate in making decisions, oscillate in opinions डगमगाना / दुविधा में पड़ना

Synonym: **Waver** (verb) – to move back and forth between choices, hesitate, be indecisive डाँवाडोल होना

- **Decide** (verb) – to choose or make a clear decision निर्णय लेना
- **Resolve** (verb) – to settle or decide firmly दृढ़ निश्चय करना
- **Settle** (verb) – to finalize, conclude, or bring to rest निश्चय करना / निपटाना

10. A) The correctly spelt word is **Liaison**, which means "communication or cooperation that facilitates a close working relationship" संपर्क/समन्वय.

11. A) The correct spelling of 'Itinary' is '**Itinerary**' which means "a planned route or journey" यात्रा-कार्यक्रम.

12. B) **Took the wind out of her sails** (idiom) – Took away her strength or energy सकी हिम्मत या उत्साह छीन लेना, किसी को निरुत्साहित कर देना

13. B) **On the warpath** (idiom) – To be angry and ready to fight – बहुत गुस्से में होना और झगड़े के लिए तैयार होना

14. B)

तीन वाक्यों में 'steep' का अर्थ है – खड़ी ढलान वाला / तीव्र ढलान (having a sharp incline)।

लेकिन विकल्प B में 'steep' का अर्थ है – भिगोना / डुबोकर छोड़ना (to soak, especially in liquid)।

इसलिए B का अर्थ बाकी से अलग है।

In three sentences, 'steep' means having a sharp incline.

But in option B, 'steep' means to soak (as in tea).

Thus, option B is the one with a different meaning.

15. C)

Highlighted वाक्य में 'hook' का अर्थ है – मछली पकड़ने वाला काँटा (a curved device for catching fish)।

विकल्प C में 'hook' का अर्थ मुक्का (a type of punch in boxing) है – right hook।

दोनों में उच्चारण और वर्तनी समान हैं, लेकिन अर्थ अलग हैं – इसलिए यह homonym का सही उदाहरण है।

In the highlighted sentence, 'hook' refers to a fishhook used for catching fish.

In option C, 'hook' means a boxing punch.

Same spelling, same pronunciation, different meanings – making option C the correct homonym.

16. C) **Trepidation** (noun) – A feeling of apprehension or fear in tense situations घबराहट/आशंका

- **Elation** (noun) – great happiness, उत्साह/प्रसन्नता
- **Fury** (noun) – wild or violent anger, प्रचंड क्रोध
- **Serenity** (noun) – calmness, शांति/स्थिरता

17. A) **Aesthete** (noun) – A person who loves and appreciates fine arts सुंदर कला-प्रेमी

- **Artist** (noun) – one who produces art कला-निर्माता
- **Sculptor** (noun) – one who makes sculptures मूर्तिकार
- **Painter** (noun) – one who paints चित्रकार

18. A) **An automated system could have sent the message.**

Passive से Active Voice में बदलते समय Passive वाक्य का Subject Active वाक्य का Object बन जाता

है और Verb को Passive संरचना से Active संरचना में बदला जाता है। यहाँ Passive वाक्य में "The

message" Subject है, "could have been sent" Verb (Modal + Perfect Passive) है और "by an

automated system" Agent है। Active Voice में बदलने पर "an automated system" Subject बन गया

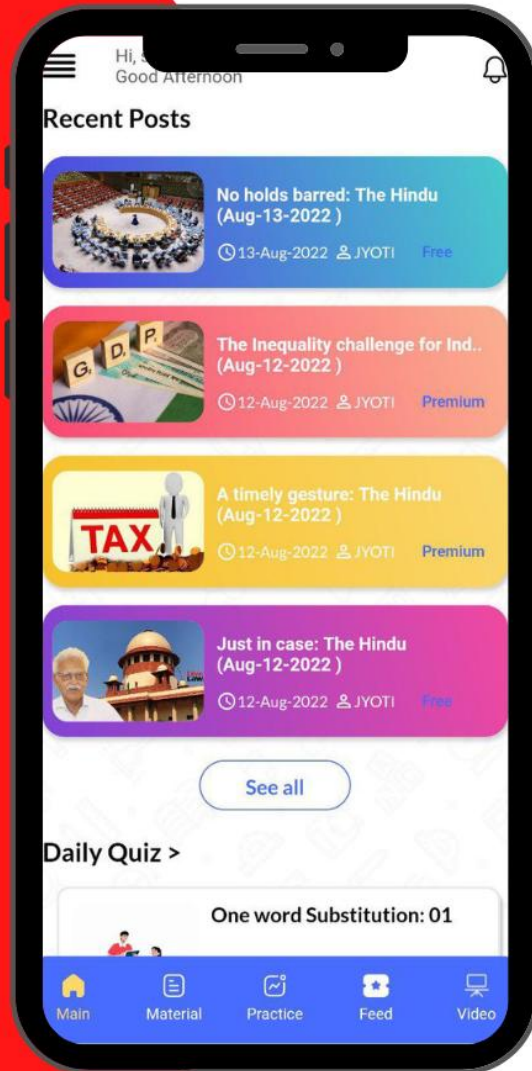
है तथा Verb संरचना Modal + Perfect Active "could have sent" में परिवर्तित हो गई है और "the

message" Object हो गया है।

- To change from Passive to Active Voice, the subject of the passive sentence becomes the object in the active sentence, and the verb shifts from passive form to its corresponding active structure. In this case, "The message" is the subject, "could have been sent" is the verb in Modal + Perfect Passive form, and "by an automated system" indicates the agent. In the active form, "an automated system" becomes the subject, the verb changes to Modal + Perfect Active "could have sent," and "the message" becomes the object.
19. C) The correct spelling of 'Embarrasment' is '**Embarrassment**' which means "the state of feeling ashamed or self-conscious" शर्मिंदगी, लज्जा.
20. A) **Discrepancy** (noun) – inconsistency, difference, variance, mismatch, disparity. (विसंगति)  
Synonym: **Inconsistency** (noun) – the fact or state of being inconsistent; lack of agreement. (असंगति)
- **Magnanimity** (noun): the fact or condition of being magnanimous; generosity. (उदारता)
  - **Perspicacity** (noun): the quality of having a ready insight into things; shrewdness. (कुशाग्रता)
  - **Retribution** (noun): punishment inflicted on someone as vengeance for a wrong or criminal act. (प्रतिशोध)
21. B) **prominent** (प्रमुख / बहुत मशहूर और अहम) सही है। नम्मालवार वैष्णव परंपरा के बहुत ही जाने-माने और मुख्य संत थे। heretical का मतलब होता है 'धर्म-विरोधी या जो पुरानी परंपराओं के खिलाफ हो', जो यहाँ गलत है। reclusive का मतलब होता है 'दुनिया से कटकर अकेले में रहने वाला', जबकि वो एक बहुत मशहूर संत थे। sectarian का मतलब होता है 'कट्टर या जो सिर्फ अपने गुट को ही सही माने', जो एक महान संत के लिए बहुत नेगेटिव शब्द है।
- The correct answer is "prominent" because it describes someone who is a leading, famous, and important figure in a religious tradition. "Heretical" means holding beliefs contrary to the established religion. "Reclusive" means avoiding the company of other people. "Sectarian" implies rigid, prejudiced adherence to a particular sect. None of these fit a universally celebrated saint.
22. A) **holds** (संभालते हैं / उनके पास है) सही है। यहाँ व्याकरण (grammar) और Tense का एकदम पक्का नियम लगेगा। वाक्य Present Tense (वर्तमान काल) की एक पक्की सच्चाई बता रहा है ("He is considered...", "which is regarded..."). कर्ता (Subject) 'he' एकवचन (singular) है, इसलिए verb में 's' या 'es' (holds) लगेगा।
- hold बहुवचन (plural) के लिए आता है, इसलिए गलत है। held Past Tense (बीता हुआ कल) है, जबकि वाक्य वर्तमान में है। is holding (Present Continuous) का मतलब है कि कोई काम बस अभी कुछ देर के लिए हो रहा है; लेकिन उनका पद (position) एक हमेशा के लिए रहने वाली सच्चाई (permanent fact) है, इसलिए यहाँ Simple Present Tense (holds) ही आएगा।
- The correct answer is "holds" due to strict Subject-Verb agreement and Tense rules. The sentence states a permanent, general fact in the present tense ("He is

considered..."). The subject "he" is singular, so it strictly takes the singular verb "holds". "Hold" is plural. "Held" is past tense. "Is holding" implies a temporary, ongoing action, whereas holding the position of an Acharya is a permanent spiritual truth, requiring the simple present tense.

23. C) **personification** (साक्षात् रूप / इंसानी अवतार) सही है। नम्मालवार को भगवान के दिव्य चरणों का साक्षात् रूप माना जाता है। benediction का मतलब होता है 'आशीर्वाद या मंगल-कामना', भगवान के चरण आशीर्वाद देते हैं, वो खुद आशीर्वाद नहीं हैं। congregation का मतलब होता है 'भक्तों की भीड़ या मंडली'। invocation का मतलब होता है 'भगवान का आवाहन करना या उन्हें पुकारना'।
- The correct answer is "personification" because it means the physical embodiment or representation of a divine entity (the Lord's feet). All distractors are highly religious but incorrect in meaning: "Benediction" is a blessing, "congregation" is a gathering of worshippers, and "invocation" is a prayer calling upon a deity.
24. D) **disciple** (शिष्य / भक्त) सही है। मधुरकवि अज़हवार अपने 'spiritual master' (गुरु) नम्मालवार को खोजते हुए आए थे, इसलिए वो गुरु के शिष्य (disciple) हुए। deity का मतलब होता है 'भगवान या देवता'। pontiff का मतलब होता है 'मुख्य पुजारी या पीठाधीश्वर' (जैसे पोप)। oracle का मतलब होता है 'भविष्यवक्ता या जिसके ज़रिए भगवान बात करते हों'। मधुरकवि एक भक्त और शिष्य थे, देवता या पुजारी नहीं।
- The correct answer is "disciple" because it correctly identifies a devoted follower or student of a spiritual master. The distractors are contextually wrong: "Deity" is a god or goddess, "pontiff" is a chief religious leader or priest, and "oracle" is a medium through whom a god speaks prophetically.
25. C) **penance** (तपस्या / प्रायश्चित्त) सही है। पैसेज में साफ लिखा है कि उन्होंने इमली के पेड़ के पास बिना खाए-पीए और बिना बोले सालों तक तपस्या (penance) की। pilgrimage का मतलब होता है 'तीर्थयात्रा', लेकिन वो तो एक ही पेड़ के पास बैठे थे, यात्रा नहीं कर रहे थे। salvation का मतलब होता है 'मोक्ष', जो तपस्या का फल है, कोई काम (perform) नहीं जिसे बिना खाए किया जाए। blasphemy का मतलब होता है 'ईश्वर-निंदा या भगवान का अपमान', जो एक घोर पाप है, तपस्या नहीं।
- The correct answer is "penance" because it refers to voluntary self-punishment or ascetic practices (fasting and silence) to express spiritual devotion. "Pilgrimage" is a holy journey, but he remained stationary at the tree. "Salvation" is the ultimate liberation/moksha (a result, not an action performed). "Blasphemy" is the act of speaking sacrilegiously about God, which is a sin, not a holy act.



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