

The Hindu EDITORIAL ANALYSIS

2nd January 2025

**PREPARE FOR BANK (PO/ CLERK), SSC, UPSC,
State PSC, CAT, CTET, RAILWAY EXAMS, CDS,
TET, NDA/AIRFORCE, NET and all Govt.
Exams**

VOCABULARY

1. Inertia (निष्क्रियता)

Meaning: Lack of movement or activity, especially when change is required.

Synonyms: Sluggishness, apathy, resistance

Antonyms: Activity, dynamism, action

Example: The inertia in the decision-making process delayed the project.

2. Complacency (आत्मसंतोष)

Meaning: A feeling of smug satisfaction with oneself or one's achievements.

Synonyms: Self-satisfaction, contentment, apathy

Antonyms: Dissatisfaction, vigilance, concern

Example: Complac

VOCABULARY

3. Affluent (समृद्ध)

Meaning: Having a great deal of wealth or material goods.

Synonyms: Wealthy, prosperous, rich

Antonyms: Poor, impoverished, underprivileged

Example: The affluent neighborhood was known for its luxurious homes.

4. Lofty (उच्च)

Meaning: Of imposing height; also, noble or ambitious in goals or ideals.

Synonyms: Elevated, noble, ambitious

Antonyms: Low, base, modest

Example: The politician's lofty promises inspired hope among the masses.

VOCABULARY

5. Inevitability (अनिवार्यता)

Meaning: The quality of being certain to happen.

Synonyms: Certainty, necessity, inescapability

Antonyms: Uncertainty, improbability

Example: The inevitability of technological change demands constant adaptation.

6. Malfeasance (दुराचार)

Meaning: Wrongdoing, especially by a public official.

Synonyms: Misconduct, wrongdoing, corruption

Antonyms: Integrity, honesty, righteousness

Example: The mayor was accused of malfeasance after evidence of bribery came to light.

VOCABULARY

7. Incendiary (उत्तेजक)

Meaning: Designed to cause fires; tending to stir up conflict.

Synonyms: Inflammatory, provocative, agitational

Antonyms: Calming, soothing, pacifying

Example: The leader's incendiary remarks ignited protests across the city.

8. Rebuttal (खंडन)

Meaning: A refutation or contradiction.

Synonyms: Refutation, counter-argument, denial

Antonyms: Confirmation, endorsement, agreement

Example: The lawyer's rebuttal effectively dismantled the opposing counsel's argument.

VOCABULARY

9. Errant (भटके हुए)

Meaning: Straying from the proper course or standards; guilty of an error.

Synonyms: Misguided, wayward, delinquent

Antonyms: Obedient, well-behaved, correct

Example: The errant student was reprimanded for his disruptive behavior in class.

10. Elusive (पकड़ में न आने वाला)

Meaning: Difficult to find, catch, or achieve.

Synonyms: Evasive, slippery, difficult to pin down

Antonyms: Accessible, obtainable, straightforward

Example: The elusive thief managed to escape the police once again.

VOCABULARY

Phrasal Verbs:

1. Bump into

Meaning: to meet someone by chance or unexpectedly

2. Top off

Meaning: to finish something in an enjoyable or successful way

3. Get away

Meaning: to leave or escape from a person or place

4. Fall apart

Meaning: to fail completely and be unable to continue in the usual way

VOCABULARY

Idioms & Phrases

1. Let bygones be bygones

Meaning: to decide to forget disagreements or arguments that happened in the past

2. A blessing in disguise

Meaning - Something seemingly unlucky or bad at first results in good

3. Cast in the same mold

Meaning - to be very similar in character to someone else

VOCABULARY

4. Spill the beans

Meaning - to reveal a secret

5. Take with a grain of salt

Meaning - to not completely believe something that you are told

Article for Reading

**English education: A
case for two-language
policy**

For decades, “modernisation” in India has often boiled down to minor tweaks dressed up as major reforms — announced with fanfare but seldom pursued with real vigour. This inertia reflects a familiar pattern: whenever genuine progress threatens to disrupt entrenched hierarchies, the guardians of the status quo resist wholesale change. Language policy is no exception. While India’s diverse linguistic landscape demands bold thinking, we have seen more symbolic gestures than transformative action. The result? Persistent historical inequities remain unaddressed, as the gap between our lofty ambitions and half-hearted execution widens. It is precisely this gulf that an ambitious, bilingual approach seeks to bridge — recognising that inclusive education must challenge complacency if it is to deliver genuine social mobility and national growth. Nowhere is the tension between aspiration and hesitation more evident than in the challenge of ensuring every child grows up fluent in both their mother tongue and English.

Over the years, “modernisation” in this sector has frequently been repackaged as minor upgrades to existing structures, draped in slogans of change and hope. Governing systems, content to move at the slow pace of inevitability, announce initiatives without the resolve to implement them meaningfully. Yet such superficial measures only entrench historical inequities, leaving behind those who stand to benefit most from substantive educational reform. Since Independence, India has pursued a range of language policies, yet the idea of a single lingua franca has neither effectively unified the nation nor guaranteed prosperity for all. In practice, parents across diverse states share one predominant aspiration: they want their children to acquire English proficiency for better-paying jobs, access to international opportunities, and, ultimately, the chance for upward social mobility. Meanwhile, educational experts underscore the vital role of the mother tongue in fostering cognitive growth and introspection. It is evident that learning any language is significantly enriched by one’s native linguistic foundation and the broader environment in which one is immersed.

Neither view should cancel out the other. A policy that maintains the child's mother tongue as the bedrock of cultural and conceptual understanding — while guaranteeing proficiency in English — can tackle deep-rooted educational inequalities and unlock India's unrealised potential on the global stage. Yet we repeatedly see half-measures dressed as breakthroughs. Without the willingness to embrace genuine, far-reaching change, the vision of inclusive progress risks remaining unfulfilled, held back by the persistence of the status quo. English has become a global medium for diplomacy, commerce, science, and technology. In India it underpins key sectors such as medicine, higher education, and IT services. The digital age, propelled by artificial intelligence and rapid innovation, has only magnified English's importance. Those who lack fluency in English may find themselves cut off from opportunities that drive not only personal success, but also the broader development of their communities and, by extension, the nation.

Part for Skimming

At the same time, mother-tongue instruction offers a crucial cognitive advantage. Children learn complex concepts more easily and retain a stronger sense of cultural identity when initial teaching is conducted in the language they speak at home. Rather than viewing English and local languages as mutually exclusive, education policies should recognise them as complementary tools, each essential for holistic development. Recent data reveals that only a small fraction of India's population — primarily from affluent, urban backgrounds — has access to quality English education. Schools where regional languages serve as the primary medium often lack the resources or curriculum needed to build strong English skills, perpetuating socio-economic privilege and deepening the divide between the nation's elites and countless families struggling to escape poverty. While the 2011 Census recorded over 10% of Indians reporting the ability to speak some English, a more recent nationally representative survey conducted by the Lok Foundation and Oxford University, in collaboration with the Centre for Monitoring Indian Economy (2019), suggests that just 6% claimed they could speak English — a figure even lower than the Census data.

This sharp disparity underscores the uneven access to English education, reinforcing existing inequalities and posing a substantial challenge to India's aspirations for inclusive growth and socio-economic mobility. India now has the opportunity to move beyond well-intentioned but incomplete measures. A truly bold plan would ensure that all children, regardless of social or economic background, graduate from school with solid proficiency in both their mother tongue and English. Achieving this requires coordinated policies, robust funding, and committed leadership. Three core elements stand out: A dedicated national commission: Tasked with assessing the linguistic divide, this body would identify cultural, economic, and infrastructural barriers to English learning. It might, for instance, propose significant incentives for well-trained English teachers — offering scholarships, higher pay, and rural service allowances. Such a commission should report annually on progress, ensuring accountability. Curriculum overhaul and early intervention: Integrating English from the early primary years, without compromising the primacy of the mother tongue, could ensure students acquire both foundational and advanced language skills by graduation.

This reimagined curriculum demands sustained political will and financial commitment. Equally crucial is ongoing teacher development, given that teachers themselves need the tools and training to impart bilingual skills effectively. Respecting parents' demands: No language policy can succeed if it remains at odds with parental aspirations. Surveys and consultations can give families a voice, acknowledging that English, far from diminishing local languages, empowers communities by connecting them to the wider world. Positioning parents as stakeholders ensures that any new approach resonates with the grassroots reality of India's diverse population. By granting every citizen the key to English proficiency — while strengthening the cultural roots anchored in their mother tongue — India stands to amplify its demographic dividend and global influence. An English-speaking workforce is poised to thrive in science, technology, healthcare, and international trade, propelling the entire nation forward.

Summary

The passage highlights the persistent challenges and opportunities within India's language policy, particularly the balance between promoting English proficiency and preserving mother-tongue education. While "modernisation" in education has often been superficial, genuine reform is essential to bridge socio-economic divides and address historical inequities. The importance of English as a global language in fields like technology, commerce, and diplomacy is underscored, alongside the cognitive and cultural benefits of mother-tongue instruction. The passage calls for a dual-language policy that ensures all children acquire proficiency in both their native language and English, emphasizing coordinated policies, funding, and leadership to achieve this goal. Specific recommendations include establishing a national commission to tackle linguistic disparities, overhauling curricula, and involving parents to align policies with grassroots aspirations. Ultimately, such measures aim to empower India's diverse population, enabling inclusive growth and global competitiveness.

The tone of the passage is critical of the status quo, analytical in evaluating language policies, and aspirational in proposing solutions for a transformative, inclusive approach to education.

Reading Comprehension

Based on the above passage, answer the following questions:

Question 1:

What is the primary critique of India's historical approach to language policy, as described in the passage?

- a) It has completely disregarded the importance of English education.**
- b) It has been limited to minor adjustments rather than transformative reforms.**
- c) It has prioritized regional languages at the expense of English fluency.**
- d) It has led to a significant decline in cultural identity among citizens.**
- e) None of the above.**

Question 2:

What role does the passage attribute to English in India's socio-economic landscape?

- a) English primarily serves as a tool for cultural preservation.**
- b) It is essential for personal success but not national development.**
- c) It acts as a critical driver for diplomacy, commerce, and technology.**
- d) English proficiency has limited relevance in the digital age.**
- e) None of the above**

Question 3:

What specific challenge does the passage identify regarding English education in India?

- a) A lack of interest among rural populations to learn English.**
- b) Insufficient policy focus on integrating English into regional curricula.**
- c) Overemphasis on English at the expense of mother-tongue instruction.**
- d) Limited access to quality English education for the socio-economically disadvantaged.**
- e) None of the above**

Question 4:

What is proposed as a solution to bridge the linguistic divide in India?

- a) Implementing English-only education across all schools.**
- b) Establishing a national commission to address barriers to English learning.**
- c) Providing free English language courses for adults.**
- d) Mandating English instruction exclusively in urban areas.**
- e) None of the above**

Question 5:

How does the passage propose addressing parental aspirations in language policy?

- a) Conducting surveys to align policies with parental preferences.**
- b) Introducing financial incentives for parents to support bilingual education.**
- c) Making English education optional for families uninterested in it.**
- d) Prioritizing English instruction over mother-tongue education.**
- e) None of the above**

Today's Descriptive Question:

- **Write an essay of 200 words about the effects of bullying on Child Development.**

Bullying significantly impacts child development, affecting emotional, psychological, and academic aspects of a child's life. Victims of bullying often experience low self-esteem and chronic anxiety, which can lead to depression and, in severe cases, suicidal thoughts. The constant fear and stress caused by bullying can hinder emotional growth, making it difficult for children to form healthy relationships and trust others.

Psychologically, bullying can cause long-lasting trauma. Children who are bullied may develop a negative self-image, believing they are worthless or unworthy of kindness and respect. This can result in long-term mental health issues, including anxiety disorders, post-traumatic stress disorder (PTSD), and ongoing emotional instability.

Academically, bullying disrupts a child's ability to concentrate and participate in school activities. Fear of encountering bullies can lead to increased absenteeism,

lower grades, and disengagement from school. This academic decline can affect future educational and career opportunities, perpetuating a cycle of disadvantage.

Moreover, bullying can impact social development. Victims may struggle to develop essential social skills and withdraw from peer interactions, leading to social isolation. This isolation can hinder the development of communication skills and the ability to work collaboratively, which are crucial for personal and professional success.

In conclusion, bullying has profound and far-reaching effects on child development. Addressing bullying through comprehensive prevention and intervention programs is essential to ensure that all children can grow up in a safe and supportive environment, allowing them to reach their full potential.

- **Write a letter to the mayor of your city on behalf of the Principal of your school, requesting him to preside over a seminar on 'School Education' in your city.**

[Principal's Name]

[School Name]

[School Address]

[City, State, ZIP Code]

[Email Address]

[Phone Number]

[Date]

Honorable [Mayor's Name]

[City Hall Address]

[City, State, ZIP Code]

Subject: Invitation to Preside Over Seminar on 'School Education'

Dear Honorable [Mayor's Name],

I hope this letter finds you well. On behalf of [School Name], I am writing to invite you to preside over a seminar on 'School Education' that we are organizing in [City].

The seminar aims to discuss the current challenges and future prospects of school education, and your esteemed presence would greatly inspire the participants and add significant value to the discussions.

We would be honored if you could share your insights and experiences with us during this important event. The seminar is scheduled for [Date] at [Time] at [Venue].

Thank you for considering our invitation. We look forward to your positive response.

Sincerely,

[Principal's Name]

[School Name]

[Contact Information]

Match the column

- | | |
|------------------------------|--|
| 1. Let bygones be bygones | A. Something seemingly bad at first results in good |
| 2. A blessing in disguise | B. to be very similar in character to someone else |
| 3. Cast in the same mold | C. to not completely believe something that you are told |
| 4. Spill the beans | D. to decide to forget disagreements |
| 5. Take with a grain of salt | E. to reveal a secret |

Answer:

1-d

2-a

3-b

4-e

5-c

Vocabulary

1. Inertia:
2. Complacency:
3. Affluent:
4. Lofty:
5. Inevitability:
6. Malfeasance:
7. Incendiary:
8. Rebuttal:
9. Errant:
10. Elusive:

Rc ans

1.

Answer: b) It has been limited to minor adjustments rather than transformative reforms.

Explanation:

Reference:

“For decades, ‘modernisation’ in India has often boiled down to minor tweaks dressed up as major reforms — announced with fanfare but seldom pursued with real vigour.”

The passage criticizes India’s language policies for being superficial and symbolic rather than bold and transformative. The critique highlights that these policies often fail to address the deep-rooted inequalities in education, focusing on small adjustments rather than genuine progress.

a) While the passage emphasizes the need for English fluency, it does not claim that English education has been completely disregarded.

c) The policy is critiqued for not balancing regional languages and English effectively, not for prioritizing one over the other.

d) The passage argues that mother-tongue instruction strengthens cultural identity, not diminishes it.

2.

Answer: c) It acts as a critical driver for diplomacy, commerce, and technology.

Explanation:

Reference:

“English has become a global medium for diplomacy, commerce, science, and technology. In India it underpins key sectors such as medicine, higher education, and IT services.”

The passage highlights English as a global medium vital for key sectors such as commerce, diplomacy, science, and technology, emphasizing its importance in both personal success and national development.

Incorrect Options:

- a) English is portrayed as a tool for socio-economic mobility, not cultural preservation.
- b) It is important for both personal success and national growth.
- d) The digital age has magnified the importance of English, not reduced it.

3.

Answer: d) Limited access to quality English education for the socio-economically disadvantaged.

Explanation:

Reference:

“Recent data reveals that only a small fraction of India’s population — primarily from affluent, urban backgrounds — has access to quality English education.”

The passage emphasizes that only a small fraction of India’s population, primarily from affluent urban backgrounds, has access to quality English education, which perpetuates socio-economic inequality.

Incorrect Options:

- a) Interest in English is high, particularly among parents.
- b) The passage advocates for integrating English but critiques its poor execution.
- c) The policy is criticized for not balancing English and regional languages effectively, not overemphasizing one over the other.

4.

Answer: b) Establishing a national commission to address barriers to English learning.

Explanation:

Reference:

“A dedicated national commission... would identify cultural, economic, and infrastructural barriers to English learning.”

The passage suggests the creation of a dedicated national commission to assess linguistic divides and propose solutions, such as incentives for well-trained English teachers and reporting on progress annually.

Incorrect Options:

- a) The passage advocates for bilingual education, not English-only instruction.
- c) Adult education programs are not mentioned as part of the solution.
- d) The focus is nationwide, not limited to urban areas.

5.

Answer: a) Conducting surveys to align policies with parental preferences.

Explanation:

Reference:

“Surveys and consultations can give families a voice, acknowledging that English, far from diminishing local languages, empowers communities by connecting them to the wider world.”
The passage proposes surveys and consultations to involve parents as stakeholders in education policies, ensuring that the policies resonate with grassroots realities and align with parental aspirations.

Incorrect Options:

- b) Financial incentives for parents are not mentioned.
- c) The passage does not suggest making English optional but advocates its integration with regional languages.
- d) The passage emphasizes complementing mother-tongue education with English, not prioritizing one over the other.

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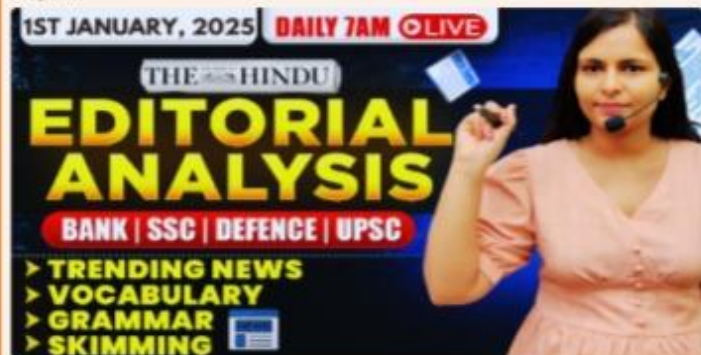
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30K 08:00

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Perfection I

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