1. Read the following passage carefully and answer Question No. 3:

In the provincial college where Amrita enrolled at sixteen, the shift from her village school’s vernacular curriculum to a metropolitan syllabus in a foreign language altered not only the cadence of her studies but the composition of her days. Lectures in Biology, Economics, and Political Theory were delivered with a vocabulary that seemed to drift several inches above comprehension, as if clarity itself were a kind of contraband. She learned to translate in motion: to catch a term in the air, anchor it to a half-remembered equivalent in her mother tongue, and then re-release it into a sentence that made serviceable sense. Yet the cost of this constant conversion was an invisible taxation of attention; by dusk, she could recite definitions without being sure she possessed concepts. On weekends, returning home, she discovered that her newly acquired phrases—elastic, prestigious, and oddly inert—could not easily be made to fit around the solid furniture of her family’s concerns: the price of seed, the geometry of monsoon drains, the arithmetic of debt. It was not that her people doubted the value of education; it was that the education she was receiving had begun to doubt the value of their language. The alienation was incremental: a laugh delayed by a second at dinner, a proverb forgotten mid-sentence, a technical success in class that felt like a social failure at home. Over time, she noticed a strange asymmetry: subjects she could diagram with precision resisted explanation to her cousin unless she rebuilt them from the ground up in the village idiom. That rebuilding, when it succeeded, felt like genuine understanding; when it failed, it felt like her schooling had borrowed her voice and raised the interest rate.

The author’s view of the metropolitan syllabus can best be characterized as  
(A) celebratory of its prestige  
(B) neutral regarding its accessibility  
(C) critical of its detachment from lived realities  
(D) dismissive of all scientific content

2. Read the following passage carefully and answer Question No. 6:

By the fourth semester, the engineering cohort had been sorted, rather cruelly, not by talent but by accent. In laboratories, those who could frame hypotheses in polished foreign diction were entrusted with design decisions, while those who hesitated, thinking first in the mother tongue and then negotiating a passage into the officially sanctioned speech, were delegated to repetitive measurements. The irony was double: the hands that turned the instruments with the steadiest patience were the very hands rarely permitted to sign off on conclusions; the minds with the deepest intuitions about the machines were often the least fluent in the language of memos and minutes. Professors, overworked and undertrained in pedagogies of inclusion, mistook speed of utterance for clarity of thought. The result was an epistemic economy in which words, more than working prototypes, accrued the highest interest. Over tea, the students quietly recognized the pattern: project grades tilted toward the glib, viva voce marks drifted in favor of those who could improvise jargon, and recommendation letters seemed to weigh cadence as heavily as competence. When a malfunction exposed a design flaw that the “measurement” team had repeatedly flagged in halting phrases, the postmortem noted “communication gaps,” as though the problem were mere transmission rather than the hierarchy that muffled certain voices.

The “double irony” refers to  
(A) skilled hands and intuitive minds being sidelined due to language  
(B) professors being both overworked and highly trained in inclusion  
(C) accents determining grades irrespective of lab output  
(D) memos being valued less than prototypes

3. Read the following passage carefully and answer Question No. 9:

When the new language policy was announced, it promised that foundational instruction would be restored to regional languages, with “bridges” into the international lingua franca to follow later. In practice, the bridges were more like toll roads: to cross them, students were required to master imported terminology before they had sturdy concepts in their first language. Textbooks, hastily translated, carried forward errors like hereditary flaws. Margins filled with glossaries became crowded battlefields where meanings jostled and occasionally collided. Some teachers innovated—coining precise native terms, staging debates where students argued in both tongues, even inviting elders to demonstrate agricultural physics. But without systemic support, these islands of clarity were battered by examinations that still demanded performance in the borrowed idiom. Over a year, classroom observation logs told a consistent story: early confidence in concept-building sagged as test season approached, code-switching grew frantic rather than fluent, and otherwise bright learners began to treat language as a gate to be picked rather than a bridge to be crossed. The policy’s promise remained on paper; in corridors, the toll collectors were schedules, syllabi, and scoring rubrics.

The passage implies that teacher innovations were  
(A) effective but isolated against exam structures  
(B) widely scaled with robust policy backing  
(C) discouraged by students and parents  
(D) irrelevant to concept formation

4. Read the following passage carefully and answer Question No. 12:

Samar measured his alienation in units of silence. At home, his grandfather narrated the mechanics of canal gates in idioms that spilled from decades of mud and metal; at school, fluid dynamics arrived in curves that refused to bend toward those idioms. Between these two waters, Samar floated, learning to be fluent in neither. He began to suspect that language was not merely a vessel for knowledge but a pump that could pressurize or depressurize understanding. When the pump mismatched the fluid, cavitation occurred: pockets of emptiness in the stream of learning, audible as stuttered explanations and visible as wrong answers. Yet on evenings when he translated a concept successfully for his sister—drawing a diagram labeled in their mother tongue—he felt the pressure equalize, the flow smooth. He started keeping a notebook of metaphors that seemed to travel well between home and school: a sluice gate as a valve, a monsoon surge as transient response. The more he mapped these, the more he recognized that correctness in class was not the same as comprehension at the kitchen table; one was a grade, the other a grip. The day a teacher praised his “intuitive leap,” he realized it was not a leap at all but the steady work of matching pumps to fluids.

Which scene contradicts Samar’s general alienation?  
(A) His grandfather’s canal narratives  
(B) His difficulty with fluid dynamics curves  
(C) His successful translation for his sister  
(D) His stuttered explanations in class

5. Read the following passage carefully and answer Question No. 15:

The committee’s report began with acknowledgments and ended with abdications. It praised the principle of mother-tongue education at the primary level, then quietly endorsed a gradual shift to the international language precisely at the stage where abstractions multiply and social distances widen. The rationale cited “global competitiveness,” a phrase that did more heavy lifting than any empirical study quoted in the footnotes. Case studies from small pilot schools—well-resourced, carefully staffed—were generalized to vast districts where teacher vacancies were chronic and libraries were aspirational. The report’s most striking omission was the failure to ask students how they understood being taught: not what they had memorized, but what they could explain without translation. In appendices, charts gave the impression of scientific inevitability; in interviews, administrators insisted that assessment logistics necessitated uniform language. No section considered the cost of miscomprehension masked by fluent test-taking, nor the long shadow cast when the first experience of failure is attributed to one’s own mother tongue.

The most significant omission identified is the lack of  
(A) budgetary analysis  
(B) student-centered measures of understanding  
(C) language labs  
(D) historical context for policy shifts

6. Read the following passage carefully and answer Question No. 18:

Across the teacher training institute, there was a paradox: trainees could expound on cognitive load theory with references to intrinsic and extraneous load, yet in practicums they assigned readings dense with unfamiliar loanwords to novices. One mentor suggested a simple experiment: rewrite a lesson in the local language first, establish core schemas with examples from the learners’ neighborhoods, and only then introduce technical labels in the second language. The results were swift and measurable—fewer working-memory stalls, more accurate paraphrases. But when end-term assessments arrived, rubrics penalized answers not using the official terminology verbatim, even when the underlying explanations were precise. The message was clear: label first, logic later. In a debrief, the mentor mapped outcomes against lesson design: where labels trailed concepts by a week, misconceptions declined; where labels led, students skimmed without anchoring. The institute applauded the data in seminars and then archived it behind older habits.

Which outcome serves as evidence for the experiment’s effectiveness?  
(A) Longer lessons with more terms  
(B) More accurate paraphrases by students  
(C) Greater use of loanwords  
(D) Increased penalties in grading

Read the following passage carefully and answer Question No. :

In the medical college, first-year students confronted anatomy through atlases captioned in an unfamiliar tongue. Cadavers, unbiased in their silence, offered no glossary. The professor, sympathetic but hurried, advised them to “think in pictures,” as if images were languages without politics. Yet when viva voce examinations arrived, the penalties for mispronouncing eponyms were harsher than those for misidentifying organs. It became clear that authority was, at least in part, a matter of accent. A few students formed study circles that restored the native terms for bones and systems before mapping them onto the imported lexicon; their diagnostic accuracy improved, though their oral scores lagged. In the wards, these same students communicated deftly with patients in the local language, eliciting histories that their more fluent peers often truncated. Still, in grade sheets, the tally favored those who could speak the atlases aloud, even if their listening at the bedside was less exact.

7. Read the following passage carefully and answer Question No. 21:

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The passage implies that assessment standards  
(A) were indifferent to pronunciation  
(B) prioritized content knowledge solely  
(C) reinforced linguistic gatekeeping  
(D) discouraged any form of study groups

8. Read the following passage carefully and answer Question No. 24:

Mira’s thesis examined how language shapes the ethics of attention in classrooms. Observing tenth graders, she recorded that when problems were posed in the local language with technical terms introduced after conceptual consensus, fewer students disengaged. She noted especially that peer explanations—delivered in the students’ home speech—carried an authority that no textbook could simulate. However, administrative directives insisted that all wall charts, anchor posters, and even corridor displays be in the international language, as if understanding could be installed like signage. The contradiction between what worked inside the lesson and what was mandated outside it formed the core of her critique. In interviews, teachers admitted they rehearsed lessons bilingually but “cleaned” the board for inspections; in surveys, students reported that the most memorable moments were when complex ideas became sayable at home. Mira concluded that attention is ethical when language honors the learner’s first comprehension, and becomes performative when language outruns what the learner can responsibly explain.

The phrase “installed like signage” most nearly critiques the idea that understanding is  
(A) constructed through interaction  
(B) passively absorbed through display  
(C) independent of language  
(D) solely a matter of assessment

9. Read the following passage carefully and answer Question No. 27:

In a rural polytechnic, the new cohort received a bilingual manual for agricultural machinery. The left column bore the international terms; the right offered meticulous equivalents forged by a consortium of teachers and farmers. During field trials, students trained with the right column first, assembling implements under supervision, naming each part in the language of the soil. Only after operational fluency did instructors require the left-column nomenclature. Over the season, breakdowns decreased and maintenance logs grew more precise. Yet when a visiting evaluator audited the program, she questioned the “professionalism” of the logs, pointing to the scarcity of international acronyms. The faculty responded by appending a glossary crosswalk; the machines ran as before, but now the logs wore two names for the same gears—one that kept them turning, and one that kept appearances intact.

The “language of the soil” most nearly conveys that the right-column terms were  
(A) improvised slang  
(B) locally grounded and contextually meaningful  
(C) inaccurate translations  
(D) deliberately obscure

10. Read the following passage carefully and answer Question No. 30:

Rajiv noticed that his friendships shifted as his speech did. In the hostel he learned to flatten vowels and sharpen consonants until they matched the cadences of the city; with that came invitations to study groups and internships he had previously only heard about. He was not deceived into thinking that pronunciation alone conferred competence, but he also could not deny that a new pronunciation unlocked old locks. He wondered whether he had gained access or merely changed the shape of the key. When he called home, his mother asked, gently, why he sounded like a stranger. Later, during a mock interview, he caught himself trimming a story about his village to fit a metropolitan appetite and felt a small betrayal stir. He began to keep two registers of speech and two ledgers of debt: one to opportunity, the other to origin. The question that remained, stubborn as a stone in a shoe, was whether the road ahead required that he walk with a limp.

The mother’s remark primarily highlights  
(A) pride in her son’s adaptability  
(B) concern over cultural and linguistic distance  
(C) disapproval of higher education  
(D) misunderstanding of his academic field