

1. **off the mark** (phrase) – inaccurate, incorrect, wrong.
2. **fiasco** (noun) – failure, mess/disaster, catastrophe.
3. **necessitate** (verb) – demand, require/need, call for.
4. **trigger** (verb) – give rise to, bring about, evoke/prompt.
5. **bureaucracy** (noun) – administration, government, the establishment.
6. **apparently** (adverb) – seemingly, evidently, on the face of it.
7. **notably** (adverb) – especially, strikingly, significantly.
8. **check** (noun) – examination, inspection, scrutiny.
9. **trial** (noun) – test, experiment, pilot study.
10. **robustness** (noun) – strength/stability, vitality, good condition.
11. **encounter** (verb) – face, run into, experience, come across.
12. **rigorous** (adjective) – stringent, tough, strict.
13. **pursue** (verb) – engage in, be occupied in, work at/follow.
14. **traumatise** (verb) – appal, horrify, distress; to make someone upset mentally & emotionally.
15. **imperative** (adjective) – necessary, essential, required.
16. **muddle** (noun) – confusion, chaos, disorganization/mix up.
17. **spate** (noun) – series, flurry; a large number of something (taking place at the same period).
18. **distressing** (adjective) – upsetting, worrying, affecting.
19. **phenomenon** (noun) – occurrence, event, happening.
20. **address** (verb) – attend to, tackle, deal with.
21. **alarm** (noun) – fear, alert; a warning notice.
22. **determinant** (noun) – factor, issue, concern.
23. **life-building skills** (noun) – life-building skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life.
24. **aptitude** (noun) – talent, skill, ability.
25. **make or break** (phrase) – having a specific outcome (success or failure) and no in between result.
26. **diversified** (adjective) – consisting of many different people/things; different, various.
27. **sound** (adjective) – excellent, strong, well built.
28. **hold the key** (phrase) – to have control.

Off the mark(, incorrect, wrong): on Telangana Intermediate exam *fiasco*(failure, नाकामयाबी)

The Telangana exam *fiasco* *necessitates*(आवश्यक करना,require) a fresh *review*(निरीक्षण) of all the papers

When the school-leaving certificate remains the most important *outcome*(परिणाम) for a student at the end of a dozen years of study, governments have a duty to *ensure*(सुनिश्चित करना) that it is *accurate*(एकदम सही). The serious errors in the **Telangana State Board of Intermediate Education results** this year, which have *triggered* (शुरू करना) 21 student suicides, show that policymakers and the *bureaucracy*(administration) can badly fail at meeting their responsibilities. A few hundred

students were declared absent and passed, without their marks being displayed, and in other cases, as absent and failed, although the candidates had taken the examination. In one case, *apparently* (प्रत्यक्ष रूप से) caused by human error, the student's marks statement recorded a zero, when in fact she had scored 99. The State-appointed inquiry committee that went into the examinations issue has pointed to errors on the part of the company that was chosen to handle the results, *notably* (खासकर) absence of **checks**(रोक) on the system's performance and sufficient trials of the software application to *assess*(आंकना) its *robustness*(मजबूती). Chief Minister K. Chandrasekhar Rao has ordered free reverification of the papers, but the government's major *concern*(चिंता) should be the restoration(पुनःस्थापन) of public confidence. It should review all the papers and make them available to candidates for *scrutiny*(छान-बीन) without any fee.

Among the issues raised after the Telangana fiasco is whether the private agency selected to process the results could handle the scale (माप) of the operation. This year, over 8.7 lakh candidates took the Intermediate examination, and the inquiry has determined that there was no significant (महत्त्वपूर्ण) variation(फेरबदल) in the pass percentage in some of the difficult subjects, compared with 2018. But the agency contracted to do the processing had encountered (सामना करना) problems with data even during the collection of fees, which should have led to rigorous(कड़ा) scrutiny of the technology. There was also a lack of understanding among examiners, since some errors were traced to wrong entries in machine-readable forms. Independent verification, review of results and future preparedness are now being pursued, but many families have lost loved ones and others have been deeply traumatized(चोट पहुँचाना). It is imperative (जरूरी) that all school boards learn from Telangana's mistakes. The tragic(दुःखद) consequence(परिणाम) of examination muddles (गड़बड़ाना) is a spate (बड़ी संख्या में) of student suicides. This distressing(दुःखद) annual phenomenon(घटना) is witnessed (साक्षी होना) in many States, but governments have not addressed (deal with) it with any degree of alarm(fear). Students should be counseled(सीख देना) at school that marks in the final examination are not the sole determinants (factor, निर्धारक) of success. Policymakers should follow up such an assurance by creating more opportunities for all youth to acquire life-building skills(– life-building skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life). that match their aptitude(योग्यता). Such counselling can also help parents, who view school-leaving marks as the make-or-break (– having a specific outcome (success or failure) and no in between result). numbers for a child. A proper examination is important, but in a diversified(तरह तरह का), growing economy, sound learning and job skills hold the key (to have control) to securing the future.