

# **MARKING SCHEME**

**2010**

**CLASS XII**  
**HUMANITIES SUBJECTS**



**CENTRAL BOARD OF SECONDARY EDUCATION  
DELHI**

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**HUMANITIES SUBJECTS**



**CENTRAL BOARD OF SECONDARY EDUCATION  
DELHI**

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Manuscript as such highlights the main value points and does not represent a complete ideal answer.  
Manuscript may vary from time to time and year to year.

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## PREFACE

CBSE as a pace setting national Board has constantly been striving to design its evaluation process in a manner that it is used as a powerful means of influencing the quality of teaching and learning in the classroom situation. Also, it has to be so designed that it provides constant feedback regarding the effectiveness of the course content, classroom processes and the growth of individual learners besides the appropriateness of evaluation procedures.

As a move in this direction, CBSE started the practice of publishing the Marking Schemes with twin objectives in mind-(i) making the system more transparent and at the same time, (ii) ensuring high degree of reliability in scoring procedure.

Who are the markers of answer scripts? How do they mark the answer scripts? How can it be ensured that marking is fair, objective and reliable? Questions of these types naturally arise in the minds of candidates appearing in the public examination. These questions are equally pertinent to the teachers who are not adequately exposed to the CBSE system of marking.

Answer Scripts marking is a specialised job. It is assigned to teachers-PGTs for Class XII and TGTs for Class X who are in direct touch with the subject and have a minimum of 3 years experience of teaching the subject at that level. Appointment of examiners is made in accordance with the well-defined norms. Markers examine scripts with the help of detailed guidelines called the 'Marking Schemes'.

It is this tool (Marking Scheme) alongwith the extensive supervisory checks and counter-checks through which CBSE tries to ensure objective and fair marking. The present publication is being brought out with a view to serving the following objectives :

- (i) To give an opportunity to the teachers and students to look into the Marking Schemes that were developed by the Board and supplied to the evaluators in 2010 main examination in some selected main subjects.
- (ii) To receive feedback and suggestions from institutions/subject teachers on the utility and further improvement of Marking Schemes.
- (iii) To encourage institutions to undertake similar exercise of developing marking schemes for classes other than those covered by the Board's examination with a view to increasing teachers' responsiveness to them as the essential tools of evaluation.

## **HOW TO USE**

Teachers and the students preparing for Class XII examination of the Board constitute the primary interest-group of this publication. Marking Schemes of Question Papers in the subjects of English Core, Functional English, Hindi Elective, Hindi Core, History, Political Science, Geography, Psychology, Sociology, Home Science, Sanskrit Core, Sanskrit Elective, Urdu Core, Urdu Elective and Bengali administered in Delhi and Outside Delhi during the 2010 main examination have been included in this document. Some tips on their usage are given below :

**(a) To Teachers :**

- Go through the syllabus and the weightage distribution for the subject carefully.
- Read the question paper to find out how far the question paper set subscribes to the prescribed design. Grade every question by difficulty level for students who have taken the main Board examination.
- Consult the 'Marking Scheme' for each question, with reference to steps into which answers and awards have been divided.
- Work out concrete suggestions for the Board.

**(b) To Students :**

- Study each question carefully, comprehend them and write down the main points of the answer and note down their difficulties for clarification.
- Examine a question in conjunction with the Marking Scheme and find out the proximity of the answer to that suggested in the Marking Scheme.
- We will feel motivated if this publication is commented upon by practitioners in the context of its impact on their teaching learning strategies. Contribution of the experts and the officials of the Board in bringing out this document is gratefully acknowledged.

We urge the teachers to encourage their students to make use of this publication and at the same time to enrich us with their free and frank reactions.

**M.C. SHARMA**  
CONTROLLER OF EXAMINATIONS

## भारत का संविधान ठद्देशिका

हम, भारत के लोग, भारत को एक '[सम्पूर्ण प्रभूत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए,  
तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनीतिक न्याय,  
विचार, अधिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,  
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,  
तथा उन सब में,

व्यक्ति की गरिमा और <sup>2</sup> [राष्ट्र की एकता  
और अखण्डता] सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949.ई. को एतद्वारा इस संविधान को अंगीकृत,  
अधिनियमित और आत्मार्पित करते हैं।

- 
1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभूत्व-संपन्न लोकतंत्रात्मक गणराज्य"  
के स्थान पर प्रतिस्थापित।
  2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।
- 

### भाग 4 क मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करें और उसके आदर्शों, संस्थाओं, राष्ट्र छवि और राष्ट्र गान का आदर करें;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखें और उनका  
पालन करें;
- (ग) भारत की प्रभुता, एकता और अखण्डता की रक्षा करें और उसे अक्षुण्ण रखें;
- (घ) देश की रक्षा करें और आहवान किए जाने पर राष्ट्र की सेवा करें;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करें जो धर्म, भाषा और प्रदेश या  
वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करें जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्व समझें और उसका परिरक्षण करें;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत बन, झील, नदी, और बन्य जीव हैं, रक्षा करें और उसका संवर्धन करें तथा  
प्राणि भात्र के प्रति दयाभाव रखें;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करें;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखें और हिंसा से दूर रहें;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ाने का सतत प्रयास करें जिससे राष्ट्र  
निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाईयों को छू लें।

# **THE CONSTITUTION OF INDIA**

## **PREAMBLE**

**WE, THE PEOPLE OF INDIA,** having solemnly resolved to constitute India into a <sup>1</sup> [SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup> [unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

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# **THE CONSTITUTION OF INDIA**

## **Chapter IV A**

### **Fundamental Duties**

#### **ARTICLE 51A**

**Fundamental Duties** - It shall be the duty of every citizen of India-

- (a) to abide the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

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**LIST OF COORDINATORS/SUBJECT EXPERTS/REPRESENTATIVES  
OF THE REGIONS FOR UPDATION/FINALISATION OF THE  
MARKING SCHEME FOR THE SENIOR SCHOOL CERTIFICATE  
EXAMINATION, 2010**

<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>	<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>
<b>ENGLISH CORE</b>			
1.	Mrs. Usha Ram Principal Laxman Public School Hauz Khas, New Delhi	7.	Smt. P. Dastidar, Principal Army School Narangi, P.O. Satgaon, Guwahati Assam
2.	Sh. J.K. Gangal H- 196, Rama Krishna Vihar Patparganj Society Delhi	8.	Mrs. Kanti Ramakrishnan Principal Chinmaya Vidyalaya Chennai
3.	Dr. Opkar Singh Retd. Prof. 121, Sahyog Appartments Mayur Vihar Phase-I Delhi	9.	Mr. S.P. Chand Vice Principal Sutluj Public School Sec.- 4, Panchkula
4.	Smt. Vandana Kapoor Principal S.L.S. DAV Public School Mausam Vihar Delhi	10.	Mr. D.N.Tiwari PGT Laxman Public School Hauz Khas New Delhi
5.	Smt. Kiran Khanna Principal Vivekanand School D- Block, Anand Vihar Delhi	11.	Mrs. Bela Batheja, PGT G.D.Goenka School Vasant Kunj, New Delhi
6.	Dr. Shyamli Chatterjee Principal A.M.N.B. School Indore	12.	Mrs. Harpreet Sahi PGT Delhi Public School Meerut Road, Ghaziabad, U.P.

<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>	<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>
13.	Mr. Naveen Sharma PGT Laxman Public School Hauz Khas Enclave New Delhi	6.	Mrs. Lakshmi Srinivasan Principal P.S. Senior Sec. School Mylapore, Chennai Tamil Nadu
1.	<b>FUNCTIONAL ENGLISH</b>  Mrs. Annie Koshy Principal St. Mary's School B-II, Block Safdarjung Enclave New Delhi	7.	Ms. Neena Kaul PGT St.Mary's School B-II Safdarjung Enclave New Delhi
2.	Mrs. Usha Ram Principal Laxman Public School Hauz Khas, New Delhi	8.	Ms. Babita Sharma India International School Kshipra Path Jaipur (Rajasthan)
3.	Shri P.J. Peter PGT Laxman Public School Hauz Khas, New Delhi	<b>HINDI ELECTIVE</b>	
4.	Mrs. Malini Khatri HOD Modern School Barakhamba Road New Delhi	1.	Mrs. Prem Lata Garg Principal DAV Public School Sreshtha Vihar Delhi
5.	Ms. Rita Kapur Principal Delhi Public School Meerut Road Ghaziabad, U.P.	2.	Dr. S. Nayyar D-141, Saket New Delhi
		3.	Mr. Rishi Kumar Pandey Kendriya Vidyalaya No. 3 Bhopal (M.P.)
		4.	Dr. Anuradha HOD Sardar Patel Vidyalaya, Lodhi Estate New Delhi

<b>S.No.</b>	<b>Name of the Coordinator/Subject Experts</b>	<b>S.No.</b>	<b>Name of the Coordinator/Subject Experts</b>
5.	Sh. Arvind Kumar Jha DAV Public School Sreshtha Vihar, Delhi	6.	Mr. Parmanand Arya PGT Govt. Sr. Sec. School Mani Majra Chandigarh
6.	Mrs. Neerja Behl, BB-16B, Janakpuri, New Delhi	7.	Mrs. Shikha Nag B-I, DTEA Sr. Sec. School Janakpuri New Delhi
<b>HINDI CORE</b>			
1.	Mrs. Prem Lata Garg Principal DAV Public School Sreshtha Vihar Delhi	<b>HISTORY</b>	
2.	Dr. Kamal Satyarthi 187-K, Jiwan Nagar Kilokari, New Delhi	1.	Sh. R.C. Shekhar Director Gyan Bharti School Saket, New Delhi
3.	Dr. Suresh Pant Retd. Vice Principal 10-C/4-C Janakpuri New Delhi	2.	Sh. V.B. Krishna C-382, Saraswati Vihar Delhi
4.	Dr. Devendra Tyagi Retd Professor H-25, Jyoti Nagar West Loni Road, Shahdara Delhi	3.	Sh. Jagdish Bhartiya ED-94, Tagore Garden New Delhi
5.	Mrs. Hemlata S. Mohan Principal Delhi Public School Sec. IV, Bokaro Steel City Bokaro Jharkhand-827004	4.	Mrs. Anshu Kaul Vice Principal Chiranjiv Bharti School Palam Vihar Gurgaon, Haryana
		5.	Sh. Mohana Banerjee Apeejay School, Park Street Kolkatta (WB)

<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>	<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>
6.	Sh. Preetam Gambhir PGT SBS Senior Secondary School, Karnal, Haryana	3.	Dr. R.K. Anand Retd. Principal, R-837, New Rajinder Nagar, New Delhi
7.	Sh. Kirpal Singh C-1001, NPSC Society Dwarka, New Delhi	4.	Sh. Madan Lal Sawhney PGT Govt Boys Sr. Sec. School Sector-VII, R.K. Puram, New Delhi
8.	Ms. Nishi Mirra Manglik Gyan Bharti School Saket, New Delhi	5.	Smt. A Versha Manku PGT Kulachi Hans Raj Model School Ashok Vihar Phase III, Delhi
9.	Ms. Padma Srinivasan Delhi Public School R.K. Puram, New Delhi	6.	Smt. Meenakshi Tandon PGT Sardar Patel Vidyalaya Lodhi Estate, New Delhi
10.	Mr. Nishat Alvi PGT Saint Soldier Public School C-31 Bhagwan Dass Road C-Scheme, Jaipur, Rajasthan	7.	Smt. Shakti Chatterjee Japat Taran Golden Jubilee School, 32-B, Hamilton Road Allahabad (U.P.)

## **POLITICAL SCIENCE**

1.	Mrs. Chitra Nakra Principal Ved Vyas DAV School Vikaspuri, New Delhi	8.	Sh. G. Rama Kirpal PGT Lady Irwin School Canning Road New Delhi
2.	Prof. R.B. Jain 102, SFS DDA Flats Mukherji Nagar Delhi	9.	Mr. J.M. Arora, Rtd. PGT B-541, Sarita Vihar, New Delhi

<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>	<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>
10.	Shri Ram Swaroop Pasricha Rtd 331-B Mianwali Colony Gurgaon, Haryana	8.	Sh. Yash Pal Singh 23, Balbindar Appts. A-6, Paschim Vihar, New Delhi
<b>GEOGRAPHY</b>		<b>PSYCHOLOGY</b>	
1.	Sh. S.S. Rastogi C-402, Saraswati Vihar, Delhi	1.	Mrs. Madhumitta Chaterjee Laxman Pub. School Hauz Khas New Delhi
2.	Dr. D.S. Yadav E-52, Pandav Nagar Delhi	2.	Sh. A.K. Bhatnagar I-826, Ansals Palam Vihar Gurgaon, Haryana
3.	Shri Kirpal Singh Ex-Principal C-1001 NPSC Co-operative Society Plot No-5, Sec-2 Dwarka, New Delhi	3.	Mrs. Usha Anand St. Thomas School, Mandir Marg, New Delhi
4.	Sh. S. Kumar PGT Mayo School, Ajmer (Raj)	4.	Ms. Shilpi Sharma C.S.K.M. Public School Satbari, Mehrauli New Delhi
5.	Dr. Rajiv Ranjan Sinha Principal, Baldwin Academy West Boring Canal Road, Patna, Bihar	5.	Sh. Satyavir Singh Principal Sardar Amar Singh Sher-E-Punjab Khalsa Sr. Sec. School, Karol Bagh, New Delhi
6.	Sh. Tariq Imran 9, JNU Campus Sector - 25 Chandigarh (UT)	<b>SOCIOLOGY</b>	
7.	Ms. Sanjana Mahajan Vivekanand School D-Block, Anand Bihar Delhi	1.	Smt. Bharti Sharma Principal Amity International School H-Block, Saket, New Delhi

<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>	<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>
2.	Dr. Renu Bhatia Principal SKV, P-Block Mohan Enclave Uttam Nagar Delhi	4.	Ms. Sweety Bahl PGT Eicher School Chandigarh
3.	Ms. Shima Roy Choudhury PGT Presentation Convent Delhi	5.	Mrs. Chitra Gupta PGT SKV No.2, Lal Kuan, Zeenat Mahal Delhi
4.	Mrs. Karuna Verma PGT New 'State Academy Sr. Secendry School Pitampura, Near Club Delhi	6.	Dr. (Ms.) Kailash Khanna B2/2106, Rockview Aptts. Vasant Kunj, New Delhi
5.	Dr. Reeta Khanna Delhi Public School Sector 12, R.K. Puram New Delhi		<b>SANSKRIT ELECTIVE / CORE</b>

#### **HOME SCIENCE**

1. Mrs. Anju Chauhan,  
PGT  
St. Thomas School  
Mandir Marg, New Delhi
2. Mrs. Shanti Dabbas  
A-202, Vikaspuri,  
New Delhi
3. Ms. Asha Rani Singh  
PGT  
Laxman Public School  
Hauz Khaz  
New Delhi

1. Mrs. Tosh Pratima Kohli  
Principal  
Sarvodaya Co-ed Vidyalaya,  
Nehru Vihar, Delhi
2. Sh. Y.D. Sharma  
H.No. 100, 101 Pocket A-3  
Sector - 11, Rohini, Delhi
3. Smt. Kunti Devi Kashyap  
Principal,  
Rajkiya Sarvodaya Kanya  
Vidyalaya No.1  
Shakarpur, Delhi
4. Sh. J.L. Sharma  
Principal,  
Diwan Public School,  
Meerut Road, Hapur,  
Ghaziabad, U.P.

<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>	<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>
5.	Sh. Raghu Nath Sharma 263, Kohat Enclave Pitampura, Delhi	5.	Mr. Masood Zaved Quami Sr. Sec. School Shahi Idgah New Delhi
6.	Smt. Tara Rani, Sarvodaya Girls Sr. Sec. School, Malka Ganj, Delhi	6.	Dr. Razi Ahmad, D-12, DDA Colony, New Jafrabad, Delhi
7.	Sh. C.M. Sharma PGT DAV Public School Sector-8, Panchkula		<b>BENGALI</b>
<b>URDU ELECTIVE / URDU CORE</b>			
1.	Mohd. Maroof Khan Principal Dr. Zakir Hussain Memorial Sr. Sec. School Jafrabad, Delhi	1.	Mr. P. Saha, PGT, V.N. Bengali Senior Secondary School, Sarojini Nagar, New Delhi
2.	Sh. Kudisia Qureshi Retd. Reader B-52 Phase II Vivek Vihar Delhi	2.	Mrs. Mitra Saha, PGT, Shyama Prasad Vidyalaya Senior Secondary School, Lodhi Estate, New Delhi
3.	Dr. Nafees Jahan Ansari Ex-Principal 47/5, Uttranchal Society I.P. Extn., Delhi	3.	Ms. Sharmistha Sen 147/C, Pocket J&K Dilshad Garden Delhi
4.	Mr. Kishwar Jahan PGT Dr. Zakir Husain Memorial Sr. Sec. School Jafrabad, Delhi	4.	Ms. Pratima Majumdar B.D Memorial Institute Pratap Garh Kolkatta

<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>	<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>
5.	Ms. Tultul Banerjee Bhavan G.K. Vidya Mandir Salt Lake City Kolkatta	7.	Smt. U. Das Adhikari V.N. Bengali Sr. Sec. School Sarojini Nagar, New Delhi
6.	Mr. Aditi Sinha PGT Bengali Sr. Sec. School, Alipur Road, Delhi	8.	Sh. S. Sahu PGT V.N. Bengali Sr. Sec. School Sarojini Nagar, New Delhi

# **ENGLISH (Core)**

**Time allowed : 3 hours**

**Maximum Marks : 100**

## **General Instructions:**

- (i) This paper is divided into three Sections: A, B and C. All the sections are compulsory.
- (ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.
- (iii) Do not exceed the prescribed word limit while answering the questions.

## **QUESTION PAPER CODE 1/1/1**

### **SECTION A : READING**

**20 Marks**

1. Read the passage given below and answer the questions that follow: **12 marks**
1. Today's woman is a highly self-directed person, alive to the sense of her dignity and the importance of her functions in the private domestic domain and the public domain of the world of work. Women are rational in approach, careful in handling situations and want to do things as best as possible. The Fourth World Conference of Women held in Beijing in September 1995 had emphasised that no enduring solution of society's most threatening social, economic and political problems could be found without the participation and empowerment of the women. The 1995 World Summit for Social Development had also emphasised the pivotal role of women in eradicating poverty and mending the social fabric.
2. The Constitution of India had conferred on women equal rights and opportunities - political, social, educational and of employment - with men. Because of oppressive traditions, superstitions, exploitation and corruption, a majority of women are not allowed to enjoy the rights and opportunities, bestowed on them. One of the major reasons for this state of affairs is the lack of literacy and awareness among women. Education is the main instrument through which we can narrow down the prevailing inequality and accelerate the process of economic and political change In the status of women.
3. The role of women in a society is very important. Women's education is the key to a better life in the future. A recent World Bank study says that educating girls is not a charity, it is good economics and if developing nations are to eradicate poverty, they must educate the girls. The report says that the economic

and social returns on investment in education of the girls considerably affect the human development index of the nation. Society would progress only if the status of women is respected and the presence of an educated woman in the family would ensure education of the family itself. Education and empowerment of women are closely related.

4. Women's education has not received due care and attention from the planners and policy makers. The National Commission for Women has rightly pointed out that even after 50 years of independence, women continue to be treated as the single largest group of backward citizens of India. The role of women in overall development has not been fully understood nor has it been given its full weight in the struggle to eliminate poverty, hunger, injustice and inequality at the national level. Even when we are at the threshold of the 21st century, our society still discriminates against women in matters of their rights and privileges and prevents them from participating in the process of national and societal progress. Various Committees and Commissions have been constituted before and after the independence to evaluate the progress in women's education and to suggest ways and means to enhance the status of women. The female literacy rate has gone up in the 20th century from 0.6 percent in 1901 to 39.29 percent in 1991 but India still possesses the largest number of illiterate women in the world. The female literacy index for the year 1991 shows that there are eight States which fall below the national average. The most populous States of the country, UP, MP, Bihar and Rajasthan fall in the category of most backward States as far as female literacy is concerned.
5. The prevailing cultural norms of gender behaviour and the perceived domestic and reproductive roles of women tend to affect the education of the girls. Negative attitude towards sending girls to schools, restrictions on their mobility, early marriage, poverty and illiteracy of parents affect the girl's participation in education.
6. Women's political empowerment got a big boost with the Panchayati Raj Act of 1993 which gave them 30 percent reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country. The National Commission for Women was also set up in 1992 to act as a lobby for women's issues.
7. The educational system is the only institution which can counteract the deep foundations of inequality of sexes that are built in the minds of people through the socialization process. Education is the most important instrument of human resource development. Educational system should be used to revolutionise the traditional attitudes and inculcate new values of equality.
  - (a) (i) Mention any two attributes of a modern woman. 2
  - (ii) Why are women's participation and empowerment considered necessary? 2

(iii)	Which factors adversely affect the education of girls?	2
(iv)	What benefits did the women get with the enactment of the Panchayati Raj Act of 1993 ?	2
(v)	By what process can we remove the sense of inequality of sexes from the minds of the people?	1
(b)	Pick out words from the passage which mean the same as each of the following:	$1 \times 3 = 3$
(i)	cruel and unfair (para 2)	
(ii)	remove (para 3)	
(iii)	full of people (para 4)	

2. Read the passage given below and answer the questions that follow: **8 marks**

Despite all the research, everyone of us catches cold and most of us catch it frequently. Our failure to control one of the commonest of all ailments sometimes seems ridiculous. Medical science regularly practises transplant surgery and has rid whole countries of such killing diseases as Typhus and the Plague. But the problem of common cold is unusually difficult and much has yet to be done to solve it.

It is known that a cold is caused by one of a number of viral infections that affect the lining of the nose and other passages leading to the lungs but the confusing variety of viruses makes study and remedy very difficult. It was shown in 1960 that many typical colds in adults are caused by one or the other of a family of viruses known as rhinoviruses, yet there still remain many colds for which no virus has as yet been isolated.

There is also the difficulty that because they are so much smaller than the bacteria which cause many other infections, viruses cannot be seen with ordinary microscopes. Nor can they be cultivated easily in the bacteriologist's laboratory, since they only grow within the living cells of animals or plants. An important recent step forward, however, is the development of the technique of tissue culture, in which bits of animal tissue are enabled to go on living and to multiply independently of the body. This has greatly aided virus research and has led to the discovery of a large number of viruses. Their existence had previously been not only unknown but even unsuspected.

The fact that we can catch cold repeatedly creates another difficulty. Usually a virus strikes only once and leaves the victim immune to further attacks. Still we do not gain immunity from colds. Why? It may possibly be due to the fact that while other viruses get into the blood stream where anti-bodies can oppose them, the viruses causing cold attack cells only on the surface. Or it may be that immunity from one of the many different viruses does not guarantee protection from all the others. It seems, therefore, that we are likely to have to suffer colds for some time yet.

- |   |                          |
|---|--------------------------|
| <p>(a) On the basis of your reading of the above passage make notes on it in points only, using abbreviations wherever necessary. Also suggest a suitable title.</p> <p>(b) Write a summary of the passage in not more than <b>80</b> words using the notes made.</p> | <b>5</b><br><br><b>3</b> |
|---|--------------------------|

### **SECTION - B (Advanced Writing Skills)**

**35 Marks**

- 3.** You are General Manager of Ivy Software Solutions, Agra Cantt, Agra. You need a software engineer for your organisation. Draft an advertisement in not more than **50** words to be published in ‘The Times of India’ under the classified columns.

**5 marks**

### **OR**

As Sports Secretary of G.D.G. Public School, Pune, draft a notice in not more than **50** words for your school notice board informing the students about the sale of old sports goods of your school. You are Rohini/Rohit.

- 4.** You are Sweety/Suresh of L.M. Jain School, Ajmer. As Secretary of your School Cocurricular Activities Club, you visited a slum area in your city where the people suffered a great loss of life and property in a massive fire. The students of your school rendered their services and material help to the victims. Write a report in **100-125** words for your school magazine.

**10 marks**

### **OR**

Recently your school held a Seminar on Conservation of Water as a part of World Water Day celebrations. As the School Pupil Leader of Maryland School, Gurgaon, write a report in **100-125** words for a local daily. Sign as Pritham/Preeti.

- 5.** You are Sruthi/Shiraj staying at R.K. Puram, Secunderabad. Your locality being away from the main city, the poor bus service adversely affects the life of residents. Write a letter to the Editor, Deccan Chronicle, highlighting the problems faced and also giving a few possible solutions.

**10 marks**

### **OR**

You are Varsha/Varun, Incharge of Excursion Club of B. V.P. School, Mathura Road, Delhi. Write a letter to the General Manager, Northern Railways, requesting reservation of a bogie for 80 students from New Delhi to Chennai and back by G.T. Express.

- 6.** Presently the prices of essential commodities are skyrocketing causing much hardship to the common man. Write an article in **150-200** words expressing your views and suggesting measures to curb this problem.

**10 marks**

### **OR**

The number of women in the police force seems insufficient specially when we see the increasing involvement of women in terrorist activities. Write an article in **150-200** words for ‘The Hindustan Chronicle’, on the need of having more women in the police force.

**SECTION - C (Text Books)**

**45 Marks**

7. Read the extract given below and answer the questions that follow:

**4 marks**

It would be an exotic moment  
without rush, without engines,  
we would all be together  
in a sudden strangeness.

- (a) What does ‘it’ refer to? **1**  
(b) Who is the poet speaking to ? **1**  
(c) What would be the moment like? **2**

**OR**

Aunt Jennifer’s tigers prance across a screen,  
Bright topaz denizens of a world of green.  
They do not fear the men beneath the tree;  
They pace in sleek chivalric certainty.

- (a) How are aunt Jennifer’s tigers described? **1**  
(b) Why are they described as denizens of a world of green? **2**  
(c) Why are they not afraid of the men? **1**

8. Answer any **three** of the following in **30-40** words each:

**2 x 3 = 6 marks**

- (a) Why are the young trees described as ‘sprinting’ ? (My Mother at Sixty-six)  
(b) How does the poet describe the class-room walls? (An Elementary School Class-room in a Slum)  
(c) What image does Keats use to describe the beautiful bounty of the earth?  
(d) What is the ‘childish longing’ that the poet refers to ? Why is it ‘vain’ ?  
(A Roadside Stand)

9. Answer the following in **30-40** words each:

**2 x 5 = 10 marks**

- (a) What had the narrator counted on to enter the school unnoticed?

- (b) When Douglas realised that he was sinking, how did he plan to save himself?
- (c) Why did the servants think Gandhiji to be another peasant?
- (d) What drawbacks of interviews have been pointed out by Lewis Carroll?
- (e) “Damn that Geoff, this was a Geoff thing not a Jansie thing.” Why did Sophie say so ?
- 10.** Answer the following in **125-150** words: **10 marks**  
 The bangle-makers of Ferozabad make beautiful bangles and make everyone happy but they live and die in squalor. Elaborate.
- OR**
- The story, ‘The Rat Trap’ focuses on human loneliness and the need to bond with others. Explain. **7 marks**
- 11.** Answer the following in **125-150** words: **7 marks**  
 When did the Tiger King stand in danger of losing his kingdom? How was he able to avert the danger?
- OR**
- How did the question paper and the correction slip help the prisoner and the Governor? **2 x 4 = 8 marks**
- 12.** Answer the following in **30-40** words each: **2 x 4 = 8 marks**
- (a) How did Charley often get lost on the Grand Central Station?
- (b) How did the Antarctica amaze the writer when he first saw it ?
- (c) Why did Jo think Roger Skunk was better off with the new smell ?
- (d) Why did the landlord’s man ask Bama’s brother, on which street he lived? What was the significance?
- QUESTION PAPER CODE 1/1  
SECTION A : READING** **20 Marks**
- 1.** Read the passage given below and answer the questions that follow: **12 marks**
- 1 Today’s woman is a highly self-directed person, alive to the sense of her dignity and the importance of her functions in the private domestic domain and the public domain of the world of work. Women are rational in approach, careful in handling situations and want to do, things as best as possible. The Fourth World Conference of Women held in Beijing in September 1995 had

emphasised that no enduring solution of society's most threatening social, economic and political problems could be found without the participation and empowerment of the women. The 1995 World Summit for Social Development had also emphasised the pivotal role of women in eradicating poverty and mending the social fabric.

- 2 The Constitution of India had conferred on women equal rights and opportunities - political, social, educational and of employment - with men. Because of oppressive traditions, superstitions, exploitation and corruption, a majority of women are not allowed to enjoy the rights and opportunities, bestowed on them. One of the major reasons for this state of affairs is the lack of literacy and awareness among women. Education is the main instrument through which we can narrow down the prevailing inequality and accelerate the process of economic and political change in the status of women.
- 3 The role of women in a society is very important. Women's education is the key to a better life in the future. A recent World Bank study says that educating girls is not a charity, it is good economics and if developing nations are, to eradicate poverty, they must educate the girls. The report says that the economic and social returns on investments in education of the girls considerably affect the Human Development Index of the nation. Society would progress only if the status of women is respected and the presence of an educated woman in the family would ensure education of the family itself. Education and empowerment of women are closely related.
- 4 Women's education has not received due care and attention' from the planners and policy makers. The National Commission for Women has rightly pointed out that even after 50 years of independence, women continue to be treated as the single-largest group of backward citizens of India. The role of women in overall development has not been fully understood nor has it been given its full weight in the struggle to eliminate poverty, hunger, injustice and inequality at the national level. Even when we are at the threshold of the 21st century, our society still discriminates against women in matters of their rights and privileges and prevents, them from participating in the process of national and societal progress. Various committees and commissions have been constituted before and after Independence to evaluate the progress in women's education and to suggest ways and means to enhance the status of women. The female literacy rate has gone up in the 20th century from 0.6 percent in 1901 to 39.29 percent in 1991 but India still possesses the largest number of illiterate women in the world. The Female Literacy Index for the year 1991 shows that there are eight states which fall below the national average. The most populous states of the country, UP, MP, Bihar and Rajasthan fall in the category of most backward states as far as female literacy is concerned.

- 5 The prevailing cultural norms of gender behaviour and the perceived domestic and reproductive roles of women tend to affect the education of the girls. Negative attitude towards sending girls to schools, restrictions on their mobility, early marriage, poverty and illiteracy of parents affect the girls' participation in education.
- 6 Women's political empowerment got a big boost with the Panchayati Raj Act of 1993 which gave them 30 percent reservation in Village panchayats, Block samitis and Zila parishads throughout the country. The National Commission for Women was also set up in 1992 to act as a lobby for women's issues.
- 7 The educational system is the only institution which can counteract the deep foundations of inequality of sexes that are built in the minds of people through the socialization process. Education is the most important instrument of human resource development. Educational system should be used to revolutionise the traditional attitudes and inculcate new values of equality.
- (a) (i) Mention any two attributes of a modern woman. 2
- (ii) Why is women's participation and empowerment considered necessary? 2
- (iii) Which factors adversely affect the education of girls? 2
- (iv) What benefits did the women get with the enactment of the Panchayati Raj Act of 1993 ? 2
- (v) By what process can we remove the sense of inequality of sexes from the minds of the people? 1
- (b) Pick out words from the passage which mean the same as each of the following: **1x3 = 3 marks**
- (i) cruel and unfair (para 2)
- (ii) remove (para 3)
- (iii) full of people (para 4)
2. Read the passage given below and answer the questions that follow: **8 marks**
- Despite all the research, everyone of us catches cold and most of us catch it frequently. Our failure to control one of the commonest of all ailments sometimes seems ridiculous. Medical science regularly practices transplant surgery and has rid whole countries of such killing diseases as Typhus and the Plague. But the problem of common cold is unusually difficult and much has yet to be done to solve it.
- It is known that a cold is caused by one of a number of viral infections that affect the lining of the nose and other passages leading to the lungs but the confusing variety of

viruses makes study and remedy very difficult. It was shown in 1960 that many typical colds in adults are caused by one or the other of a family of viruses known as rhinoviruses, yet there still remain many colds for which no virus has as yet been isolated.

There is also the difficulty that because they are so much smaller than the bacteria which cause many other infections, viruses cannot be seen with ordinary microscopes. Nor can they be cultivated easily in the bacteriologist's laboratory, since they only grow within the living cells of animals or plants. An important recent step forward, however, is the development of the technique of tissue culture, in which bits of animal tissue are enabled to go on living and to multiply independently of the body. This has greatly aided virus research and has led to the discovery of a large number of viruses. Their existence had previously been not only unknown but even unsuspected.

The fact that we can catch cold repeatedly creates another difficulty. Usually a virus strikes only once and leaves the victim immune to further attacks. Still we do not gain immunity from colds. Why? It may possibly be due to the fact that while other viruses get into the bloodstream where antibodies can oppose them - the viruses causing cold attack cells only on the surface. Or it may be that immunity from one of the many different viruses does not guarantee protection from all others. It seems, therefore, that we are likely to have to suffer colds for some time yet.

- |   |   |
|---|---|
| (a) On the basis of your reading of the above passage make notes on it in points only, using abbreviations wherever necessary. Also suggest a suitable title. | 5 |
| (b) Write a summary of the passage in not more than 80 words using the notes made.  | 3 |

#### **SECTION B : ADVANCED WRITING SKILLS**

**35 Marks**

3. You are the Secretary of your school Literary Association. Write a notice in not more than 50 words for your school notice board, giving details of the proposed inauguration of the Literary Association of your school. You are 'XYZ' of Jain Vidyashram, Cuddalore.

**5 marks**

#### **OR**

You are the General Manager of E.V.L. Company which requires posh bungalows on company lease, as guest houses. Draft an advertisement in not more than 50 words under classified columns to be published in 'The New Indian Express'.

4. Your school organised an exhibition-cum-sale of the items prepared under Work Experience by your school students. There was an overwhelming response from the public. Prepare a report in 100 - 125 words for a local daily. You are the Coordinator, S.U.P.W. activities, Nita School, Gurgaon.

**10 marks**

#### **OR**

Your school organised a seminar on Swine Flu for creating awareness among students of your school, and their parents. As Secretary of the Health Club of Oasis Public School, Hyderabad, write a report in 100 - 125 words for 'The Deccan Herald'.

5. Write a letter to the Editor, 'The Hindu', Chennai about rash and reckless driving by the people in your city, suggesting preventive measures. You are Kamal / Kanwar of 10, Mount Road, Velacherry.

**10 marks**

**OR**

You have shifted your residence from 10, Lajpat Road to House No. 232, Aurobindo Marg, Delhi. Write a letter to the General Manager, MTNL requesting him for an early transfer of your telephone line. You are Rohit/Radhika of 15, The Mall, Amritsar.

6. As compared to the older generation the youth of today are greatly inclined to pursue adventurous activities either for money or for fun. There is a latest craze for joining reality shows, rafting, rock climbing, mountaineering etc. Write an article in 150 - 200 words on 'which life you would prefer - safe or adventurous' .

**10 marks**

**OR**

Science attempts to explore the secrets of nature while religion wants to reveal the very purpose of existence. The aim of both science and religion is to discover the truth. Write an article in 150 - 200 words on 'Science and Religion' .

**SECTION C : TEXT BOOKS**

**45 Marks**

7. Read the extract given below and answer the questions that follow:

**4 marks**

... On their slag heap, these children  
Wear skins peeped through by bones and spectacles of steel  
With mended glass, like bottle bits on stones.  
All of their time and space are foggy slum.  
So blot their maps with slums as big as doom.

- (a) Which two images are used to describe these slums? 2  
(b) What sort of life do these children lead? 1  
(c) Which figure of speech is used in the last line? 1

**OR**

Or beauty rest in a beautiful mountain scene,  
You have the money, but if you want to be mean,  
Why keep your money (this crossly) and go along.  
The hurt to the scenery wouldn't be my complaint  
So much as the trusting sorrow of what is unsaid:

- |  |   |
|--|---|
| (a) What attraction does the place offer ?           | 1 |
| (b) What should one do if one wants to be mean?      | 1 |
| (c) What does the poet not complain about?           | 1 |
| (d) What do you think is the real worry of the poet? | 1 |
- 8.** Answer any **three** of the following in 30 - 40 words each: **2 x 3 = 6 marks**
- (a) What is the significance of the parting words of the poet and her smile, in 'My Mother at Sixty-six' ?
  - (b) According to the poet, what is it that human beings can learn from Nature? (Keeping Quiet)
  - (c) What makes human beings love life in spite of troubles and sufferings? (A Thing of Beauty)
  - (d) What will happen to Aunt Jennifer's tigers when she is dead?
- 9.** Answer the following in 30 - 40 words each: **2 x 5 = 10 marks**
- (a) What changes came over little Franz after he heard M. Hamel's announcement? (The Last Lesson)
  - (b) Why does the author say that the bangle makers are caught in a vicious web? (Lost Spring)
  - (c) Why was Edla happy to see the gift left by the peddler? (The Rattrap)
  - (d) How did the people of Madras and those at the Gemini Studios respond to the plays staged by the Moral Re-Armament army?
  - (e) Why did Sophie like her brother Geoff more than any other person?
- 10.** Answer the following in 125 - 150 words: **10 marks**
- "... there was terror in my heart at the overpowering force of the waves." When did Douglas start fearing water? Which experience had further strengthened its hold on his mind and personality?
- OR**
- What impression do you form about Umberto Eco as a scholar and writer on the basis of 'The Interview' ?
- 11.** Answer the following in 125 - 150 words: **7 marks**
- What are phytoplankton? How are they important to our ecosystem?

**OR**

How did Mr. Lamb try to give courage and confidence to Derry?

12. Answer the following in 30 - 40 words each: **2 x 4 = 8 marks**

- (a) What did the British officer's secretary tell the Maharaja? Why did the Maharaja refuse permission?
- (b) Why did the messenger come to Dr. Sadao ? What did Hana think about it ?
- (c) Why did Evans not take off his hat when Jackson ordered him to do so ?
- (d) Why was Zitkala-Sa terrified when Judewin told her that her hair would be cut short?

## **Marking Scheme — English Core**

### ***General Instructions :***

1. Evaluation is to be done as per instructions provided in the Marking Scheme.
2. The Marking Scheme provides suggested guidelines and not the complete answers.
3. If a question has parts, marks must be awarded on the right hand side for each part. Marks awarded for different parts of the question should then be totalled up, written and circled on the left hand margin of the answers.
4. If a question does not have any parts, marks for that question must be awarded on the left-hand margin of the answer.
5. Where marks are allotted separately for content and expression as per the Marking Scheme, they have to be reflected separately and then totalled up. This is a mandatory requirement.
6. A slash (/) in the Marking Scheme indicates alternative answers to a question. If a student writes an answer which is not given in the Marking Scheme but which seems to be equally acceptable, marks must be awarded in consultation with the Head-Examiner.
7. If a child has attempted an extra-question, answer of the question deserving more marks should be retained and the other answer scored out.
8. Q1 under Section A (reading) and Q7 under Section C (text books) have been designed to test students' ability to comprehend the given passage. As such the examinees are not to be unnecessarily penalised for language errors.
9. Where questions have been designed to test the writing skills of students, the expression (grammatical accuracy, appropriate use of words, style, spelling, organization and presentation of relevant matter in a coherent and logical way) assumes as much importance as the content.
10. Identify major mistakes and weaknesses before awarding marks.
11. Wherever the word limit is given, no marks be deducted for exceeding the word limit. However, due credit should be given for precise answers.

12. If a student, in response to a short-answer-type question, writes a single word / phrase which constitutes the core of the answer. It must be accepted and awarded marks.
13. If a student literally lifts a portion of the given passage / extract from the question paper as an answer to a question, no mark(s) to be deducted as long as it is relevant and indicative of the desired understanding on the part of the student [reference questions under Q1 and Q7(a)].
14. A full scale of marks - 0 to 100 is to be used. In case of an answer book deserving 90 marks and above, marks be awarded in consultation with the Head Examiner only.

**QUESTION PAPER CODE 1/1/1**  
**EXPECTED ANSWERS/VALUE POINTS**  
**SECTION A: (READING) 20 Marks**

<b>1. COMPREHENSION PASSAGE</b>		<b>TOTAL MARKS: 12</b>
(a) NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.		
(i) - highly self - directed / progressive		2 marks
- alive to the sense of her dignity		
- aware about the importance of her functions in domestic and public domains		
- rational in approach		
- careful in handling situations		
- desire to do things as best as possible		
	(any two)	
(ii) - enduring solutions of society's most threatening social, economic and political problems possible only through women's participation and empowerment		2 marks
(iii) - prevailing cultural norms of gender behaviour and perceived domestic and reproductive roles of women		2 marks

	- negative attitude towards sending girls to schools	
	- early marriage, poverty, illiteracy of parents, restrictions on their mobility	
	- deep foundation of inequality of sexes	
	(any two)	
(iv)	- women's political empowerment got a big boost	2 marks
	- 30% reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country.	
	(anyone)	
(v)	- educational system / socialisation process	1 mark
(b) (i)	oppressive / exploitation	1 mark
(ii)	eradicate	1 mark
(iii)	populous	1 mark

## 2. Note

- **If a student has attempted only summary or only notes, due credit should be given.**
- **1 mark allotted for the title be given if a student has written the title either in Q2(a) or Q2(b) part**
- **Min. 3 main headings and 3 sub-headings to form content**

The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences not to be accepted as notes (In such cases  $\frac{1}{2}$  -1 mark may be deducted from marks allotted to content).

Numbering of points can be indicated in different ways, and these should be accepted as long as a consistent pattern is followed.

### (a) NOTE MAKING

Distribution of Marks

**Abbreviations / Symbols** (with /without key) - any four

1 mark

**Title**

1 mark

**Content** (minimum 3 headings and sub-headings, with proper indentation and notes)

3 marks

## **Suggested Notes**

**Title:** Cold / Common Cold / Common Cold - A Menace / any other suitable title

- 1     The Problem of common cold / What is common cold ?
  - 1.1    catching cold - common / commonest of all ailments
  - 1.2    diff. to control occurs repeatedly / caught frequently / one suffers time and again
  - 1.3    med. sc. has failed to find cure / not much done to solve it
- 2     Causes / Causes and areas affected
  - 2.1    no. of viral infecti'ns
  - 2.2    spread by family of viruses / rhinoviruses are responsible
  - 2.3    affects lining of nose
  - 2.4    affects other passages leading to lungs
  - 2.5    viruses for many colds still not isolated
- 3     Virus research / Difficulty in controlling common cold virus
  - 3.1    viruses can't be seen with ord. microsc'pe
  - 3.2    diff. to cultivate in bacteriologist's lab / can't be cultivated in labs.
  - 3.3    can't be isolated
  - 3.4    tissue culture has led to discovery of many viruses
  - 3.5    attacks surface cells: dif. to oppose
  - 3.6    immunity from one does not guarantee against others
- 4     Techniques of tissue culture
  - 4.1    a recent step
  - 4.2    has aided virus research
  - 4.3    bits of animal tissues enabled to live indep' nt'ly of the body
  - 4.4    led to discovery of unknown / unsuspected viruses
- 5     Immunity to cold
  - 5.1    no immunity
  - 5.2    viruses attack cells on the surface
  - 5.3    many types of viruses – hence no protect'n

**(b) Summary**

The summary should include all the important points given in the notes.

**Content**

2 marks

**Expression**

1 mark

**SECTION B: ADVANCED WRITING SKILLS**

**NOTE:** The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.

**3. ADVERTISEMENT**

**Content**

3 marks

**Expression**

2 marks

**Suggested value points**

(SITUATION VACANT - SOFTWARE ENGINEER)

- advertiscr
- post advertised
- qualifications (essential / desirable), work experience
- age, salary, last date for applying (mode of applying)
- address, tel. nos., email – address

(due credit should be given for economy of words used)

**OR**

**NOTICE**

**Format**

1 mark

The format should include: NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION The candidate should not be penalized if he has used capital letters for writing a notice within or without a box.

**Content**

2 marks

**Expression**

2 marks

**Suggested value points**

(SALE OF OLD SPORTS GOODS)

- day, date, time, venue of sale
- sports items for sale (category)
- condition of the items, etc
- whom to contact

#### **4. REPORT WRITING**

##### **Format**

1. title, reporter's name 1 mark

##### **Content**

4 marks

##### **Expression**

5 marks

grammatical accuracy, appropriate words and spelling [2 ½]

coherence and relevance of ideas and style [2 ½]

##### **Suggested value points:**

(LOSS OF LIFE AND PROPERTY IN MASSIVE FIRE / any other suitable heading)

- what, when, where, how, why (whichever applicable)
- the tragedy.
- help rendered by students
- any other relevant details

**OR**

##### **Suggested value points**

(SEMINAR ON CONSERVATION OF WATER)

- what, when, where, how / why (whichever applicable)
- participants
- issues discussed
- action plan prepared / resolutions adopted
- highlights of the programme
- any other relevant details

#### **5. LETTER WRITING**

[Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted.]

##### **Format**

2 marks

1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.

##### **Content**

4 marks

**Expression** 4 marks

grammatical accuracy, appropriate words and spelling [2]

coherence and relevance of ideas and style [2]

(POOR BUS SERVICE)

**Suggested Value Points**

Problems faced

- poor bus service - adversely affecting the lives of residents
- colony far from the main city
- long wait / few buses frequenting the area / at times don't even stop
- buses overcrowded
- boarding not safe
- school children, office goers worst affected
- money wasted on autos, taxis for commuting

Possible solutions

- improving bus service
- increasing no of buses
- repeated pleas and requests to the transport dept / corporation no relief
- any other relevant details

**OR**

(RESERVATION OF A RAILWAY BOGIE)

**Suggested Value Points**

- purpose of writing the letter / request
- train no. and name
- class (AC/ non AC), no. of berths needed / size of group
- starting point / destination
- date of onward journey / return journey
- request for student concession
- amount to be paid
- confirmation
- any other relevant details

## **6. ARTICLE WRITING**

<b>Format:</b> (Title and writer's name)	1 mark
<b>Content</b>	4 marks
<b>Expression</b>	5 marks
grammatical accuracy, appropriate words and spelling	[2½]
coherence and relevance of ideas and style	[2½]

### **Suggested Value Points**

(PRICE RISE OF ESSENTIAL COMMODITIES / any other suitable title)

- the problem of price rise / alarming rise in prices of essential commodities
  - causes and effect
  - hardships faced by common man
  - poor people worst affected
  - family budgets badly affected
  - any other relevant details
- measures to curb the problem
- improving the production / importing essential commodities
  - improving the Public Distribution System (PDS) /fair price shops, Kendriya Bhandars, Safal outlets, etc
  - checking hoarding and black marketing
  - any other relevant details

**OR**

### **Suggested Value Points**

(MORE WOMEN IN POLICE FORCE / WOMEN AND POLICE FORCE / any other suitable title)

- the problem – fewer women in police force
- the need - more women needed to join the police force
- screening of women terrorists becomes easier
  - more sensitive to the needs of the public
  - to keep them away from the influence of anti-social groups
  - to provide decent employment

the solution

- more encouragement, better salary and better incentives
  - easy process of recruitment
  - empowerment through recruitment
  - creating awareness through campaigns
  - conducive environment in police forces
  - any other relevant details

## **SECTION C: LITERATURE (TEXT BOOKS)**

7. [This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.]

## **Value points:**



OR

- (a) - bright topaz denizens of a world of green  
- pacing in chivalric certainty  
- fearless  
- prancing across a screen

(anyone)

- (b) - found mostly in forests; woods / green cover  
(anyone) 2 marks

(c) - fearless by nature / wild / ferocious / not real tigers (embroidered on the panel) / alternate reality  
(anyone) 1 mark

## **8. Short answer type questions (Poetry)**

## Distribution of marks:

## **Content:**

1 mark

## Expression

1 mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

## Value points:

- (a) - trees seen from a moving car (theory of relativity) 2 marks

- trees young, mother old

- contrast shown between young trees and old mother (figurative meaning also accepted)

(anyone)

(b) - sour cream walls / bleak / depressing / gloomy / pictures of Shakespeare, ships / sun / cities / scenery / flowers / Tyrolean valley 2 marks

(any two)

(c) - bower / flowery bower / the sun / the moon / trees old and young / shady  
boon / daffodils / green world / clear rills / cooling covert / mid forest  
brake / fair musk rose / visual images / audio images / images of sense  
and smell 2 marks

(any two)

(d) - waiting for cars to stop to buy their wares (to earn money) 2 marks

- few cars stop / few buyers / endless wait.

## **9. Short answer type questions (Prose)**

Questions are to be answered in 30-40 words each.

## Distribution of marks:

## Content:

1 mark

## Expression

1 mark

(deduct 1/2 mark for two or more grammatical/spelling mistakes)

**Value points:**

- (a) - commotion / noise / hustle and bustle / opening - closing of desks / lessons read out loudly / preoccupation of the teacher  
(anyone) 2 marks
- (b) - planned to make a big jump after hitting the bottom, come to surface, lie flat on it and paddle to the edge of the pool 2 marks
- (c) - was accompanied by Raj Kumar Shukla, a small farmer 2 marks  
- possibly Gandhi was dressed as a peasant / his clothes / his appearance / his simplicity  
(anyone)
- (d) - had the horror of the interviewer / never consented to be interviewed / didn't want to be lionised  
(anyone) 2 marks
- (e) - had told Geoff of her imaginary meeting with Danny Casey 2 marks  
- expected him to keep the secret  
- knew Geoff would easily believe her  
- Jansie was nosy - would spread the word around  
(any two)

Q 10 & 11 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]

**10. Distribution of marks:**

<b>Content</b>	5 marks
<b>Expression</b>	5 marks
grammatical accuracy, appropriate words and spelling	[2½]
coherence and relevance of ideas and style	[2½]

**Value points:**

- inspite of their hard work and skill in bangle making they remain poor as the middlemen pocket all their profit
- pathetic working conditions

- dark hutments / dingy cells / without air and light
- glass furnaces with high temperatures / losing eyesight at early age
- stinking lanes / squalor / hovels / primeval living conditions

(any five)

## OR

life of the peddler

- poorly dressed, starving, lonely, tramp, wandered from place to place, making small rattraps with material begged from stores or big firms, begged and committed petty thievery, scared of the police

meeting with the old crofter

- the crofter's loneliness and hospitality

meeting with the Ironmaster and his daughter (Edla)

- father - ready to turn him out when his real identity was known
- daughter treated him like a guest, offered him good food, clothes and shelter / treated him like the regimental officer as initially assumed by her father
- this treatment brought about a total transformation in the peddler - resolved to pull himself up, to live a life of respect and dignity

(any five)

### **11. Distribution of marks:**

<b>Content:</b>	4 marks
-----------------	---------

<b>Expression</b>	3 marks
-------------------	---------

grammatical accuracy, appropriate words and spelling	[1½]
--	------

coherence and relevance of ideas and style	[1½]
--	------

### **Value Points:**

- a high ranking British officer visited Pratibandapuram-wanted to shoot tigers and be photographed with them. Maharaja refused him permission to shoot tigers as he himself had resolved to shoot 100 tigers to prove the priest's predictions wrong and to ensure his own longevity
- to appease the British officer, he sent 50 diamond rings specially designed by famous British company of jewellers in Calcutta, to the British officer's good lady. He expected them to keep one or two rings and send the rest back, they kept all the rings, he had to pay rupees three lakh but saved his kingdom

## OR

- helped Evans to know the name of the hotel and its location. also came to know about the exact time when the exam would start
- helped Governor to put 313/217 together and with the six figure reference knew that Evans had escaped to Chipping Norton
- the Governor could work out a plan to arrest Evans

**12.** Distribution of marks:

**Content:**

1 mark

**Expression**

1 mark

(deduct  $\frac{1}{2}$  mark for two or more grammatical/spelling mistakes)

**Value points:**

- |       |  |         |
|-------|--|---------|
| (a) - | maze of new doorways, stairs and corridors, long tunnels, very confusing entry and exit points<br><br>(anyone)   | 2 marks |
| (b) - | impressed with Antarctica's expansive white landscape and uninterrupted blue horizon.<br><br>- felt relieved after a long tiring journey, then experienced profound wonder at its immensity, its isolation<br><br>- wondered at the thought that India and Antarctica were once part of the same landmass<br><br>(any two) | 2 marks |
| (c) - | earlier he was lonely / had no friends because of his foul smell<br><br>- had many friends when he started smelling like roses<br><br>- could play games with them<br><br>(any two)  | 2 marks |
| (d) - | couldn't make out Bama's brother's caste from his name so asked him on which street he lived to know his caste<br><br>- people of the same caste lived together in the same street or locality<br><br>- caste discrimination was being practised<br><br>(any two)  | 2 marks |

**QUESTION PAPER CODE 1/1**  
**EXPECTED ANSWERS/VALUE POINTS**  
**SECTION A: (READING) 20 Marks**

<b>1. COMPREHENSION PASSAGE</b>	<b>TOTAL MARKS: 12</b>
(a) NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core ideas. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant.	
(i) - highly self - directed / progressive - alive to the sense of her dignity - aware about the importance of her functions in domestic and public domains - rational in approach - careful in handling situations - desire to do things as best as possible  (any two)	2 marks
(ii) - enduring solutions of society's most threatening social, economic and political problems possible only through women's participation and empowerment	2 marks
(iii) - prevailing cultural norms of gender behaviour and perceived domestic and reproductive roles of women - negative attitude towards sending girls to schools - early marriage, poverty, illiteracy of parents, restrictions on their mobility - deep foundation of inequality of sexes  (any two)	2 marks
(iv) - women's political empowerment got a big boost - 30% reservation in Village Panchayats, Block Samities and Zila Parishads throughout the country.  (anyone)	2 marks
(v) - educational system / socialisation process	1 mark

- (b) (i) oppressive / exploitation 1 mark  
(ii) eradicate 1 mark  
(iii) populous 1 mark

## 2. Note

- If a student has attempted only summary or only notes, due credit should be given.
  - 1 mark allotted for the title be given if a student has written the title either in Q2(a) or Q2(b) part
  - Min. 3 main headings and 3 sub-headings to form content

The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences not to be accepted as notes (in such cases  $\frac{1}{2}$  - 1 mark may be deducted from marks allotted to content)

Numbering of points can be indicated in different ways, and these should be accepted as long as a consistent pattern is followed.

**(a) NOTE MAKING**

## Distribution of Marks

**Abbreviations / Symbols (with /without key) - any four**

1 mark

## Title

**Content** (minimum 3 headings and sub-headings, with proper indentation and notes)

3 marks

## Suggested Notes

**Title:** Cold / Common Cold / Common Cold - A Menace / any other suitable title

- 1 The Problem of common cold / What is common cold ?
    - 1.1 catching cold - common / commonest of all ailments
    - 1.2 diff. to control occurs repeatedly / caught frequently / one suffers time and again
    - 1.3 med. sc. has failed to find cure / not much done to solve it
  - 2 Causes / Causes and areas affected
    - 2.1 no. of viral infect'ns
    - 2.2 spread by family of viruses / rhinoviruses are responsible

- 2.3 affects lining of nose
- 2.4 affects other passages leading to lungs
- 2.5 viruses for many colds still not isolated
- 3 Virus research / Difficulty in controlling common cold virus
  - 3.1 viruses can't be seen with ord. microsc'pe
  - 3.2 diff. to cultivate in bacteriologist's lab / can't be cultivated in labs.
  - 3.3 can't be isolated
  - 3.4 tissue culture has led to discovery of many viruses
  - 3.5 attacks surface cells: dif. to oppose
  - 3.6 immunity from one does not guarantee against others
- 4 Techniques of tissue culture
  - 4.1 a recent step
  - 4.2 has aided virus research
  - 4.3 bits of animal tissues enabled to live indep' nt'ly of the body
  - 4.4 led to discovery of unknown / unsuspected viruses
- 5 Immunity to cold
  - 5.1 no immunity
  - 5.2 viruses attack cells on the surface
  - 5.3 many types of viruses – hence no protect'n

**(b) Summary**

The summary should include all the important points given in the notes.

**Content** 2 marks

**Expression** 1 mark

## **SECTION B: ADVANCED WRITING SKILLS**

**NOTE:** The objective of the section on Advanced Writing Skills is to test a candidate's writing ability. Hence, expression assumes as much importance as the content of the answer.

**3. NOTICE**

**Format** 1 mark

The format should include: NOTICE / TITLE, DATE, and WRITER'S NAME WITH DESIGNATION. The candidate should not be penalized if he has used capital letters for writing a notice within or without a box.

**Content** 2 marks

**Expression** 2 marks

**Suggested value points**

(INAUGURATION OF LITERARY ASSOCIATION)

- what (inauguration of literary association)
- where (venue)
- when (date and time)
- chief guest and target audience
- any other relevant details

**OR**

**ADVERTISEMENT**

**Content** 3 marks

**Expression** 2 marks

**Suggested value points**

(BUNGALOWS REQUIRED / WANTED ON COMPANY LEASE)

- type of accommodation
- location
- purpose (guest house)
- expected rent
- facilities
- contact

(Due credit should be given for economy of words used)

**4. REPORT WRITING**

**Format**

1. title, reporter's name 1 mark

**Content** 4 marks

**Expression** 5 marks

grammatical accuracy, appropriate words and spelling [2 ½]

coherence and relevance of ideas and style [2 ½]

**Suggested value points:**

(EXHIBITION CUM SALE / any other suitable heading)

- what (exhibition cum sale)
- when (date and time)
- where (venue)
- duration
- inauguration
- highlights (various stalls, items displayed, student participants)
- response of public and success of programme
- any other relevant points

**OR****Suggested value points**

(SEMINAR ON SWINE FLU)

- what, when, where, how / why
- various sessions
- guest speakers, panel of experts
- highlights (activities undertaken, aids used)
- target audience (students and parents)
- response and outcome
- any other relevant details

**5. LEITER WRITING**

[Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted.]

**Format** 2 marks

1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation,
6. complimentary close.

**Content** 4 marks**Expression** 4 marks

- |  |     |
|--|-----|
| grammatical accuracy, appropriate words and spelling | [2] |
| coherence and relevance of ideas and style           | [2] |

(RASH AND RECKLESS DRIVING)

**Suggested Value Points**

rash and reckless driving

- chaos on roads
- danger to road users
- hit and run cases
- accidents - deaths, injuries
- road rage

possible suggestions for prevention

- better policing
- strict norms for issue of license
- strict traffic rules and their implementation
- enforcing speed limits within the city
- imposing fines
- spreading awareness and education
- any other relevant details

**OR**

(TRANSFER OF TELEPHONE LINE)

**Suggested Value Points**

- shifting of residence from present address to new address, request for early transfer of telephone
- telephone number
- new address
- any other relevant details

**6. ARTICLE WRITING**

**Format:** (Title and writer's name) 1 mark

**Content** 4 marks

**Expression** 5 marks

grammatical accuracy, appropriate words and spelling [2½]

coherence and relevance of ideas and style [2½]

### **Suggested Value Points**

(SAFE OR ADVENTUROUS LIFE / LIFE AND ADVENTURE / any other suitable title)

safe life

- life meant to be lived not risked
- life is precious
- to avoid disappointment and failure / frustration
- prioritizing
- adventure waste of time and money
- moral duty / responsibility to live life safe for the loved ones
- avoid distraction
- any other relevant point

(any 4)

adventure

- life to be lived to the fullest
- thrilling/exciting
- raises quality of life
- craving for exploration and adventure
- for name and fame
- romancing danger
- obsession with risk
- any other relevant point

(any 4)

[Note: If the student writes in first person he/she should not be penalized because it is an open ended question.]

**OR**

### **Suggested Value Points**

(SCIENCE AND RELIGION / any other suitable title)

- both complementary / both support life and go hand in hand

Science

- rational
- scientific
- explores the physical world
- involves experimentation and observation (any two)

Religion

- discovers spirituality
  - inner truth
  - strengthens moral, cultural and universal values ( any two)
  - any other relevant point

## **SECTION C: LITERATURE (TEXT BOOKS)**

7. [This question has been designed to test the students' understanding of the text and their ability to interpret, evaluate and respond to the questions based on the given extract. In other words, it attempts to test their reading comprehension ONLY.]

## Value points:

- (a) - slag heap  
- foggy slums  
- slums as big as doom  
  
(any two) 2 marks

(b) - dirty / unhygienic / miserable / pathetic / full of woes and wants /  
uncertain future / blotted / life of disease and despair / impoverished /  
poor / bones peeping through skins / spectacles of mended glass / their  
time and space are foggy  
  
(anyone) 1 mark

(c) simile 1 mark

OP

- (a) - beautiful mountain scene / landscape / scenery  
(anyone) 1 mark

(b) - keep ones' money and move ahead / not sharing / being indifferent /  
insensitive / don't stop by / don't buy their products 1 mark

(c) - hurt the scenery / spoil the scenery / marring the landscape / harm the  
scenery / the existence of roadside stand 1 mark

(d) immensely pained at  
- lack of concern of the city people / betrayed trust of the farmers /  
unexpressed sorrow of the farmers / unfulfilled promise of the 'politicians'  
/ the gullibility of the farmers 1 mark

## **8. Short answer type questions (Poetry)**

Questions are to be answered in 30-40 words.

Distribution of marks:

**Content:** 1 mark

**Expression** 1 mark

(deduct  $\frac{1}{2}$  mark for two or more grammatical/spelling mistakes)

**Value points:**

- |   |         |
|---|---------|
| (a) - optimism  | 2 marks |
| - a hope to see her mother again  |         |
| - reassuring her mother   |         |
| - hiding her anxiety and fear   |         |
| - emotions hidden behind the smile  |         |
| - true feeling of loss and pain of separation   |         |
| (any two)   |         |
| (b) - stillness   | 2 marks |
| - learn to be productive and constructive   |         |
| - emergence of new life uninterrupted   |         |
| - reserve energy to sprout  |         |
| (any two)   |         |
| (c) - natural beauty / any object of beauty   | 2 marks |
| - sight of beautiful things   |         |
| - nurturing liveliness  |         |
| - sublimating influence of beautiful things   |         |
| - eternal beauty of nature  |         |
| (any two)   |         |
| (d) - go on prancing / would outlive their creator / live a fearless and proud life / remain undeterred / exhibit their freedom | 2 marks |
| (anyone)  |         |

## **9. Short answer type questions (Prose)**

Questions are to be answered in 30-40 words each.

Distribution of marks:

### **Content:**

1 mark

### **Expression**

1 mark

(deduct  $\frac{1}{2}$  mark for two or more grammatical/spelling mistakes)

### **Value points:**

- |  |         |
|--|---------|
| (a) - initial excitement   | 2 marks |
| - felt regretful   |         |
| - guilt ridden for having neglected his lessons and escaping school  |         |
| - realised the worth of the teacher and the language   |         |
| - suddenly books became his prized possessions   |         |
| (any two)  |         |
| (b) - victims of inhuman sahukars, middlemen, politicians, bureaucrats, policemen  | 2 marks |
| - stigma of caste and exploitation   |         |
| - no escape from the lineage   |         |
| (any two)  |         |
| (c) - It restored her faith in the belief that all human beings are basically good / had succeeded in bringing about a transformation in the peddler / his basic goodness had been awakened / peddler had not let her down | 2 marks |
| (any two)  |         |
| (d) - saw the play over and over again / very impressed / welcomed and highly appreciated  | 2 marks |
| (any two)  |         |
| (e) - felt comfortable in sharing her secrets with him   | 2 marks |
| - He listened patiently.   |         |
| - She respected him and looked up to him   |         |
| - a link between her and the vast world outside  |         |
| - let her feel that he believed her  |         |
| (any two)  |         |

**Q 10 & 11** [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]

**10.** Distribution of marks:

**Content**

5 marks

**Expression**

5 marks

grammatical accuracy, appropriate words and spelling [2½]

coherence and relevance of ideas and style [2½]

- When 3 or 4 years old he was knocked down by the waves at California beach.
- childhood misadventure - near drowning experience at YMCA pool (details to be elaborated)
- fear of water thereafter remained a handicap

**OR**

- Prof at Univ. of Bologna, Italy
- likes to attend academic meetings.
- scholar in semiotics, does literary interpretation
- writes academic text, children's books, newspaper articles, novels on Sundays, written 40 papers on scholarly works of non fiction
- narrative style - informal, playful
- research work - has qualities of creative style
- 'The Name of the Rose' - brought a lot of fame and large audience

(any four)

**11.** Distribution of marks:

**Content:**

4 marks

**Expression**

3 marks

grammatical accuracy, appropriate words and spelling [1½]

coherence and relevance of ideas and style [1½]

**Value Points:**

- microscopic plants
- nourish and sustain the food chain of the southern oceans
- single celled plants - use sun's energy to assimilate carbon and synthesise organic compounds

(any two)

importance - the absence of phytoplankton will lead to

- depletion of ozone will affect phytoplankton
- will affect all the marine birds / animals
- carbon cycle will be affected
- take care of small things to take care of big things

(any two)

**OR**

- the way he welcomed the child accepting him as he was
- told him - it's important to see how you are inside than how you look outside
- one cannot go through life being scared and alienated
- not to brood over limitations but count on his blessings
- enjoy simple joys of everyday living with people around and nature, ignoring the unpleasant
- it's one's attitude that matters
- individual makes a difference to the problem
- extended unconditional love
- inspired him with love for life
- instilled confidence in him

(any four)

**12. Distribution of marks:**

**Content:**

1 mark

**Expression**

1 mark

(deduct  $\frac{1}{2}$  mark for two or more grammatical/spelling mistakes)

**Value points:**

- |     |   |   |         |
|-----|---|---|---------|
| (a) | - | the officer wanted to be photographed with the dead tiger and did not mind the actual killing be done by the Maharaja | 2 marks |
|     | - | feared that other British officers would turn up for tiger hunting / wanted to kill 100 tigers himself                |         |
| (b) | - | to inform that the General was in pain and needed Dr Sadao to visit him   | 2 marks |
|     | - | thought servants had betrayed him / messenger had come to arrest him for sheltering an American                       |         |
| (c) | - | to hide his cropped hair / to pass off as McLeery   | 2 marks |
|     | - | to hide his plan of escape  |         |
| (d) | - | cutting hair short was an indignity   | 2 marks |
|     | - | against her custom  |         |
|     | - | sign of mourning, cowardice and defeat  |         |
|     | - | long hair - symbol of bravery   |         |

# FUNCTIONAL ENGLISH

**Time allowed : 3 hours**

**Maximum Marks : 100**

## **General Instructions:**

- (i) This paper is divided into four Sections: A, B, C and D. All the sections are compulsory.
- (ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.
- (iii) Do not exceed the prescribed word limit while answering the questions.

## **QUESTION PAPER CODE 212/1**

### **SECTION A : READING**

**(20 Marks)**

1. Read the passage given below and answer the questions that follow: **12 marks**
- (1) One afternoon Mr. Ras Mohun took those of us boys who were visually challenged behind the school building to a little vacant area behind the wall of the Tata mill. Here he let us feel four waist high metal wires and what he called the starting and finishing poles, between which the wires had been strung. The wires formed three long lanes, each a few feet wide. Each wire had a hoop about the size of a thick bangle hanging from it.
  - (2) “It is modelled on a racing track for the blind which I saw at Perkins in America. We will have races for you here every week.”
  - (3) Mr. Ras Mohun positioned Abdul, Reuben and me in separate lanes, at the starting posts, and showed us how to catch hold of the metal hoop by a string that hung from it, and then run with the wire as our guide.
  - (4) Mr. Ras Mohun called out “Ready, steady, go !”
  - (5) I had never run so fast. I imagined myself an arrow flying from one post to the other.
  - (6) “Oh, my God, they are going to kill themselves !” I heard Mr. Ras Mohun exclaim as I fell sidewise, almost wrapping myself around the finishing post and hitting my mouth on it.
  - (7) “Any of you badly hurt ?” Mr. Ras Mohun asked running up to us.

- (8) All three of us had bleeding mouths and bleeding foreheads. There had been no way for us to know when we were coming to an end so we had all fallen down and hurt ourselves at the finishing post.
- (9) Mr. Ras Mohun sent for tincture of iodine and bandages and after he had attended to our injuries he said almost to himself, “Bless me, I can’t remember how they prevented such mishaps at Perkins.” He paused and then went on to us. “I know. I’ll station the Sighted Master at the finishing post with my bell. He can ring it during the races. From the sound of the ringing you will know how close you are to the end. As an added precaution, I’ll have a nice strong rope stretched across the lanes at the height of the wires just before the end so that if you fall you won’t hit the finishing post.”
- (10) After that every Saturday we had racing at the racing track. Mr. Ras Mohun would stand at the starting posts and get us off, and the Sighted Master would stand at the finishing post, behind the newly stretched rope and ring the bell. Abdul, Reuben and I were the three fastest runners, and whenever the school had visitors we three would be asked to put on a special racing exhibition, running different kinds of races we had learnt.
- (11) As time went on, the boys from a sighted school nearby came and joined us at our Saturday races. They would run outside the lanes. I was so eager to compete with them on even terms that now and again I would slyly let go of the string and hurl the hoop forward, so that I could run along the track like them for a time.

*An extract from ‘Vedi’ by Ved Mehta*

- |   |   |
|---|---|
| (a) On the basis of your understanding of the passage, answer the following in your own words:                                    |   |
| (i) Why did Mr. Ras Mohun string a wire with hoops on the racing tracks?  | 1 |
| (ii) What were the two instructions given to the boys before the trial race?  | 2 |
| (iii) Did the trial race go according to the expectation of the teacher? Why / Why not?   | 1 |
| (iv) What steps did Mr. Ras Mohun take to ensure that the boys did not face the problems that they had faced in their first race? | 2 |
| (v) Why were the narrator and his friends asked to race whenever there were visitors in school?                                   | 1 |

(vi) The narrator mentions that he would often leave the string and run without any support. Why did he do this ? 1

(b) Pick out words/phrases from the passage which are similar in meaning to the following: **1 x 4 = 4**

- (i) a large ring (para 1)
- (ii) based on / inspired from (para 2)
- (iii) used for covering / in order to protect (para 6)
- (iv) accidents (para 9)

2. Read the passage given below and answer the questions that follow:

**8 marks**

How many times have we seen more-than-chubby children, pulled their cheeks lovingly, and exclaimed, "How cute !" It's time for a reality check. Childhood obesity is on a rapid rise in this country, in keeping with an unhealthy global trend: in 2007, an estimated 22 million children under the age of five years were overweight according to the World Health Organisation, and more are expected to join the obese club.

In an alarming report presented by the Indian Heart Association, the thickness of the artery walls of teenagers who are obese were reported to resemble the thickness of an average 45-year-old's artery walls. In other words, evidence was presented that obese children show early warning signs of heart disease. Childhood obesity is also linked to other serious health complications including juvenile diabetes. We can no longer dismiss it as a problem of the West. We might not be grappling with a problem as huge as in the US - where childhood obesity is considered an epidemic - or in the UK. But trouble is knocking on our doors, as well as those of other developing countries like China, Brazil and Thailand.

A recent 'Indian Pediatrics' report makes this point. Unlike in much of the West, where childhood obesity is more prevalent among low-income groups, in India it is a malaise that afflicts the better off. The prevalence of obesity is higher in the upper socio-economic class (4.8 per cent) as compared to the lower socio-economic class (1 per cent). In urban Delhi, about 37 per cent of children are either overweight or obese. Medical experts attribute the weighty troubles of developing countries to changed dietary habits - an overdose of fast and processed foods - and a steep drop in levels of physical activity.

An unhealthy diet is partly a function of the greater access and choice that the expanding middle class has. And partly because of the compulsions of modern urban

life, where both parents often work and prefer quick and easy processed food options rather than cooking every meal from scratch. City children today are also more inclined to spend leisure as couch or mouse potatoes, which does not help in the battle against the bulge. Concerted efforts involving schools, families and government to tackle juvenile obesity are in order. For a start, policymakers must invest in educating parents, especially mothers, about the perils of childhood obesity. And it would be of immense help if we, as a society, got over our peculiar proclivity to associate overweight - especially when it concerns children - with 'well-fed' and 'healthy'.

- (a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. 5
- (b) Using the notes write a summary of the above passage in 80 words. 3

**SECTION - B (Writing)**

**25 Marks**

3. You are disturbed after visiting a slum area wherein some children do not go to school. Many organizations have come forward with the idea of 'Education for All'. Inspite of their best efforts it is still a dream. Design a poster suggesting ideas to make it a reality as education is the only way to progress. 5 marks

**OR**

Your school is celebrating its Golden Jubilee Year and staging the play, 'Alexander the Great' on its annual day. Mr. Abraham, the famous playwright has consented to be the Chief Guest. Invent the relevant details and draft the invitation card for the occasion. (Word limit - 50)

4. Career Counselling workshops have become a regular feature for the students of senior classes (X-XII) in most reputed schools of today. You are Rahul/Rama, a student of class XII of New Model Secondary School, Pune. Write a letter to the editor of a national daily expressing your views on the utility of such workshops in conducting tests to determine one's potential as well as inclination and in making the students aware of the evolving career options of today. 10 marks

**OR**

You are Ritwik/Raveena, staying at D-74 Friends Colony, New Delhi. You came across the following advertisement in 'The Times of India' on December 2,2009.

Destination Moon! Destination Mars!

The Indian Space Odyssey is set to conquer many new frontiers.

Welcome aboard.

To begin a most exciting journey!

Join IIST, Sign up for ISRO

Write a letter of enquiry to the Director, Indian Institute of Space Science and Technology, Thiruvananthapuram, asking for details of the programmes offered, entrance examination to be held, duration, course fees and placement service provided.

5. The aim of a progressive educator is to provide learning in a stress-free environment. A congenial environment plays a major role in a child's holistic development. Write an article on the topic, 'Role of Environment in Holistic Growth' in 200 words. Use the input given below:

**10 marks**

Favourable environment - unleashes full potential of child - learning without stress and fear - maximum output - child happy and relaxed - healthy competition

**OR**

You are Vinod/Vimla, a student of Futuristic Public School, New Delhi. Prepare a speech for the assembly in not more than 200 words on the following topic:

'Commercial Advertisements: a Boon or a Curse of the 21st Century'. Use the input given below:

- Attractive advertisements - glorify product in a consumerist society - do not give full information - people easily duped-cause greed and dissatisfaction if unaffordable
- Create general awareness - make it possible to compare products and services

**SECTION - C (Grammar)**

**20 Marks**

6. Rearrange the following sentences sequentially to make complete sense. It describes the stages of writing a biography:

**5 marks**

- (a) Finally, he fits the details in such a way that it fits into an understandable moving whole.

- (b) Then he looks for evidence for inner truths-feelings and desires.
- (c) Biography is both a craft and an art.
- (d) A biographer begins with research, gathering all the available information about a person's life.
- (e) With all the collected information he proceeds to write the story.
7. This year, Bravery Award winners included six year old twins who saved a child from a bull and a ten year old boy who foiled a robbery attempt. As a young reporter, talk to some of the award winners. Prepare a set of five questions. **5 marks**
- Example: Good morning, congratulations for the award.  
Thanks, I am quite happy.
- Narrate your act of courage  
Saw a bull charging, foiled a robbery  
Your thoughts  
Saving people  
Scared  
No, thought of helping  
what inspired you  
fearlessness, stories of valour  
in future if any other opportunity  
no hesitation in helping
8. The following passage has ten errors. Identify the errors in each line and write them along with the corrections as shown in the example: **5 marks**

Incorrect	Correct
According to the UNICEF report more than	the a
(1) a third of the world child brides are from India,	
(2) leaving children at an increased risk on exploitation	
(3) despite the country's growing modernity but economic	
(4) wealth. Nearly 25 million women over India were married	
(5) in 2007 by the age of 18, said the report, who noted that	

- (6) children in India, Nepal and Pakistan will be engaged or
  - (7) even married before they turn 10. Millions of children are
  - (8) also being forced to work in harmful condition, or face violence
  - (9) and abuse at home and outside, suffer physical and
  - (10) psychological harm beside wide-reaching effects, the report said.
9. **Saina Nehwal** is an Indian badminton player. Currently ranked number 6 in the world by Badminton World Federation, Saina is the first Indian woman to reach the ‘singles quarterfinals at the Olympics and the first Indian to win the World Junior Badminton Championship. You are Kamal/Kavita a reporter for Times Today. You have to interview Saina. Frame 10 interview questions based on the given input.

**5 marks**

born in Hisar, Haryana and spent her life in city of Hyderabad; wake up at 6 every morning and head to the stadium 20 km away - two hours of practice - travelling nearly 50 km a day to accommodate the training schedule - extra training sessions; rising cost of her training - Saina's father withdrew money from his savings 2002; sports brand Yonex offered to sponsor Saina's kit; in 2005 spotted by Mittal trust; in 2006 first Indian woman to win a 4-star tournament; Phillipines Open-entering the tournament as the 86th seed, stun several top seeded players; the Most promising player in 2008; rewarded with Arjuna Award in August, 2009; her coach, Shri Gopichand was also rewarded with Dronacharya A ward at the same time.

#### **SECTION -D (Literature)**

**35 Marks**

10. Choose any **one** of the extract and answer the questions that follow:

**7 marks**

Who hath not seen thee oft amid thy store?

Sometimes whoever seeks abroad may find

Thee sitting careless on a granary floor

Thy hair soft-lifted by the winnowing wind;

- (a) Who is the person being addressed to in these lines as ‘thee’ ? What is the poetic device used here?

$\frac{1}{2} + \frac{1}{2} = 1$

- (b) What is the person referred to in these lines doing? Why is her/his hair being lifted?

**1+1 = 2**

- (c) What are the other activities the person is involved in ?

**2**

- (d) How are the activities mentioned in these lines different from those taking place before this as described in the first stanza?

**1 + 1 = 2**

**OR**

Incredulously the laced fingers loosen

Slowly sensation by sensation from their warm interchange

And stiffen like frosted flowers in a November garden

- (a) Name the poem and the poet.

**1**

- (b) What is being described in the above lines?

**1**

- (c) Pick out the poetic device in the above lines and name it.

$\frac{1}{2} + \frac{1}{2} = 1$

- (d) Explain the term ‘stiffen like frosted flowers in the November garden’.

**2**

- (e) Why has the narrator used the word ‘incredulously’ ?

**2**

11. Answer any two of the following in not more than 50 words each:

**2 x 4 = 8 marks**

- (a) What are the reasons that make fighting in a war traumatic for the combatants?

- (b) How do we know that the bird in the poem, ‘Sympathy’ has a never-say-die spirit and is not ready to give up without a fight?

- (c) Describe any two similes used in the poem, ‘Ars Poetica’ which bring out the qualities of a good poem.

12. Answer the following question:

**5 marks**

‘Once you had started you had to go on. There was no turning back.’

- (a) Who said these words? To whom were they spoken ?

$\frac{1}{2} + \frac{1}{2} = 1$

- (b) Why does the speaker make this comment?

**2**

- (c) Do you think the speaker was right in his/her assessment? Give reasons for your answer.

**2**

**OR**

Mr. White: “Ay, I had a bad night”

Mrs. White: “It was the storm I expect”

Was Mr. White’s sleep disturbed because of the storm? Give reasons for your answer. Answer in 80-100 words.

13. Answer any **two** of the following in about 50 words each: **2 x 4 = 8 marks**

- (a) How did Lisa become a real actress?
- (b) What sort of an environment should a school provide a student to make them perform a task well, according to Einstein?
- (c) Why was the young boy sitting in the litchi tree in the lesson, ‘What’s Your Dream’ ?

14. Answer the following question in 100-125 words: **7 marks**

After meeting the comedians and agreeing to allow Robichon to masquerade as him at Apperville Sous Bois, Jacques Roux writes a diary entry recording the reasons why he approached the comedians, his feelings at Robichon’s proposal and his reason for agreeing to it. Write the diary entry.

**OR**

Mrs. Malik and her daughter-in-law are quite similar to one another. Do you agree? Give your opinion about this statement.

**QUESTION PAPER CODE 212  
SECTION A : READING**

1. Read the following passage and answer the questions that follow: **12 marks**

- 1 Why should I meet young students in particular? Seeking the answer I went back to my student days. From the island of Rameswaram, what a great journey it’s been! Looking back it all seems quite incredible.
- 2 What was it that made it possible? Hard work? Ambition? Many things come to my mind. I feel the most important thing was that I always assessed my worth by the value of my contribution. The fundamental thing is that you must know that you deserve the good things of life, the benefits that God bestows. Unless our students and young believe that they are worthy of being citizens of a developed India, how will they ever be responsible and enlightened citizens?
- 3 There is nothing mysterious about the abundance in developed nations. The historic fact is that the people of these nations - the G8 as they are called - believed over many generations that they must live a good life in a strong and prosperous nation. The reality became aligned with their aspirations.
- 4 I do not think that abundance and spirituality are mutually exclusive or that it is wrong to desire material things. For instance, while I personally cherish a

life with minimum of possessions, I admire abundance, for it brings along with it security and confidence, and these eventually help preserve our freedom. Nature too does not do anything by half measures, as you will see if you look around you. Go to a garden. In season, there is a profusion of flowers. Or look up. The universe stretches into infinitude, vast beyond belief.

- 5 All that we see in the world is an embodiment of energy. We are a part of the cosmic energy too, as Sri Aurobindo says. Therefore when we begin to appreciate that spirit and matter are both part of existence, are in harmony with each other, we shall realize that it is wrong to feel that it is somehow shameful or non-spiritual to desire material things.
- 6 Yet, this is what we are often led to believe. Certainly there is nothing wrong with an attitude of making do with the minimum, in leading a life of asceticism. It has to be a matter of choice. You follow such a lifestyle because it answers a need that arises from deep within you. However, making a virtue of sacrifice and what is forced upon you - to celebrate suffering - is a different thing altogether.
- 7 This was the basis of my decision to contact our young. To know their dreams and tell them that it is perfectly all right to dream of a good life, an abundant life, a life full of pleasures and comforts, and work for that golden era. Whatever you do must come from the heart, express your spirit, and thereby you will also spread love and joy around you.

- An excerpt from 'Ignited Minds'

- (a) On the basis of your understanding of the passage, answer the following questions:
- |  |   |
|--|---|
| (i) Which journey is the author talking about? What has been its purpose ?   | 2 |
| (ii) Name four things that contribute to progress in one's life.             | 2 |
| (iii) What is the secret behind the affluence of developed nations?          | 1 |
| (iv) Which common notion does the author challenge? How does he justify it ? | 2 |
| (v) What message does the author give to the young people?                   | 1 |
- (b) Pick out the words which mean the opposite of the following: 1x4 = 4
- |                            |
|----------------------------|
| (i) Ignorant (para 2)      |
| (ii) Scarcity (para 4)     |
| (iii) Condemn (para 5)     |
| (iv) Epicureanism (para 6) |

2. Read the passage and answer the questions that follow:

8 marks

The modern garden has a history going back many thousands of years. Early humans were hunters and gatherers and usually did not stay in one place for a long time. Instead, they travelled from place to place following the food (plants and animals) according to the seasons. During the Neolithic period this slowly began to change; humans started to domesticate certain plants which meant they could remain in one place and grow their own food. The first ‘garden’ was a vegetable garden, where early humans cultivated different types of plants for food.

Evidence of early agriculture includes edible plants such as wheat and lentils and also includes more ornamental plants for decorative purposes. Plants for medicine were grown as were herbs and spices for flavouring or preserving food.

Certain plants also had religious or spiritual value and were not only grown because they were useful or edible but had a religious significance. They were planted to honour the Gods or used in religious ceremonies. Certain plants were sacred, for instance the tulsi. The ancient Greeks planted groves for their Gods, and many cultures believed that gardens were holy.

Gardens were a way to show that their owners were rich or powerful. Ancient rulers created huge gardens to display their wealth, in the same way that large places were symbols of prosperity. Sir Francis Bacon described gardens as “purest of human pleasures.” The ancient Greeks believed that growing food was a job for the poor but gardens were places for enjoyment and contemplation. The English word ‘Paradise’ comes from the Persian word .’Pairidaeza’ meaning a walled space; garden. One of the most famous early gardens was the Hanging Garden of Babylon. One of the Seven Wonders of the Ancient World, it was created 2,600 years ago, near the river Euphrates. It was designed so that the river could continually irrigate it and as a result was green all year around.

As gardens have developed over the years, design and beauty have become more and more important. Humans have learnt about Nature and to design gardens precisely, like a work of art or building. The gardens of Versailles, in France and our very own Mughal Gardens at the Rashtrapati Bhavan are excellent examples of “Garden Architecture” - everything is symmetrical and even the trees are pruned to fit in with the design.

Carefully planned or not, gardens are still beautiful and relaxing places to visit. On a fine day you might even find a little part of Paradise if you look hard.

- (a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. 5
- (b) Using the notes write a summary of the above passage in 80 words. 3

**SECTION B - WRITING****25 Marks**

3. Rosalind/Ravi is very excited on moving into a room of her/his own in the college she/he has just joined after passing out of school. She/He writes a description of the room in her/his diary. You are Rosalind/Ravi. Write the description in not more than 80 words.

5 marks

**OR**

You are a member of your school environment club. On the occasion of 'World Save Energy Day' you and the other club members decide to create awareness about the urgent need to conserve electricity by designing a poster highlighting the merits of conserving electricity. Design the poster in not more than 50 words.

4. Career Counselling workshops have become a regular feature for the students of senior classes (X - XII) in most reputed schools of today. You are Rahul/Rama, a student of class XII of New Model Secondary School, Pune. Write a letter to the editor of a national daily expressing your views on the utility of such workshops in conducting tests to determine one's potential as well as inclination and in making the students aware of the evolving career options of today.

10 marks

**OR**

You are Ritwik/Raveena, staying at D-74 Friends Colony, New Delhi. You came across the following advertisement in 'The Times of India' on December 2, 2009.

Destination Moon! Destination Mars!  
The Indian Space Odyssey is set to conquer many new frontiers.  
Welcome aboard. To begin a most exciting journey!  
Join IIST, Sign up for ISRO

Write a letter of enquiry to the Director, Indian Institute of Space Science and Technology, Thiruvananthapuram, asking for details of the programmes offered, entrance examination to be held, duration, course fees and placement service provided.

5. The aim of a progressive educator is to provide learning in a stress-free environment. A congenial environment plays a major role in a child's holistic development. Write an article on the topic 'Role of Environment in Holistic Growth' in 200 words. Use the input given below:

10 marks

Favourable environment - unleashes full potential of child -  
learning without stress and fear - maximum output - child happy  
and relaxed - healthy competition

## OR

You are Vinod/Vimla, a student of New Era Public School, New Delhi. Prepare a speech for the assembly in not more than 200 words on the following topic: ‘Commercial Advertisements: a boon or a curse of the 21st century’. Use the input given below:

- Attractive advertisements - glorify product in a consumerist society - do not give full information - people easily duped - cause greed and dissatisfaction if unaffordable
- Create general awareness - make it possible to compare products and services

### SECTION C - GRAMMAR

**20 Marks**

**6.** Rearrange the following sentences sequentially to make complete sense: 5 marks

- (a) Elizabeth was in the audience and felt inspired.
- (b) On growing up, Elizabeth realized that there was only one registered woman doctor in the world - Elizabeth Blackwell.
- (c) She argued with her father that if women could become efficient nurses like Florence Nightingale, why couldn't they become doctors.
- (d) When Blackwell visited England she gave a lecture on “Medicine as a profession for ladies”.
- (e) Elizabeth Garrett Anderson was born in a rich family, in 1836.

**7.** Gayatri has approached the school counsellor Mrs. C to discuss some problems that she is facing at home. Make five sets of exchanges based on the cues given below. The first one has been done for you as an example: 5 marks

Feeling misunderstood / parents think not studying enough / rude to parents / not dressing appropriately / not helping in housework / talking too much on the phone

*Mrs. C :* Hello Gayatri. What makes you so sad today?

*Gayatri :* The problem is not new. I feel so misunderstood especially at home.

**8.** The following passage has ten errors. Identify the errors in each line and write them along with the corrections as shown in the example : 5 marks

1. Birds are mysterious creatures. They didn't have
  2. houses. So where do they store food? Under their
  3. throat! Birds has a bulge below their throat
  4. called a 'Storage Bag' and food stays there and
  5. must be coughed up for chicks to eat. Not having teeth
  6. is not a problem for it. They have a special grinding
  7. organ called a gizzard. Food is crush by the muscles
  8. as they moves around the gizzard. Some birds swallow
  9. grit and small stones, this stay in the gizzard and help
  10. to grind up the food. They will also store this flying fuel in tiny sacs all over their body.

You are Madhu working with a company conducting market research to find out what people look for when buying clothes. Frame ten questions that you would like to ask the people in your city/town. Some cues have been given to help you prepare the questionnaire.

material; price; brand; style; fashion; utility; colour; design; influences-parents / friends / others; place you buy it from-boutiques / malls / small shops;

## **SECTION D - LITERATURE**

35 Marks

10. Choose any **one** of the following extracts and answer the questions that follow: 7 marks

Their dreams that drip with murder; and they'll be proud  
Of glorious war that shatter'd all their pride...  
Men who went out to battle, grim and glad;  
Children, with eyes that hate you, broken and mad

(a) What is the theme of the poem? 1

(b) Who does 'Their' refer to in the first line? What do they dream of? 2

(c) Explain the irony in the second line. 2

(d) Who does the narrator refer to as children? Why? 2

## OR

And is there cause for sorrow  
That in the one small white murder of one kiss  
Are born two ghosts, two Hamlets, two soliloquies,  
Two worlds apart tomorrow?

- (a) Pick up an example of irony from the above lines and explain it. 2
- (b) What is a soliloquy? Who does the word 'two' refer to ?  $1 + 1 = 2$
- (c) Who are the two ghosts and why are they being referred to as Hamlets? 2
- (d) Quote the lines that convey the theme of the poem. 1
- 11.** Answer any **two** of the following in not more than 50 words each:  $2 \times 4 = 8$  marks
- (a) Autumn is a season of abundance and joy with an underlying sense of sadness. Discuss with reference to the poem, 'Ode to Autumn'.
- (b) What are the feelings of the narrator towards his mother as expressed in the poem, 'Of Mothers, Among Other Things' ? Give examples from the poem to justify your answer.
- (c) What does the narrator of the poem, 'Sally in our Alley' want to convey through this line - 'But sure such folks could ne'er beget so sweet a girl as Sally.' ? How does he spend time with Sally?
- 12.** Answer anyone of the following in 80 - 100 words: 5 marks  
'This will be my last act of mercy.'  
How is this statement made by the speaker ironical?

## OR

What was the second wish made on the monkey's paw? Why was it made? What was the result?

- 13.** Answer any **two** of the following in about 50 words each:  $2 \times 4 = 8$  marks
- (a) Who were the Censors of Piety and what role did they play in the administration of Asoka's kingdom?
- (b) How does the story, 'Grief' convey the insensitive nature of humans?
- (c) Why does Mrs. Malik feel that the architect had been mocking her all these years?

14. Answer any **one** of the following in 100 - 125 words: 7 marks

Compare and contrast the characters of the two actresses – Lisa from the story, ‘The Actress’ and Suzanne from the story, ‘The Judgement of Paris’,

**OR**

Discuss the memories that Robert Lynd has of his childhood. Why does he call some of them ‘illusions’ ?

## **Marking Scheme — Functional English**

### ***General Instructions :***

1. The Marking Scheme carries only suggested value points for the answers. These are only guidelines and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the marks be awarded accordingly.
2. Answer scripts should not be given to the evaluators for evaluation until and unless the given Marking Scheme has been thoroughly discussed with them in a group or individually on the first day of evaluation.
3. The Head Examiner must go through the first five answer scripts evaluated by each evaluator to ensure that the evaluation has been carried out as per the Marking Scheme. The remaining answer scripts meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
4. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. However, the Marking Scheme carries only suggested value points and does not constitute the complete answer.
5. If a question has parts, please award marks on the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left hand margin and circled.
6. If a question does not have any parts, marks must be awarded in the left-hand margin.
7. Where marks are allotted separately for content and expression as per the Marking Scheme they have to be reflected separately and then totalled. **This is a mandatory requirement.**
8. A slash (/) in the Marking Scheme indicates alternative answer. If a student writes an answer which is not given in the Marking Scheme but which is equally acceptable, marks should be awarded only in consultation with the Head Examiner.
9. If a candidate has attempted an extra question, marks obtained in the question attempted first should be retained and the other answer should be scored out.
10. If a student writes a single word in response to a short answer type question and it constitutes the core of the answer it should be accepted and awarded full marks.

11. If a student literally lifts a portion of the given passage as an answer to a question, no marks should be deducted for this so long as it is relevant and indicative of the desired understanding on the part of the student especially in Q.1 (Section A) and Q.11 (Section D).
12. Some of the questions may relate to Higher Order Thinking Skills. These, questions are to be evaluated carefully and the student's understanding/analytical ability may be judged.
13. Wherever the word limit is given, no marks to be deducted for exceeding the word limit. However, due credit should be given for precise answers.

**QUESTION PAPER CODE 212/1**  
**EXPECTED ANSWERS/VALUE POINTS**  
**SECTION A: (READING) 20 Marks**

**Q1. READING**

**RAS MOHUN**

**TOTAL MARKS : 12**

Under Section A, Reading (Q1) question has been designed to test a student's understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.

**Objective :** To identify and understand main parts of the text.

**Marking :** As marked in the question paper. No penalty for spelling and grammar.

Accept any other word equivalent in meaning to the answers given below.

**Answers :**

- |    |      |  |        |
|----|------|--|--------|
| a) | i.   | <ul style="list-style-type: none"> <li>● because boys were visually challenged/</li> <li>● to help them run in their tracks (any 1)</li> </ul>   | 1 mark |
|    | ii.  | <ul style="list-style-type: none"> <li>● told them to hold metal hoop by string</li> <li>● run with the wire as guide</li> </ul>   | 1 mark |
|    | iii. | <ul style="list-style-type: none"> <li>● yes, boys could run fast in their respective tracks /</li> <li>● no. boys were badly hurt (either yes or no with justification)</li> </ul>                        | 1 mark |
|    | iv.  | <ul style="list-style-type: none"> <li>● stationed Sighted Master at finishing post with bell</li> <li>● stretched strong rope at finishing point</li> </ul>   | 1 mark |
|    | v.   | <ul style="list-style-type: none"> <li>● novelty / showcased efforts of school to help visually challenged /</li> <li>● the three were the fastest runners skilled at different kinds of races.</li> </ul> | 1 mark |
|    |      | (any 1 )   | 1 mark |

- vi. • wanted to behave like a normal child/wanted to compete on even terms  
• they had become so used to running in the tracks that he could run even without the string  
(anyone) 1 mark

**(b) VOCABULARY**

**Objective :** To deduce the meanings of unfamiliar lexical items.

**Marking:** 1 mark each (4 marks)

**Answers :** b) 1. hoop  
2. modelled  
3. Wrapping  
4. mishaps

## **Q 2. Note making and Summarizing**

**Total Marks: 8**

**Objective :** To develop the skill of taking down notes

To develop the extracted ideas into a sustained piece of writing.

## **Marking : Note making**

**5 marks**

## Heading 1 mark

## Abbreviations / Symbols 1 mark

(with or without key)  
(minimum four)

## Content

(minimum three sub headings) 3 marks

## **Important instructions:**

The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of the students' understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations.

**Complete sentences should not be accepted as notes. Half a mark should be deducted from the total if the student writes complete sentences.**

**Numbering of points can be indicated in different ways and these should be accepted as long as it follows a consistent pattern.**

**(a) Note making**

**Note: If the student has attempted only the summary or only the notes,  
due credit should be given.**

**Suggested Notes**

**Title : Childhood Obesity**

1. Unhealthy global trends / Reality check
  - a. 2007-22 million children below 5yrs obese
2. Complications
  - a. thickness of artery like 45 yr old
  - b. juv. diabetes
    - i. problem of the west-US, UK
    - ii. developing countries -Brazil, Thailand, China
3. Obesity in India
  - i. prevalent among upper socio economic class
  - ii. urban Delhi-37% youngsters overweight
4. Reasons for rise in obesity
  - a. changed dietary habits
    - i. access and choice of middle class
    - ii. compulsion of mod. upper class
    - iii. parents working
    - iv. prefer easy processed food
  - b. drop in physical activity
5. Measures to fight obesity
  - a. concerted efforts of govt. schools, families
  - b. educate parents
  - c. not associate overweight with being 'healthy'

**Key to Abbreviations**

1. yrs. - years
2. juv. - juvenile
3. & - and
4. govt. - government
5. mod. - modern

- Note:**

  1. Any abbreviations done by the students should be accepted.
  2. No student to be penalized if they have not given a key to abbreviations.

## **(b) SUMMARY**

Objective: 1) To expand notes (headings and sub-headings) into a summary  
2) To test ability of extraction

Marking:	Content	2 marks
	Expression	1 mark

**Note:** Considering the numerous facts mentioned in the notes about obesity, due consideration should be given to the students if they do not cover all the points in the summary which is expected to be concise. The summary should cover the essential details only.

## **SECTION B (WRITING)**

**TOTAL - 25 MARKS**

In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spellings, organization and presentation of relevant matter in a coherent and logical way) is important.

### **Q.3. OPTION-1**

**POSTER EDUCATION FOR ALL TOTAL - 5 MARKS**

**Objective:** To write in an appropriate style of a poster (blurbs, bullets, different font size etc. may be considered)

**Marking:** Content 3 marks

(To include heading and issuing authority)

## Suggested Value Points

1. create awareness about education
  2. importance of education
  3. steps /measures to spread education
  4. appropriate slogans

**Expression** Coherence and relevance of ideas, accuracy and style 2 marks

Due credit should be given for creativity and economy of words

## **Option-2**

### **FORMAL INVITATION CARD**

**TOTAL - 5 MARKS**

**Objective:** To use an appropriate style to draft a formal card

**Marking:**

<b>Format</b>	<b>1 mark</b>
name of the organizers	½ mark
mentioning RSVP with name/phone no.	½ mark
<b>Content</b>	<b>2 marks</b>
● mention the event - play “Alexander”	½ mark
● time, date, venue	½ mark
● purpose of the invitation – Golden Jubilee	½ mark
● name of chief guest Mr. Abraham	½ mark
<b>Expression</b>	<b>2 marks</b>
● Coherence and relevance of ideas and style	<b>2 marks</b>

## **Q.4. Option -1**

### **LETTER TO THE EDITOR - CAREER COUNSELLING**

**TOTAL -10 MARKS**

**Objectives:** To use an appropriate style to write a formal letter.  
To plan, organize and present ideas coherently

<b>Marking:</b>	<b>Format</b>	<b>2 marks</b>
	( 1. sender’s address, 2. date 3. address of the addressee 4. salutation. 5. subject 6. complimentary close 7. sender’s signature/name)	
	<b>Content</b>	<b>4 marks</b>

### **Suggested value points**

- mention of counselling workshops- regular feature
- utility of such workshops
- advantages
- disadvantages (if any)

**Expression:** **4 marks**

- Grammatical accuracy, appropriate words and spellings 2 marks
- coherence and relevance of ideas and style 2 marks

**Or**

**Option -2**

**LETTER SEEKING INFORMATION - INSTITUTE OF SPACE SCIENCE**

**TOTAL -10 MARKS**

**Objectives:** To use an appropriate style to write a formal letter

To plan, organize and present ideas coherently

**Marking: Format** 2 marks

1. sender's address 2. date
3. address of the addressee
4. salutation 5. subject
6. complimentary close
7. sender's signature/name

**Content** 4 marks

**Suggested value points**

- asking for details of programs offered
- entrance examination (date, time, venue)
- duration of the course
- fee structure
- placement opportunities
- other relevant questions

**Expression** 4 marks

- Grammatical accuracy,  
appropriate words and spellings 2 marks
- coherence and relevance of ideas and style 2 marks

**Q.5. Option -1**

**ARTICLE – ROLE OF ENVIRONMENT ON HOLISTIC GROWTH**

**Objective:** To write in a style appropriate to the given situation.

To plan, organize and present ideas coherently.

<b>Marking:</b> Format	1 mark
heading and writer's name	
<b>Content</b>	4 marks
<b>Expression</b>	5 marks
(Grammatical accuracy, appropriate words and spellings coherence and relevance of ideas and style	2 ½ marks 2 ½ marks
<b>Suggested value points</b>	
- importance of favourable environment - effect on child's potential - stress free learning leads to maximum output - leads to healthy competition (any other relevant point)	

### **Option - 2**

#### **SPEECH - COMMERCIAL ADVERTISEMENTS - BOON OR CURSE**

**TOTAL - 10 MARKS**

**Objective:** To write in a style appropriate to the given situation.

To plan, organize and present ideas coherently.

<b>Marking:</b> Content	5 marks
(to include greeting and thanking)	

#### **Suggested Value points**

##### **Any view point based on given input**

Curse

- attractive advertisements, glorify products
- incomplete information, people duped
- leading to greed/dissatisfaction, if unaffordable

Boon

- create awareness
- make it possible to compare products
- improve products/services / quality
- educates society

<b>Expression</b>	<b>5 marks</b>
● Grammatical accuracy, appropriate words and spellings	2½ marks
● coherence and relevance of ideas and style	2½ marks

### **SECTION C (GRAMMAR)**

**20 MARKS**

In Section C care should be taken not to award marks to any inaccurate answer carrying errors in grammar and punctuation.

#### **Q6. REARRANGING**

**TOTAL: 5 MARKS**

**Objectives:** To be able to present ideas in grammatically logical sequence

5 marks

**Marking:** 1 mark for every correct answer

#### **Answer**

- (c) Biography is both a craft and an art
- (d) A biographer begins with research, gathering all the available information about a person's life
- (b) Then he looks for evidence for inner truths - feelings and desires
- (c) with all the collected information he proceeds to write a story
- (a) Finally he fits the details in such a way that it fits into an understandable moving whole

#### **Q7. DIALOGUE WRITING**

**TOTAL-5 MARKS**

**Objectives:** To be able to extend a situation into a meaningful dialogue.

**Marking:** 1 mark each for every correct exchange provided it is accurately and appropriately expressed. No marks should be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation.

5 marks

**Note:** **The dialogues could include conversation with both the twins / either of the twins / each twin separately or any other award winner**

**Marks have to be awarded if a student has framed 5 questions instead of 5 sets of exchanges**

## **Sample Answers**

1. Q: Would you like to narrate your act of courage?  
A: I saved a child from a charging bull/ foiled a robbery / I saved a child from a charging bull and foiled a robbery.
2. Q: What were your thoughts at that time?  
A: I wanted to save the people/child.
3. Q: Were you scared?  
A: No. I only thought of helping the boy / people / child.
4. Q: What inspired you?  
A: My fearlessness and stories of valour read by me.
5. Q: Would you do the same in future?  
A: Yes, I will not hesitate to help those in trouble.

## **Q.8. EDITING**

**TOTAL: 5 MARKS**

**Objectives:** To use grammatical items appropriately

**Marking:** ½ mark each

If the candidate copies the sentence and replaces the incorrect word with the correct answer marks should be awarded. However no marks are to be deducted if the candidate has given only the correct words.

<u>Incorrect</u>	—	<u>Correct</u>
------------------	---	----------------

- |              |   |                   |
|--------------|---|-------------------|
| 1. World     | — | world's           |
| 2. on        | — | of                |
| 3. but       | — | and               |
| 4. over      | — | in                |
| 5. who       | — | which             |
| 6. will      | — | would             |
| in           | — | from              |
| no error     |   |                   |
| will be      | — | were / are        |
| 7. turn      | — | turned / no error |
| 8. condition | — | conditions        |
| 9. suffer    | — | suffering         |
| 10. beside   | — | besides           |

**Note: Sentence 6 has 4 options as indicated above**

**Sentence 7 has 2 options as indicated above**

**Q9. FRAMING QUESTIONS** **TOTAL-5 MARKS**

**Objectives:** To understand the context and frame relevant and appropriate questions.

**Marking:**  $\frac{1}{2}$  mark each for every accurate question framed

**Note:** No marks to be awarded if there is any inaccuracy. The ten questions should cover at least two of the areas specified for the interview in the given input. Any other suitable questions may be acceptable

**SECTION D: LITERATURE** **TOTAL -35 MARKS**

**Q10. REFERENCE TO CONTEXT** **TOTAL- 7 MARKS**

Under Section D. (Q10) question has been designed to test a students' understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks If the answer deserves it.

**Objective:** To test students' comprehension of poetry- local. Global, interpretative. inferential and evaluative

**Marking:** 7 marks

**OPTION (1) ODE TO AUTUMN**

- |    |   |  |
|----|---|--|
| a) | Autumn; personification   | $\frac{1}{2} + \frac{1}{2}$ mark                             |
| b) | sitting on the granary floor, hair lifted in the wind   | 1 + 1 mark   |
| c) | sitting, winnowing, reaping, harvesting, gleaning, sleeping, watching the cider press<br>(any four)   | $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$ mark |
| d) | It is more slow paced, lethargic, earlier it was hectic / The mentioned activities are all farming activities In preceding stanza the ripening and swelling of fruits and vegetables, blooming of flowers, collection of nectar by bees, is described | 1 + 1 mark   |

**OPTION (2) CURTAIN**

- |    |   |                                  |
|----|---|----------------------------------|
| a) | Curtain - Helen Spalding                                    | $\frac{1}{2} + \frac{1}{2}$ mark |
| b) | separation of two lovers                                    | 1 mark                           |
| c) | "stiffen like frosted flowers in a November garden"; simile | $\frac{1}{2} + \frac{1}{2}$ mark |

- d) It refers to the emotional state of two lovers which becomes cold and numb due to the pain and shock caused by the separation 1 + 1 mark

e) To show how unbelievable, difficult to understand / sudden / shocking the separation has been / how quickly the emotions have changed for the lovers (any two) 1 + 1 mark

## **Q11. POETRY**

**TOTAL 4X2 = 8 MARKS**

**Objectives:** To test students' comprehension of poetry - local and global

**Marking:** Content: 3 marks

Expression: 1 mark

- a) They lose their friends;
    - are haunted by the scenes of war / ghosts of dead companion
    - realize war was not glorious after all / disillusionment/ indifference of the politicians and non-combatants
    - suffer from neurasthesia / shell shock / physical, emotional and mental injuries

(any three)
  - b) He keeps on beating against the bars of his cage / does not give up
    - wings wounded, bleed openly, causing old scars to open
    - sends a prayer begging and hoping for freedom (any three)
  - c) Poem has been compared to
    - globed fruit - showing it is something to be relished and is complete in itself
    - medallion - to be cherished / close to the heart
    - worn stone casement ledges - classical element that transcends the barriers of time and age
    - flight of birds - emphasizing its ability to lift the readers to sublime heights, to emphasize rhythm and harmony
    - motionless in time as the moon climbs – understanding of poem subtle and imperceptible (any two)

## Q12. PLAY

## **TOTAL-5 MARKS**

**Objectives:** To test the students' ability to comprehend plays, understand character etc.

<b>Marking:</b>	Content:	3 marks
	Expression:	2 marks

### **OPTION (1) AN ADVENTURE STORY**

- a. Queen Mother to Alexander
- b. She replies to his question whether he could have contained his ambition at any time in the past. She was aware his ambition was too deep rooted to let him rest in peace.
- c. Any answer either in favour or against - with evidence

**OR**

### **OPTION (2) MONKEY'S PAW**

#### **Suggested answer**

- No, because Mr. White had been expecting his wish for 200 pounds to be fulfilled
- had been anxious, tense and excited
- had been waiting for something unexpected to happen
- had felt the paw move in his hands
- was fearful / apprehensive about outcome of wish

**OR**

Yes, with a suitable justification

### **Q13. FICTION**

**TOTAL 4X2=8 MARKS**

**Objective:** To test students' ability to comprehend, interpret and evaluate prose texts

<b>Marking:</b>	Content	-	3 marks
	Expression	-	1 mark

- a) The pain she suffered at the death of her love, Doronin made her identify with the pain and suffering of the characters she portrayed. Acting was no longer mouthing lines but portraying true feelings.
- b) Not over competitive: child should work for the pleasure of learning and to know how the result of his work benefits society; should nurture independent thinking minds.
- c) he wanted some private space; had to share room in the house: was a dreamer and was daydreaming in the tree without any interruption

## **Q14. LONG ANSWERS - FICTION**

**Total 7 marks**

**Objectives:** To test students' ability to comprehend prose texts globally, interpret and evaluate them.

**Marking:** Content — 4 marks  
Expression — 3 marks

### **Option -1 JUDGEMENT OF PARIS**

**Note:** Marks should be awarded for the students' creativity

#### **Suggested Value Points:**

- meeting the comedians at the cafe
- asking for help to deal with stage fright
- Robichon's proposal
- accepting his offer both for the money and the publicity
- looking forward to the lecture
- wondering what will happen

### **Option- 2 ROOM 10'x 8'**

#### **Suggested Value Points:**

Accept both yes and no for an answer as the question is open ended.

#### **Similarities**

- Mrs. Malik and daughter-in-law quite similar in their approach to their mothers-in-law
- both insensitive
- both dominating personalities - husbands passive
- both quite modern

#### **Differences**

- Mrs. Malik
  - very hard working
  - practical - accepts government rent
    - accepts daughter- in -law's position as mistress of the house
- Daughter-in-law
  - fashionable
  - wears loud colours
  - happy to get a house without really working towards its constructions
  - speaks English to exclude mother-in-law from conversation

**QUESTION PAPER CODE 212**  
**EXPECTED ANSWERS/VALUE POINTS**  
**SECTION A: (READING) 20 Marks**

**Q1. READING**                   **OFF THE BEATEN TRACK**                   **TOTAL MARKS: 12**

Under Section A, Reading (Q1) question has been designed to test a student's understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.

**Objective :** To identify and understand main parts of the text.

**Marking :** As marked in the question paper. No penalty for spelling and grammar.

Accept any other word equivalent in meaning to the answers given below.

**Answers:** (a)

- i. journey of life / journey through his school days / long journey from Rameshwaram to his present position 1 mark
    - to address / advice the youth
    - to know their dreams and motivate them 1 mark
  - ii. hard work; ambition; assessing one's self worth by the value of his contribution; self confidence  $\frac{1}{2} \times 4 = 2$  marks
  - iii. The belief that one deserves the best / that they must live a good life in a strong and prosperous nation 1 mark
  - iv. that abundance and spirituality are mutually exclusive / it is wrong to desire material things 1 mark
    - abundance brings with it security and confidence / helps to preserve our freedom 1 mark
  - v. whatever one does must come from the heart and express one's spirit / it's all right to dream of a life of abundance / to work for the golden era / to express your spirit / spread love and joy around you (anyone) 1 mark

## **Q1.2 VOCABULARY**

**Objective :** To deduce the opposites of unfamiliar lexical items.

**Marking :** 1 mark each (4 marks)

- Answers :** b) i. enlightened  
ii. abundance / profusion  
iii. appreciate  
iv. asceticism

**Q 2. Note making and Summarizing**

**Total Marks: 8**

**Objective :** To develop the skill of taking down notes

To develop the extracted ideas into a sustained piece of writing.

**Marking : Note making**

**5 marks**

Heading	1 mark
Abbreviations / Symbols (with or without key) (minimum four)	1 mark
Content (minimum three sub headings)	3 marks

**Important instructions:**

The notes provided below are only guidelines. Any other title, main points and sub points should be accepted if they are indicative of the students' understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations.

**Complete sentences should not be accepted as notes. Half a mark should be deducted from the total if the student writes complete sentences.**

**Numbering of points can be indicated in different ways and these should be accepted as long as it follows a consistent pattern.**

**(a) Note making**

**Note: If the student has attempted only the summary or only the notes,  
due credit should be given**

**Suggested Notes**

**Title: History of Gardens**

**or**

## **Any other suitable title**

### **1. Evolution of Garden**

- a. early man went in search of plants
- b. Neolithic period - man started to grow his own food
  - i. first garden - veg. garden

### **2. Early Agriculture**

- a. different types of plants grown
  - i. edible
  - ii. ornamental
  - iii. medicinal

### **3. Significance of Gardens**

- a. certain plants had rel., spiritual value
  - i. used to honour gods
- b. display of wealth & power
- c. garden as a paradise
  - i. e.g. hanging gardens of Babylon

### **4. Garden Architecture**

- a. design & layout of garden became imp.
  - i. symmetrical - trees pruned to fit design
- b. garden - a work of art

## **Key to Abbreviations**

- 1. veg. – vegetable
- 2. eg. – example
- 3. med. – medicine
- 4. rel. – religious

**Note:** 1. Any other suitable abbreviations done by the students may be accepted.

2. No student to be penalized if they have not given a key to abbreviations separately.

**(b) SUMMARY**

**Objective:** 1) To expand notes ( headings and sub-headings) into a summary  
2) To test ability of extraction

Marking:	Content	2 marks
	Expression	1 mark

**Note:** Considering the numerous facts mentioned in the notes, due consideration should be given to the students if they do not cover all the points in the summary which is expected to be concise. The summary should cover the essential details only.

**SECTION B (WRITING)****TOTAL - 25 MARKS**

In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spellings, organization and presentation of relevant matter in a coherent and logical way) is important.

**Q.3. OPTION 1****FACTUAL DESCRIPTION****TOTAL - 5 MARKS**

**Objective:** Writing a factual description of a place in an appropriate style

<b>Marking:</b>	<b>5 Marks</b>
-----------------	----------------

**Note:**

Heading	$\frac{1}{2}$ mark
Content	2 $\frac{1}{2}$ marks

**Suggested Value Points**

- size
- location
- description of layout
- arrangement of furniture / decor
- ventilation / view

Expression	2 marks
------------	---------

Coherence and relevance of ideas and style

**Note :** Can be presented as a diary entry. No penalty for format.

## **OPTION-2**

**POSTER WORLD SAVE ENERGY DAY TOT AL - 5 MARKS**

**Objective:** To write in an appropriate style of a poster (blurbs, bullets, different font size etc. may be considered)

**Marking:** Content 3 marks  
(to include heading and issuing authority)

### **Suggested Value points**

- highlight the need to conserve electricity - its merits
  - measures to be taken
  - appropriate slogans

## Expression 2 marks

## Coherence and relevance of ideas and style

#### **Q.4. Option -1**

**LETTER TO THE EDITOR - CAREER COUNSELLING** **TOTAL - 10 MARKS**

**Objectives:** To use an appropriate style to write a formal letter.  
To plan, organize and present ideas coherently

**Marking:** Format 2 marks

- ( 1. sender's address, 2. date
  - 3. address of the addressee
  - 4. salutation. 5. subject
  - 6. complimentary close
  - 7. sender's signature/name)

Content 4 marks

## Suggested value points

- mention of counselling workshops- regular feature
  - utility of such workshops
  - advantages
  - disadvantages (if any)

**Expression:** \_\_\_\_\_ 4 marks

(Grammatical accuracy, appropriate words and spellings      2 marks  
coherence-and relevance of ideas and style)      2 marks

**Or**

**Option -2**

**LETTER SEEKING INFORMATION - INSTITUTE OF SPACE SCIENCE**

**TOTAL -10 MARKS**

**Objectives:** To use an appropriate style to write a formal letter

To plan, organize and present ideas coherently

**Marking:** **Format** **2 marks**

1. sender's address
2. date
3. address of the addressee
4. salutation
5. subject
6. complimentary close
7. sender's signature/name

**Content** **4 marks**

**Suggested value points**

- asking for details of programs offered
- entrance examination (date, time, venue)
- duration of the course
- fee structure
- placement opportunities
- other relevant questions

**Expression** **4 marks**

- Grammatical accuracy,  
appropriate words and spellings **2 marks**
- coherence and relevance of ideas and style **2 marks**

**Q.5. Option -1**

**ARTICLE – ROLE OF ENVIRONMENT ON HOLISTIC GROWTH**

**Objective:** To write in a style appropriate to the given situation.

To plan, organize and present ideas coherently.

<b>Marking:</b> Format	1 mark
(heading and writer's name)	
<b>Content</b>	4 marks
<b>Expression</b>	5 marks
<ul style="list-style-type: none"> <li>● Grammatical accuracy,</li> <li>appropriate words and spellings</li> <li>● coherence and relevance of ideas and style</li> </ul>	2 ½ marks 2 ½ marks
<b>Suggested value points</b>	
<ul style="list-style-type: none"> <li>- importance of favourable environment</li> <li>- effect on child's potential</li> <li>- stress free learning leads to maximum output</li> <li>- leads to healthy competition</li> </ul>	

### **Option - 2**

#### **SPEECH - COMMERCIAL ADVERTISEMENTS - BOON OR CURSE**

**TOTAL - 10 MARKS**

**Objective:** To write in a style appropriate to the given situation.  
To plan, organize and present ideas coherently.

<b>Marking:</b> Content	5 marks
(to include greeting and thanking)	

#### **Suggested Value points**

##### **Any view point based on given input**

###### Curse

- attractive advertisements, glorify products
- incomplete information, people duped
- leading to greed/dissatisfaction, if unaffordable

###### Boon

- create awareness
- make it possible to compare products
- improve products/services / quality
- educates society

Expression	5 marks
● Grammatical accuracy, appropriate words and spellings	2½ marks
● coherence and relevance of ideas and style	2½ marks

## **SECTION C (GRAMMAR)**

20 MARKS

In Section C, care should be taken not to award marks to any inaccurate answer carrying errors in grammar and punctuation.

## 06. REARRANGING

TOTAL: 5 MARKS

**Objectives:** To read and arrange sentences in a sequential order

5 marks

**Marking:** 1 mark for every correct answer

## Answer

- a. Elizabeth Garrett Anderson was born in a rich family, in 1836.
  - b. On growing up, Elizabeth realized that there was only one registered woman doctor in the world - Elizabeth Blackwell.
  - c. When Blackwell visited England she gave a lecture on “Medicine as a profession for ladies.”
  - d. Elizabeth was in the audience and felt inspired.
  - e. She argued with her father that if women could become efficient nurses like Florence Nightingale, why couldn’t they become doctors.

## **Q7. DIALOGUE WRITING**

TOTAL: 5 MARKS

**Objectives:** To extend the given input into a meaningful dialogue.

**Marking:**  $\frac{1}{2}$  mark each for every correct dialogue provided it is accurately and appropriately expressed. No marks should be awarded if there is any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation. 5 marks

## **Sample Answers:**

1. Mrs. C: Do you at times feel misunderstood?  
Gayatri: Yes, everywhere, especially at home.
  2. Mrs. C: Are your parents happy at the number of hours you put in for your studies?  
Gayatri: No. They feel I am not studying enough.

3. Mrs. C: Do they have any other complaints against you?  
 Gayatri: Yes. they do. They often say that I am rude.
4. Mrs. C: What is their view on the way you dress?  
 Gayatri: Well, they say that I do not dress appropriately on many occasions.
5. Mrs. C: Do you help your mother in housework?  
 Gayatri: I have so much of school work that I have no time to help.
6. Mrs. C: Do you talk too much on the phone?  
 Gayatri: There is always so much to catch up on especially if I have been absent for a day from school.

**(Any other suitable exchange may be accepted)**

## Q.8. EDITING

**TOTAL: 5 MARKS**

**Objectives:** To use grammatical items appropriately

**Marking:** ½ mark each

If the candidate copies the sentence and replaces the incorrect word with the correct answer marks should be awarded. However, if only the correct words are given marks are to be awarded.

	<u>Incorrect</u>	—	<u>Correct</u>
1.	didn't	—	don't
2.	under	—	in/inside/below
3.	has	—	have
	throat	—	throats
4.	a	—	the
	and	—	which
5.	must	—	can
	no error		
	must be	—	is
6.	it	—	them
7.	crush	—	crushed
8.	they	—	it
9.	this	—	which
10.	will	—	can

**Note :**

- Sentence 2 has 3 options as indicated above**
- Sentence 3 has 2 options as indicated above**
- Sentence 4 has 2 options as indicated above**
- Sentence 5 has 3 options as indicated above**

## **Q9. FRAMING QUESTIONS**

**TOTAL-5 MARKS**

**Objectives:** To understand the context and frame relevant and appropriate questions.

**Marking:** ½ mark each for every accurate question framed

**Note:** No marks to be awarded if there is any inaccuracy. The ten questions should cover at least any of the two areas specified for the interview in the given question.

### **Suggested Answers:**

1. Do you check the material of the clothes that you buy?
2. Do you look at the price before buying clothes?
3. Do you buy branded clothes?
4. Do you give importance to style while buying clothes?
5. Do you give preference to the utility of the clothes that you buy?
6. Do you buy bright coloured clothes?
7. Do you give importance to the design of the clothes?
8. Are you influenced by the choices of your parents and friends?
9. Do you prefer buying clothes from boutiques?
10. Do you mind buying clothes from smaller shops?

## **SECTION D: LITERATURE**

**TOTAL -35 MARKS**

Under Section D (Q10) question has been designed to test a student's understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these questions. Please do not hesitate to award full marks if the answer deserves it.

## **Q10. REFERENCE TO CONTEXT**

**TOTAL- 7 MARKS**

**Objective:** To test students' comprehension of poetry- local, global, interpretative, inferential and evaluative

**Marking:** 7 marks

**Answers:**

**OPTION (1) SURVIVORS**

- a) the poem is about the ravages / after-effects / damage / destruction due to war both in material, physical and psychological terms 1 mark
  - b) - the combatants / survivors
    - they dream of their friends who died in the war / the scenes of war
- 1 + 1 mark
- c) the non-combatants call war glorious but it shattered the pride of the soldiers
    - so how could it be glorious?
  - d) - the survivors of the war
    - they have been reduced to a helpless state and have to re-learn the basic processes of life
- 2 marks
- 1 mark
- 1 mark

**OPTION (2) CURTAIN**

- a) Ironical that murder leads to birth of ghosts / murder can be white - no bloodshed 1 mark
  - 
  - Kiss leads to separation creating two lonely souls; from one happy soul they have become two suffering individuals 1 mark
  - b) It is a speech that one makes to oneself. ‘Two’ refers to the two lovers who have separated. 1 + 1 mark
  - c) The two lovers are the ghosts.
    - called Hamlets due to loneliness / no one to share their grief / debating within themselves regarding decision to separate / whether their decision to separate was right. (any two)
  - d) Two worlds apart tomorrow 1 mark
- 1 mark
- 1 mark

**Q11. POETRY**

**TOTAL 4X2 = 8 MARKS**

**Objectives:** To test students' comprehension of poetry - local and global

**Marking:** Content: 3 marks  
Expression: 1 mark

## **SUGGESTED ANSWERS**

- a) The first stanza expresses the feeling of joy at the abundance which is a part of autumn such as blooming flowers, ripening fruits and the feeling that the season will never end.

The second stanza describes the harvesting and the collecting of the grains, a slowing down of the pace of things, preparing for winter.

The third stanza mentions the beauty of the dying day and the sounds associated with this season which has a mournful mood-the bleating of the full grown lambs, the wail of the gnats etc.

- b) Love for his mother mixed with regret/remorse/guilt. He remembers her as a young, active, beautifully adorned mother and is shocked to realize how frail and emaciated she has become - a feather of a one time wing - he feels a choking sensation - 'my tongue licks bark' because he realizes she won't be there too long.
- c) His surprise that such a beautiful girl could be born to people from such a humble background (father cabbage net seller and mother makes laces). He walks with her every Sunday when the Sermon is being delivered in the church.

## **Q12. DRAMA**

**TOTAL-5 MARKS**

**Objectives:** To test the students' ability to comprehend plays, understand character etc.

**Marking:** Content: 3 marks  
Expression: 2 marks

### **OPTION (1) AN ADVENTURE STORY**

Alexander makes this remark on his death bed. His last act of mercy is not naming a successor.

Ironic because he had been very cruel and merciless in his life and by not naming a successor he was going to leave the people in greater turmoil as it would lead to fights between his generals who would want to occupy the throne.

**OR**

## **OPTION (2) THE MONKEY'S PAW**

The second wish was to get dead Herbert come back to life because he died in an accident and mother wanted him back alive They could hear a knocking on the door which became increasingly louder and almost broke down their door. This incident disturbed their peace of mind and emphasized their feeling of loss and sorrow.

### **Q13. PROSE**

**TOTAL 4X2=8 MARKS**

**Objective:** To test students' ability to comprehend, interpret and evaluate prose texts

**Marking:** Content - 3 marks  
Expression - 1 mark

- a) They were the officers appointed by Ashoka to ensure that the people followed the rules of Dharma and to ensure no one misused the rules and to protect those who had no family and to see justice was available to every citizen.
- b) It highlights the plight of a cab driver Iona Potapov who wants to share his sorrow at the loss of his son with someone but can't find anyone. He tries talking to people around him but no one is interested and finally he finds solace talking to his horse. It shows how we have lost the ability to sympathize and show compassion to one another.
- c) She feels so because she had always believed that the lady in the sketch had been herself but on the day she finally moves into the house she finds her daughter-in-law standing in the same pose wearing a saree of the same colour. It is then that she realizes that the lady resembled her daughter-in-law more than her. Also all these years she had considered herself the mistress of the house but in reality it was her daughter-in-law who finally became the mistress.

### **Q14. PROSE (LONG ANSWERS)**

**Total 7 marks**

**Objectives:** To test students' ability to comprehend prose texts globally, interpret and evaluate them.

**Marking:** Content - 4 marks  
Expression - 3 marks

## **OPTION (1)**

## **CHARACTER SKETCH**

**Note:** Marks should be awarded for students' creativity

**Suggested Value Points:**

**Similarity**

- theatre artists / both young actresses

**Contrast**

- both as different as chalk from cheese
- Lisa-deep, intense, passionate about her acting and sensitive to the issues around her.
- affected by the suffering of the people and the war
- one-man woman-Dorokin love of her life. His death, a traumatic experience.
- Suzanne - frivolous, flirtatious, likes to have admirers, marriage is not a serious issue, makes a game of it.

**OPTION (2) HUM OF INSECTS**

**Suggested Value Points:**

- remembers happy carefree days spent in his garden
- biscuits brought by his aunt
- songs sung by his grandfather
- illusion that everyone who smiles is happy and the beasts of burden are also happy to serve
- illusion that the world existed only as far as the garden gate
- illusion that the happy days would last for ever

# हिंदी (ऐच्छिक)

निर्धारित समय : ३ घंटे

अधिकतम अंक : 100

प्रश्नपत्र संख्या 29/1/1

खंड - 'ख'

1. निम्नलिखित गद्यांश को ध्यानपूर्वक पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए :

विश्व के प्रायः सभी धर्मों में अहिंसा के महत्व पर बहुत प्रकाश डाला गया है। भारत के सनातन हिंदू धर्म और जैन धर्म के सभी ग्रंथों में अहिंसा की विशेष प्रशंसा की गई है। 'अष्टांगयोग' के प्रवर्तक पतंजलि ऋषि ने योग के आठों अंगों में प्रथम अंग 'यम' के अन्तर्गत 'अहिंसा' को प्रथम स्थान दिया है। इसी प्रकार 'गीता' में भी अहिंसा के महत्व पर जगह-जगह प्रकाश डाला गया है। भगवान महावीर ने अपनी शिक्षाओं का मूलाधार अहिंसा को बताते हुए 'जियो और जीने दो' की बात कही है। अहिंसा मात्र हिंसा का अभाव ही नहीं, अपितु किसी भी जीव का संकल्पपूर्वक वध नहीं करना और किसी जीव या प्राणी को अकारण दुख नहीं पहुँचाना है। ऐसी जीवन-शैली अपनाने का नाम ही 'अहिंसात्मक जीवन शैली' है।

अकारण या बात-बात में क्रोध आ जाना हिंसा की प्रवृत्ति का एक प्रारम्भिक रूप है। क्रोध मनुष्य को अंधा बना देता है; वह उसकी बुद्धि का नाश कर उसे अनुचित कार्य करने को प्रेरित करता है, परिणामतः दूसरों को दुख और पीड़ा पहुँचाने का कारण बनता है। सभी प्राणी मेरे लिए मित्रवत् हैं। मेरा किसी से भी वैर नहीं है, ऐसी भावना से प्रेरित होकर हम व्यावहारिक जीवन में इसे उतारने का प्रयत्न करें तो फिर अहंकारवश उत्पन्न हुआ क्रोध या द्वेष समाप्त हो जाएगा और तब अपराधी के प्रति भी हमारे मन में क्षमा का भाव पैदा होगा। क्षमा का यह उदात्त भाव हमें हमारे परिवार से सामंजस्य कराने व पारस्परिक प्रेम को बढ़ावा देने में अहम् भूमिका निभाता है।

हमें ईर्ष्या तथा द्वेष रहित होकर लोभवृत्ति का त्याग करते हुए संयमित खान-पान तथा व्यवहार एवं क्षमा की भावना को जीवन में उचित स्थान देते हुए अहिंसा का एक ऐसा जीवन जीना है कि हमारी जीवन-शैली एक अनुकरणीय आदर्श बन जाए।

- |   |
|---|
| (क) अहिंसात्मक जीवन शैली से लेखक का क्या तात्पर्य है? 2                       |
| (ख) कैसी जीवन-शैली अनुकरणीय हो सकती है? 2                                     |
| (ग) "जियो और जीने दो" की बात किसने कही? इसका आशय स्पष्ट कीजिए। 2              |
| (घ) अहिंसा में क्रोध और द्वेष को छोड़ने की बात पर लेखक ने क्यों बल दिया है? 2 |

(ड.) क्षमा का भाव पारिवारिक जीवन में क्या परिवर्तन ला सकता है?	2
(च) 'क्रोध अंधा बना देता है' - का आशय स्पष्ट कीजिए और बताइए कि लेखक ने इसे हिंसा की प्रवृत्ति का प्रारम्भिक रूप क्यों कहा है?	2
(छ) उपसर्ग और प्रत्यय अलग कीजिए - अनुचित, पारस्परिक।	1
(ज) विशेषण बनाइए - उन्नति, क्षमा।	1
(झ) प्रस्तुत गद्यांश के लिए एक उपयुक्त शीर्षक दीजिए।	1
2. प्रस्तुत काव्यांश को ध्यानपूर्वक पढ़कर पूछे गए पाँचों प्रश्नों के उत्तर दीजिए :	<b>1 x 5 = 5</b>
<p>“धर्मराज, यह भूमि किसी की नहीं क्रीत है दासी,  हैं जन्मना समान परस्पर इसके सभी निवासी।  है सबका अधिकार मृत्तिका पोषक - रस पीने का,  विविध अभावों से अशंक होकर जग में जीने का।  सबको मुक्त प्रकाश चाहिए, सबको मुक्त समीरण  बाधा-रहित विकास, मुक्त आशंकाओं से जीवन।  लेकिन, विष्ण अनेक अभी इस पथ में पड़े हुए हैं,  मानवता की राह रोक कर पर्वत अड़े हुए हैं।  न्यायोचित सुख सुलभ नहीं जब तक मानव-मानव को,  चैन कहाँ धरती पर, तब तक शान्ति कहाँ इस भव को?  जब तक मनुज-मनुज का यह सुख-भाग नहीं सम होगा,  शमित न होगा कोलाहल, संघर्ष नहीं कम होगा।  था पथ सहज अतीव, सम्मिलित हो समग्र सुख पाना,  केवल अपने लिए नहीं, कोई सुख-भाग चुराना।”</p> <p>(क) “यह धरती किसी की खरीदी हुई दासी नहीं है” - इस कथन से कवि का क्या तात्पर्य है?</p> <p>(ख) इस धरती पर सभी को क्या-क्या अधिकार प्राप्त हैं?</p> <p>(ग) भाव स्पष्ट कीजिए - ‘सबको मुक्त प्रकाश चाहिए, सबको मुक्त समीरण।’</p> <p>(घ) आज मानव-समाज में किस बात को लेकर संघर्ष हो रहा है?</p> <p>(ड.) मनुष्य इस धरती पर केवल अपने लिए ही सुख क्यों चाहता है?</p>	

### अथवा

इस समाधि में छिपी हुई है

एक राख की ढेरी ।

जलकर जिसने स्वतंत्रता की

दिव्य आरती फेरी ॥

यह समाधि, यह लघु समाधि, है

झाँसी की रानी की ।

अंतिम लीला-स्थली यही है

लक्ष्मी मर्दानी की ॥

यहीं कहीं पर बिखर गई वह

भग्य विजय-माला-सी ।

उसके फूल यहाँ संचित हैं

है वह स्मृति-शाला-सी ॥

सहे वार पर वार अंत तक

लड़ी वीर बाला-सी ।

आहुति-सी गिर चढ़ी चिता पर

चमक उठी ज्वाला-सी ॥

बढ़ जाता है मान वीर का

रण में बलि होने से ।

मूल्यवती होती सोने की

भस्म यथा सोने से ॥

रानी से भी अधिक हमें अब

यह समाधि है प्यारी ।

यहाँ निहित है स्वतंत्रता की

आशा की चिनगारी ॥

(क) कवि किसकी समाधि की बात कर रहा है? उसे 'मर्दानी' क्यों कहा है?

(ख) आशय स्पष्ट कीजिए :

'यहीं कहीं पर बिखर गई वह

भग्य विजय-माला-सी ॥

- (ग) 'सोने की भस्म सोने से अधिक मूल्यावान होती है' - यह किस संदर्भ में कहा गया है?
- (घ) रानी के युद्ध कौशल के बारे में कविता में क्या कहा गया है?
- (ड.) कवि को रानी की समाधि रानी से भी अधिक प्यारी क्यों है?

**खंड - 'ख'**

3. निम्नलिखित विषयों में से किसी एक पर निबंध लिखिए : 10

- (क) मुड़ो : प्रकृति की ओर
- (ख) आतंकवाद : मानवता का दुश्मन
- (ग) महानगरों में वरिष्ठ नागरिकों की उभरती समस्याएँ
- (घ) क्या नहीं कर सकती नारी

4. दूरदर्शन पर प्रसारित होने वाले किसी विशेष कार्यक्रम पर अपना मत व्यक्त करते हुए दूरदर्शन के महानिदेशक को पत्र लिखिए। 5

**अथवा**

हिंदी सीखने-पढ़ने के प्रति बढ़ रही प्रवृत्ति का उल्लेख करते हुए किसी समाचार पत्र के संपादक को पत्र लिखकर हिंदी प्रसार को और अधिक व्यापक बनाने के लिए अपने सुझाव दीजिए।

5. मुद्रित माध्यमों की विशेषताओं का उल्लेख करते हुए बताइए कि इनके लेखन में किन-किन बातों पर ध्यान देना अपेक्षित है। 5

**अथवा**

दूरदर्शन पर समाचार पढ़ते समय वाचक को कौन-कौन सी सावधानियाँ बरतनी चाहिए? उनका उल्लेख कीजिए।

6. निम्नलिखित प्रश्नों के उत्तर एक-दो वाक्यों में दीजिए :
- (क) वेबसाइट पर हिंदी पत्रकारिता शुरू करने का श्रेय किसे दिया जाता है? 1
  - (ख) 'उलटा पिरामिड-शैली' का स्वरूप बताइए। 1
  - (ग) फीचर किसे कहते हैं? स्पष्ट कीजिए। 1

- (घ) पत्रकारिता में स्तम्भ लेखन से क्या तात्पर्य है? 1  
 (ङ) विशेष रिपोर्ट के किन्हीं दो प्रमुख प्रकारों का उल्लेख कीजिए। 1

खंड - 'ग'

7. निम्नलिखित काव्यांश की सप्रसंग व्याख्या कीजिए : 8

आनाकानी आरसी निहारिबो करौगे कौलों?  
 कहा मो चकित दसा त्यों न दीठि डोलिहै?  
 मौन हू सौं देखिहौं कितेक पन पालिहौ जू,  
 कूकभरी मूकता बुलाया आप बोलि है।  
 जान घनओँद यों मोहिं तुम्हें पैज परी,  
 जानियैयो टेक ठरें कौन धौं मलोलिहै ॥  
 रुई दिए रहौगे कहाँ लौं बहरायबे की?  
 कबहूँ तौ मेरियै पुकार कान खोलिहै।

#### अथवा

जो है वह सुगबुगाता है  
 जो नहीं है वह फेंकने लगता है पचखियाँ  
 आदमी दशाश्वमेघ पर जाता है  
 और पाता है घाट का आखिरी पत्थर  
 कुछ और मुलायम हो गया है  
 सीढ़ियों पर बैठे बंदरों की आँखों में  
 एक अजीब-सी नमी है  
 और एक अजीब-सी चमक से भर उठा है  
 भिखारियों के कटोरों का निचाट खालीपन

8. निम्नलिखित प्रश्नों में से किन्हीं दो के उत्तर दीजिए : 3 + 3 = 6

- (क) 'मैंने देखा, एक बूँद', कविता के आधार पर 'सागर' और 'बूँद' का आशय स्पष्ट कीजिए।  
 (ख) "कुसुमित कानन हेरि कमलमुखि मूँदि रहए दु नयान" - पद में चित्रित वियोगिनी नायिका की मनोदशा का चित्रण अपने शब्दों में कीजिए।

(ग) 'एक कम' कविता में हाथ फैलाने वाले व्यक्ति को कवि ने ईमानदार क्यों कहा है?  
स्पष्ट कीजिए।

9. निम्नलिखित काव्यांशों में से किन्हीं दो का काव्य-सौंदर्य स्पष्ट कीजिए :

**3 + 3 = 6**

- (क) बरसाती आँखों के बादल - बनते जहाँ भरे करुणा-जल  
लहरें टकराती अनंत की - पाकर जहाँ किनारा ।  
हेम कुंभ ले उषा सवेरे - भरती दुलकाती सुख मेरे ।  
मदिर ऊँधते रहते जब - जगकर रजनी भर तारा ।
- (ख) ऐनि अकेलि साथ नहिं सखी । कैसें जिओं बिछोही पैखी ॥  
बिरह सैचान भै तन चाँड़ा । जीयत खाई मुहँ नहिं छाँड़ा ॥  
रकत ढरा आँसू गरा हाड़ भए सब संख ।  
धनि सारस होइ ररि मुई आइ समेटहु पंख ॥
- (ग) चलती सड़क के किनारे लाल बजरी पर चुरमुराए पाँव तले  
ऊँचे तरुवर से गिरे  
बड़े-बड़े पियराए पत्ते  
कोई छह बजे सुबह जैसे गरम पानी से नहाई हो -  
खिली हुई हवा आई, फिरकी-सी आई, चली गई ।

10. निम्नलिखित गद्यांश की सप्रसंग व्याख्या कीजिए :

**6**

ज़रा-सी आहट पाते ही वे एक साथ सिर उठा कर चौंकी हुई निगाहों से हमें देखती हैं -  
बिलकुल उन युवा हिरणियों की तरह, जिन्हें मैंने एक बार कान्हा के वन्य-स्थल में देखा  
था । किन्तु वे डरती नहीं, भागती नहीं, सिर्फ़ विस्मय से मुस्कुराती हैं और फिर सिर  
झुकाकर अपने काम में डूब जाती हैं - यह समूचा दृश्य इतना साफ़ और सजीव है -  
अपनी स्वच्छ मांसलता में इतना संपूर्ण और शाश्वत - कि एक क्षण के लिए विश्वास नहीं  
होता कि आने वाले वर्षों में सब कुछ मटियामेट हो जाएगा - झोंपड़े, खेत, ढोर, आम के  
पेड़ - सब ।

#### अथवा

साहित्य का पांचजन्य समरभूमि में उदासीनता का राग नहीं सुनाता । वह मनुष्य को भाग्य  
के आसरे बैठने और पिंजड़े में पंख फड़फड़ाने की प्रेरणा नहीं देता । इस तरह की प्रेरणा देने  
वालों के वह पंख कतर देता है । वह कायरों और पराभव-प्रेमियों को ललकारता हुआ एक  
बार उन्हें भी समरभूमि में उतरने के लिए बुलावा देता है ।

11. निम्नलिखित प्रश्नों में से किन्हीं दो के उत्तर दीजिए : **4 + 4 = 8**

- (क) गाड़ी पर सवार होने के बाद संवदिया के मन की क्या स्थिति हुई? उस स्थिति से उबरने के लिए उसने क्या सोचा?
- (ख) कुट्ज के जीवन से हमें क्या शिक्षा मिलती है? उसे ‘गाढ़े का साथी’ क्यों कहा गया है?
- (ग) “मनोकामना की गाँठ भी अद्भुत, अनूठी है, इधर बाँधो उधर लग जाती है।”- कथन के आधार पर ‘दूसरा देवदास’ कहानी की नायिका पारो की मनोदशा का चित्रण अपने शब्दों में कीजिए।

12. केशवदास अथवा सूर्यकांत त्रिपाठी ‘निराला’ के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी किन्हीं दो प्रमुख काव्यगत विशेषताओं पर प्रकाश डालिए। **6**

#### अथवा

रामचंद्र शुल्क अथवा पं. चंद्रधर शर्मा ‘गुलेरी’ के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी भाषा-शैली की दो प्रमुख विशेषताओं का उल्लेख कीजिए।

13. निम्नलिखित प्रश्नों में से किन्हीं तीन के उत्तर लिखिए : **3+3+3 = 9**

- (क) ‘सूरदास की झोंपड़ी’ कहानी में सूरदास की आर्थिक हानि कैसे हुई? वह जगधर से अपनी आर्थिक हानि को गुप्त क्यों रखना चाहता था?
- (ख) ‘आरोहण’ कहानी के आधार पर भूप दादा के चरित्र की किन्हीं तीन विशेषताओं का उल्लेख कीजिए।
- (ग) ‘बिस्कोहर की माटी’ में लेखक ने गरमी और लू से बचने के लिए जिन उपायों का वर्णन किया है, क्या आप उन उपायों के पक्ष में हैं? तर्क सम्मत उत्तर दीजिए।
- (घ) ‘अपना मालवा’ के लेखक को क्यों लगता है कि हम जिसे विकास की औद्योगिक सभ्यता कहते हैं, वह उजाड़ अपसभ्यता है? आपकी क्या मान्यता है?

13. ‘सूरदास की झोंपड़ी’ कहानी में सूरदास के चरित्र की किन-किन विशेषताओं का चित्रण हुआ है? उन्हें अपने शब्दों में लिखिए। **6**

## अथवा

‘पहाड़ों में जीवन अत्यंत कठिन होता है।’ ‘आरोहण’ पाठ के आधार पर सोदाहरण विवेचन कीजिए।

प्रश्नपत्र संख्या 29/1

खंड - ‘क’

- निम्नलिखित गद्यांश को ध्यानपूर्वक पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए:

आधुनिक युग में व्यक्तिवादी प्रवृत्तियों के कारण सौंदर्य को वस्तु या दृश्य में नहीं, देखने वाले की दृष्टि और उसकी सौंदर्य-चेतना में अवस्थित माना जाता है। अतः आज का कवि असुंदर में सुंदर, लघु में विराट या अचेतन में चेतन के दर्शन करता है। जीवन और जगत् का कोई भी विषय उसके लिए असुंदर नहीं है। वह मानवीय भावनाओं या काल्पनिक संसार पर ही नहीं, ठोस भौतिक-प्राकृतिक पदार्थों एवं मानव के साथ-साथ चींटी, छिपकली, चूहे, बिल्ली जैसे विषयों पर भी सहज भाव से रचना करता है। उसे तो क़दम-क़दम पर विषय के चौराहे मिलते हैं और वह उन पर महाकाव्य रचने के आमंत्रण पाता है।

कविता यद्यपि उपदेश देने के लिए नहीं लिखी जाती, तथापि उसका एक उद्देश्य हमारे भावों-विचारों को उदात्त बनाना, उनमें परिष्कार कर उन्हें जनोपयोगी बनाना भी है। जीवन के घात-प्रतिघातों और मन की विविध उलझनों को कवि इस प्रकार प्रस्तुत करता है कि पाठक को अनायास ही कुटिलता, क्रूरता, दंभ, नीचता जैसे दुर्गुणों से वितृष्णा हो जाती है और सद्गुणों के प्रति आकर्षण बढ़ जाता है। भावों और विचारों की उच्चता से काव्य में भी गरिमा आती है क्योंकि सद्विचारों की अभिव्यक्ति स्वतः काव्य को ऊँचा उठा देती है। इसीलिए बहुधा महापुरुषों, जननायकों के जीवन को आधार बनाकर काव्य-रचना की जाती है। दूसरी ओर मूक प्रकृति की शोभा या अबोध शिशु के सौंदर्य की प्रशंसा में लिखी गई पंक्तियाँ भी पाठक के मन में यह प्रभाव छोड़ जाती हैं कि सरल-सहज जीवन भी आकर्षक और आनंददायक हो सकता है। कविता की प्रेरणाप्रद पंक्तियाँ निराशा में आशा का संचार कर सकती हैं और झूबते का सहारा बन सकती हैं। यही कारण है कि कबीर, रहीम, तुलसी आदि की अनेक पंक्तियाँ सूक्ति बन गई हैं जिनका सार्थक प्रयोग अनपढ़ ग्रामीण भी करते हैं।

(क) सौंदर्य की स्थिति कहाँ मानी जाती है?	1
(ख) आज का कवि कैसे विषयों पर रचना करता है?	1
(ग) आशय स्पष्ट कीजिए: ‘उसे तो क़दम-क़दम पर विषयों के चौराहे मिलते हैं।’	2
(घ) कविता का उद्देश्य क्या है?	1
(ङ.) कविता किनके प्रति कैसे वितृष्णा जगाती है?	2

(च) महापुरुषों को काव्य का विषय क्यों बनाया जाता है?	1
(छ) कुछ कवियों की काव्य-पंक्तियाँ सूक्तियों के रूप में क्यों प्रयुक्त होती हैं?	1
(ज) कविता में गरिमा कैसे आती है?	1
(झ) कविता से प्राप्त प्रेरणा हमें क्या परिवर्तन ला सकती है?	1
(ज) इस गद्यांश के लिए एक उपयुक्त शीर्षक दीजिए।	1
(ट) निम्नलिखित में उपसर्ग और प्रत्यय अलग कीजिए :	1
अनायास, व्यक्तिवादी।	
(ठ) निम्नलिखित शब्दों के पर्याय गद्यांश से ढूँढ़कर लिखिए :	1
घमंड, वाचाल।	
(ड) ‘कविता की प्रेरणाप्रद पंक्तियाँ निराशा में आशा का संचार कर सकती हैं।’ इस गाव्य को मिश्रवाक्य-रचना में बदलकर लिखिए।	1
<b>2. निम्नलिखित काव्यांश को ध्यानपूर्वक पढ़कर नीचे दिए गए प्रश्नों के उत्तर दीजिए :</b>	<b>1 x 5 = 5</b>
<p>सोने चाँदी से नहीं किन्तु      तुमने मिट्टी से किया प्यार।      हे ग्राम-देवता! नमस्कार      जन-कोलाहल से दूर कहीं      एकाकी सिमटा-सा निवास,      रवि-शशि का उतना नहीं      कि जितना प्राणों का होता प्रकाश,      श्रम-वैभव के बल पर करते हो      जड़ में चेतन का विकास,      दानों-दानों से फूट रहे      सौ-सौ दानों के हरे हास,      यह है न पसीने की धारा      यह गंगा की है धवल धार,      हे ग्राम-देवता! नमस्कार!      तुम जन-मन के अधिनायक हो      तुम हँसो कि फूले-फले देश      आओ, सिंहासन पर बैठो</p>	

यह राज्य तुम्हारा है अशेष ।  
 उर्वरा भूमि के नये खेत के  
 नये धान्य से सजे देश,  
 तुम भू पर रहकर भूमि-भार  
 धारण करते हो मनुज-शेष  
 अपनी कविता से आज तुम्हारी  
 विमल आरती लूँ उतार !  
 हे ग्राम-देवता ! नमस्कार !

- (क) किस विशेष गुण के कारण कवि ग्राम-देवता को प्रणाम करता है ?
- (ख) ग्राम-देवता के निवास की क्या विशेषता है ?
- (ग) किसान के पसीने को कवि 'गंगा की धवल धार' क्यों मानता है ?
- (घ) कवि किसान को कहाँ बिठाना चाहता है और क्यों ?
- (ङ) आशय स्पष्ट कीजिए - 'तुम भू पर रहकर भूमि-भार  
धारण करते हो मनुज-शेष'

#### अथवा

पहले से कुछ लिखा भाग्य में  
 मनुज नहीं लाया है,  
 अपना सुख उसने अपने  
 भुजबल से ही पाया है ।  
  
 प्रकृति नहीं डर कर झुकती है  
 कभी भाग्य के बल से,  
 सदा हारती वह मनुष्य के  
 उद्यम से, श्रमजल से ।  
  
 ब्रह्मा का अभिलेख पढ़ा -  
 करते निरुद्यमी प्राणी  
 धोते वीर कु-अंक भाल का  
 बहा भ्रुवों से पानी ।

भाग्यवाद आवरण पाप का  
 और शस्त्र शोषण का,  
 जिससे रखता दबा एक जन  
 भाग दूसरे जन का।  
  
 पूछो किसी भाग्यवादी से,  
 यदि विधि-अंक प्रबल है,  
 पद पर क्यों देती न स्वयं  
 वसुधा निज रतन उगल है?

- (क) कैसे लोग भाग्यवादी होते हैं?
- (ख) प्रकृति मनुष्य के आगे कब और क्यों झुकती है?
- (ग) कवि ने भाग्यवाद को ‘शोषण का शस्त्र’ क्यों कहा है?
- (घ) “धोते वीर कु-अंक भाल का  
बहा भ्रवों से पानी” -  
उपर्युक्त पंक्ति का अर्थ स्पष्ट कीजिए।
- (ङ) काव्यांश के मूल संदेश को अपने शब्दों में स्पष्ट कीजिए।

### खंड - ‘ख’

3. निम्नलिखित विषयों में से किसी एक विषय पर निबन्ध लिखिए :

10

- (क) बाल मज़दूरी : समस्या और समाधान
- (ख) मोबाइल बिना सब सूना
- (ग) धूम्रपान : जीवन के लिए घातक
- (घ) प्रगति की ओर भारत के कदम

4. आपके बैंक में कुछ नए कर्मचारियों के आ जाने से ग्राहक-सेवा के स्तर में सुधार आ गया है। इसके कुछ उदाहरण देकर बैंक के मुख्य-प्रबंधक को उन कर्मचारियों की प्रशंसा करते हुए पत्र लिखिए।

5

### अथवा

‘यूनिसेफ़’ के एक सर्वेक्षण में पाया गया है कि आज भी विश्वभर में सबसे अधिक बाल-विवाह भारत में होते हैं। इसके कारणों की चर्चा और रोकथाम के कुछ सुझाव देते हुए किसी प्रतिष्ठित समाचार-पत्र के संपादक को पत्र लिखिए।

5. रेडियो के लिए समाचार-लेखन में किन-किन बुनियादी बातों का ध्यान रखना आवश्यक है? सोदाहरण उल्लेख कीजिए।

5

#### अथवा

इंटरनेट पत्रकारिता सूचनाओं को तत्काल कैसे उपलब्ध कराती है? उदाहरण-सहित स्पष्ट कीजिए।

6. निम्नलिखित प्रश्नों के उत्तर एक दो वाक्यों में दीजिए :

- (क) खोजी रिपोर्ट (इन्वेस्टीगेटिव रिपोर्ट) क्या होती है ? इसका इस्तेमाल कब किया जाता है? 1
- (ख) संपादकीय लेखन से क्या तात्पर्य है? इसे लिखने का अधिकार किसे है? 1
- (ग) भारत में समाचार-पत्रकारिता का प्रारम्भ कब और किससे हुआ? 1
- (घ) हिन्दी में प्रसारण करने वाले किन्हीं दो टी.वी. समाचार-वैनलों के नाम लिखिए। 1
- (ङ) टेलीविजन को जनसंचार का सबसे अधिक लोकप्रिय माध्यम क्यों कहा गया है? 1

#### खंड - ‘ग’

7. निम्नलिखित काव्यांश की सप्रसंग व्याख्या कीजिए :

8

तरिवर झरै झरै बन ढाँखा । भइ अनपत्त फूल फर साखा ॥  
 करिन्ह बनाफति कीन्ह हुलासू । मो कहैं भा जग दून उदासू ॥  
 फाग करहि सब चाँचरि जोरी । मोहिं जिय लाइ दीन्हि जसि होरी ॥  
 जौं पै पियहि जरत अस भावा । जरत मरत मोहि रोस न आवा ॥  
 रातिहु देवस इहै मन मोरें । लागौं कंत छार जेऊँ तोरें ॥

#### अथवा

जैसे शमी वृक्ष के तने से टिक्कर  
 न पहचानने में पहचानते हुए विदुर ने धर्मराज को  
 निर्निमेष देखा था अंतिम बार

और उनमें से उनका आलोक धीरे-धीरे आगे बढ़कर  
 मिल गया था युधिष्ठिर में  
 सिर झुकाए निराश लौटते हैं हम  
 कि सत्य अंत तक हमसे कुछ नहीं बोला  
 हाँ, हमने उसके आकार से निकलता वह प्रकाश-पुंज देखा था  
 हम तक आता हुआ  
 वह हममें विलीन हुआ या हमसे होता हुआ आगे बढ़ गया  
 हम कह नहीं सकते।

8. निम्नलिखित प्रश्नों में से किन्हीं दो के उत्तर लिखिए :

**3 + 3 = 6**

- (क) ‘गीतावली’ के पद “जननी निरखति बान धनुहियाँ” के आधार पर राम के वन-गमन के पश्चात् माँ कौशल्या की मनःस्थिति का वर्णन कीजिए।
- (ख) ‘निराला’ की कविता ‘सरोज-स्मृति’ की काव्य-पंक्ति “दुख ही जीवन की कथा रही,  
क्या कहूँ आज, जो नहीं कही!” के आलोक में कवि-हृदय की पीड़ा का वर्णन अपने शब्दों में कीजिए।
- (ग) ‘तोड़ो’ कविता में कवि मन में व्याप्त ऊब तथा खीज को तोड़ने की बात क्यों कहता है? उसे स्पष्ट कीजिए।

9. निम्नलिखित काव्यांशों में से किन्हीं दो का काव्य-सौंदर्य स्पष्ट कीजिए :

**3 + 3 = 6**

- (क) किसी अलक्षित सूर्य को  
 देता हुआ अर्ध  
 शताब्दियों से इसी तरह  
 गंगा के जल में  
 अपनी एक टाँग पर खड़ा है यह शहर  
 अपनी दूसरी टाँग से  
 बिलकुल बेखबर!
- (ख) श्रमित स्वप्न की मुधमाया में,  
 गहन-विपिन की तरु-छाया में,  
 पथिक उर्नीदी श्रुति में किसने -  
 यह विहाग की तान उठाई।

(ग) घन आनंद मीत सुजान बिना, सब ही सुख-साज-समाज टरे।  
तब हार पहार से लागत हे, अब आनि कै बीच पहार परे॥

10. निम्नलिखित गद्यांश की सप्रसंग व्याख्या कीजिए:

6

दुनिया में त्याग नहीं है, प्रेम नहीं है, परार्थ नहीं है, परमार्थ नहीं है - है केवल प्रचंड स्वार्थ। भीतर की जिजीविषा - जीते रहने की प्रचंड इच्छा ही - अगर बड़ी बात हो तो फिर यह सारी बड़ी-बड़ी बोलियाँ, जिनके बल पर दल बनाए जाते हैं, शत्रुमर्दन का अभिनय किया जाता है, देशोद्धार का नारा लगाया जाता है, साहित्य और कला की महिमा गाई जाती है, झूठ है। इसके द्वारा कोई-न-कोई अपना बड़ा स्वार्थ सिद्ध करता है। लेकिन अंतरतर से कोई कह रहा है, ऐसा सोचना ग़लत ढंग से सोचना है। स्वार्थ से भी बड़ी कोई-न-कोई बात अवश्य है, जिजीविषा से भी प्रचंड कोई-न-कोई शक्ति अवश्य है।

### अथवा

उसके चित्र के चमकीले रंग और पार्श्वभूमि की गहरी काली रेखाएँ - दोनों ही यथार्थ जीवन से उत्पन्न होते हैं। इसलिए प्रजापति-कवि गंभीर यथार्थवादी होता है, ऐसा यथार्थवादी जिसके पाँव वर्तमान की धरती पर हैं और आँखें भविष्य के क्षितिज पर लगी हुई हैं। इसलिए मनुष्य साहित्य में अपने सुख-दुख की बात ही नहीं सुनता, वह उसमें आशा का स्वर भी सुनता है। साहित्य थके हुए मनुष्य के लिए विश्रांति ही नहीं है, वह उसे आगे बढ़ने के लिए उत्साहित भी करता है।

11. निम्नलिखित प्रश्नों में से किन्हीं दो के उत्तर दीजिए :

4 + 4 = 8

- (क) ‘जहाँ कोई वापसी नहीं’ पाठ के आधार पर प्रकृति के कारण विस्थापन और औद्योगीकरण के कारण विस्थापन में अंतर स्पष्ट कीजिए।
- (ख) “फणीश्वरनाथ ‘रेणु’ ने बड़ी बहुरिया की पीड़ा को, उसके भीतर के हाहाकार को संविदिया के माध्यम से अपनी पूरी सहानुभूति प्रदान की है।” - इस कथन की समीक्षा कीजिए।
- (ग) “मनोकामना की गाँठ भी अद्भुत, अनूठी है, इधर बाँधो उधर लग जाती है।” कथन के आधार पर ‘दूसरा देवदास’ कहानी की पारों की मनोदशा का चित्रण अपने शब्दों में कीजिए।

12. सच्चिदानन्द हीरानन्द वात्स्यायन ‘अङ्गेय’ अथवा घनानन्द के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी किन्हीं दो प्रमुख काव्यगत विशेषताओं पर प्रकाश डालिए।

6

### अथवा

रामचंद्र शुक्ल अथवा भीष्म साहनी के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी भाषा-शैली की दो प्रमुख विशेषताओं को स्पष्ट कीजिए।

13. निम्नलिखित प्रश्नों में से किन्हीं तीन के उत्तर दीजिए : **3×3 = 9**
- (क) “यह फूस की राख नहीं, उसकी अभिलाषाओं की राख थी” - इस कथन का संदर्भ-सहित विवेचन कीजिए।
  - (ख) ‘आरोहण’ कहानी में बूढ़े तिरलोक सिंह को पहाड़ पर चढ़ना जैसी नौकरी की बात अजीब क्यों लगी?
  - (ग) ‘बिस्कोहर की माटी’ के आधार पर बिस्कोहर की बरसात का वर्णन अपने शब्दों में कीजिए।
  - (घ) ‘अपना मालवा’ में लेखक ने यह क्यों कहा कि अब मालवा में वैसा पानी नहीं गिरता जैसा गिरा करता था? स्पष्ट कीजिए।
14. “खेल में रोना कैसा? खेल हँसने के लिए, दिल बहलाने के लिए है, रोने के लिए नहीं।”  
इस कथन के आलोक में सूरदास का चरित्र-चित्रण कीजिए। **6**

### अथवा

‘आरोहण’ पाठ के आधार पर सोदाहरण प्रतिपादित कीजिए कि पहाड़ों में जीवन अत्यंत कठिन होता है।

## अंक योजना - हिंदी (ऐच्छिक)

### सामान्य निर्देश :

1. अंक-योजना का उद्देश्य मूल्यांकन को अधिकाधिक प्रस्तुति बनाना है। अंक-योजना में दिए गए उत्तर-बिंदु अंतिम नहीं हैं। ये सुझावात्मक एवं सांकेतिक हैं। यदि परीक्षार्थी ने इनसे भिन्न किंतु उपयुक्त उत्तर दिए हैं, तो उसे उपयुक्त अंक दिए जाएं।
2. मूल्यांकन करने वाले परीक्षकों के साथ जब तक प्रथम दिन वैयक्तिक अथवा सामूहिक रूप से अंक-योजना पर भली-भाँति आधोपांत विचार-विनियम नहीं हो जाता, तब तक मूल्यांकन आरंभ न कराया जाए।
3. मूल्यांकन अपनी निजी व्याख्या के अनुसार न करके अंक-योजना में निर्दिष्ट निर्देशानुसार ही किया जाए।
4. प्रश्नों के उपभागों के उत्तरों पर बाईं ओर अंक दिए जाएँ। बाद में उपभागों के इन अंकों का योग बाईं ओर के हाशिए में लिखकर उसे गोलाकृत कर दिया जाए।
5. यदि प्रश्न का कोई उपभाग नहीं है तो उस पर बाईं ओर ही अंक देकर उन्हें गोलाकृत कर दिया जाए।
6. यदि परीक्षार्थी ने किसी प्रश्न का अतिरिक्त उत्तर भी लिख दिया है तो उस उत्तर पर अंक दिए जाएं जिसे पहले लिखा गया हो।
7. संक्षिप्त, किन्तु उपयुक्त विवेचन के साथ प्रस्तुत किया गया बिंदुवत उत्तर विस्तृत विवेचन की अपेक्षा अच्छा माना जाएगा। ऐसे उत्तरों को उचित महत्व देने की अपेक्षा है।
8. बार-बार की गई एक ही प्रकार की अशुद्ध वर्तनी पर अंक न काटें।
9. अपठित गद्यांश और काव्यांश के प्रश्नों में परीक्षार्थियों की समझ, बोध क्षमता और ग्रहण शीलता का परीक्षण किया जाता है, अतएव इनके उत्तरों में अभिव्यक्तिगत योग्यता को अधिक महत्व न दिया जाए जिससे परीक्षार्थियों को अकारण हानि हो।
10. मूल्यांकन में संपूर्ण अंक पैमाने - 0 से 100 का प्रयोग अभीष्ट है, अर्थात् परीक्षार्थियों ने यदि सभी अपेक्षित उत्तर-बिंदुओं का उल्लेख किया है तो उसे शत-प्रतिशत अंक दिए जाएं।

1. (क) किसी भी जीव को अकारण दुख न पहुंचाना, उनके साथ सद्व्यवहार करना व उन्हें  
सुख पहुंचाना। 2
- (ख) जिस जीवन-शैली में अहिंसा सर्वोपरि हो। संकल्पपूर्वक वध न करना, अकारण दुख  
व पीड़ा न पहुंचाना, सभी प्राणियों को मित्रवत् समझना -आदि अनुकरणीय है। 2
- (ग) जैन धर्म के प्रवर्तक भगवान महावीर जी ने जियो और जीने दो की बात कही।  
जिसका तात्पर्य है - सुखपूर्वक जियो व दूसरों को भी प्रसन्नता व आराम से जीवन-  
यापन करने दो। 2
- (घ) क्योंकि क्रोध हिंसा की भावना का आरंभिक रूप है। क्रोध में व्यक्ति दूसरे को  
शारीरिक आघात और मानसिक कष्ट देता है। द्वेष भी बदले की भावना को जन्म  
देता है। 2
- (ड.) 'क्षमा' चरित्र का, जीवन का उदात्त भाव है। यह हमारे परिवार से सामंजस्य कराने  
व पारस्परिक प्रेम को बढ़ावा देने में अहम् भूमिका निभाता है। क्षमा कर देने से शत्रु  
भी मित्रवत् व्यवहार करते हैं। 2
- (च) क्रोध से बुद्धि का नाश विवेकहीन हो अनुचित कार्य करना, ऊंच-नीच, अच्छे-बुरे का  
ध्यान न रहना। क्रोध हिंसा की प्रवृत्ति का एक आरंभिक रूप है क्योंकि वह अकारण  
या क्रोध में दूसरों को पीड़ा पहुंचाने या मरने-मारने पर उतार हो जाने की प्रवृत्ति होने  
के कारण क्रोध को हिंसा का आरंभिक रूप माना है। 2
- (छ) 'अन्' - उपसर्ग  
एक - प्रत्यय  $\frac{1}{2}+\frac{1}{2}=1$
- (ज) विशेषण :-  
उन्नतिशील/उन्नत  
क्षमाशील/क्षम्य  $\frac{1}{2}+\frac{1}{2}=1$
- (झ) 'जीवन में अहिंसा का महत्व', 'अहिंसात्मक जीवन-शैली या कोई अन्य उपयुक्त  
शीर्षक। 1

2. अपठित काव्यांश - प्रत्येक उत्तर के लिए एक अंक निर्धारित है।  $1 \times 5 = 5$  अंक

- (क) धरती पर किसी एक का अधिकार नहीं, यह सभी की है।
- (ख) इस धरती पर सभी को सभी सुखों के उपयोग और निःशर्क होकर जीने का अधिकार है।
- (ग) सभी को हवा, पानी, प्रकाश, अग्नि, अकाश और भूमि के उपयोग -उपभोग की स्वतंत्रता चाहिए।
- (घ) सुख-सुविधाओं के बंटवारे को लेकर मनुष्य-मनुष्य के बीच संघर्ष हो रहे हैं।
- (ड.) स्वार्थ और संकीर्ण भावना के कारण।

#### अथवा

- (क) झांसी की रानी, लक्ष्मीबाई की। वीरांगना होने के कारण ही उसे 'मर्दनी' कहा गया है।
- (ख) जिस प्रकार माला टूट जाने पर उसके मनके बिखर जाते हैं, उसी प्रकार रानी लक्ष्मीबाई भी विजयी होते-होते यहां शहीद हो गई।
- (ग) रानी लक्ष्मीबाई का महत्व उसके शहीद होने के बाद अधिक बढ़ गया क्योंकि अब वह स्वतंत्रता के लिए संघर्ष की प्रेरणा देती है।
- (घ) आखिरी सांस तक वह लड़ती रही, उसने वीरांगना की भाँति युद्ध किया और अंत में अपना जीवन दे दिया।
- (कविता की उपयुक्त पंक्ति उद्धृत करने पर भी अंक दें)
- (ड.) 'रानी की समाधि' देशकाल की सीमाओं के पार होकर युगों-युगों तक बलिदान व देश-प्रेम की प्रेरणा देती रहेगी।

## खंड ‘ख’

3. किसी एक विषय पर लगभग 400 शब्दों में निबंध-
- |                                    |   |        |
|------------------------------------|---|--------|
| 1. भूमिका                          | 1 | 10 अंक |
| 2. विषयवस्तु का सुसंबद्ध प्रतिवादन | 6 |        |
| 3. उपसंहार                         | 1 |        |
| 4. भाषा-शुद्धता और अभिव्यक्ति कौशल | 2 |        |
4. पत्र-लेखन का अंक विभाजन :
- |                                    |                           |       |
|------------------------------------|---------------------------|-------|
| 1. प्रारंभ और समापन की औपचारिकताएं | $\frac{1}{2}+\frac{1}{2}$ | 5 अंक |
| 2. प्रश्नानुसार विषयवस्तु          | 3                         |       |
| 3. भाषाशुद्धता और प्रस्तुति        | 1                         |       |
5. i) मुद्रित माध्यमों की सबसे बड़ी विशेषता यह है कि छपे हुए शब्दों में स्थायित्व होता है। उसे आप धीरे-धीरे समझ कर और आराम से पढ़ सकते हैं।
- ii) आप उन्हें लम्बे समय तक सुरक्षित रख सकते हैं।
- iii) यह लिखित भाषा का विस्तार है। लिखित भाषा में व्याकरण, वर्तनी, शब्दों की शुद्धता आदि का ध्यान रखना पड़ता है।
- iv) यह चिंतन, मनन व विश्लेषण का माध्यम है।
- v) लेखकों और पत्रकारों को प्रकाशन की सीमा का पूरा ध्यान रखना पड़ता है।

### अथवा

दूरदर्शन पर समाचार प्रस्तुत करते समय वाचक को कम से कम समय में कम शब्दों में ज्यादा से ज्यादा खबरें देनी होती हैं।

### सावधानियाँ-

- भाषा-शैली के स्तर पर
- प्रचलित सरल शब्दों

- सरल और छोटे वाक्य
- गैर-जरूरी विशेषणों अतिरिक्त उपमाओं से बचना
- स्पष्ट उच्चारण
- सामग्री और विजुअल्स में तालमेल
- कोई अन्य उपयुक्त बिन्दु

5. पांचों प्रश्नों के उत्तर संक्षेप में देने हैं:-

5 अंक

- (क) वेबसाइट पर विशुद्ध पत्रकारिता शुरू करने का श्रेय ‘तहलका डॉटकॉम’ को जाता है। 1
- (ख) उलटा पिरामिड-शैली में सबसे महत्वपूर्ण तथ्य को सबसे पहले लिखा जाता है और उसके बाद घटते हुए महत्वक्रम में अन्य तथ्यों या सूचनाओं को लिखा जाता है। 1
- (ग) फ़ीचर एक सुव्यवस्थित, सृजनात्मक और आत्मनिष्ठ लेखन है, जिसका उद्देश्य पाठकों को सूचना देना, सुशिक्षित करना और मनोरंजन करना होता है। 1
- (घ) स्तंभ-लेखन :- विचारपरक लेखन का एक प्रमुख रूप स्तंभ लेखन है। इसमें कुछ महत्वपूर्ण लेखक अपनी रुचि व योग्यतानुसार अपने विचारों को अभिव्यक्त करते हैं। अखबार भी उन्हें उनकी लोकप्रियता देखकर एक नियमित स्तंभ लिखने का जिम्मा दे देते हैं। 1
- (ड.) खोजी रिपोर्ट, इन-डेप्थ रिपोर्ट, विश्लेषणात्मक रिपोर्ट और विवरणात्मक रिपोर्ट में से कोई दो बताने हैं। 1

### ‘खंड ‘ग’

7. सप्रसंग व्याख्या-

- संदर्भ कविता और कवि का नाम  $\frac{1}{2}+\frac{1}{2}$
- पूर्वापर प्रसंग 1
- व्याख्या बिंदुओं का स्पष्टीकरण 4 8 अंक
- शिल्पगत विशेषताएं 1
- भाषा-शुद्धता व अभिव्यक्ति कौशल 1

### अथवा

- कविता, घनानंद ।
- इस कविता में कवि अपनी प्रेयसी को उलाहना देता है।
- व्याख्या बिंदु-
  - मिलन के लिए आनाकानी, परंतु आरसी में दर्शन कब तक करती रहोगी?
  - मेरी मूक पुकार तुम्हें बुलाती है।
  - कब तक कानों में रुई डाले रहोगी।
  - मेरी भी जिद हैं, आखिर कभी तो मेरी पुकार सुनोगी
- विशेष -
  - कवि की प्रिय- मिलन की आकांक्षा व्यंजित हुई है।
  - नायिका सुजान की निष्ठुरता का स्वरूप।
  - अनुप्राप्त अलंकार।
  - ‘कान में रुई डालना’ मुहावरे का प्रयोग।
  - वियोग श्रृंगार रस।
  - कवित छंद।

### अथवा

- ‘बनारस’, केदारनाथ सिंह।
- बनारस के प्राकृतिक सौंदर्य व वैभव का वर्णन।
- व्याख्या बिंदु -
  - बनारस में बसंत का आगमन।
  - श्रद्धालु जन दशाश्वमेध घाट पर आकर संवेदनशील हो उठते हैं।
  - घाट पर उपस्थित बंदरों की आंखों में नमी।
  - भिखारी खाली कटोरों में अन्नदाता से उम्मीद लगाए बैठे हैं।

- विशेष -
    - शिवनगरी बनारस के घाट पर उमड़ती भीड़ का कलात्मक वर्णन।
    - देशज शब्द - सुगबुगाना।
    - खाली कटोरों में बसंत का उतरना - लाक्षणिक प्रयोग।
    - मुक्त छंद।
8. (किन्हीं दो प्रश्नों के उत्तर अपेक्षित) 3+3=6 अंक
- (क) सागर का आशय समाज से और बूंद का व्यक्ति से है। बूंद के अस्तित्व का सागर में विलय होता है। बूंद क्षणिक है, नश्वर है, परंतु निरर्थक नहीं।
- (ख) इस पद में प्रकृति की प्रफुल्लता देख वियोगिनी राधा नयन मूँद लेती है। उसे कृष्ण की स्मृति सालने लगती है। इसी प्रकार भ्रमर और कोयल की ध्वनि सुन कान ढक लेती है। दीन दृष्टि से प्रिय के आगमन की प्रतीक्षा करती है। प्रिय से मिलने की उत्कंठा है।
- (ग) ईमानदारी के कारण आज वह हाथ फैलाने को विवश है। भ्रष्ट आचरण से वह धनी हो जाता। आस्थावान, ईमानदार और संवदेनशील लोग यह सब नहीं कर सके अतः आज भी वे गरीब हैं।
9. (किन्हीं दो का काव्य - सौंदर्य अपेक्षित) 3+3 = 6 अंक
- (क) भाव और शिल्प सौंदर्य के दो-दो बिन्दुओं का उल्लेख पर्याप्त मानें।
- भाव सौंदर्य**
- प्राकृतिक सौंदर्य का मनोहारी चित्रण।
  - विभिन्न देशों से आए व्याकुल एवं विक्षुब्ध प्राणी भारत में अपार शांति का अनुभव करते हैं।
  - उषा रूपी पनिहारिन स्वर्ण कलश (सूर्य के रूप में) से सुखों की वर्षा करती है।
  - तारे अपनी मस्ती में ऊंधं रहे हैं।

### **शिल्प सौंदर्य**

- मानवीकरण, रूपक अलंकार !
- गेयता, माधुर्य एवं प्रसाद गुण !
- तत्सम शब्दावली, खड़ी बोली !
- लाक्षणिक प्रयोग ।

### **(ख) भाव सौंदर्य**

- पूस मास की सर्दी में विरहणी नागमती की वियोगजन्य पीड़ा का चित्रण ।
- रात लंबी और प्रियतम परदेश में ।
- विरह रूपी बाज की दृष्टि ।
- रक्त सूख गया, मास गल गया है केवल पंख शेष है, प्रियतमा का आग्रह कि प्रिय वही समेट लो ।

### **शिल्प सौंदर्य**

- नागमती के विरह का मार्मिक चित्रण ।
- वियोग श्रृंगार का वर्णन ।
- रूपक, अतिशयोक्ति, अनुप्रास अलंकार ।
- अवधी भाषा ।
- चौपाई, दोहा छंद ।

### **(ग) भाव-सौंदर्य**

- लाल बजरी पर गिरे पीले पत्तों की चरमराहट से वसंत आगमन की सूचना ।
- प्रातः कालीन हवा में ज़रा सी गर्माई - मानो, अभी-अभी गर्म पानी में नहाकर आई हो ।
- हवा गोलाकार रूप में फिरकी की तरह आई और चली गई ।

## शिल्प सौंदर्य

- मानवीकरण, उपमा अलंकार !
- देशज शब्दों का स्वाभाविक प्रयोग ।
- खड़ी बोली !

10. गद्यांश की सप्रसंग व्याख्या -

i)	पाठ का शीर्षक व लेखक का नाम	$\frac{1}{2}+\frac{1}{2}$
ii)	पूर्वापर संबंध निर्वाह	1
iii)	व्याख्या- मुख्य बिंदुओं की	3
iv)	टिप्पणी/विशेष कथन/ भाषा-शैली	1

जरा सी आहट..... सब !

i) पाठ - 'जहां कोई वापसी नहीं'

ii) लेखक - निर्मल वर्मा

iii) पूर्वापर संबंध निर्वाह -

औद्योगिक विकास के दौर में प्राकृतिक सौंदर्य का नष्ट होना व लोगों का अपने परिवेश से उखड़ना ।

iv) व्याख्या बिंदु -

- युवा हिरणियों .....
- कृषक महिलाओं का चौकना और फिर कार्य में संलग्न हो जाना ।
- वे न डरती हैं, न काम छोड़ भागती हैं । अपितु मुस्कुराती हैं ।
- यह दृश्य, इसकी मोहकता लेखक को आने वाले कल की चिंता- जब औद्योगीकरण के परिणामस्वरूप सब मटियामेट हो जाएगा- में डाल देती है ।

v) भाषा काव्यात्मक - धान रोपती कृषक महिलाओं के चौंकने की स्थिति की तुलना वन्य हिरणियों से करना आदि ।

## अथवा

- i) पाठ - 'यथास्मै रोचते विश्वम्'
- लेखक - रामविलास शर्मा
- ii) आज के युग में साहित्यकार की रचना-धर्मिता पर प्रकाश
- iii) व्याख्या बिंदु - श्री कृष्ण के पांचजन्य शंख से साहित्य की तुलना करते हुए लेखक का कहना है कि साहित्यकारों और भाग्य के भरोसे रहने वाले निरुद्यमियों/आलसियों को संग्राम से जूझने की प्रेरणा देता है उनमें आत्मविश्वास जगाता है, उन्हें पुरुषार्थी बनाता है।
- iv) भाषा शैली - भाषा सहज, प्रभावी और मुहावरेदार है। तत्सम शब्दों का सहज प्रयोग है।
11. (क) किन्हीं दो का उत्तर दो-दो बिंदुओं में अपेक्षित - 4+4=8 अंक
- गाड़ी पर सवार होने के बाद हरगोविन्द को पुराने दिनों और पुराने संवादों की याद आने लगी।
  - बड़ी बहुरिया के संवाद का एक-एक शब्द उनके मन में चुभने लगा।
  - वह सोचने लगा कि संवाद सुनाते समय वह भी बड़ी बहुरिया की तरह रोएगा।
  - अपनी इस मनः स्थिति से छुटकारा पाने के लिए वह अपने बैठे हुए सहयात्री से बातचीत करने लगा ताकि उसका मन बदल जाए।
- (ख) - विपरीत परिस्थितियों में भी हंसकर जीना सीखो। 6
- प्रत्येक दशा में अपना लक्ष्य प्राप्त करके रहो।
  - दूसरों के द्वारा पर भीख मांगने मत जाओ।
  - सुख-दुखमयी परिस्थितियों में भी हंसकर जीना सीखो।
  - अप्रिय को भी प्रिय के समान ही सहर्ष स्वीकार करो।
  - कुट्टज विपरीत दशाओं में भी पुष्पित और पल्लवित होता है।
  - वह अपराजेय जीवन-शक्ति, स्वावलंबन और आत्मविश्वास का प्रतीक है।

- (ग) - मनसा देवी पर एक और चुनरी चढ़ाने का निर्णय लेती है।
- वह देवदास के साथ अपने-आप को मन से जोड़ लेती है।
  - वह लालच के अनुभव करते हुए भी अपने प्रेम को अभिव्यक्त करती है।
  - उसके चित्त में संभव के विषय में अनेक प्रश्न जन्म लेते हैं।
  - उसके नाम की जिज्ञासा उसके मन में प्रबल हो उठती है।

12. किसी एक कवि/ लेखक की जीवनी अपेक्षित

6

अंक विभाजन : संक्षिप्त जीवन परिचय -2

दो रचनाओं का परिचय -2

साहित्य की, भाषा-शैली की दो विशेषताएं -2

**केशवदास :** रामभक्ति शाखा के प्रमुख रीतिकालीन कवि, जन्म - 1555 ई, बेतवा नदी के तट पर स्थित ओरछा नगर।

**आश्रयदाता -** ओरछापति महाराज इंद्रजीत सिंह, वीरसिंह देव का भी आश्रय प्राप्त। संगीत, साहित्य, धर्मशास्त्र, राजनीति, ज्योतिष, वैद्यक सभी विषयों के अध्येता।

**रचनाएं :** रसिका प्रिया, कविप्रिया, रामचंद्र चंद्रिका, रतनबाबानी आदि।

**काव्यगत विशेषताएं-** काव्य-भाषा ब्रज, बुद्देली के शब्दों का प्रयोग, संस्कृत प्रभाव। रचनाओं में तीन रूप - आचार्य, महाकवि और इतिहासकार। व्यवस्थित और सर्वांगपूर्ण रीतिग्रंथ प्रस्तुत किए। मृत्यु - सन् 1617 में।

**निराला :** जन्म बंगाल के मेदिनीपुर जिले में 1897। शिक्षा मैट्रिक, अल्पायु में विवाह। पिताजी की मृत्यु-उपरांत आर्थिक संकट- संघर्ष, पत्नी व पुत्री सरोज की अकाल मृत्यु। जीवन दिशा बदल गई तो रामकृष्ण मिशन, अद्वैत आश्रम, बैलूर मठ चले गए। गंभीर दार्शनिक, आत्माभिमानी एंव मानवतावादी थे। दीन-दुखियों और असहायों के सहायक 15 अक्टूबर 1961 ई. में स्वर्ग सिधार गए।

**रचनाएं -** परिमिल, गीतिका, कुकुरमुत्ता, चतुरी चमार, अप्सरा, अलका, लिली, सखी!

**काव्यगत विशेषताएं -** बहुमुखी प्रतिभा, काव्य में अदम्य पौरुष भी, शृंगार भी। दार्शनिकता, संवेदना, जागरण, उन्माद। कहीं छायावादी, कहीं रहस्यवादी, कहीं प्रगतिवादी।

## अथवा

**रामचन्द्रशुक्लः** जन्म बस्ती जिले के ‘अगोना’ ग्राम के सन् 1884 ई. में। मिशन स्कूल से शिक्षा और उसी स्कूल से ड्राइंग मास्टर। ‘हिंदी शब्द-सागर’ के सहायक संपादक- नागरी प्रचारिणी सभा, काशी में। हिंदू विश्वविद्यालय में हिंदी प्राध्यापक, हिंदी विभाग के अध्यक्ष हुए। सन् 1941 में मृत्यु।

**रचनाएः** तुलसीदास, जायसी ग्रंथावली की भूमिका, सूरदास, चिंतामणि (तीन भाग) हिन्दी साहित्य का इतिहास और रस मीमांसा।

**साहित्यिक विशेषताएः** : आलोचक, इतिहासकार और साहित्य-चिंतक। विज्ञान, दर्शन, इतिहास, भाषा, विज्ञान, साहित्य और समाज से संबंधित मौलिक लेखन, संपादन और अनुवादों के बीच ज्ञान-सम्पन्न व्यक्तित्व उभरा। भाषा-शैली प्रौढ़, सजीव, प्रांजल एवं भावानुकूल। गद्य शैली विवेचनात्मक।

**पं. चंद्रधर शर्मा गुलेरीः** जन्म सन् 1883 ई. में पुरानी बस्ती, जयपुर में। संस्कृत, पाती, प्राकृत, अपभ्रंश, ब्रज, गुजराती, इतिहास और पुरातत्व उनका प्रिय विषय। प्रतिभा पत्रिका, नागरीप्रचारिणी पत्रिका में रचनाकार व्यक्तित्व उभरा। अध्यापन - कार्य किया। इतिहास दिवाकर की उपाधि से सम्मानित। काशी हिन्दू विश्वविद्यालय के शिक्षा विभाग के प्राचार्य।

गुलेरी जी का देहांत 1922 ई.

- प्रसिद्ध कहानियाँ - 1. सुखमय जीवन  
2. बुद्ध का कांटा  
3. उसने कहा था

13. (किन्हीं तीन के उत्तर अपेक्षित)

3+3+3= 9 अंक

- (क) • बदले की भावना से भैरों ने सूरदास की झोपड़ी में आग लगा दी और वहाँ उसे रूपयों की थैली मिल गई।
- सूरदास सोचता है कि भिखारियों के लिए धन-संचय पाप के समान है, अपमान की बात है। दरिद्रता इतनी लज्जा की बात नहीं, जितना धन-संचय। इसलिए सूरदास अपनी आर्थिक हानि जगधर से छुपा रहा था।

- (ख) • भूपसिंह पहाड़ों पर चढ़ने की कला में अत्यंत कुशल ।
- परिश्रमी - झरने का रुख बदलने और खेती को बढ़ाने में ।
- स्वाभिमानी- माही गांव के लोगों ने बकरी के बच्चे की बलि दी तो उन्होंने उनसे बात करना बंद कर दिया ।
- खुदारी - छोटे भाई के शहर जाने के प्रस्ताव को ठुकरा देता है ।

(कोई तीन विशेषताएं अपेक्षित)

- (ग) • धोती/कमीज में प्याज बांधना ।
- आम का पन्ना ।
- आम भून कर देह लेपना, नहाना ।

मुक्त उत्तर संभव । इसके पक्ष या विपक्ष में तर्क-संगत उत्तर स्वीकार्य ।

- (घ) • पाश्चात्य दृष्टिकोण से अपनाई जा रही सभ्यता हमें उजाड़ देगी ।
- प्राकृतिक वनों का विनाश !
  - पर्यावरणीय असंतुलन !
  - यूरोप- अमेरिका की खाऊ-उजाड़ जीवन पद्धति, संस्कृति, सभ्यता हमारी धरती को नष्ट करने पर तुली है ।
- सही अर्थों में हम उजाड़ रहे हैं ।
- पर्यावरणीय सरोकरों ने आम जनता को जोड़ दिया है, सचेत किया है ।

(मुक्त उत्तर संभव । उपयुक्त उत्तर स्वीकार्य)

14. i) सूरदास अंधा है । एक झोंपड़ी थी, वह भी जल गई । जीवन भर की कमाई भी चोरी हो गई । ऐसी स्थिति में भी वह निराश नहीं हुआ । उसने अपना विश्वास बनाए रखा ।
- ii) वह निराशा की अपेक्षा बार-बार प्रयास करने में विश्वास रखता है ।
- iii) वह पुनर्निर्माण में विश्वास रखता है, प्रतिशोध में नहीं ।

- iv) वह परोपकारी है। अपनी जमीन पर एक कुआँ व मंदिर बनवाने हेतु धन संचय करता है।
- v) परिस्थितियों उसे मर्माहत करती हैं, परन्तु वह फिर से पुनर्निर्माण का संकल्प लेकर कर्मक्षेत्र में अवतरित हो जाता है।
- vi) वह जीवन के घटनाक्रम को खेल मानकर संतोष करता है। खेल में रोना नहीं होता वह इस भावना से जीवन जीता है।
- vii) वह स्वाभिमानी, उदार, आदर्शवादी व्यक्ति है।

### अथवा

सैलानियों को पर्वतों की यात्रा भले ही आनंदित करे, वास्तव में पहाड़ी जीवन अत्यंत कठिन होता है।

- i) आवागमन की कोई विशेष सुविधा नहीं होती।
- ii) दुर्लभ चढ़ाई के लिए घोड़ों का सहारा लेना पड़ता है।
- iii) मार्ग अत्यन्त संकरे व भयावह होते हैं।
- iv) चट्टानों के खिसकते से मार्ग कभी भी अवरुद्ध होने की संभावना रहती है।
- v) खेती के लिए समतल भूमि का अभाव रहता है।
- vi) पानी की भी समस्या निरंतर रहती है।
- vii) पर्वतीय प्रदेशों का जीवन संघर्षमय, कठिन एवं दुखद है।

### प्रश्न-पत्र-संख्या 29/1

#### खंड - 'क'

1. अपठित गद्यांश के प्रश्नों के उत्तर:

- (क) सौन्दर्य वस्तु या दृश्य में नहीं देखने वाले की दृष्टि और उसकी सौन्दर्य चेतना में अवस्थित है।
- (ख) ठोस भौतिक-प्राकृतिक पदार्थों, मानवीय भावनाओं या काल्पनिक संसार के साथ-साथ चींटी, छिपकली, चूहे, बिल्ली जैसे विषयों पर।

1

1

- (ग) आज का कवि कदम-कदम पर जीवन और जगत की सभी राहों, विषयों, पदार्थों एवं जीवों को अपनी लेखनी का विषय बनाता है। 2
- (घ) हमारे भावों-विचारों को उदात्त बनाना, उनमें परिष्कार कर उन्हें जनोपयोगी बनाना। 1
- (ड.) कुटिलता, क्रूरता, दंभ, नीचता जैसे दुर्गुणों से वितृष्णा। 2
- (च) महापुरुषों के भावों-विचारों की उच्चता से काव्य में भी गरिमा आती है। 1
- (छ) कबीर, रहीम, तुलसी आदि की अनेक प्रेरणाप्रद पंक्तियां निराशा से आशा का संचार कर ढूबते का सहारा बनती है। इसलिए सूक्तियों के रूप में प्रस्तुत। 1
- (ज) भावों और विचारों की उच्चता से काव्य में गरिमा। 1
- (झ) सरल-सहज जीवन भी आकर्षक, आनंददायक निराशा में आशा का संचार, ढूबते का सहारा। 1
- (ज) काव्य और जीवन, जीवन में काव्य का महत्व या अन्य कोई उपयुक्त शीर्षक। 1
- (ट) 'अन्' उपसर्ग 1
- ‘वाद’/‘ई’ प्रत्यय
- (ठ) पर्याय- 1
- घमंड - दंभ (पूरा एक अंक दे)
- (ड) मिश्रवाक्य - कविता की जो प्रेरणापद पंक्तियां होती हैं, वे निराशा में आशा का संचार कर सकती है। 1
2. अपठित काव्यांश में पांच प्रश्न पूछे गए हैं। प्रत्येक उत्तर का एक अंक है।  $1 \times 5 = 5$  अंक
- (क) ग्राम देवता भारत के गांव में रहता है क्योंकि उसे शहरी कोलाहल एवं चकाचौंध की अपेक्षा गांव की मिट्ठी, प्रकृति का स्वच्छ विशुद्ध वातावरण प्रिय है।
- (ख) सोने-चांदी के भौतिक आकर्षणों की अपेक्षा खेतों की मिट्ठी और एकाकी सिमटा-सा कर्मरत जीवन ही प्रिय है। जीवन की चकाचौंध की अपेक्षा प्रकृति का स्वच्छ वातावरण प्रिय है।
- (ग) भारत का किसान अपनत्व भाव से शुद्ध कर्म एवं शारीरिक श्रम से दिन-रात पसीना बहाकर अन्न-धान पैदा करता है। यह पसीना ही गंगा जल की धवल धार है।

- (घ) कवि किसान को जन-मन का अधिनायक मानते हुए उसे देश के राजसिंहासन पर बिठाना चाहता है, क्योंकि किसान देश को धन-धान्य से भरपूर कर खुशहाल बनाता है।
- (ङ.) हे किसान, तुम निरंतर मिट्टी मे कर्मरत रह खेती-बाड़ी करने वाले, अन्न-धान पैदा करने वाले और बंजरभूमि को उपजाऊ बना देश को वैभवशाली बनाने वाले हो, अतः तुम विशेष हो।

### अथवा

- (क) निरुद्यमी प्राणी, भाग्य के भरोसे बैठे रहने वाले लोग।
- (ख) मनुष्य के उद्यम के आगे, कठोर परिश्रमी लोगों की हिम्मत और श्रमजल के आगे प्रकृति झुकती है। यह धरा रत्नगर्भा है, श्रम द्वारा ही सब कुछ मिलता है।
- (ग) शोषण करने वाले भोले-भोले परिश्रमी लोगों पर अन्याय, अत्याचार करते हैं और दूसरों का श्रम-फल भोगते हैं, हेरा-फेरी कर अपने अवगुणों और किए गए अन्याय को भाग्यवाद का नाम देते हैं, पर है ये शोषण का हथियार ही अर्थात् यह शोषण का ही दूसरा नाम है।
- (घ) कर्मवीर, धर्मवीर, युद्धवीर अर्थात् सभी कर्मठ, परिश्रमी लोग असंभव में तथा दुर्भाग्य व अप्राप्य को सौभाग्य व प्राप्य में बदल लेते हैं। भ्रुवों से पानी बहाकर अर्थात् मेहनत कर, पसीना बहाकर।
- (ङ.) काव्यांश का मुख्यभाग- पुरुषार्थ द्वारा जीवन यापन करना न कि भाग्य के भरोसे रहना। मनुष्य अपने भाग्य का स्वयं निर्माता है। वह श्रम के बल पर उसे बनाता है।

### खंड - 'ख'

3. किसी एक विषय पर निबंध -

10 अंक

अंक विभाजन इस प्रकार है -

● भूमिका	1
● विषयवस्तु का सुसंबद्ध प्रतिपादन	5
● उपसंहार	1
● भाषा शुद्धता, अभिव्यक्ति कौशल	3

4.	पत्र का अंक विभाजन-	5 अंक
●	पत्र का प्रारूप : औपचारिकताएं	2
●	विषय वस्तु का प्रतिपादन	2
●	भाषा-शैली	1
5.	रेडियो के लिए समाचार-लेखन की बुनियादी बातें:-	5 अंक
क)	साफ़ सुथरी और टाइप कॉपी - जिससे समाचार-वाचक को कोई कठिनाई न हो।	
ख)	पृष्ठ पर दोनों ओर पर्याप्त हाशिया, एक पंक्ति में 12-13 शब्द, पंक्ति के आखिर में कोई शब्द अधूरा नहीं, आखिर में कोई पंक्ति अधूरी नहीं, एक से 10 तक के अंक शब्दों में और 11 से 999 तक अंकों में।	
ग)	डेढ़लाइन, संदर्भ और संक्षिप्ताक्षर के प्रयोग में सावधानी बरती जानी चाहिए।	

#### अथवा

इंटरनेट पत्रकारिता यानी ऑनलाइन, वेब पत्रकारिता। उसे आप सूचना, मनोरंजन, ज्ञान और व्यक्तिगत तथा सार्वजनिक सवारी के आदान-प्रदान के लिए इस्तेमाल कर सकते हैं। रिपोर्टर अपनी खबर को एक जगह से दूसरी जगह तक 'ई' मेल के जरिए भेजने और समाचारों के संकलन, खबरों के सत्यापन तथा पुष्टिकरण में भी इसका इस्तेमाल करता है। चंद मिनटों में इंटरनेट विश्वव्यापी संजाल के भीतर से कोई भी पृष्ठभूमि खोजी जा सकती है।

6.	पांच प्रश्नों के संक्षिप्त उत्तर:	5 अंक
(क)	खोजी रिपोर्ट - इसमें रिपोर्टर मौलिक शोध और छानबीन के द्वारा ऐसे तथ्य सामने आता है जो पहले से उपलब्ध नहीं थे। इसका इस्तेमाल आमतौर पर भ्रष्टाचार, अनियमितताओं और गड़बड़ियों को उजागर करने के लिए किया जाता है।	1
(ख)	सम्पादकीय लेखन से तात्पर्य, संपादकीय पृष्ठ पर प्रकाशित होने वाली अखबार की किसी घटना, समस्या या मुद्दे के प्रति उसके सम्पादक की राय। 'सम्पादकीय' किसी व्यक्ति विशेष के विचार का लेखन नहीं होता। इसे लिखने का अधिकार संपादक और उसके सहयोगियों पर होता है।	1

- (ग) भारत में समाचार पत्रकारिता का आंभ सन् 1780 जेम्स ऑगस्ट सिकी के बंगाल गजट से हुआ। 1
- (घ) हिंदी में प्रसारण करने वाले टी.वी. समाचार चैनल 1
1. आज तक
  2. स्टार न्यूज़
  3. जी न्यूज़
  4. इण्डिया टी.वी.
- इनमें से कोई दो लिखें - आजकल प्रसारित होने वाले अन्य नवीनतम चैनल भी लिखे जा सकते हैं।
- (ड.) क्योंकि टेलीविजन पर समाचार वाचन के साथ-साथ घटनाओं को दिखाया भी जाता है। यह देखने और सुनने दोनों का माध्यम है। 1

### खंड - 'ग'

#### 7. सप्रसंग व्याख्या

अंक विभाजन :

- |                                   |                           |
|-----------------------------------|---------------------------|
| - संदर्भ - कविता और कवि का नाम    | $\frac{1}{2}+\frac{1}{2}$ |
| - पूर्वापर प्रसंग- निर्वाह        | 1                         |
| - व्याख्या- बिंदुओं का स्पष्टीकरण | 4                         |
| - शिल्पगत विशेषताएं               | 1                         |
| - भाषा-शुद्धता व अभिव्यक्ति कौशल  | 1                         |
- 'पद्मावत' के 'बारहमासा' से उद्धृत,
  - मलिक मुहम्मद जायसी
  - फाल्गुन मास में नागमती की विरह- वेदना का चित्रण
  - व्याख्या - बिंदु
  - अधिक ठंड, वृक्षों की डालियों का पत्र-विहीन होना।

- वृक्षों के फल-फूल विरह-वेदना बढ़ा रहे हैं।
- रंग डालना, नृत्य करना और इससे नागमती के हृदय में विरह की होली जलना।
- राख बनकर भी प्रिय का स्पर्श पाना चाहती है।
- विशेष -
- नागमती का विरह चरमोत्कर्ष पर।
- रूपक, अनुप्रास अलंकार!
- अवधी भाषा।
- वियोग श्रृंगार।
- चौपाई - दोहा छंद।

#### अथवा

- ‘सत्य’, विष्णु खरे।
- सत्य को पकड़ पाना कठिन है, उसका कोई आकार नहीं।
- व्याख्या - बिंदु -
- महाभारत कालीन कथा के प्रसंग द्वारा स्पष्टीकरण।
- युधिष्ठिर ने सत्य को दृढ़ता से पाने का प्रयास किया। यदि हम भी ऐसा करें तो यह भी संभव है कि सत्य स्वयं ही हमारे सम्मुख आकर खड़ा हो जाए।
- दृढ़ संकल्प से तलाशने पर सत्य हमारे अंदर अपना प्रकाश भर देता है।
- हमारे मन में संशय बना रहता है कि सत्य हमारे भीतर मौजूद है भी या नहीं।
- विशेष -
- सत्य एक अनुभूति है। एक जीवन-मूल्य है। उसे पहचानने के लिए दृढ़ संकल्प चाहिए।
- पुनरुक्ति, दृष्टांत, विरोधाभास अलंकार।
- ‘सत्य’ का मानवीकरण।
- भाषा का लाक्षणिक प्रयोग।

8. (किन्हीं दो के उत्तर अपेक्षित)

3+3 = 6 अंक

- (क) राम की वस्तुओं को देख कौशल्या भाव-विह्वल हो उठतीं। राम की जूतियों को नयनों से लगातीं। राम को नींद से जगाने की बात कहती। राम को कभी राजा दशरथ की गोद में जाने की बात कहती। वन-गमन का ध्यान आते ही स्तब्ध और चकित रह जातीं।
- (ख) कवि को असमय दिवंगत हुई पुत्री की स्मृति बेचैन कर रही है। पिता ने दुख से भरे अपने जीवन की कथा किसी से नहीं कही। उसे यह बात सालती रही कि पुत्री के प्रति अपने धर्म का पालन नहीं कर पाया।
- (ग) सृजन-हेतु कवि चट्टानें, पत्थर, बंजर व ऊसर भूमि को तोड़ने की बात करता है। मन की बंजर भूमि को, ऊब, खीज, उदासी को तोड़ कर उसमें नवजीवन के आशा-अंकुर बोना चाहता है।

9. भाव सौंदर्य तथा शिल्प-सौंदर्य का उल्लेख

3+3 = 6 अंक

- (क) ● बनारस शहर की विचित्रता।  
● गंगातट पर उसके सौंदर्य का चित्रण।  
● मनुष्य दो हाथों के स्तंभ पर सूर्य को अर्ध्य देता हुआ अपने मदमस्त, दुनिया से बेखबर।  
● यहाँ आस्था, श्रद्धा, निष्ठा और विरक्ति का मिला-जुला रूप लक्षित होता है।

#### शिल्प सौंदर्य -

- प्रकृति वर्णन में मानवीकरण।
  - लाक्षणिकता का प्रयोग।
  - बनारस शहर के सौंदर्य का मार्मिक चित्रण।
  - सहज भाषा, खड़ी बोली।
- (ख) 1. इन काव्य पंक्तियों में देवसेना का असफल प्रेम की कल्पना में झूबना।  
2. यौवनकाल में स्कन्दगुप्त का देवसेना के प्रति उपेक्षा भाव।

3. जीवन के अंतिम मोड़ पर देवसेना के प्रति अपना प्रणय निवेदन किया ।

4. यह निवेदन देवसेना को विहाग-राग के समान लगा ।

#### शिल्प सौंदर्य -

1. स्वप्न को श्रमित कहने में गहरी व्यंजना है

2. गहन-विपिन और 'तरु-छाया' सामासिक शब्द हैं। स्मृति बिष्व साकार हो उठा है।

#### (ग) भाव सौंदर्य -

- नायिका की प्रेम-दशा की विचित्रता का उल्लेख ।
- लंबी अवधि से प्रियतम को निहारती आ रही है फिर भी नयनों की प्यास नहीं बुझी ।

#### काव्य सौंदर्य -

- विशेषोक्ति, अतिशयोक्ति अलंकार ।
- मैथिली भाषा ।
- माधुर्य गुण
- प्रेम की पल-पल होने वाली नवीनता का वर्णन ।

10. गद्यांश की सप्रसंग व्याख्या :

#### अंक विभाजन

- पाठ और लेखक का नाम = ½+½

- पूर्वापर संबंध निर्वाह = 1

6 अंक

- व्याख्या = 3

- विशेष कथन तथा भाषा शैली = 1

i) लेख 'कुट्ज'। लेखक - आचार्य हजारी प्रसाद द्विवेदी ।

ii) जीना भी एक कला है - सारा संसार अपने लिए जी रहा है। ऋषि याज्ञवल्य ने यह बात अपनी पत्नी मैत्रेयी से कही थी ।

- iii) लेखक को यह कथन विचित्र लगा कि दुनिया में सभी अपने लिए जी रहे हैं। यहाँ प्रेम, त्याग, परमार्थ जैसी कोई बात नहीं है। यदि यही अंतिम सत्य है, तो देश-प्रेम, कला-साहित्य की उपासना आदि बातें असत्य हैं, किंतु लेखक कहते हैं कि ‘अपने लिए जीना’ ऐसा सोचना सही नहीं है। स्वार्थ से ऊपर है - प्रेम, परमार्थ।

**विशेष - विवेचनात्मक शैली।**

भाषा-सहज, प्रवाहमयी, तत्सम शब्दावली।

#### अथवा

- i) निबंध - ‘यथस्मै रोचते विश्वम्’  
लेखक - रामविलास शर्मा
- ii) लेखक ने प्रजापति (ब्रह्मा) से कवि की तुलना करते हुए स्पष्ट किया कि कवि अपनी रुचि के अनुसार जब विश्व को परिवर्तित करता है तो वह क्या करता है।
- iii) प्रजापति - कवि यथार्थ में विश्वास करता है। वह आदर्श और यथार्थ दोनों के उदाहरण वास्तविक जीवन से लेता है वह जीवन में केवल दुख निराशा, पीड़ा के चित्र ही साहित्य में नहीं दिखाता, अपितु सुख, आशा व हर्ष- उल्लास के स्वर भी भरता है। उसका साहित्य मनुष्य को उद्बोधित करता है, प्रेरित करता है भावी जीवन के उज्ज्वल पक्ष की ओर।

भाषा में सहज प्रवाह, तत्सम शब्दावली। काव्यात्मकता का गुण है।

11. किन्हीं दो प्रश्नों के उत्तर अपेक्षित :-

4+4 = 8 अंक

- (क) प्राकृति के कारण विस्थापन अस्थायी होता है। मुसीबत टल जाने पर लोग पुनः अपने ही स्थान पर लौट जाते हैं। किंतु औद्योगीकरण के कारण लोग अपना घर-बार छोड़ जिस किसी स्थान पर बस जाते हैं तथा वहीं मृत्युपर्यन्त रहते हैं। उनके वंशज भी वहीं रहते हैं। उनका विस्थापन स्थायी होता जा रहा है।
- (ख) कहानी में बड़ी बहुरिया के नारकीय जीवन को वाणी मिली है। उसकी गरीबी, अकेलापन और उस पर हुए अत्याचार, सभी का यथार्थ चित्रण किया गया है। उसका दुख-दर्द भरा जीवन संविदिया के हृदय को भी द्रवित कर देता है, आदि उल्लेख अपेक्षित हैं।

- (ग) लड़की (पारो) मनसा देवी पर एक और चुनरी चढ़ाने का संकल्प लेती है। वह लड़के (संभव) का नाम भी जानना चाहती है। उसके व्यवहार से प्रेमांकुर का अहसास होने लगता है।
12. i) किसी एक कवि के अथवा लेखक के जीवन परिचय का वर्णन 2  
ii) कवि या लेखक की रचनाओं का नामोल्लेख । 2 6 अंक  
iii) दो प्रमुख काव्यगत विशेषताओं का वर्णन अथवा लेखक की भाषा-शैली की दो विशेषताओं का वर्णन । 2

सच्चिदानन्द हीरानन्द वात्स्यायन ‘अज्ञेय’

#### जीवन परिचय

(जन्म - मार्च 1911 कुशीनगर उत्तर प्रदेश

मृत्यु - अप्रैल 1987 नई दिल्ली)

शिक्षा - संस्कृत एवं अंग्रेजी में बी.एस.- सी., एम. ए. अंग्रेजी ।

स्वतंत्रता संग्राम में चार वर्ष जेल में बिताए। दो वर्ष नज़रबंद रहे। किसान आंदोलन में सक्रिय रहे। कुछ वर्ष सेना में भी रहे। अनेक देशों की यात्रा की। वहां की प्रकृति, भावनाओं तथा विचारों का अध्ययन

#### साहित्यिक परिचय :-

साप्ताहिक ‘दिनमान’ के संस्थापक संपादक रहे। नवभारत टाइम्स का सम्पादन। ‘तार सप्तक’ दूसरा सप्तक ‘तीसरा सप्तक’ तथा ‘चौथा सप्तक’ का सम्पादन।

‘कितनी नावों में कितनी बार’ काव्य संग्रह पर ‘ज्ञानपीठ पुरस्कार प्राप्त हुआ।

रचनाएं - भग्नदूत, चिंता, इत्यलम्, बावरा अहेरी, हरी धास पर क्षण भर, इन्द्र धनु रौदे हुए ये, अरी ओ करुणा प्रभामय, आँगन के पार द्वार, सागरमुद्रा, नदी के बांक पर, छाया, कितनी नावों में कितनी बार, सन्नाटा आदि ।

#### काव्यगत विशेषताएं :-

भावपक्ष - युगों से चली आ रही घिसी-पिटी परंपराओं को छोड़कर नवीन परंपराओं को अपनाया।

कलापक्ष - परंपरागत काव्य के शिल्प-विधान तथा शैली में परिवर्तन एवं संशोधन करके उसे अपनी भावनाओं की अभिव्यक्ति के अनुकूल बनाया है।

भाषा - संस्कृतनिष्ठ, स्वच्छ तथा परिष्कृत खड़ी बोली है।

छंद - छंदों की मान्यता को तोड़ते हुए प्रतीत होते हैं।

अलंकार - अलंकार प्रयोग की अपेक्षा 'बिंब-विधान', प्रतीक योजना और जीवन की समानांतर समीपस्थ अभिव्यक्ति को अपनाया है।

(उपर्युक्त काव्यगत विशेषताओं में से किन्हीं दो का उल्लेख अपेक्षित)

### अथवा

घनानंद - (जन्म - 1973, मृत्यु - 1760)

- |   |   |
|---|---|
| i) रीतिमुक्त अथवा स्वच्छंद कवि। सुजान से प्रेम तथा प्रेम में असफलता। निराश तथा दुखी होकर वृदांवन चले गए और निष्वार्क संप्रदाय में दीक्षित होकर भक्त के रूप में जीवन निर्वाह करने लगे। | 2 |
| ii) प्रमुख रचनाएँ - विरह लीला, सुजान सागर, रसकेलि वल्ली।  | 2 |
| iii) लाक्षणिकता, वक्रोक्ति आदि अलंकारों का सुंदर प्रयोग।  | 2 |
| v) प्रेम का अत्यंत, निर्मल, गंभीर वर्णन।  |   |

### अथवा

रामचंद्र शुक्ल - (जन्म, शिक्षा, निधन)

- |  |   |
|--|---|
| i) उत्तर प्रदेश के बस्ती जिले के अगौना नामक गांव में सन् 1884 में हुआ। आरंभिक शिक्षा उर्दू-अंग्रेजी तथा फारसी में हुई थी। मिर्जापुर में वे कुछ समय अध्यापक रहे। काशी हिंदू विश्वविद्यालय में वे हिंदी के प्राध्यापक रहे। यही हिंदी विभागाध्यक्ष के रूप में काम करते हुए सन् 1941 में उनका निधन हो गया? | 2 |
| ii) प्रमुख रचनाएँ - <ol style="list-style-type: none"><li>1. हिंदी साहित्य का इतिहास</li><li>2. गोस्वामी तुलसीदास</li></ol>  |   |

3. सूरदास
4. चिंतामणि (चार खंड) और रस मीमांसा आदि। 2

- iii) शुक्ल जी की गद्य शैली -
1. विवेचनात्मक है, जिसमें विचारशीलता सूक्ष्म तर्क-योजना तथा सहृदयता का मेल है।
  2. व्यंग्य और विनोद का पुट।
  3. सारागर्भित, विचार प्रधान, सूत्रात्मक वाक्य - रचना उनकी गद्य शैली की मुख्य विशेषताएँ हैं। 2

#### अथवा

- भीष्म साहनी-
- i) भीष्म साहनी का जन्म सन् 1915 में रावलपिंडी में हुआ। अंग्रेजी साहित्य में एम.ए. तक शिक्षा। पंजाब विश्वविद्यालय से पी.एच.डी. उपाधि प्राप्त की। 2003 में इनका निधन हुआ। 2
- ii) प्रमुख रचनाएँ - भाग्यरेखा, कुंतो, भटकती राख, पहला पाठ, पटरिया, हानूश, नीलोफर, माधवी, कविरा खड़ा बाज़ार में (नाटक) गुलेल का खेल बालोपयोगी कहानियां आदि। 2
- iii) 1. भाषा में उर्दू शब्दों का प्रयोग। 2
2. विषय के प्रति आत्मीयता।
3. भाषा -शैली में पंजाबी भाषा की सोंधी महक।
4. छोटे-छोटे वाक्यों का सफल प्रयोग
5. संवादों का सटीक वर्णन।

13. कोई तीन प्रश्न करने हैं। 3+3+3 = 9 अंक
- (क) सूरदास की झोंपड़ी का जलना और उनमें उसके भीख के रूपयों की थैली का गुम होना, इन सभी की राख में ही तो सूरदास की सारी अभिलाषाएँ, उसके भावी सुनहले

स्वप्न व उसकी भावी योजनाएं समाप्त हो गईं। उसने अपने पुरखों का पिंडदान करना था, मिठुआ की शादी करके बहू लानी थी जो उसे भी रोटी पका कर खिलाती। झोंपड़ी जल जाने पर अब कहाँ रहेंगे? यह प्रश्न भी उसके सामने आ खड़ा हुआ।

- (ख) बूढ़े तिरलोक सिंह का अब तक का जीवन पहाड़ पर ही बीता था। पहाड़ पर चढ़ना-उतरना उसकी दिनचर्या थी। अतः अब वह पहाड़ पर चढ़ने जैसी नौकरी की बात सुनता है तो उसे अजीब लगता है।
- (ग) कोइयां एक प्रकार का जल-पुष्प, इसे ‘कोका बेली’ या ‘कुमुद’ भी कहते हैं। यह जहाँ कहीं पानी हो वहाँ पैदा हो जाता है। सरोवरों में शरद की चांदनी का प्रतिबिंब पड़ने पर इसकी खिली हुई पंखड़ियां इकट्ठी होकर जब दिखाई पड़ती हैं तो बहुत सुंदर लगती हैं।
- (घ) उद्योगों के कारण वायुमंडल में कार्बन डाईऑक्साइड की अधिकता है। उद्योगों के कचरे से नदी, तालाब, नालियों में पानी गंदला हो गया है। अंधाधुंध जंगल काट दिए गए अतः परिणामतः वर्षा अब पहले की भाँति नहीं होती।
14. सूरदास एक आदर्श पात्र है। वह क्षमा, दया, करुणा, सहानुभूति आदि गुणों से पूर्ण मानव है। मिठुआ का लालन-पालन करना, सुभागी को अपने यहाँ निडर होकर आश्रय देना इसके उदाहरण है।

6 अंक

परिस्थितियों से जूझना उसका स्वभाव है। झोंपड़ी जल जाने पर उसे पुनः बनाने का संकल्प करना आदि कार्य उसके आशावादी एवं मन की दृढ़ता के परिचायक है।

भारतीय संस्कृति के गुणों- क्षमा, शालीनता, आश्रयहीनों को आश्रय देना, पूर्वजों-पितरों को श्रद्धापूर्वक सम्मान देने में उसका दृढ़ विश्वास है, आदि गुणों पर प्रकाश डालना अपेक्षित है।

### अथवा

- पहाड़ों में जन-जीवन की अपेक्षित सुविधाएं अभी भी प्राप्त नहीं हैं।
- पहाड़ी जीवन में प्राकृतिक आपदाओं से जूझना पड़ता है।
- हिमस्खलन होता रहता है।
- मार्ग अत्यंत संकरे तथा खतरनाक है।

- v) सङ्कों का प्रायः अभाव है।
- vi) रास्ते टेढ़े-मेढ़े, जीव-जन्तुओं से भरे हुए, लम्बे और उतार-चढ़ाव से युक्त है।
- vii) पहाड़ों में खाद्य-पदार्थों एवं पीने के पानी की भी सुविधा नहीं है।
- viii) पहाड़ का जीवन कष्टों भरा है। यहां वर्षा में फिसलन तथा मार्ग अवरुद्ध हो जाते हैं। सर्दियों में सर्दी भी अधिक पड़ती है। अतः पहाड़ों का जीवन अत्यन्त कठिन है।
- iv) कहानी के माध्यम से लेखिका ने प्रेम को बंबईया फ़िल्मों की परिपाठी से अलग हटा कर उसे पवित्र और स्थायी स्वरूप प्रदान किया है।
- v) कथ्य, विषय-वस्तु, भाषा और शिल्प की दृष्टि से कहानी बेजोड़ है।

## हिंदी (केंद्रिक)

निर्धारित समय : ३ घंटे

अधिकतम अंक : 100

प्रश्नपत्र संख्या 2/1/1

खंड 'क'

1. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर लिखिए :

$1 \times 5 = 5$

भयानक सूखा है

पक्षी छोड़कर चले गए हैं पेड़ों को

बिलों को छोड़कर चले गए हैं चींटे-चींटियाँ

देहरी और चौखट पता नहीं कहाँ किधर चले गए हैं

घरों को छोड़कर।

कहते हैं पिता

ऐसा अकाल कि बस्ती में दूब तक झुलस जाए

सुना नहीं कभी

दूब मगर मरती नहीं- कहते हैं वे

और हो जाते हैं चुप।

निकलता हूँ मैं दूब की तलाश में

छान डालता हूँ गली-चौराहे

कि अचानक मुझे दिख जाती है

शीशे के बिखरे टुकड़ों के बीच एक हरी पत्ती

दूब है, हाँ-हाँ दूब है-

पहचानता हूँ मैं

लौटकर यह खबर देता हूँ पिता को

अँधेरे में भी दमक उठता है उनका चेहरा

‘है, अभी बहुत कुछ है, अगर बच्ची है दूब.....’

बुद्बुदाते हैं वे।

- (क) सूखे की भयानकता को कवि ने कैसे उभारा है?
- (ख) ‘लोग अकाल के डर से घरों को छोड़कर चले गए हैं’ - यह भाव कविता की किन पंक्तियों में व्यक्त हुआ है?
- (ग) पिता को भीषण अकाल में दूब क्यों याद आती है?
- (घ) कवि दूब की तलाश में क्यों निकल पड़ता है?
- (ङ) अँधेरे में पिता का चेहरा क्यों दमक उठता है?

2. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर लिखिए :

प्रेमचंद की ‘रोशनी’ कहानी का ‘कथावाचक’ इंग्लैंड से आई.सी.एस. उत्तीर्ण कर अफ़सर के रूप में कार्यरत है। उसका विश्वास है कि पश्चिमी सभ्यता, शिक्षा और जीवन शैली से ही भारत का कल्याण होगा और इसकी अशिक्षा, जड़ता, अतीत-पूजा, पत्थर-पेड़-पूजा आदि का अंधकार इसी से दूर होगा परंतु उसके तूफान में फँसने पर गाँव की एक देहातिन विधवा उसे मार्ग दिखाती है और ध्यान रखती है कि गर्द-गुबार में वह रास्ता न भूल जाए। इस उपकार के बदले वह आई.सी.एस. अफ़सर से पाँच रुपए भी नहीं लेती। अफ़सर गाँव के लोगों को जाहिल, मूर्ख और बेखबर मानने की अपनी मूर्खता पर लज्जित होता है और देहाती औरत के साहस, कर्तव्यपालन, स्वाभिमान, सेवाभाव तथा ईश्वर विश्वास आदि को देखकर मान लेता है कि एक देहातिन भी आत्मिक शिक्षा एवं संस्कृतिके उच्च स्थान पर बैठी हो सकती है, और इस आत्मिक उन्नयन के लिए पश्चिमी शिक्षा या जीवनशैली की आवश्यकता नहीं होती। प्रेमचंद उस गँवार, देहाती, अनपढ़ औरत को मनुष्यता के शीर्ष पर प्रतिष्ठित करते हैं जिसके प्रभाव से अंग्रेजी संस्कृति का भक्त और भारतीयता से नाक-भौंह सिकोड़ने वाला अफ़सर भी एक अच्छा मनुष्य बन जाता है। प्रेमचंद की यही विशेषता है जो उन्हें अन्य कथाकारों से भिन्न पंक्ति में विशेष स्थान देती है। पढ़े-लिखे और संभ्रांत कहे जाने वाले पात्रों के दंभ को वे अपनी कलम से तार-तार कर देते हैं।

- (क) प्रेमचंद को अन्य कहानीकारों से भिन्न क्यों माना गया है? 2
- (ख) गद्यांश में प्रेमचंद की किस कहानी का उल्लेख है? 1
- (ग) आई.सी.एस. अधिकारी की भारत के बारे में क्या धारण थी? 2
- (घ) ग्रामीणों के प्रति अफ़सर की क्या धारणा थी? 1

(ङ) अंततः उसे ग्रामीण महिला में किन गुणों के दर्शन हुए?	1
(च) देहातिन के संपर्क में आने के बाद अफसर की विचारधारा में क्या परिवर्तन आया?	2
(छ) प्रेमचंद उस ग्रामीण महिला को मनुष्यता के शीर्ष पर कैसे बिठाते हैं?	2
(ज) गद्यांश से दो मुहावरे चुनकर उनका अपने वाक्यों में प्रयोग कीजिए।	2
(झ) 'इक' और 'ता' प्रत्यय से एक-एक शब्द बनाइए।	1
(ञ) कर्मवाच्य में बदलिए- एक देहातिन विधवा उसे मार्ग दिखाती है।	1
<b>खंड - 'ख'</b>	
3. निम्नलिखित में से किसी एक पर निबंध लिखिए:	5
(क) मेरा जीवन स्वप्न	
(ख) सूखे की विभीषिका	
(ग) आंतकवाद की समस्या	
(घ) क्यों पढ़ें हिंदी	
4. इरफ़ान केंद्रीय माध्यमिक शिक्षा बोर्ड के क्षेत्रीय कार्यालय चेन्नई में कनिष्ठ सहायक के पद पर काम कर रहे हैं किन्तु क्षेत्रीय कार्यालय इलाहाबाद में स्थानांतरण चाहते हैं। इरफ़ान की ओर से संयुक्त सचिव (प्रशासन) को एक आवेदन पत्र लिखिए और स्थानांतरण चाहने के दो कारणों का भी उल्लेख कीजिए।	5

### अथवा

आप सड़क पर दुर्घटनाग्रस्त हो गए थे। वहाँ उपस्थित पुलिसकर्मी आपकी अनदेखी कर चले गए। मित्रों की सहायता से जब आप पुलिस स्टेशन पहुँचे तो आपकी ओर से रिपोर्ट भी नहीं लिखी गई। पूरा विवरण देते हुए अपने ज़िले के पुलिस अधीक्षक को पत्र लिखिए।

5. (क) निम्नलिखित प्रश्नों के संक्षिप्त उत्तर दीजिए:	<b>1x5 = 5</b>
(i) प्रिंट माध्यम से क्या तार्त्यर्य है?	
(ii) टेलीविज़न समाचारों में एंकर बाइट क्यों जरूरी है?	
(iii) इंटरनेट किसे कहते हैं?	

(iv) फ्री लांस पत्रकार किसे कहा जाता है?

(v) रेडियो नाटक से आप क्या समझते हैं?

(ख) ‘एक चुनावी सभा’ अथवा ‘आँखों देखी दुर्घटना’ विषय पर एक आलेख लिखिए।

5

खंड - ‘ग’

7. निम्नलिखित में से किसी एक काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए:

$2 \times 4 = 8$

यह तेरी रण-तरी

भरी आकांक्षाओं से,

घन, भेरी-गर्जन से सजग सुप्त अंकुर

उर में पृथ्वी के, आशाओं से

नवजीवन की, ऊँचा कर सिर,

ताक रहे हैं, ऐ विप्लव के बादल!

फिर-फिर

बार-बार गर्जन

वर्षण है मूसलधार,

हृदय थाम लेता संसार,

सुन-सुन घोर वज्र-हुंकार।

(क) ‘रणतरी’ किसे कहा गया है? वह किन आकांक्षाओं से भरी है?

(ख) बादल को ‘विप्लव के बादल’ क्यों कहा गया है?

(ग) क्रांति की कामना कौन कर रहे हैं? क्यों?

(घ) बादल के किन क्रिया-कलापों को क्रांति के क्रिया-कलाप माना जा सकता है?

अथवा

आखिरकार वही हुआ जिसका मुझे डर था

जोर ज़बरदस्ती से

बात की चूँड़ी मर गई  
 और वह भाषा में बेकार घूमने लगी।  
 हारकर मैंने उसे कील की तरह  
 उसी जगह ठोंक दिया।  
 ऊपर से ठीक-ठाक  
 पर अंदर से  
 न तो उसमें कसाव था  
 न ताकत!

- (क) आशय स्पष्ट कीजिए - बात की चूँड़ी मर गई।
- (ख) लेखक को क्या डर था? उसके घटित होने का क्या परिणाम हुआ?
- (ग) 'कील जैसी ठोंकी हुई भाषा' की विशेषताएँ स्पष्ट कीजिए।
- (घ) काव्यांश का संदेश अपने शब्दों में लिखिए।

8. निम्नलिखित में से किसी एक काव्यांश पर पूछे गए प्रश्नों के उत्तर लिखिए:

**2+2+2 = 6**

नभ में पाँती बँधे बगुलों के पंख  
 चुराए लिए जातीं मेरी वे आँखें।  
 कजरारे बादलों की छाई नभ छाया।  
 तैरती सौँझ की सतेज श्वेत काया।  
 हौले-हौले जाती मुझे बाँध निज माया से।

- (क) काव्यांश की भाषा पर टिप्पणी कीजिए।
- (ख) काव्यांश में चित्रित प्रकृति सौंदर्य का चित्रण अपने शब्दों में कीजिए।
- (ग) मानवीकरण का एक उदाहरण छाँटकर उसका सौंदर्य स्पष्ट कीजिए।

### अथवा

प्रभु प्रलाप सुनि कान विकल भए बानर निकर।  
 आइ गयउ हनुमान जिमि करुना मँह बीर रस॥

- (क) काव्यांश की भाषा पर टिप्पणी कीजिए।
- (ख) उत्थेक्षा का एक उदाहरण छाँटकर उसका सौंदर्य स्पष्ट कीजिए।
- (ग) प्रयुक्त छंद का नाम लिखिए और अनुप्रास का एक उदाहरण छाँट कर लिखिए।

9. निम्नलिखित में से किन्हीं दो प्रश्नों के उत्तर लिखिए:

**3+3 = 6**

- (क) ‘उषा’ कविता गाँव की सुबह का गतिशील शब्दचित्र है -इस कथन की सोदाहरण समीक्षा कीजिए।
- (ख) ‘कवितावली’ से उद्धृत कवितों के आधार पर प्रतिपादित कीजिए कि तुलसीदास को अपने युग की आर्थिक विषमता की अच्छी समझ है।
- (ग) ‘बहलाती सहलाती आत्मीयता बरदाश्त नहीं होती है’ और कविता के शीर्षक ‘सहर्ष स्वीकारा है’ में आप कैसे अंतर्विरोध पाते हैं? स्पष्ट कीजिए।

10. नीचे दिए हुए गद्यांश को पढ़िए और पूछे गए प्रश्नों के उत्तर लिखिए:

**2x4 = 8**

बाज़ार जाओ तो खाली मन न हो। मन खाली हो, तब बाज़ार न जाओ। कहते हैं लू में जाना हो तो पानी पीकर जाना चाहिए। पानी भीतर हो, लू का लूपन व्यर्थ हो जाता है। मन लक्ष्य में भरा हो तो बाज़ार भी फैला-का-फैला ही रह जाएगा। तब वह घाव बिल्कुल नहीं दे सकेगा, बल्कि कुछ आनंद ही देगा। तब बाज़ार तुमसे कृतार्थ होगा, क्योंकि तुम कुछ-न-कुछ सच्चा लाभ उसे दोगे। बाज़ार की असली कृतार्थता है, आवश्यकता के समय काम आना।

- (क) आशय स्पष्ट कीजिए - मन खाली हो, तब बाज़ार न जाओ।
- (ख) ‘लू’ का उदाहरण क्यों दिया गया है? इस उदाहरण की सटीकता पर टिप्पणी कीजिए।
- (ग) बाज़ार कब आंनद देता है? कैसे?
- (घ) बाज़ार की असली कृतार्थता किसे माना है? क्यों?

#### अथवा

“वह जो सूखे हम अपने घर का पानी इन पर फेंकते हैं वह भी बुवाई है। यह पानी में बोएँगे तो सारे शहर, कस्बा, गाँव पर पानीवाले बादलों की फ़सल आ जाएगी। हम बीज बनाकर पानी देते हैं, फिर काले मेघा से पानी माँगते हैं। सब ऋषि-मुनि कह गए हैं कि पहले खुद

दो, तब देवता तुम्हें चौगुना-अठगुना करके लौटाएँगे। भइया, यह तो हर आदमी का आचरण है, जिससे सबका आचरण बनता है। ‘यथा राजा तथा प्रजा’ सिर्फ यही सच नहीं है। सच यह भी है कि यथा प्रजा तथा राजा। यही तो गाँधीजी महाराज कहते हैं।”

- (क) पाठ और लेखक का संदर्भ देकर बताइए कि यह कथन किसका है और किस प्रसंग में कहा गया है?
- (ख) बुवाई का सामान्यतः क्या अर्थ है? बादलों की फ़सल पाने के लिए क्या करना पड़ता है?
- (ग) दान का महत्व किस प्रकार समझाया गया है? स्पष्ट करें।
- (घ) ‘व्यक्ति के आचरण से ही समाज का आचरण बनता है।’ इस कथन के पक्ष या विपक्ष में दो तर्क दीजिए।

11. निम्नलिखित प्रश्नों में से किन्हीं चार के उत्तर दीजिए:

**3x4 = 12**

- (क) “नामक” कहानी में भारत और पाकिस्तान की जनता के आरोपित भेदभावों के बीच मुहब्बत का नमकीन स्वाद भी घुला है।” इस कथन की समीक्षा कीजिए।
- (ख) लेखक ने शिरीष को ‘अद्रभुत अवधूत’ क्यों कहा है? ‘शिरीष के फूल’ पाठ के आधार पर कारणों का उल्लेख कीजिए।
- (ग) जाति प्रथा को श्रम विभाजन का ही एक अंग न मानने के पीछे आंबेडकर के क्या तर्क हैं?
- (घ) चार्ली चैप्लिन कौन था? चार्ली के ‘भारतीयकरण’ से लेखक का क्या आशय है?
- (ङ) अपने बेटों के देहांत के बाद भी लुट्टन पहलवान पहले की भाँति ढोल क्यों बजाता रहा?

12. निम्नलिखित में से किन्हीं दो प्रश्नों के उत्तर दीजिए:

**3+3 = 6**

- (क) यशोधर बाबू की पत्नी समय के साथ खुद को ढाल लेती है पर वे ऐसा नहीं कर पाते। आपके विचार से इसके क्या कारण को सकते हैं? ‘सिल्वर वेडिंग’ के आधार पर लिखिए।
- (ख) ‘जूझ’ के लेखक की छूटी हुई पढ़ाई फिर से शुरू करने में दत्ताजी राव देसाई के योगदान पर प्रकाश डालिए।
- (ग) ‘डायरी के पन्ने’ के आधार पर महिलाओं के बारे में ऐन फ्रैंक के विचारों पर प्रकाश डालिए।

13. निम्नलिखित में से किन्हीं दो प्रश्नों के उत्तर संक्षेप में दीजिए: 2+2 = 4

- (क) 'जूझ' कहानी क्या संदेश देती है?
- (ख) 'किशन दा' के अमिट प्रभाव के कारण यशोधर वर्तमान में ताल-मेल नहीं बिठा पाते। 'सिल्वर वेडिंग' के आधार पर टिप्पणी कीजिए।
- (ग) ऐन फ्रैंक की डायरी की प्रसिद्धि के दो कारण लिखिए।

14. 'अतीत में दबे पाँव' पाठ के आधार पर प्रतिपादित कीजिए कि सिंधु सभ्यता साधन संपन्न थी पर उसमें भव्यता का आंडबर नहीं था। 5

#### अथवा

'सिल्वर वेडिंग' कहानी के आधार पर पीढ़ियों के अंतराल के कारणों पर प्रकाश डालते हुए स्पष्ट कीजिए कि उसे कैसे कम किया जा सकता है?

#### प्रश्नपत्र संख्या 2/1

खंड 'क'

1. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए 1x5 = 5

किस भाँति जीना चाहिए, किस भाँति मरना चाहिए,  
सो सब हमें निज पूर्वजों से ज्ञात करना चाहिए।  
पद-चिन्ह उनके यत्नपूर्वक खोज लेना चाहिए  
निज पूर्व गौरव-दीप को बुझने न देना चाहिए ॥  
  
आओ मिलें सब देश-बांधव हार बनकर देश के  
साधक बनें सब प्रेम से सुख-शांतिमय उद्देश्य के।  
क्या सांप्रदायिक भेद से है ऐक्य मिट सकता, अहो,  
बनती नहीं क्या एक माला विविध सुमनों की, कहो ॥  
  
प्राचीन हों कि नवीन, छोड़ो रुद्धियाँ जो हों बुरी,  
बनकर विवेकी तुम दिखाओ हंस की-सी चातुरी ।  
प्राचीन बातें ही भली हैं - यह विचार अलीक है,  
जैसी अवस्था हो जहाँ, वैसी व्यवस्था ठीक है ॥

मुख से न होकर चित्त से देशानुरागी हो सदा,  
हैं, सब स्वेदशी बंधु, उनके दुःख-भागी हो सदा।  
देकर उन्हें साहाय्य भरसक सब विपत्ति व्यथा हरो,  
निज दुःख से ही दूसरों के दुःख का अनुभव करो ॥

- (क) अतीत का गौरव बनाए रखने के लिए कवि हमें क्या परामर्श देता है?
- (ख) ‘विविध सुमनों की एक माला’ का उदाहरण कवि ने क्यों दिया है?
- (ग) उन पंक्तियों को उद्धृत कीजिए जिनमें कहा गया है कि पुराना होने से कोई बात अच्छी नहीं हो जाती, हमें विवेकपूर्वक उनकी परख करनी चाहिए
- (घ) अपने देशवासियों के साथ हमारा व्यवहार कैसा होना चाहिए?
- (ड) आशय स्पष्ट कीजिए- ‘मुख से न होकर चित्त से देशानुरागी हो सदा’।
2. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए।

उन्नीसवीं शताब्दी में यह राष्ट्रीय जागरण संपूर्ण भारत में किसी-न-किसी रूप में अभिव्यक्त हो रहा था, जिसमें भारतीयता के साथ आधुनिकता का संगम था। स्वामी विवेकानंद ने तो अमेरिका, इंग्लैंड आदि देशों से भारत लौटकर पूर्व और पश्चिम के श्रेष्ठ तत्त्वों के सम्प्रिलिन से भारत को आधुनिक बनाने का स्वप्न देखा था। उन्होंने माना कि भारत और पश्चिम की मूल गति एवं उद्देश्य भिन्न हैं, परंतु भारत को जागना होगा, कुसंस्कारों एवं जाति-विद्वेष को त्यागना होगा, शिक्षित होकर देश की अशिक्षित, गरीब जनता को ही ‘दरिद्रनारायण’ मानकर उनकी सेवा करनी होगी, उनका उत्थान करना होगा। विवेकानंद का मत था कि भारत में जो जितना दरिद्र है, वह उतना ही साधु है। यहाँ ग्रीबी अपराध एवं पाप नहीं है तथा दरिद्रों की अपेक्षा धनियों को अधिक प्रकाश की जरूरत है। वे चाहते थे कि हम नीच, अज्ञानी, दरिद्र - सभी को भाई मानें और गर्व से कहें - हम सब भाई भारतवासी हैं। मनुष्य को मानव बनाना, आदमी को इंसान बनाना आवश्यक है। हमें ऐसी शिक्षा चाहिए जो हमें संस्कारी मानव, हमदर्द इंसान बना सके। विचारों में विवेकानन्द गांधी से अधिक दूर नहीं थे और ऐसे ही विचारकों का चिंतन उन्नीसवीं सदी में भारत को उद्घोलित कर रहा था।

- (क) विवेकानंद कौन थे? उन्होंने क्या स्वप्न देखा था? 2
- (ख) पश्चिम के उद्देश्यों से भिन्न भारत के बारे में उनका क्या मानना था? 2

(ग) आशय स्पष्ट कीजिए- ‘दरिद्रनारायण’ मानकर उनकी सेवा करनी होगी।	2
(घ) विवेकानंद दरिद्रों की अपेक्षा धनियों को अधिक प्रकाश की ज़रूरत क्यों मानते थे?	2
(ङ) ‘मनुष्य को मानव’, ‘आदमी को इन्सान’ बनाने से क्या तात्पर्य है?	2
(च) विवेकानंद के मत में भारतीयों को कैसी शिक्षा की ज़रूरत है?	1
(छ) गद्यांश के लिए एक उपयुक्त शीर्षक दीजिए।	1
(ज) उपसर्ग और प्रत्यय अलग कीजिए :	1
अभिव्यक्त, भारतीयता।	
(झ) रचना के अनुसार वाक्य-भेद बताइए:	1
भारत में जो जितना दरिद्र है, वह उतना ही साधु है।	
(ज) विशेषण बनाइए:	1
पश्चिम, चिंतन।	
<b>खण्ड ख</b>	
3. निम्नलिखित में से किसी एक विषय पर निबन्ध लिखिए:	5
(क) खेलकूद में उभरता भारत	
(ख) क्या नहीं कर सकती नारी	
(ग) बढ़ती जनसंख्या : अभिशाप या वरदान	
(घ) काल्पनिक या वास्तविक हवाई यात्रा का वर्णन	
4. दो दिन की वर्षा के बाद सड़कों और नालों की दुर्दशा और जनता की परेशानियों की ओर ध्यान आकर्षित करते हुए, ज़िला अधिकारी को पत्र लिखिए।	5

### अथवा

बस में गुंडों के द्वारा घेर लिए जाने पर एक महिला यात्री की सहायता करने वाले बस-संवाहक के साहस और कर्तव्य-भावना की प्रशंसा करते हुए परिवहन-निगम के मुख्य प्रबंधक को पत्र लिखिए।

5. (क) संक्षेप में उत्तर दीजिए : 1x5 = 5

- (i) संपादकीय किसे कहते हैं?
  - (ii) समाचार और फ़ीचर में क्या अंतर होता है?
  - (iii) विशेष लेखन के किन्हीं दो प्रकारों का नामोल्लेख कीजिए।
  - (iv) पत्रकारिता की भाषा में ‘बीट’ का क्या आशय है?
  - (v) किन्हीं दो हिन्दी समाचार चैनलों के नाम लिखिए।
- (ख) ‘महिलाओं के विरुद्ध बढ़ते अपराध’ अथवा ‘वरिष्ठ नागरिकों की समस्याएँ’ विषय पर एक फ़ीचर का आलेख लिखिए। 5

6. ‘मोबाइल बिना लगे सब सूना’ अथवा ‘नई फ़िल्म के दर्शक नदारद’ विषय पर एक रिपोर्ट का आलेख लिखिए। 5

#### खण्ड ग

7. निम्नलिखित काव्यांश के आधार पर पूछे गए प्रश्नों के उत्तर लिखिए: 2x4 = 8

सचमुच मुझे दंड दो कि भूलूँ मैं भूलूँ मैं  
तुम्हें भूल जाने की  
दक्षिण ध्रुवी अंधकार-अमावस्या  
शरीर पर, चेहरे पर, अंतर में पा लूँ मैं  
झेलूँ मैं, उसी में नहा लूँ मैं  
इसलिए कि तुमसे ही परिवेष्टि आच्छादित  
रहने का रमणीय यह उजेला अब  
सहा नहीं जाता है।  
नहीं सहा जाता है।

- (क) काव्यांश में प्रयुक्त ‘तुम्हें’ पद आपके विचार से किसके लिए प्रयुक्त हुआ है? आप ऐसा क्यों मानते हैं?
- (ख) कवि के व्यक्तिगत संदर्भ में ‘अमावस्या’ की स्थिति को स्पष्ट कीजिए।

- (ग) कवि अपने संबोध्य प्रिय पात्र को क्यों भूल जाना चाहता है?
- (घ) काव्यांश में दो स्थानों पर दो वाक्यांशों की आवृत्ति से अर्थ में क्या विशेष प्रभाव पड़ा है? स्पष्ट कीजिए।

### अथवा

ज़ोर ज़बर्दस्ती से  
 बात की चूँड़ी मर गई  
 और वह भाषा में बेकार घूमने लगी!  
 हारकर मैंने उसे कील की तरह  
 उसी जगह ठोंक दिया।  
 ऊपर से ठीकठाक  
 पर अंदर से  
 न तो उसमें कसाव था  
 न ताक़त!  
 बात ने, जो एक शरारती बच्चे की तरह  
 मुझसे खेल रही थी,  
 मुझे पसीना पोंछते देख कर पूछा—  
 “क्या तुमने भाषा को  
 सहूलियत से बरतना कभी नहीं सीखा?”

- (क) बात की चूँड़ी कब मरती है? उसका क्या परिणाम होता है?
- (ख) भाषा-प्रयोग के संदर्भ में ‘कील की तरह ठोंक देने’ का क्या भाव है?
- (ग) आशय स्पष्ट कीजिए - “क्या तुमने भाषा को  
 सहूलियत से बरतना कभी नहीं सीखा?”
- (घ) बात की तुलना शरारती बच्चे से क्यों की गई है?

8. निम्नलिखित काव्यांश पर पूछे गए प्रश्नों के उत्तर दीजिए :

**2x3 = 6**

प्रभु प्रलाय सुनि कान, बिकल भए बानर निकर  
आइ गयउ हनुमान, जिमि करुना मँह बीर रस ॥

- (क) काव्यांश के छंद और उसकी भाषा पर टिप्पणी कीजिए।
- (ख) अनुप्रास अलंकार के दो उदाहरण छाँटकर लिखिए।
- (ग) हनुमान के आगमन को 'करुण रस में वीर रस का आगमन' क्यों कहा गया है?  
इसका सौंदर्य स्पष्ट कीजिए।

अथवा

आँगन में ठुनक रहा है ज़िदयाया है  
बालक तो हई चाँद पै ललचाया है  
दर्पण उसे दे के कह रही है माँ  
देख आईने में चाँद उतर आया है।

- (क) ये पंक्तियाँ किस छंद में लिखी गई हैं? छंद की विशेषता बताइए।
- (ख) पंक्तियों की भाषा की दो विशेषताएँ बताइए।
- (ग) भाव-सौंदर्य स्पष्ट कीजिए - 'देख आईने में चाँद उतर आया है'।

9. निम्नलिखित में से किन्हीं दो प्रश्नों के उत्तर दीजिए :

**3+3 = 6**

- (क) 'उषा' कविता के उस जादू को स्पष्ट कीजिए जो सूर्योदय के साथ टूटता है।
- (ख) 'बच्चन' के गीत के आधार पर उन स्थितियों को स्पष्ट कीजिए जिनके कारण पथिक जल्दी चलता है।
- (ग) चौकोने छोटे खेत को कवि ने काग़ज़ का पन्ना क्यों कहा है? उस खेत में 'रोपाई क्षण की, कटाई अनंतता की' कैसे है?

10. नीचे दिए हुए गद्यांश के आधार पर पूछे गए प्रश्नों के उत्तर दीजिए :

**2x4 = 8**

फूलों की कोमलता देखकर परवर्ती कवियों ने समझा कि उसका सब-कुछ कोमल है!  
यह भूल है। इसके फल इतने मज़बूत होते हैं कि नए फूलों के निकल आने पर भी स्थान  
नहीं छोड़ते। जब तक नए फल-पत्ते मिलकर, धकियाकर उन्हें बाहर नहीं कर देते तब तक

वे डटे रहते हैं। वसंत के आगमन के समय जब सारी वनस्थली पुष्प-पत्र से मर्मरित होती रहती है, शिरीष के पुराने फल बुरी तरह खड़खड़ाते रहते हैं। मुझे इनको देखकर उन नेताओं की बात याद आती है, जो किसी प्रकार ज़माने का रुख नहीं पहचानते और जब तक नई पौध के लोग इन्हें धक्का मारकर निकाल नहीं देते, तब तक जमे रहते हैं।

- (क) गद्यांश में किस वनस्पति की चर्चा हुई है? उसके बारे में कवियों की किस धारणा को लेखक ग़लत ठहरा रहा है?
- (ख) शिरीष के फलों की क्या विशेषता है?
- (ग) लेखक को कुछ नेताओं की याद क्यों आ जाती है?
- (घ) वसंत ऋतु में वनस्थली के सौंदर्य और उस पर शिरीष के अटपटेपन पर प्रकाश डालिए।

#### अथवा

उन्होंने पुड़िया को धीरे से अपनी तरफ सरकाना शुरू किया। जब सफ़िया की बात ख़त्म हो गई तब उन्होंने पुड़िया को दोनों हाथों में उठाया, अच्छी तरह लपेटा और खुद सफ़िया के बैग में रख दिया। बैग सफ़िया को देते हुए बोले, “मुहब्बत तो कस्टम से इस तरह गुज़र जाती है कि कानून हैरान रह जाता है।” वह चलने लगी तो वे भी खड़े हो गए और कहने लगे, “जामा मस्जिद की सीढ़ियों को मेरा सलाम कहिएगा और उन ख़ातून को यह नमक देते वक्त मेरी तरफ से कहिएगा कि लाहौर अभी तक उनका वतन है और देहली मेरा, तो बाकी सब रफ़्ता-रफ़्ता ठीक हो जाएगा।”

- (क) कहानी में नमक की पुड़िया इतनी महत्वपूर्ण क्यों हो गई है?
- (ख) सफ़िया ने कस्टम अफ़सर को इस पुड़िया के बारे में क्या बताया होगा?
- (ग) आशय स्पष्ट कीजिए- “मुहब्बत तो कस्टम से इस तरह गुज़र जाती है कि कानून हैरान रह जाता है।”
- (घ) कस्टम-अधिकारी के कथन - ‘सब रफ़्ता-रफ़्ता ठीक हो जाएगा’ से आप कहाँ तक सहमत हैं? क्यों?

11. निम्नलिखित में से किन्हीं चार प्रश्नों के उत्तर लिखिए :

**3x4 = 12**

- (क) ‘काले मेघा पानी दे’ के आधार पर लिखिए कि जीजी ने इंदर सेना पर पानी फेंके जाने को कैसे सही ठहराया।

- (ख) बाज़ार का ज़ादू क्या है? उसके चढ़ने और उतरने पर मनुष्य पर क्या-क्या असर पड़ता हैं?
- (ग) पहलवान लुट्टन सिंह को राजा साहब की कृपा-दृष्टि कब प्राप्त हुई? उससे पहलवान की दिनचर्या में क्या अंतर आया?
- (घ) जीवन की जद्दोजहद ने चार्ली चैप्लिन के व्यक्तित्व को कैसे संपन्न बनाया? पाठ के आधार पर उत्तर दीजिए।
- (ङ) जाति-प्रथा को श्रम-विभाजन का ही एक रूप न मानने के पीछे भीमराव आंबेडकर के क्या तर्क थे?

12. निम्नलिखित में से किन्हीं दो प्रश्नों के उत्तर दीजिए :

**3+3 = 6**

- (क) ‘जूझ’ कहानी के आधार पर ग्रामीण जीवन की तीन विशेषताओं का उल्लेख कीजिए।
- (ख) ‘सिल्वर वैडिंग’ के आधार पर बताइए कि अपने निवास के निकट पहुँचकर वाई.डी. पंत को क्यों लगा कि वे किसी ग़लत जगह पर आ गए हैं।
- (ग) ऐन फ्रैंक की डायरी को एक महत्वपूर्ण दस्तावेज़ क्यों माना जाता है?

13. निम्नलिखित में से किन्हीं दो प्रश्नों के उत्तर संक्षेप में दीजिए :

**2+2 = 4**

- (क) ऐन फ्रैंक की डायरी किट्टी को संबोधित कर क्यों लिखी गई होगी?
- (ख) यशोधर बाबू को बच्चों की तरक़की अच्छी भी लगती है और ‘समहाउ इंप्रॉपर’ भी। ऐसा क्यों?
- (ग) मुअन-जो-दड़ो की सभ्यता को ‘लो प्रोफ़ाइल’ सभ्यता क्यों कहा गया है? ‘अतीत में दबे पाँव’ पाठ के आधार पर उत्तर दीजिए।

14. “टूटे-फूटे खंडहर, सभ्यता और संस्कृति के इतिहास के साथ-साथ धड़कती ज़िंदगी के अनछुए समयों का भी दस्तावेज़ होते हैं।” इस कथन की समीक्षा ‘अतीत में दबे पाँव’ पाठ के आधार पर कीजिए।

**5**

### अथवा

‘सिल्वर वैडिंग’ कहानी के आधार पर यशोधर बाबू के व्यक्तित्व की प्रमुख विशेषताओं पर प्रकाश डालिए।

## अंक - योजना - हिंदी (केंद्रिक)

### सामान्य निर्देश :

1. अंक-योजना का उद्देश्य मूल्यांकन को अधिकाधिक वस्तुनिष्ठ बनाना है। अंक-योजना में दिए गए उत्तर-बिंदु अंतिम नहीं हैं। ये सुझावात्मक एवं सांकेतिक हैं। यदि परीक्षार्थी ने इनसे भिन्न किंतु उपयुक्त उत्तर दिए हैं, तो उसे उपयुक्त अंक दिए जाएं।
2. मूल्यांकन करने वाले परीक्षकों के साथ जब तक प्रथम दिन वैयक्तिक अथवा सामूहिक रूप से अंक-योजना पर भली-भाँति आद्योपांत विचार-विनियम नहीं हो जाता, तब तक मूल्यांकन आरंभ न कराया जाए।
3. मूल्यांकन अपनी निजी व्याख्या के अनुसार न करके अंक-योजना के निर्देशानुसार ही किया जाए।
4. प्रश्नों के उपभागों के उत्तरों पर बाईं ओर अंक दिए जाएं। बाद में उपभागों के इन अंकों का योग बाईं ओर के हाशिए में लिखकर उसे गोलाकृत कर दिया जाए।
5. यदि प्रश्न का कोई उपभाग नहीं है तो उस पर बाईं ओर ही अंक देकर उन्हें गोलाकृत कर दिया जाए।
6. यदि परीक्षार्थी ने किसी प्रश्न का अतिरिक्त उत्तर भी लिख दिया है तो उस उत्तर पर अंक दिए जाएं जिसे पहले लिखा गया हो।
7. संक्षिप्त, किन्तु उपयुक्त विवेचन के साथ प्रस्तुत किया गया बिंदुवत उत्तर विस्तृत विवेचन की अपेक्षा अच्छा माना जाएगा। ऐसे उत्तरों को उचित महत्व देने की अपेक्षा है।
8. बार-बार की गई एक ही प्रकार की अशुद्ध वर्तनी पर अंक न काटें।
9. अपरिठत गद्यांश और काव्यांश के प्रश्नों में परीक्षार्थियों की समझ, बोध-क्षमता और ग्रहणशीलता का परीक्षण किया जाता है, अतएव इनके उत्तरों में अभिव्यक्तिगत योग्यता को अधिक महत्व न दिया जाए जिससे परीक्षार्थियों को अकारण हानि हो।
10. मूल्यांकन में संपूर्ण अंक पैमाने – 0 से 100 का प्रयोग अभीष्ट है, अर्थात् परीक्षार्थियों ने यदि सभी अपेक्षित उत्तर-बिंदुओं का उल्लेख किया है तो उसे शत-प्रतिशत अंक दिए जाएं।

- |    |   |         |
|----|---|---------|
| 1. | (क) • पक्षी पेड़ों को छोड़कर चले गए, चींटी-चींटे बिलों को छोड़कर चले गए हैं।<br>लोग घरों को छोड़कर चले गए हैं।  | 1       |
|    | (ख) • देहरी और चौखट पता नहीं कहाँ किधर चले गए हैं घरों को छोड़कर।   | 1       |
|    | (ग) • क्योंकि कितना भी अकाल पढ़े दूब कभी मरती नहीं।   | 1       |
|    | (घ) • पिता के विश्वास का प्रमाण ढूँढ़ने कि दूब कभी मरती नहीं।   | 1       |
|    | (ड.) • पिता का विश्वास दृढ़ हुआ कि अब भी सब कुछ नष्ट नहीं हुआ। जीवन की आशा अब भी है क्योंकि दूब जीवित है। इसलिए उनका चेहरा दमक उठा।                                     | 1       |
| 2. | (क) • प्रेमचंद पढ़े - लिखे और संभ्रात लोगों के स्वभाव के दंभ के खोखलेपन को अपनी कहानियों में तार-तार कर देते हैं और ग्रामीण पात्रों के मानवीय गुणों के प्रमाण देते हैं। | 15      |
|    | (ख) • ‘रोशनी’ शीर्षक कहानी का।  | 1       |
|    | (ग) • पश्चिमी शिक्षा, सभ्यता और जीवन शैली से ही भारत का कल्याण होगा।<br>• इसी से भारत के लोगों का अज्ञान और उनके अंधविश्वास दूर होंगे।                                  | 1+1 = 2 |
|    | (घ) • ग्रामीण जाहिल, मूर्ख और नई बातों से बेखबर होते हैं।   | 1       |
|    | (ड.) • ग्रामीण महिला में साहस, कर्तव्य-पालन, स्वाभिमान, सेवाभाव तथा ईश्वर विश्वास आदि गुणों के दर्शन हुए।   | 1       |
|    | (च) • कि ग्रामीण संस्कृति भी उच्च हो सकती है।<br>• आत्मिक विकास के लिए पश्चिमी जीवन शैली अनावश्यक है।   | 1+1 = 2 |
|    | (छ) • वे प्रमाणित करते हैं कि अंग्रेजी सभ्यता और संस्कृति का भक्त और भारतीयता से घृणा करने वाला व्यक्ति भी ग्रामीण महिला के प्रभाव से बदल गया।                          | 2       |
|    | (ज) • रास्ता भूलना, नाक भौंह सिकोड़ना, तार-तार करना में से किन्हीं दो का वाक्य प्रयोग।  | 1+1 = 2 |

- (झ) • इक और ता प्रत्यय से बना एक-एक शब्द  $\frac{1}{2} \times \frac{1}{2} = 1$
- (ज) • कर्मवाच्य - एक देहातिन विधवा द्वारा उसे मार्ग दिखाया जाता है।

खंड 'छ'

3.	निबंध-	5 अंक
	● भूमिका और उपसंहार	$\frac{1}{2} \times \frac{1}{2} = 1$
	● विषय वस्तु वर्णन	3
	● भाषा और प्रस्तुति शैली	$\frac{1}{2} \times \frac{1}{2} = 1$
4.	पत्र -	5 अंक
	● प्रारंभ और अंत की औपचारिकताएँ	$\frac{1}{2} \times \frac{1}{2} = 1$
	● प्रश्नानुकूल लेखन	3
	● भाषा और प्रस्तुति	$\frac{1}{2} \times \frac{1}{2} = 1$
5.	(क) (i) प्रिंट अर्थात् मुद्रित माध्यम - जैसे अखबार, पत्र-पत्रिकाएँ, पुस्तकें आदि।	1
	(ii) खबर को पुष्ट करने और उसे प्रामाणिकता प्रदान करने के लिए प्रत्यक्ष दर्शियों का कथन (एंकर बाइट) जरूरी है।	1
	(iii) सूचना, मनोरंजन, ज्ञान, व्यक्तिगत तथा सार्वजनिक संवादों के आदान-प्रदान के लिए प्रयुक्त टूल (उपकरण	1
	(iv) किसी खास अखबार से बँधा नहीं होता, वह भुगतान के आधार पर अलग-अलग अखबारों के लिए लिखता है।	1
	(v) रेडियो से प्रसारित होने वाली श्रव्य विधा का नाटक।	1
(ख)	● आलेख की विषय वस्तु	2
	● प्रस्तुति शैली	2
	● प्रभावी भाषा	1
6.	फीचर की विषय- वस्तु	2
	प्रस्तुति शैली	2
	प्रभावी शैली	1

## खंड ‘ग’

7. (क) ● यह तेरी ..... वज्र-हुंकार।  $1+1 = 2$
- बादलों को युद्ध में काम आने वाली नौका कहा गया है।
- वह अच्छी लहलहाती फसलों और क्रांति की आकाशाओं से भरी है।
- (ख) ● बादल वर्षा के द्वारा सूखती फसल को हरा-भरा कर सकते हैं। 2
- जैसे क्रांति जर्जर समाज में नई चेतना फूँक सकती है।
- (ग) ● छोटे-छोटे सुकुमार पौधे, समाज के सबसे निचले वर्ग के लोग।  $1+1 = 2$
- क्योंकि क्रांति से सर्वाधिक लाभ उन्हें ही होता है।
- (घ) ● बादलों की गर्जना, मूसलाधार बरसना, हुंकार मार कर लोगों को डराना, आदि को क्रांति के क्रिया-कलाप माना जा सकता है। 2

अथवा  $2 \times 4 = 8$  अंक

- (क) ● भाषा के बेतुके प्रयोग से बात का प्रभाव समाप्त हो जाता है?  $1+1 = 2$
- वह व्यर्थ और निरर्थक हो गई।
- शब्दों को बिना सोचे-समझे प्रयोग करने से वे प्रभावहीन न हो जाएँ।
- शब्दों के विचारहीन प्रयोग से उनकी शक्ति (प्रभाव) जाती रही। 2
- वह भाषा ऊपर से तो ठीक-ठाक दिखती हैं पर बे-असर होती है। उसमें कसाव नहीं होता, न ही शक्ति। 2
- प्रत्येक बात के लिए एक निश्चित शब्दावली होती है। जिससे सरल-सहज भाषा में भी प्रभाव पैदा किया जा सकता है। ऐसा न करने पर, शब्दों से छेड़-छाड़ करने पर बात प्रभावहीन हो जाती है। 2
8. (क) ● सहज सरल बोली के प्रयोग - पाँती बँधे, कजरारे, हौले-हौले, सांझा।  $2+2+2 = 6$  अंक
- सरल तत्सम प्रयोग- नभ, छाया, सतेज, श्वेत काया।
- कोई अन्य।  $1+1 = 2$

- (ख) • शाम के समय काले बादल छाए हैं, श्वेत बगुलों की पंक्तियां आकाश में उड़ रही हैं, काले बादलों के नीचे यह सफेद पंक्ति आंखों को भली लग रही है। 2
- (ग) • तैरती साँझ की सतेज श्वेत काया।  
• सांझ पर मानवीय क्रिया-कलापों का आरोप 1+1 = 2

### अथवा

- (क) • भाषा सरल, मधुर, अवधी 2  
• तत्सम शब्दों का भी प्रयोग
- (ख) • आइ गयउ हनुमान जिमि करुना मँह बीर रस। 2  
• लक्षण मूर्छा के कारण वातावरण करुण रस से पूर्ण है। ऐसे में हनुमान का आना बीर रस के समान हैं क्योंकि लक्षण की मूर्छा टूट जाने पर पुनः युद्ध प्रारंभ हो जाएगा।
- (ग) • छंद - सोरठा 2  
• अनुप्रास- प्रभु प्रलाप,  
सुनि कान  
बानर निकर
9. (क) • राख से लीपा गीला चौका  
• काली सिल पर केसरिया रंग  
• काली स्लेट पर खड़िया मिट्ठी से लिखना।  
• खुले तालाब में युवतियों का नहाना  
(किन्हीं दो का उल्लेख) 1+1 = 2
- (ख) • खेती अपर्याप्त, भिखारी को भीख न मिलना, व्यवसाय का अभाव, नौकरी न मिलना, कहाँ जाएँ, क्या करें का भाव, उदरपूर्ति के लिए कठिन कर्म, विपन्नता में बेटा-बेटी भी बेच देना आदि। 2

- (ग) • कवि अपने जीवन की जिस स्थिति से ऊब चुका हैं, वही उसके लिए प्रेरक भी हैं, रमणीय भी और उसे स्वीकार्य भी। पर यह समर्पण और सुख-संपत्ति का समृद्ध जीवन अब उसे उबाने लगा है। अतः वह उससे छुटकारा पाना चाहता है। 1+1 = 2
10. (क) • मन खाली होने पर बाज़ार जाने पर व्यर्थ और अनावश्यक वस्तुएं भी ज़रूरी  $2 \times 4 = 8$  अंक और आरामदायक लगेंगी इसलिए वह उन्हें खरीदना चाहेगा और अंततः वे अनुपयोगी और कष्टकारक होंगी। 2
- (ख) • पानी पीकर बाहर निकलने से लू नहीं लगती, बेअसर हो जाती है। इसी प्रकार मन को तृप्त कर बाहर निकलने पर बाज़ार का जादू असर नहीं करेगा। 2
- (ग) • मन लक्ष्य से भरा हो, मन में खालीपन न हो तो बाज़ार देखने में आनंद आएगा क्योंकि कोई वस्तु लुभाएगी नहीं और हम तनावमुक्त रहेंगे। 2
- (घ) • आवश्यकता के समय काम आना। क्योंकि आवश्यकता न हो फिर भी वस्तुएं खरीदना जादू से बंधने जैसा है। 2

### अथवा

- (क) • काले मेघा पानी दे -पाठ  
धर्मवीर भारती - लेखक  $\frac{1}{2} + \frac{1}{2} = 1$
- लोक विश्वास के अनुसार ‘इद्रसेना’ या ‘मेढ़क-मंडली पर पानी उड़ेलने से इंद्रदेवता प्रसन्न होकर वर्षा करते हैं। इस विश्वास पर जीजी लेखक को समझा रही है। 1 = 2
- (ख) • खेतों में बीज बोना।  
• बादलों की फसल के लिए पानी का दान करना पड़ता है। 1+1 = 2
- (ग) • किसी को कुछ देने से वह दान चौगुना-अठगुना हो कर वापिस मिलता है। दान देना व्यर्थ नहीं जाता, उसका फल अवश्य मिलता है। 2
- (घ) • मुक्त उत्तर संभव, अतः स्वीकार किए जाएँ।  
• पक्ष या विपक्ष में दो संगत तर्क। 1+1 = 2

## 11. किन्हीं चार के उत्तर अपेक्षित

3×4 = 12

- (घ) • भारत और पाकिस्तान में विभाजन के कारण कड़वाहट है, पर दोनों देश सामाजिक, भौगोलिक, सांस्कृतिक दृष्टि से एक ही विरासत के साझेदार हैं। परस्पर प्रेम और चाहत का यह स्वाद ही ‘नमकीन’ है जो कड़वाहट को भुलाता है।
- (ख) • जैसे संयासी (अवधूत) सुख-दुख, कष्ट सुविधा की चिंता नहीं करता उसी प्रकार शिरीष भी धूप, वर्षा, आँधी से अप्रभावित खड़ा रहता है।
- (ग) • सभ्य समाज में श्रमिकों का विभिन्न वर्गों में विभाजन स्वाभाविक नहीं है।  
• मनुष्य की रुचि पर आधारित नहीं।  
• निजी क्षमता का विचार किए बिना दूसरों द्वारा पेशा निर्धारित किया जाता है।  
• जीवन भर एक पेशे में बांध देती है, भले ही वह पेशा अनुपयुक्त या अपर्याप्त हो।
- (घ) • चार्ली एक हास्य अभिनेता है। उसकी कला को व्यापक स्वीकारोक्ति मिली।  
• राजकपूर की ‘आवारा’, ‘श्री 420’ जैसी फिल्में चार्ली का भारतीयकरण हैं।
- (ड.) • गाँव के अन्य रुग्ण, मरणासन्न लोगों की पीड़ा कम हो सके।  
• मृत्यु को स्वीकारने का हौसला मिले।  
• अपनी बहादुरी और दिलेरी का परिचय वह गाँव वालों को देना चाहता था।

## 12. किन्हीं दो के उत्तर अपेक्षित

3+3=6 अंक

- (क) • मूल संस्कारों से आधुनिक न होते हुए भी बच्चों के प्रभाव से समय के साथ ढल पाने में सफल होती हैं पर यशोधर बाबू किशन दा से प्रभावित होने के कारण सिद्धातों से ही जुड़े रहे।  
• मातृ सुलभ प्रेम के कारण वे अपनी संतानों का पक्ष लेती हैं जबकि यशोधर बाबू पुरानी पीढ़ी की सोच के हिसाब से सोचते हैं इसी कारण समय के हिसाब से ढल पाने में असफल होते हैं।
- (ख) • दत्ता जी राव ने पिता को बुलाकर डांटा कि उनका काम छोड़ने के बाद वह अपने खेतों की देखभाल ठीक से नहीं करता, बीवी बच्चों का ध्यान नहीं रखता, अपनी मस्ती के लिए बेटे का जीवन बलि चढ़ा रहा है। पिता के तर्कों को दत्ता जी ने काट दिया। लेखक से कहा कि कल से पाठशाला जाया करे।

पिता अगर जाने नहीं दे तो मेरे पास आ जाना। उनके दबाव में ही लेखक को पढ़ने की सुविधा प्राप्त हुई।

- (ग) • ऐन ने तत्कालीन समाज में औरतों की कारुणिक स्थिति का रूप प्रस्तुत किया है। स्त्रियों को घर की देहरी के बाहर की दुनिया में पैर रखने की इजाजत नहीं थी। सैनिकों को पदक मिलते हैं पर स्त्रियों को कोई सम्मान नहीं दिया जाता। बच्चों के जन्म के समय उन्हें पीड़ा सहन करनी पड़ती है फिर भी उन्हें तिरस्कार मिलता है।

3

### 13. किन्हीं दो के उत्तर अपेक्षित

2+2 = 4

- (क) • जूझ का अर्थ संघर्ष। प्रतिकूल परिस्थितियों से संघर्ष करते हुए जीवन में सफलता पाई जा सकती है।
- (ख) • वे साधारण परिवार की पृष्ठभूमि से थे। घोर परंपरावादी किशनदा उनके आदर्श थे। वे भी परंपराओं का ही निर्वाह करते रहे। जीवन भर बदल नहीं सके।
- (ग) • ऐन की डायरी यहूदियों को ओर से बोलने वाली आवाज़ है। उस ऐतिहासिक दौर का जीवंत दस्तावेज़ है। एक साधारण लड़की की असाधारण सौच। जो स्वयं की अभिव्यक्ति से सामूहिक अभिव्यक्ति बन गई (कोई दो बिंदु अपेक्षित)।

14. • मुअन जो-दड़ो शहर का व्यवस्थित ढाँचा और मकानों की बनावट से यह स्पष्ट होता है कि साधन संपन्न होते हुए भी भव्यता नहीं थी। सड़कों की बनावट सीधी-सादी थी। सड़कें चौड़ी नहीं थीं। मकानों की बनावट बहुत भव्य नहीं थी। सामूहिक स्नानागार पूजास्थल, सामुदायिक भवन थे। कपास, तांबे का उपयोग, खेती का प्रमाण प्रकट करता है। भव्य राज प्रसाद व मंदिर नहीं थे, न ही राजाओं से जुड़े चिह्न मिलते हैं। साधनों और व्यवस्थाओं को देखते हुए उसे समृद्ध भी माना गया है, इसमें सभ्यता का आडम्बर नहीं मिलता।

5 अंक

### अथवा

- यशोधर बाबू स्वयं पीढ़ी के अंतराल को स्वीकारते हैं। वे मानते हैं कि उनकी संतानें उनसे अधिक दुनियादारी जानती हैं। वे रुद्धिवादी हैं, पुरानी परंपराएं, रीति-रिवाज उन्हें अच्छे लगते हैं। वे समय के साथ ढल नहीं पाए, अब भी साइकिल से दफ्तर जाते हैं।
- भौतिक सुख के विरोधी। एनीवर्सरी घर पर मनाना या पार्टी देना उन्हें अच्छा नहीं लगता। उनकी वेशभूषा अत्यंत साधारण थी।

5

- परिवार के प्रति प्रेम और लगाव से इसे कम किया जा सकता है।
- बच्चों की खुशी में खुश होने से।
- पुरानी परंपराओं और रुद्धिवादिता से उबर कर।  
(समग्र उत्तर के आधार पर अंक दिए जाएं।)

### प्रश्न-पत्र-संख्या 2/1

**(खण्ड-क)**

**6 अंक**

1.	(क) पूर्वज महापुरुषों के पदचिन्हों को, उनके कार्यों को ढूँढना चाहिए। अतीत गौरव को भुलाना नहीं चाहिए।	1
	(ख) भारत देश की विविधता में एकता दिखाने और सांप्रदायिक सौहार्द के लिए।	1
	(ग) प्राचीन हों कि नवीन ..... वह विचार अलीक है।	1
	(घ) उनके प्रति बंधुत्व का भाव तथा दुख-सुख में भागीदार।	1
	(ड.) देशभक्ति का दिखावा न कर मन से देशभक्ति करें।	1
2.	(क) एक महापुरुष, भारत को आधुनिक बनाने का स्वप्न।	15 अंक
		$1+1 = 2$
	(ख) पश्चिम के संस्कार भारत के अनुकूल नहीं, कुसंस्कारों जातीय भेदभाव का त्याग तथा अशिक्षित गरीब भारतीयों की सेवा तथा उत्थान।	$1+1 = 2$
	(ग) दरिद्रजन ही भगवान हैं। अतः उनकी सेवा भगवान की सेवा है।	$1+1 = 2$
	(घ) अपराध दरिद्र नहीं करते, धनी करते हैं। गरीबी अपराध नहीं है।	$1+1 = 2$
	(ड.) संस्कारी मानव, हमदर्द इंसान बनाना, उनमें मानवीय गुणों का समावेश।	$1+1 = 2$
	(च) जो शिक्षा मनुष्य में आदर्श मानवीय गुणों का विकास करे।	1
	(छ) राष्ट्रीय जागरण में विवेकानंद की भूमिका (अन्य उपयुक्त शीर्षक भी स्वीकारें)।	1
	(ज) अभि, ईय/ता	$\frac{1}{2}+\frac{1}{2} = 1$
	(झ) मिश्र वाक्य	$\frac{1}{2}\times\frac{1}{2} = 1$
	(ज) पश्चिमी, चिंतनीय/चिंतक	$\frac{1}{2}\times\frac{1}{2} = 1$

## खंड ‘ख’

3.	निबंध का अंक विभाजन		5 अंक
	● भूमिका और उपसंहार	$\frac{1}{2} \times \frac{1}{2} = 1$	
	● विषय वस्तु वर्णन	3	
	● भाषा और प्रस्तुति शैली	$\frac{1}{2} \times \frac{1}{2} = 1$	
4.	पत्र का अंक विभाजन		5 अंक
	● प्रारंभ और अंत की औपचारिकताएं	$\frac{1}{2} \times \frac{1}{2} = 1$	
	● प्रश्नानुकूल लेखन	3	
	● भाषा और प्रस्तुति	$\frac{1}{2} \times \frac{1}{2} = 1$	
5.	(क) (i) किसी महत्वपूर्ण सामयिक विषय पर संपादक द्वारा लिखा गया लेख।	1	
	(ii) समाचार - कोई घटनाक्रम जिसमें पाठकों/श्रोताओं की रुचि हो, तात्कालिकता हो।	1	
	(iii) किसी खास विषय पर लेखन जैसे - रक्षा, विज्ञान, कृषि, शिक्षा, खेल और व्यापार आदि।	1	
	(iv) हलका या क्षेत्र जो किसी पत्रकार के लिए निर्धारित हो।	1	
	(v) आज तक, जी न्यूज, स्टार - न्यूज, दूरदर्शन आदि (किन्हीं दो का उल्लेख)	1	
	(ख) रिपोर्ट/फीचर का आलेख - मुक्त उत्तर		
	अंक योजना ● प्रस्तुति शैली	2	5 अंक
	● प्रभावी भाषा	2	
	● प्रभावी भाषा	1	
6.	रिपोर्ट/फीचर का आलेख - मुक्त उत्तर		
	अंक योजना ● विषय वस्तु	2	5 अंक
	● प्रस्तुति शैली	2	
	● प्रभावी भाषा	1	

## खंड ‘ग’

7. क) प्रेयसी/पत्नी/मां मे से किसी एक के लिए मानते हुए दो तर्क । 2x4 = 8 अंक
- ख) जीवन में सब कुछ (आनंद और सुख भी) भूल जाने की स्थिति ।
- ग) वह उसके रंग में इतना रँग चुका है कि अब उससे मुक्ति चाहता है ।
- घ) दुहराव- ‘भूलूं मैं, भूलूं मैं - भूल जाने की तीव्र इच्छा ।

‘सहा नहीं जाता है, नहीं सहा जाता है’ - असहनीयता पर बल ।

## अथवा

- क) जब संदर्भ के अनुकूल भाषा का प्रयोग न किया जाए और हठ न छोड़ी जाए ।
- ख) दिखावा या आंडबर- उसमें न कसाव होता है और न शक्ति ।
- ग) प्रसंगानुसार, सुविधानुसार उपयुक्त शब्दावली का प्रयोग करते हुए भाषा का सहज प्रयोग करना नहीं सीखा ।
- घ) शरारती बच्चों के साथ खेलने का अपना एक अलग आनंद होता है । ठीक उसी प्रकार सहज शब्दों के साथ रचना करना भी आनंददायक होता है ।
8. (क) सोरठा छंद का प्रयोग है । भाषा अवधी है । (1+1) 2x3 = 6 अंक
- ख) प्रभु-प्रलाप, बानर निकर, सुनि कान (कोई दो) (1+1)
- ग) लक्षण मूर्छा से वानर समूह निराश और शोकग्रस्त था (करुण रस) किंतु हनुमान द्वारा संजीवनी लाने से उत्साह का संचार हुआ (विजय की संभावना बढ़ गई - वीर रस) । (2)

## अथवा

- (क) ‘रुबाई’ छंद है । 1,2,4 पंक्तियों में तुक, तीसरी पंक्ति अतुकांत ।
- (ख) i) भाषा सरल खड़ी बोली, बोलचाल की भाषा है ।  
ii) नामधातु-जिदयाया, ललचाया आदि देशज शब्दों का प्रयोग
- (ग) i) मां की चतुराई प्रशंसनीय है ।  
ii) कवि की सुंदर कल्पना जिसमें बालक दर्पण में ही चांद का सुख पा लेता है ।

9. किन्हीं दो प्रश्नों के उत्तर

3+3 = 6 अंक

- (क) • अधेरे के कारण आकाश को कालीसिल और लाली को केसर मानना।  
• आकाश को काली स्लेट मानना।  
• उगते सूर्यबिंब को नील जल में स्नान करती युवती समझना। ये सभी दृष्टिभ्राम जादू हैं, जो सूर्योदय के बाद टूटते हैं।
- (ख) • दिन ढलने का समय होने के कारण मंज़िल तक पहुंचने की व्यग्रता।  
• पथ में ही रात हो जाने की आशंका/भय।  
• प्रतीक्षारत बच्चों का स्मरण।
- (ग) • कागज़ और खेत दोनों ही रचना/सृजन के आधार।  
• खेत में जैसे फसल उगती है उसी प्रकार कागज पर नई रचना।  
• कागज पर लिखे क्षण भर के अनुभव जीवन भर के लिए स्थाई हो जाते हैं - जैसे क्षण भर की रोपाई अनंतता की कटापाई हो।

10. (क) i) शिरीष की चर्चा हुई है।

2x4 = 8 अंक

ii) शिरीष के विषय में यह धारणा कि शिरीष वृक्ष का सब कुछ कोमल है।

(ख) फल मजबूत होते हैं और नए फलों के आने तक वृक्ष में ही लटके रहते हैं।

(ग) आज नेता भी बिना धकियाए अपना पद नहीं छोड़ते, लेखक ने इसी संदर्भ में नेताओं का जिक्र किया है।

(घ) वसंत के आगमन पर सारी वनस्पति पुष्प-पत्र से मर्मरित होती रहती है, परंतु शिरीष के पुराने सूखे फल बुरी तरह खड़खड़ाते रहते हैं।

#### अथवा

- (क) कहानी में नमक की पुड़िया के साथ मुहब्बत जुड़ी है। किंतु नमक को पाकिस्तान से भारत लाना कानूनी अपराध था।
- (ख) उन्होंने कस्टम अधिकारी को साफ बताया होगा कि पाकिस्तान से भारत गई एक वृद्ध महिला की चाहत को पूरा करने के लिए वे नमक भारत ले जाना चाहती हैं।
- (ग) प्यार कानून से ऊपर होता है। इसलिए कस्टम के नियम उसके आड़े नहीं आएंगे।
- (घ) मुक्त उत्तर संभव। सहमत होने/न होने के समर्थन में कोई दो तर्क।

11.	किन्हीं चार का उत्तर अपेक्षित	3x4=12 अंक
(क)	जीजी ने इंदर सेना पर पानी फेंके जाने को सही ठहराया कि कुछ देकर ही कुछ पाया जा सकता है। पानी देकर ही हम इंद्र से पानी की अपेक्षा रखते हैं।	
(ख)	ग्राहक को लुभा-लुभा कर ऐसी वस्तु खरीदवा देना जो उसके किसी काम की नहीं। जादू चढ़ने पर मनुष्य बौरा जाता है और उतरने पर निराशा मिलती है।	3
(ग)	दंगल में विजयी होने के बाद श्याम नगर राजा के दरबार में लुट्टन सिंह को जगह मिल गई। क्षेत्र का हर पहलवान लुट्टन से हार चुका था। अब राजदरबार में लुट्टन दर्शनीय जीव बन गया था।	3
(घ)	i) परित्यक्ता का पुत्र, ii) भयावह गरीबी, iii) मां का पागलपन, iv) समाज द्वारा दुल्कारा जाना। खानाबदोशों से जुड़ाव, इन सब ने चार्ली के व्यक्तित्व को संपन्नता दी।	3
(ड.)	i) स्वाभाविक विभाजन नहीं, ii) मनुष्य की रूचि के अनुसान नहीं, iii) श्रम का सही विभाजन नहीं, iv) क्षमता का विकास नहीं किया जाना, v) माता-पिता की सामाजिक स्थिति से निर्धारण और जन्म से पूर्व ही निर्धारण। (कोई तीन)	3
12.	किन्हीं दो प्रश्नों के उत्तर अपेक्षित	3+3=6 अंक
(क)	i) जीवन की अनिवार्य आवश्यकताओं के लिए संघर्ष। ii) शिक्षा के लिए संघर्ष। iii) माता-पिता में शिक्षा की कमी।	
(ख)	• अपने निवास के पास पहुंचकर वाई.डी पंत ने कई परिवर्तन देखे। • वे 'एनीवर्सरी' के समर्थक नहीं थे, उसी का आयोजन हो रहा था। • अतिथियों की भीड़-भाड़।	
(ग)	• इस डायरी में भय, आतंक, भूख, प्यास, घृणा, बढ़ती उम्र की तकलीफें, हवाई हमले के डर, युद्ध की पीड़ा-जो यहूदियों पर ढाए गए थे। • महायुद्ध काल की सामाजिक स्थितियों का महत्वपूर्ण और प्रामाणिक दस्तावेज। • अपने जीवन से संबंधित घटनाओं का स्पष्ट चित्रण	
12.	किन्हीं दो प्रश्नों के उत्तर अपेक्षित	3+3=6 अंक
(क)	• महिलाओं में शिक्षा का अभाव। • प्रचलित धारणाओं के कारण बहुत से कष्टों को सहन कर रही हैं। • ऐन फ्रैंक स्त्रियों की स्वतंत्रता की पक्षधर थी।	

- (ख)
  - किशन दा का अतीत के आदर्श के प्रति प्रेम।
  - वर्तमान में अप्रासंगिक।
  - यशोधर के लिए अतीत और वर्तमान में तालमेल बिठाना कठिन
- (ग)
  - किशोर के जीवन का यथार्थ चित्रण।
  - जीवन की अनिवार्य आवश्यकताओं के लिए संघर्ष।
  - ग्रामीण जीवन का मर्मस्पर्शी वर्णन।
  - कठिनाईयों और बाधाएं झेलते हुए भी शिक्षा के प्रति लगन।

13. किन्हीं दो प्रश्नों के उत्तर अपेक्षित

2+2 = 4

- (क) ऐन फ्रैंक अज्ञातवास में थी। वैसी अवस्था में उन्हें किसी से बात करने की तीव्र इच्छा हो रही होगी- जो संभव नहीं था। अतः किट्टी (गुड़िया) को संबोधित की होगी।
- (ख)
  - यशोधर बाबू अंत तक अपने ही बच्चों के विचार के साथ समायोजित नहीं कर सके।
  - पिता के रूप में संतान की प्रगति अच्छी लगती है।
  - प्रारंभ में ही अधिक वेतन, सुख-सुविधाओं की चाहत आदि समहाऊ इंप्रॉपर' लगते हैं।
- (ग) सिंधु सभ्यता में राजतंत्र की ताकत का प्रदर्शन नहीं है। इसमें आडंबर, नहीं, शातिप्रियता है। अतः आज के मुहावरे में इसे 'लो प्रोफाइल' सभ्यता कहा जाता है।

14. अंक विभाजन - उत्तर के चार बिंदु - 4

5 अंक

- भाषा और प्रस्तुति -1

- i) ये खंडहर उस समाज की रहन-सहन व्यवस्था के साथ ही उन पूर्वजों के जीवन के ऐसे क्षेत्रों से भी परिचय कराते हैं, जिनसे अभी तक हम अपरिचित थे।
- ii) मन में यह भाव रहता है कि कल तक जो लोग यहां रहते थे हम उसी सभ्यता के परंपरा में हैं।
- iii) कभी यह हमारे ही घर थे, किंतु विडंबना है कि आज हम दर्शक मात्र रह गए हैं।

- iv) इन खंडहरों में खड़े होकर हम कल्पना करते हैं कि हजारों साल पहले यहाँ जीवन की चहल-पहल थी।
- v) ऐसा लगता है, मानो यहाँ के निवासी अभी कुछ समय पहले ही घर छोड़कर गए हैं और ये खंडहर उस प्राचीन सभ्यता के ठोस प्रमाण हैं।

#### अथवा

- i) जिम्मेदार पिता।
- ii) परंपरागत मूल्यों में विश्वास।
- iii) सामान्यतः जीवन मूल्यों में परिवर्तन को स्वीकार करने में संकोच।
- iv) कर्मनिष्ठ।
- ii) धार्मिक।
- ii) समय के पाबंद।

# HISTORY

*Time allowed : 3 hours*

*Maximum Marks : 100*

## **GENERAL INSTRUCTIONS :**

1. *Answer all the questions. Marks are indicated against each question.*
2. *Answers to questions carrying 2 marks (Part 'A' – Question nos. 1 to 5) should not exceed 30 words each.*
3. *Answers to questions carrying 5 marks (Part 'B' – Section I, II, III Question nos. 6 to 16) should not exceed 100 words each.*
4. *Answers to questions carrying 8 marks (Part 'C' – Question nos. 17 and 18) should not exceed 250 words each.*
5. *Part 'D' has questions based on three sources.*
6. *Attach the maps with the answer scripts. (Part 'E').*

## **QUESTION PAPER CODE 61/1/1**

### **Part – A**

Answer **all** the questions given below:

1. How was Buddha's presence shown through symbols? Give two examples. 2
2. Mention the factors that accounted for the constant expansion of agriculture during 16th and 17th centuries. 2
3. Mention the two most striking features about the geographical location of Vijayanagar. 2
4. Why were the hill stations important for the colonial economy? Give any two reasons. 2
5. Mention two characteristics of neo-Gothic style of architecture for public buildings. 2

**PART - B**  
**SECTION - I**

Answer any **three** of the following questions:

- |    |  |   |
|----|--|---|
| 6. | Describe briefly any <b>two</b> strategies for increasing agricultural production from sixth century BCE to sixth century CE.  | 5 |
| 7. | “Communication along both land and riverine routes, was vital for the existence of the Mauryan empire.” Justify the statement. | 5 |
| 8. | How did the historians classify the content and the language of the Mahabharata ? Explain.                                     | 5 |
| 9. | “Buddhism grew rapidly both during the life time of the Buddha and also after his death.” Justify the statement.               | 5 |

**SECTION - II**

Answer any **two** of the following questions:

- |     |  |   |
|-----|--|---|
| 10. | Explain Al-Baruni’s description of caste system.   | 5 |
| 11. | Describe briefly what the buildings that survive tell us about the way, spaces were organised and used in Vijayanagar.           | 5 |
| 12. | “Many consider Jalaluddin Akbar (1556-1605) as the greatest of all the Mughal emperors.”<br>Support the statement with evidence. | 5 |

**SECTION - III**

Answer any **three** of the following questions:

- |     |  |   |
|-----|--|---|
| 13. | Critically examine the experiences of injustice felt by the ryots on the refusal of moneylenders to extend loans to them after 1830. | 5 |
| 14. | How did the rebels in 1857 try to materialise their vision of unity? Explain briefly.  | 5 |
| 15. | Why were the towns, built by the Mughals, during 16th and 17th centuries famous for? Explain with examples.                          | 5 |

- 16.** Explain how the demand for Pakistan was formalised gradually.

**5**

### **PART-C**

- 17.** Explain the teachings of Kabir. How did he describe the ultimate reality through his poems?

### **OR**

Who were lingayats ? Explain their contribution in the social and religious fields with special reference to caste system.

**8**

- 18.** Explain why many scholars have written of the months after the independence as being Gandhiji's "finest hour".

### **OR**

Explain how Gandhiji had transformed Indian Nationalism by 1922.

**8**

### **PART - D**

#### **(Source Based Questions)**

Read the following extracts (Q. Nos. **19-21**) carefully and answer the questions that follow:

**19. "Proper" social roles**

Here' is a story from the Adi Parvan of the Mahabharata :

Once Drona, a Brahmana who taught archery to the Kuru princes, was approached by Ekalavya, a forest-dwelling nishada (a hunting community). When Drona, who knew the dharma, refused to have him as his pupil, Ekalavya returned to the forest, prepared an image of Drona out of clay, and treating it as his teacher, began to practise on his own. In due course, he acquired great skill in archery. One day, the Kuru princes went hunting and their dog, wandering in the woods, came, upon Ekalavya. When the dog smelt the dark nishada wrapped in black deer skin, his body caked with dirt, it began to bark. Annoyed, Ekalavya shot seven arrows into its mouth. When the dog returned to the Pandavas, they were amazed at this superb display of archery. They tracked down Ekalavya, who introduced himself as a pupil of Drona.

Drona had once told his favourite student Arjuna, that he would be unrivalled amongst his pupils. Arjuna now reminded Drona about this. Drona approached

Ekalavya, who immediately acknowledged and honoured him as his teacher. When Drona demanded his right thumb as his fee, Ekalavya unhesitatingly cut it off and offered it. But thereafter, when he shot with his remaining fingers, he was no longer as fast as 'he had been before. Thus, Drona kept his word: no one was better than Arjuna.

- |   |   |
|---|---|
| (1) Do you think Drona's action was justified? Explain.                             | 3 |
| (2) Examine the story and explain the character of Ekalavya.                        | 3 |
| (3) After giving his thumb to Drona did he (Ekalavya) repent? Explain your opinion. | 2 |
- 3+3+2=8**

## OR

### **Draupadi's question**

Draupadi is supposed to have asked Yudhisthira whether he had lost himself before staking her. Two contrary opinions were expressed in response to this question.

One, that even if Yudhisthira had lost himself earlier, his wife remained under his control, so he could stake her.

Two, that an unfree man (as Yudhisthira was when he had lost himself) could not stake another person.

The matter remained unresolved; ultimately, Dhritarashtra restored to the Pandavas and Draupadi their personal freedom.

- |  |   |
|--|---|
| (1) Explain the message that goes after reading this episode.          | 2 |
| (2) Which of the two views, do you agree? Support with your arguments. | 3 |
| (3) Compare the status of women at that time and at present.           | 3 |
- 2 + 3 + 3 = 8**

### **20. Classification of lands under Akbar**

The following is a listing of criteria of classification *excerpt* from the *Ain* :

The Emperor Akbar in his profound sagacity classified the lands and fixed a different revenue to be paid by each. Polaj is land which is annually cultivated for each crop in succession and is never allowed to lie fallow. Parauti is land left out of cultivation for a time that it may recover its strength. Chachar is land that has lain fallow for three or four years. Banjar is land uncultivated for five years and more. Of the first two kinds of land, there are three classes, good, middling, and bad. They

add together the produce of each sort, and' the third of this represents the medium produce, one-third part of which is exacted as the Royal dues.

- |  |                  |
|--|------------------|
| (1) Explain briefly the classification of lands by Akbar.      | 4                |
| (2) How the revenue was fixed for the first two type of lands? | 2                |
| (3) Suggest some other way as you feel better.                 | 2                |
|  | <b>4+2+2 = 8</b> |

**OR**

**Kings and traders**

Krishnadeva Raya (ruled 1509-29), the most famous ruler of Vijayanagar, composed a work on statecraft in Telugu known as the Amuktamalyada. About traders he wrote:

A king should improve the harbours of his country and so encourage its commerce that horses, elephants, precious gems, sandalwood, pearls and other articles are freely imported ... He should arrange that the foreign sailors who land in his country on account of storms, illness and exhaustion are looked after in a suitable manner ... Make the merchants of distant foreign countries who import elephants and good horses be attached to yourself by providing them with daily audience, presents and allowing decent profits. Then those articles will never go to your enemies.

- |  |                  |
|--|------------------|
| (1) Explain why a king should improve the harbours of his kingdom?   | 2                |
| (2) Explain why the foreign sailors, who land in his country for various reasons, should be looked after in a suitable manner. | 3                |
| (3) Examine the consequences of such an attitude towards the sailors.  | 3                |
|  | <b>2+3+3 = 8</b> |

21.



**“We are not going just to copy”**

This is what Jawaharlal Nehru said in his famous speech of 13 December 1946 :

My mind goes back to the various Constituent Assemblies that have gone before and of what took place at the making of the great American nation when the fathers of that nation met and fashioned out a Constitution which has stood the test of so many years, more than a century and a half, and of the great nation which has resulted, which has been built

up on the basis of that Constitution. My mind goes back to that mighty revolution which took place also over 150 years ago and to that Constituent Assembly that met in that gracious and lovely city of Paris which has fought so many battles for freedom, to the difficulties than that Constituent Assembly had and to how the King and other authorities came in its way, and still it continued. The House will remember that when these difficulties came and even the room for a meeting was denied to the then Constituent Assembly, they betook themselves to an open tennis court and met there and took the oath, which is called the Oath of the Tennis Court. that they continued meeting in spite of Kings, in spite of the others and did not disperse till they had finished the task they had undertaken. Well, I trust that it is in that solemn spirit that we too are meeting here and that we, too, whether we meet in this chamber or other chambers, or in the fields or in the market-place, will go on meeting and continue our work till we have finished it.

- |   |              |
|---|--------------|
| (1) How was the American Constitution finalised and explain its results?  | <b>4</b>     |
| (2) What does Nehru's determination to pass The Constitution Show? Explain any two such difficulties that were faced by the Constituent Assembly. | <b>3 + 1</b> |

**4+3+1=8**

## OR

**“That is very good, Sir - bold words, noble words”**

Somnath Lahiri said:

Well, Sir, I must congratulate Pandit Nehru for the fine expression he gave to the spirit of the Indian people when he said that no imposition from the British will be accepted by the Indian people. Imposition would be resented and objected to, he said, and he added that if need be we will walk the valley of struggle. That is very good, Sir - bold words, noble words'.

But the point is to see when and how are you going to apply that challenge. Well, Sir, the point is that the imposition is here right now. Not only has the British Plan made any future Constitution ... dependent on a treaty satisfactory to the Britisher but it suggests that for every little difference you w1ll have to run -to the Federal Court or dance .attendance there in England; or to call on the British Prime Minister Clement Attlee or someone else. Not only is it a fact that this Constituent Assembly, whatever plans we may be hatching, we are under the shadow of British guns, British Army, their economic and financial stranglehold - which means that the. final

power is still in the British hands and the question of power has not yet been finally decided, which means the future is not yet completely in our hands. Not only that, but the statements made by Attlee and others recently have made it clear that if need be, they will even threaten you with division entirely. This means, Sir, there is no freedom in this country. As Sardar Vallabh Bhai Patel put it some days ago, we have freedom only to fight among ourselves. That is the only freedom we have got. Therefore, our humble suggestion is that it is not a question of getting something by working out this plan but to declare independence here and now and call upon the Interim Government, call upon the people of India, to stop fratricidal warfare and look out against its enemy, which still has the whip hand, the British Imperialism and go together to fight it ‘and then resolve our claims afterwards when we will be free.

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- |   |                  |
|---|------------------|
| (1) Why did Somnath Lahiri congratulate Pandit Nehru? Explain.  | 2                |
| (2) Explain the intentions of the British in not framing the Constitution before hand.<br>What did they want? | 3                |
| (3) Explain the views of Sardar Vallabh Bhai Patel on the issue.  | 3                |
|   | <b>2+3+3 = 8</b> |

### **PART - E**

- 22.** On the given political outline map of India mark and label the following:

- |                             |         |
|-----------------------------|---------|
| (i) Any two Harappan Sites. |         |
| (ii) Magadh, Kuru, Taxila   | 2+3 = 5 |

### **OR**

On the given political outline map of India mark and label the following:

- |   |         |
|---|---------|
| (i) Centres of Indian National Movement:<br>Chauri Chaura, Dandi, Benaras |         |
| (ii) Centres of the Revolt of 1857 :<br>Jhansi, Jabalpur                  | 3+2 = 5 |

- 23.** On the given political outline map of **India** five important places in South India during 14th to 18th centuries have been marked as 1. 2. 3. 4. 5. Identify them and write their names on the lines drawn near them.

5

**Note:** The following questions are **only for the Blind candidates in lieu of map question Nos. 22 & 23.**

**22.** Mention the following:

- (i) Two places of major Rock Edicts.
- (ii) Three places of Pillar inscriptions.

**5**

**OR**

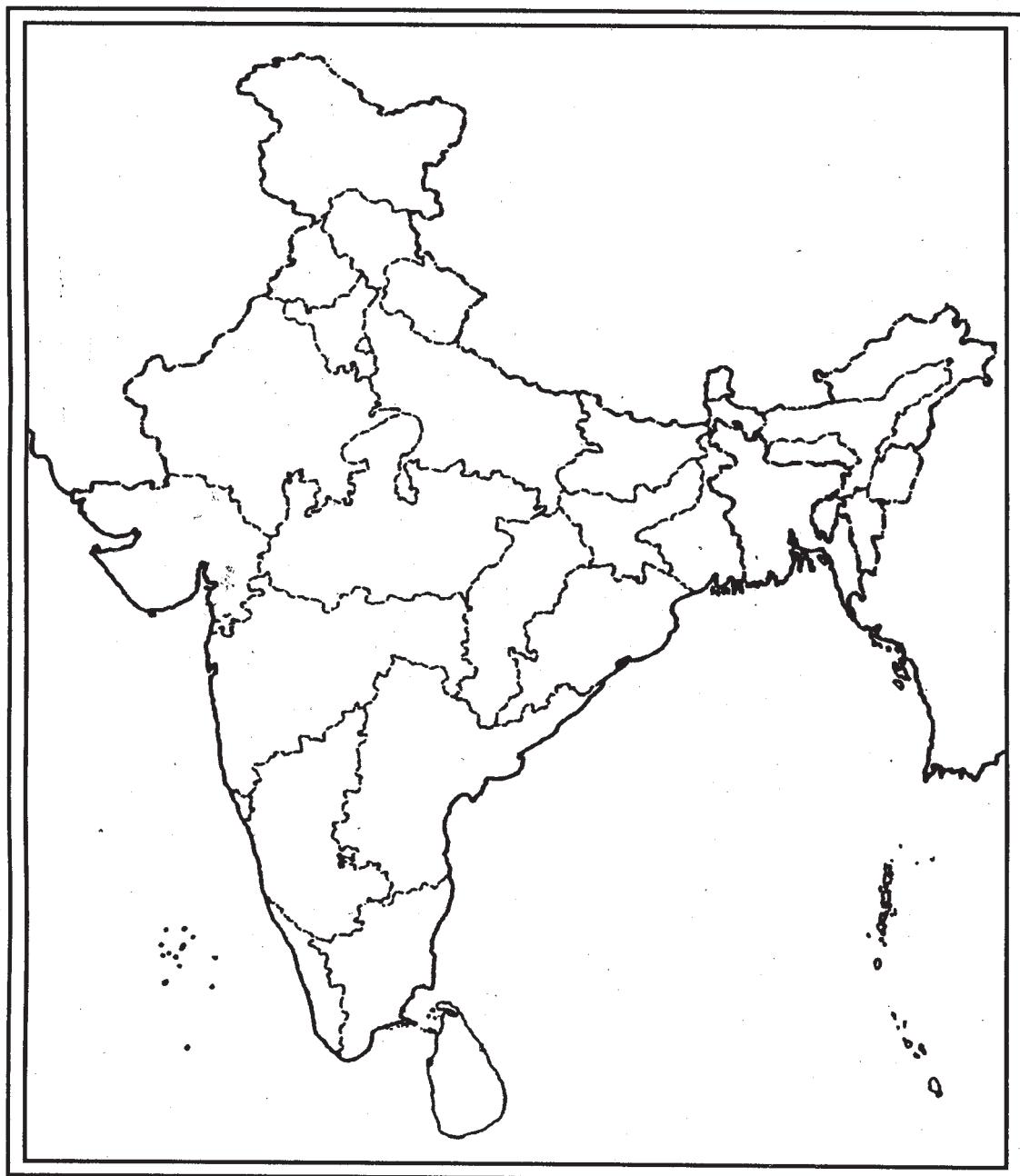
Mention five territories under British Control in 1857 in India.

**23.** Mention any five places in South India during 14th to 18th century.

**5**

Map for Q. No. 22  
प्रश्न संख्या 22 के लिए मानचित्र

Outline Map of India (Political)  
भारत का रेखा मानचित्र (राजनीतिक)

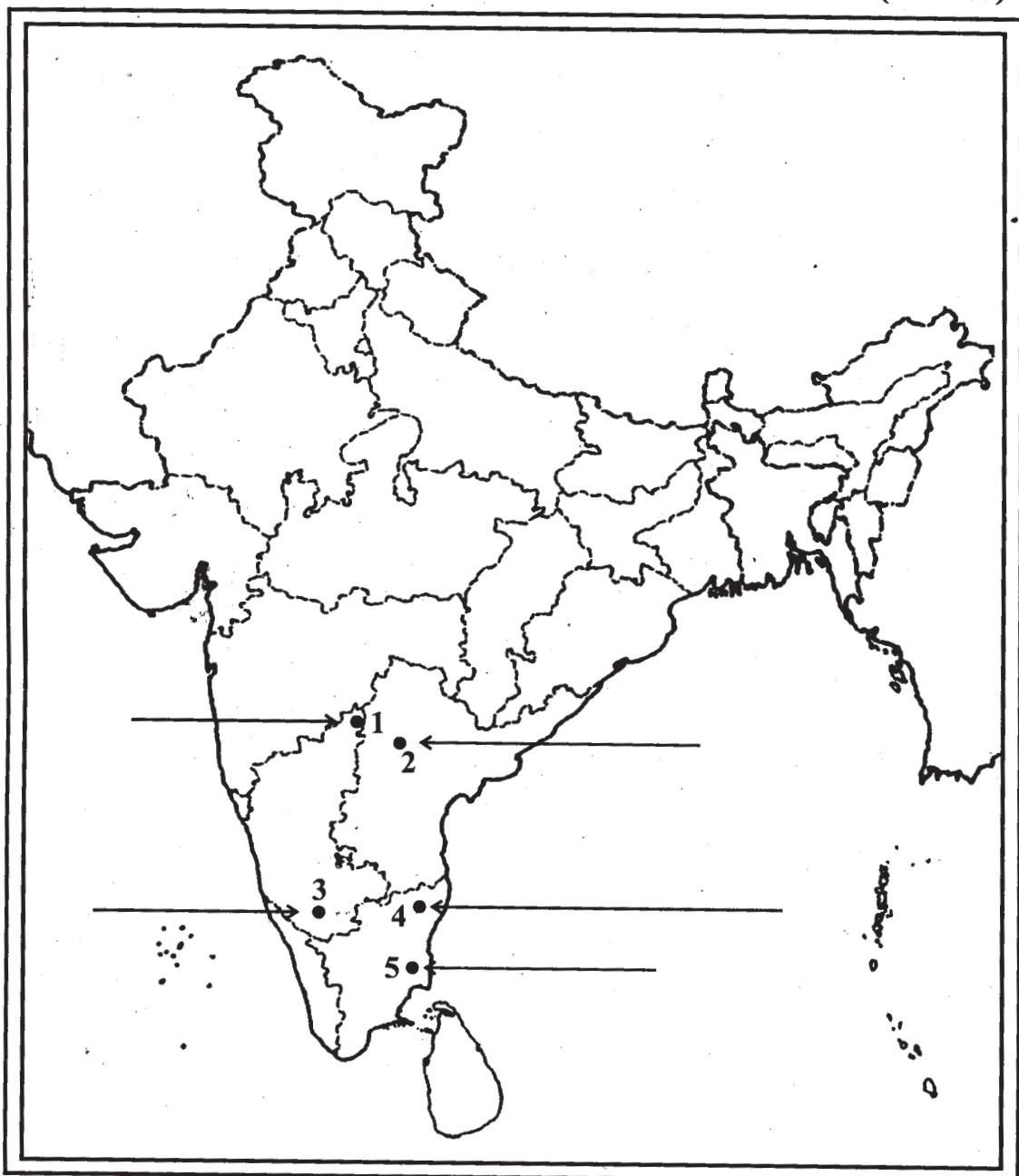


### Map for Q. No. 23

प्रश्न संख्या 23 के लिए मानचित्र

Cut Here ----- यहाँ से काटें ----- Cut Here ----- यहाँ से काटें -----

## **Outline Map of India (Political) भारत का रेखा मानचित्र (राजनीतिक)**



## **QUESTION PAPER CODE 61/1**

### **Part –A**

Answer **all** the questions given below.

1. Mention the internal functioning of the Buddhist Sanghas. 2
2. Mention the major crop of Western India during 17th century. How did it come to India? 2
3. Give a brief description of Lotus Mahal, situated in the Royal Centre in the Yijaya-nagara empire. 2
4. Mention two changes that were seen in the network of trade in India in the urban centres from the mid 18 century. 2
5. Mention two features of the Fort St. George of White Town, where most of the Europeans lived. 2

### **PART B**

#### **SECTION - I**

Answer any **three** of the following questions.

6. Describe briefly the sources used for reconstructing the history of the Gupta rulers. 5
7. “An understanding of the function of an artefact is often shaped by its resemblance with present day things.” Support your answer with suitable evidence. 5
8. What did B.B. Lal note about the houses in the second phase of the Mahabharata period (c. twelfth - seventh centuries BCE) ? Explain. 5
9. Critically examine why Sanchi survived while Amaravati did not. 5

#### **SECTION - II**

Answer any **two** of the following questions.

10. Explain the views of Bernier about a more complex social reality of the Mughal empire. 5

11. Describe the significance of temple building in the Sacred Centre of Vijayanagara. 5
12. “Granting of titles to men of merit was an important aspect of Mughal polity.” Justify the statement with suitable evidence. 5

### **SECTION - III**

Answer any **three** of the following questions.

13. Critically examine the experiences of injustice felt by ryots on the refusal of extending loans to them after 1830s. 5
14. Examine the proclamations issued by the rebels in 1857 and explain why did they want to reject everything associated with the British rule in India. 5
15. Describe briefly the changes that came about in the Indian towns during the 18th century. 5
16. Explain the reasons why the plan, suggested by the Cabinet Mission, was finally not accepted by the Congress and the Muslim League. 5

### **PART C**

17. Explain the variety of sources used by the historians to reconstruct histories of religious traditions. 8

### **OR**

Explain how the biography of the saint poetess Mirabai has been primarily constructed. How did she defy the norms of society?

18. Explain the ideas expressed by Gandhiji in his address at the time of opening of Banaras Hindu University in February 1916. Did he put his precepts into practice? Give examples. 8

### **OR**

How do autobiographies, Government records and newspapers help us in knowing about Gandhiji ? Explain.

## **PART - D**

### **(Source Based Questions)**

Read the following extracts (questions no. 19 to 21) carefully and answer the questions that follow.

#### **19. The wealthy Shudra**

This story, based on a Buddhist text in Pali known as the Majjhima Nikaya, is part of a dialogue between a king named Avantiputta and a disciple of the Buddha named Kachchana. While it may not be literally true, it reveals Buddhist attitudes towards varna.

Avantiputta asked Kachchana what he thought about Brahmanas who held that they were the best caste and that all other castes were low ; that Brahmanas were a fair caste while all other castes were dark; that only Brahmanas were pure, not non-Brahmanas; that Brahmanas were sons of Brahma, born of his mouth, born of Brahma, formed by Brahma, heirs to Brahma.

Kachchana replied: “What if a Shudra was wealthy ... would another Shudra ... or a Kshatriya or a Brahmana or a Vaishya ... speak politely to him ?”

Avantiputta replied that if a Shudra had wealth or corn or gold or silver, he could have as his obedient servant another Shudra to get up earlier than he, to go to rest later, to carry out his orders, to speak politely; or he could even have a Kshatriya or a Brahmana or a Vaishya as his obedient servant.

Kachchana asked: “This being so, are not these four varnas exactly the same ?”

Avantiputta conceded that there was no difference amongst the varnas on this count.

- |       |  |          |
|-------|--|----------|
| (i)   | What did Avantiputta want to know from Kachchana' about Brahmanas ?                        | <b>3</b> |
| (ii)  | What was Kachchana's reply? Explain.   | <b>2</b> |
| (iii) | If a Shudra had wealth, would Brahmanas and others speak to him politely?<br>Give reasons. | <b>3</b> |

## OR

### **A mother's advice**

The Mahabharata describes how, when war between the Kauravas and the Pandavas became almost inevitable, Gandhari made one last appeal to her eldest son Duryodhana :

By making peace you honour your father and me, as well as your well-wishers ... it is the wise man in control of his senses who guards his kingdom. Greed and anger drag a man away from his profits; by defeating these two enemies a king conquers the earth ... You will happily enjoy the earth, my son, along with the wise and heroic Pandavas ... There is no good in a war, no law (dharma) and profit (artha), let alone happiness; nor' is there (necessarily) victory in the end - don't set your mind on war ...

Duryodhana did not listen to this advice and fought and lost the war.

- |       |   |          |
|-------|---|----------|
| (i)   | Explain briefly Gandhari's appeal to Duryodhana.  | <b>3</b> |
| (ii)  | Do you agree with Gandhari's advice to Duryodhana ? Give two arguments in support of your answer. | <b>3</b> |
| (iii) | Why did Duryodhana not listen to his mother's advice? Give two possible reasons.                  | <b>2</b> |

### **20. How tanks were built**

About a tank constructed by Krishnadeva Raya, Paes wrote:

The king made a tank ... at the mouth of two hills so that all the water which comes from either one side or the other collects there; and, besides this, water comes to it from more than three leagues (approximately 15 kilometres) by pipes which run along the lower parts of the range outside. This water is brought from a lake which itself overflows into a little river. The tank has three large pillars handsomely carved with figures; these connect above with certain pipes by which they get water when they have to irrigate their gardens and rice-fields. In order to make this tank the said king broke down a hill ... In the tank I saw so many people at work that there must have been fifteen or twenty thousand men, looking like ants ...

- |       |   |          |
|-------|---|----------|
| (i)   | Explain briefly where the tank was constructed.       | <b>2</b> |
| (ii)  | Explain briefly the sources of water for the tanks.   | <b>3</b> |
| (iii) | Explain briefly the advantages of constructing tanks. | <b>3</b> |

## OR

### **Cash or kind?**

The Ain on land revenue collection:

Let him (the amil-guzar) not make it a practice of taking only in cash but also in kind. The latter is effected in several ways. First, kankut : in the Hindi language *kan* signifies grain, and *kut*, estimates ... If any doubts arise, the crops should be cut and estimated in three lots, the good, the middling, and the inferior, and the hesitation removed. Often, too, the land taken by appraisement, gives a sufficiently accurate return. Secondly, *batai*, also called *bhaoli*, the crops are reaped and stacked and divided by agreement in the presence of the parties. But in this case several intelligent inspectors are required; otherwise, the evil-minded and false, are given to deception. Thirdly, *khet-batai*, when they divide the fields after they are sown. Fourthly, *lang batai*, after cutting the grain, they form it in heaps and divide it among themselves, and each takes his share home and turns it to profit.

- |       |   |   |
|-------|---|---|
| (i)   | Explain the term kankut.  | 2 |
| (ii)  | Explain the system of batai or bhaoli system of land revenue collection.  | 2 |
| (iii) | Explain the system of lang batai.   | 2 |
| (iv)  | Which system of land revenue collection, do you think, is better and why? | 2 |

### **21. “The real minorities are the masses of this country”**

Welcoming the Objectives Resolution introduced by Jawaharlal Nehru, N.G Ranga said:

Sir, there is a lot of talk about minorities. Who are the real minorities? Not the Hindus in the so-called Pakistan provinces, not the Sikhs, not even the Muslims. No, the real minorities are the masses of this country. These people are so depressed and oppressed and suppressed till now that they are not able to take advantage of the ordinary civil rights. What is the position? You go to the tribal areas. According to law, their own traditional law, their tribal law, their lands cannot be alienated. Yet our merchants go there, and in the so-called free market they are able to snatch their lands. Thus, even though the law goes against this snatching away of their lands, still the merchants are able to turn the tribal people into veritable slaves by various kinds of bonds, and make them hereditary bond-slaves. Let us go to the ordinary villagers. There goes the money-lender with his money and he is able to get the villagers in his pocket. There is the landlord himself, the zamindar, and the malguzar

and there are the various other people who are able to exploit these poor villagers. There is no elementary education even among these people. These are the real minorities that need protection and assurances of protection. In order to give them the necessary protection, we will need much more than this Resolution ...

- |  |   |
|--|---|
| (i) How is the notion of minority defined by N.G. Ranga?   | 2 |
| (ii) Do you agree with Ranga ? If not, mention who are the real minorities according to you and why. | 2 |
| (iii) Explain the conditions of ordinary villagers.  | 2 |
| (iv) Describe the living conditions of the tribals.  | 2 |

## OR

**“I believe separate electorates will be suicidal to the minorities”** During the debate on 27 August 1947, Govind Ballabh Pant said:

I believe separate electorates will be suicidal to the minorities and will do them tremendous harm. If they are isolated for ever, they can never convert themselves into a majority and the feeling of frustration will cripple them even from the very beginning. What is it that you desire and what is our ultimate objective? Do the minorities always want to remain as minorities or do they ever expect to form an integral part of a great nation and as such to guide and control its destinies? If they do, can they ever achieve that aspiration and that ideal if they are isolated from the rest of the community? I think it would be extremely dangerous for them if they were segregated from the rest of the community and kept aloof in an air-tight compartment where they would have to rely on others even for the air they breathe ... The minorities, if they are returned by separate electorates, can never have any effective voice.

- |   |   |
|---|---|
| (i) How will separate electorates prove suicidal to the minorities? Explain the views of G.B. Pant. | 4 |
| (ii) Will the creation of separate electorates solve the problem of minorities ? . If so, how?      | 3 |
| (iii) Suggest anyone way to solve the problem of minorities.  | 1 |

## PART - E

22. On the given political outline map of India (on page 17) mark and label any five Harappan sites. 5

**OR**

On the given political outline map of India (on page 17) mark and label the following centres of Revolt of 1857 :

Lucknow, Azamgarh, Jabalpur, Agra, Delhi.

23. On the given political outline map of **India** (on page 19), five centres of National Movement have been marked as 1, 2, 3, 4, 5. Identify them and write their names on the line drawn near them. 5

**Note:** The following questions are only for the Blind Candidates in lieu of the map questions (Q. No. 22 and 23).

22. Mention any five territories under Babar, Akbar and Aurangzeb. 5

**OR**

Mention any five important Mahajanapadas and cities.

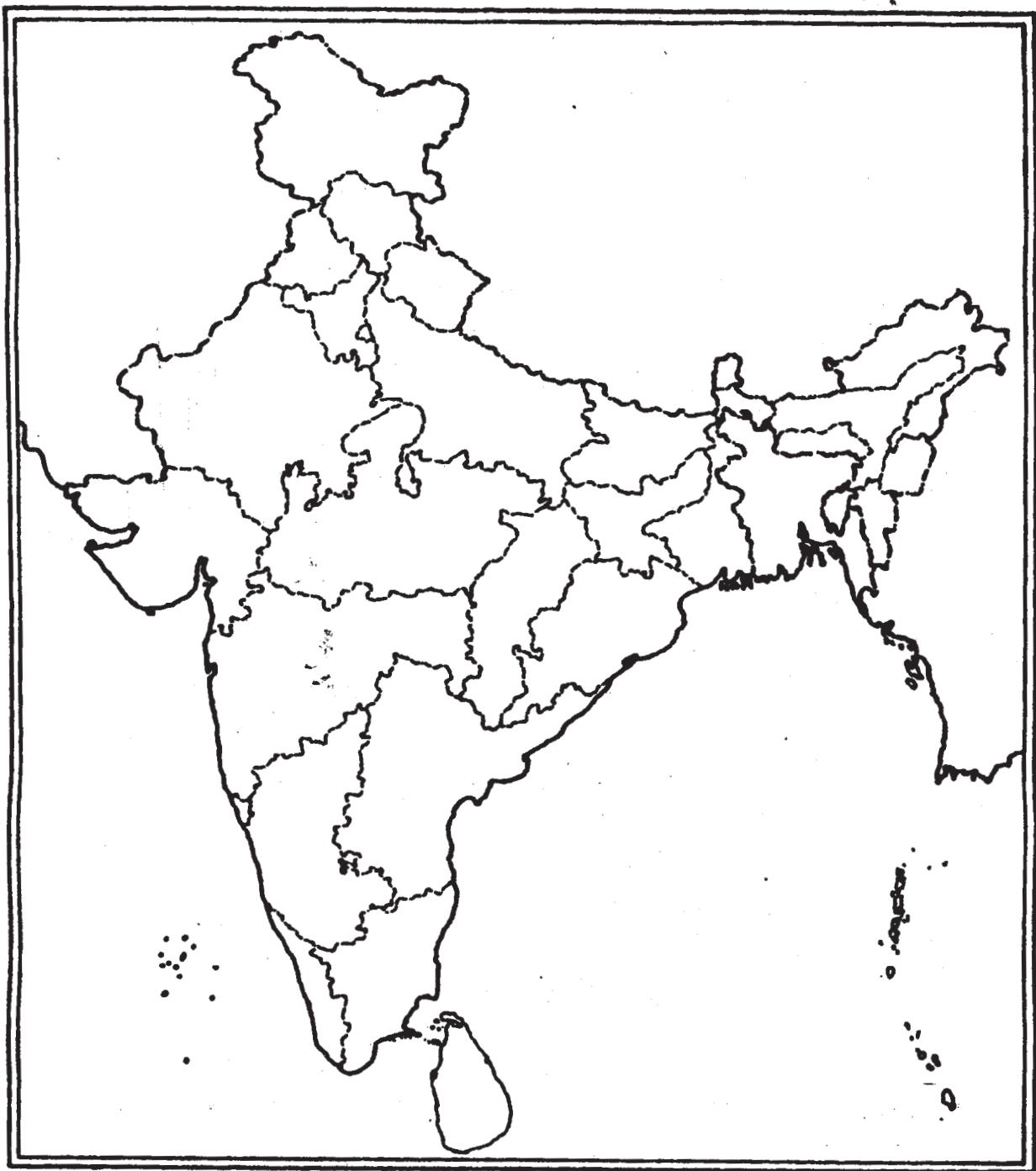
23. Mention the names of any five centres of National Movement. 5

For question no. 22

प्रश्न सं. 22 के लिए

**Outline Map of India (Political)**

**भारत का रेखा-मानचित्र (राजनीतिक)**

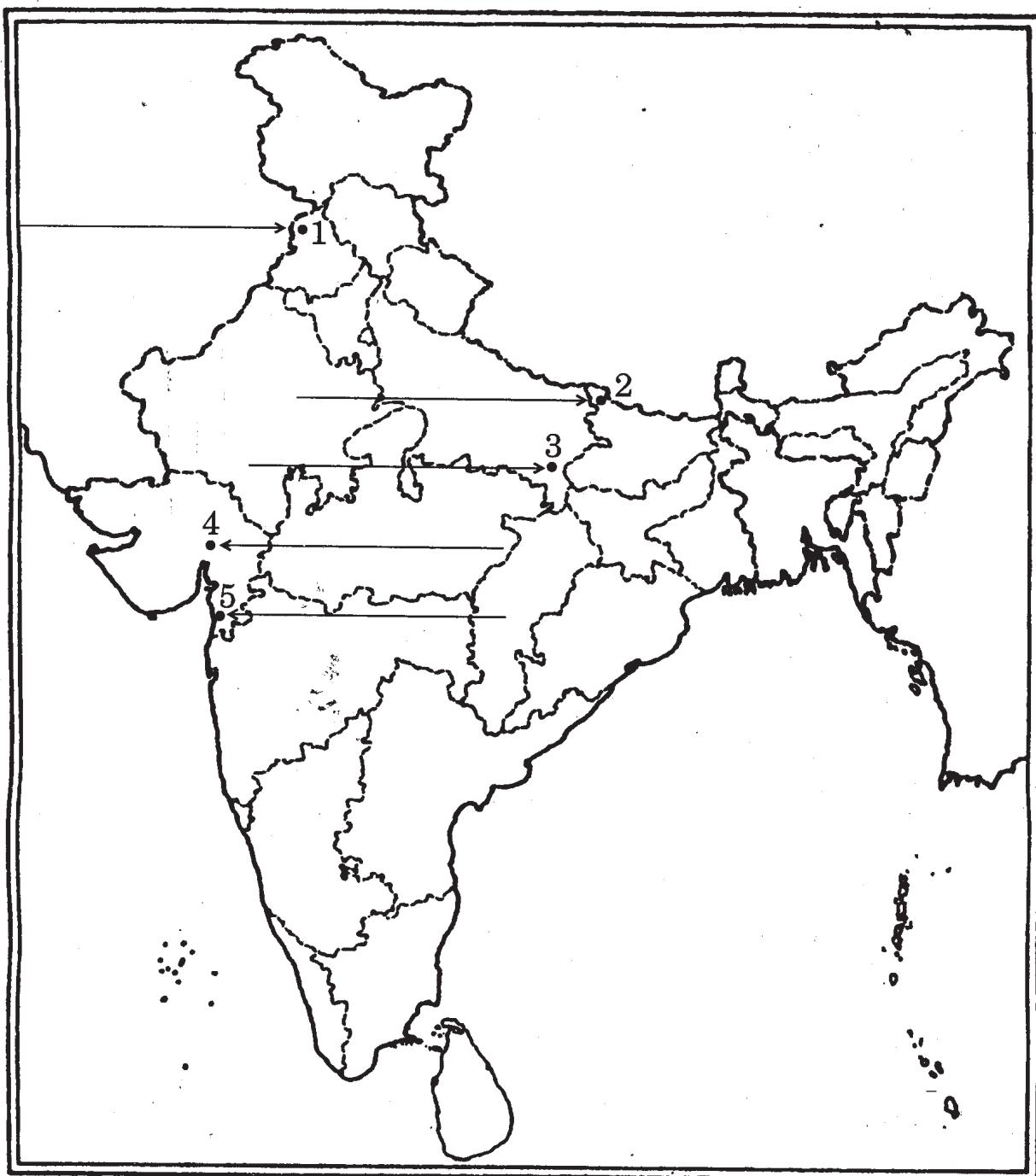


For question no. 23

प्रश्न सं. 23 के लिए

### Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)



# **Marking Scheme — History**

## *General Instructions*

1. Please read the following guidelines carefully and seek clarifications from the Head Examiner in case of any doubt. Efforts to reduce subjectivity and bias will be appreciated.
2. Every care has been taken to prepare the Marking Scheme. However it is important to keep in mind that it is neither exhaustive nor exclusive. Full credit should be given to candidates who may also give relevant points other than the ones listed in the Marking Scheme as the answer to the questions. The examiners are requested to use their own knowledge and experience wherever necessary.
3. The Marking Scheme carries only suggested value points for the answer. These are only guidelines and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the marks should be awarded accordingly.
4. Some of the questions may relate to ‘higher order thinking’ ability. These questions will be indicated to you separately. These questions are to be evaluated carefully so that the students’ understanding / analytical ability may be judged.
5. The Head-Examiners have to go through the first five answer-scripts evaluated by each evaluator to ensure that the evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer scripts meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6. Marking should be neither over strict nor over liberal. Marks should not be deducted for spelling errors, wrong proper names, minor inaccuracies or omissions of detail. No marks be deducted for overshooting word limit.
7. If a candidate answers both the options, both should be read and the better one evaluated.

8. Though break up of value points is given in a number of answers, the examiner may be flexible in marking the different parts, if the answers reflect understanding of the scope of the question.
  
9. If a question has parts, please award marks in the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left-hand margin and circled. If a question does not have any parts, marks be awarded in the left-hand margin and circled.
  
10. A full scale of marks 0-100 has to be used. Please do not hesitate to award full marks if the answer deserves it.

**QUESTION PAPER CODE 61/1/1**

**EXPECTED ANSWERS/VALUE POINTS**

**PART-A (Answer all questions)**

**Q1 Page 100, 101 – Book 1 2**

Buddha's presence was shown through symbols in the following ways:-

- a) Empty seat – meditating Buddha
- b) Stupa – 'mahaparinibbana'
- c) Wheel – 1<sup>st</sup> Sermon of Buddha
- d) Tree represents an event from the life of Buddha
- e) Any other point.

**Any 2**

**Q2 Page 197 - Book 2 2**

The following factors accounted for the constant expansion of agriculture in the 16<sup>th</sup> and 17<sup>th</sup> Centuries:-

- a) Abundance of cultivable land.
- b) Availability of labour

- c) Mobility of Peasants
- d) Irrigation facility – wells, canals, Persian wheel etc.
- e) Changes in agricultural techniques.
  - Iron tipped ploughshare
  - Drill used for sowing seeds
- f) Any other relevant point

Any 2

Q3. Page 177 - Book 2

2

The following are the most striking features of the geographical location of Vijaya nagar –

- a) Natural basin formed by river Tungabhadra
- b) Granite hills surrounding the city
- c) Numerous streams
- d) It is an arid zone
- e) Any other point

Any 2

Q4 Page 327-28 - Book 3

2

Hill stations were important for the colonial economy in various ways

- a) Tea and coffee plantations contributed to the revenue for the British economy.
- b) Immigrant labour found jobs in plantations.
- c) They developed as tourist destinations which encouraged commercial activities and urbanization.
- d) Railways connected the hill stations to other areas
- e) Hill stations became strategic army locations
- f) They developed as sanitoriums
- g) Summer destinations/capitals of the British in India

Any 2

Q5 Page 341-42 - Book 3

2

Main characteristics of neo-Gothic style of architecture for public buildings are:-

- a) Inspired by the churches of northern Europe of medieval period and mid 19<sup>th</sup> century England.

- b) High pitched roofs
- c) Detailed decorations
- d) Pointed arches
- e) Secretariat building in Bombay.
- f) University of Bombay
- g) High Court building in Bombay
- h) Victoria Terminus

Indians gave money for constructing some of these buildings. E.g. Rajabai Tower

Any 2

### **PART – B**

Q6. Page 38-39 - Book 1

5

Two strategies for increasing agricultural production from the 6<sup>th</sup> century BCE to 6<sup>th</sup> Century CE are:-

- a) Shift to plough agriculture
- b) Iron-tipped ploughshare
- c) Introduction of transplantation in Paddy
- d) Hoe agriculture in hilly tracts
- e) Use of irrigation methods like wells, tanks and sometimes canals.
- f) Example of Sudarshan Lake in Gujarat
- g) Any other relevant point

Any 5

Q7. Page 33-34 - Book 1

5

Communication along both land and riverine routes was vital for the existence of the Mauryan Empire -

- a) Important for trade
- b) Important for the movement of army
- c) Capital city and other regional centres had to be well connected for effective administration.
- d) The army ensured protection and ensured law and order on these routes.
- e) To hold his empire together by propagating Dharma.
- f) Any other point related to the army

Q8. Historians usually classified the content on the basis of language of Mahabharata as under:-

5

- (i) the language of Mahabharata has been considered as Sanskrit
- (ii) the language used in Mahabharata is far simpler than that of Vedas or the Prashastis.
- (iii) being simpler it was widely understood.

Content :

Historians classified the content of the present text under two broad heads

- (i) sections that contain stories (narrative)
- (ii) sections that contain prescriptions about social norms (dideictic) It includes stories and narrative, often contains a social message. Generally historians agree that the Mahabharat was meant to be a dramatic moving story and that dideictive portions were added later on.

Q9. Page 94 onwards - Book 1

5

Buddhism grew rapidly during and after the lifetime of Buddha because of the following reasons -

- a) People were dissatisfied with existing religions so found Buddhism appealing.
- b) The religion laid emphasis on conduct and values.
- c) It rejected the superiority based on birth /caste system/ varna system.
- d) Emphasized on ‘metta’ or fellow feeling
- e) Emphasized on ‘karuna’ or compassion
- f) Accepted both men and women in the Sangha
- g) Laid stress on individual agency in attaining ‘nirvana’ or salvation
- h) Middle path appealed to people
- i) Missionaries propagated Buddhism in central Asia, Sri Lanka and other regions.
- j) Asoka played an important role in spreading Buddhism.
- k) Construction of stupas and other Buddhist structures also helped in spreading Buddhism
- l) ‘Mahayana’ and ‘hinayana’ emerged as two sects of Buddhism

(Any 5)

## PART B – SECTION II

Q10. Page 124-25 - Book 2

5

Al-Biruni described caste system in the following manner -

- a) Al-Biruni compared caste system in India to social systems in other places and said that it was not unique to India.
- b) Accepted Brahmanical description of the caste system in details.
- c) Disapproved the notion of pollution, called it contrary to the laws of nature.
- d) He observed that in practice, the different varnas lived together and mixed with each other in towns and villages.
- e) He noted that in ancient Persia four social categories were recognised i.e., knights & princes, monks, fire priests and lawyers, physicians, astronomers, artisans, scientists.
- f) In Islam all men were considered equal differing only in their piety.

(As a whole)

Q11. Page 191 and enter chapter – Book 2

5

The buildings of Vijayanagar tell us the following about how spaces were organized :-

- a) Fortifications tell us about the defence requirements and military preparedness.
- b) Temples tell us about religious ideas and practices.
- c) Irrigation canals and reservoirs tell us about the status of agriculture.
- d) The bazaars give us information about the economic activities.
- e) Students may also give examples of other structures, sacred centre, royal centre, ‘mahanavami dibba’, Hajara Rama temple and Virupaksha temple ... etc. and build on the answer.

(To be assessed overall)

Q12 (Parts of theme page 217 and theme page 225 - Book 2)

5

Jalaluddin Akbar is considered the greatest of all Mughal emperors because of the following reasons.

- a) Expansion and conquests made by him
- b) Composition of nobility
- c) Court procedures, honours and etiquette
- d) Foreign policy
- e) Tolerant religious outlook of Akbar

- f) 'Din-I-Illahi'
- g) 'sulh-i-kul'
- h) Abolition of 'jizya'
- i) Ideal of Kingship
- j) Land revenue system
- k) Mansabdari system
- l) Commissioning of chronicles (Ain-i-Akbari)
- m) Capital Cities - Fatehpur Sikri

(Any other relevant point related to Akbar)

(Students may discuss any 5 points)

### **SECTION - III**

**Q13** Page 275-278 - Book 3

**5**

The ryots felt injustice at the refusal of money lenders to extend loans after 1830s because of the following factors -

- a) Around this time, the prices of agricultural products fell, reducing income of peasants.
- b) There was a famine.
- c) There was large scale death of human population and cattle.
- d) Acute poverty
- e) The peasants borrowed and were unable to pay back loans.
- f) The peasant debt mounted.
- g) The peasants had to pay high rentals for the land.
- h) Taxation under Ryotwari system was high and collection was rigid.
- i) Peasants had to pay high interests on the borrowed money.
- j) The peasants were exploited by the money lenders.
- k) The peasants lost their lands and cattle to the moneylenders.

(Any 5)

**Q14** Page 300-304 - Book 3

**3**

The rebels of 1857 tried to materialize their vision of unity in the following ways –

- a) Azamgarh proclamation

- b) 'Ishtahars'
- c) Appealing to all sections of people – Hindus, Muslims and all castes.
- d) Praised the unity of Hindus, Muslims in the pre-British times during the Mughal rule
- e)Appealed to all in the name of Mohammad and Mahavir
- f) They appealed to all to unify against the common imperialist enemy – the British
- g) Broke the 'divide and rule' policy of the British
- h) They appealed against the exploitative land revenue system. This united the dispossessed landlords and other rural elements.
- i) They protested against conversion to Christianity
- j) They were united in attacking all that and those which were associated with the British rule (e.g. institutions, money lenders, etc.)

Any 5

Q15 Pages 317 and 318 - Book 3

5

Towns built by Mughals were famous because of the following :-

- a) Important towns were Agra, Delhi and Lahore
- b) Concentration of population
- c) Monumental buildings constructed by the Mughals – give examples
- d) Imperial grandeur and wealth – symbolized status and prestige
- e) Centres of administration
- f) Residences of 'mansabdars' and 'jagirdars'
- g) A variety of services were available – exclusive handicrafts
- h) Grains, vegetables and fruits from countryside came to the cities
- i) Fortification around the cities and gates
- j) Gardens, mosques, palaces, rest houses (Sarais)
- k) Any other point

Any 5

Q16 Pages 386-391 – Book 3

5

Demand for Pakistan was formalized gradually in the following manner:

- a) The 1940 resolution of the Muslim League demanded a measure of autonomy for muslim dominated areas of India.
- b) This resolution was vague about the creation of Pakistan.
- c) Muhammad Iqbal in the 1930s had spoken of a need for a northwest Indian Muslim state and not a new country.
- d) After 1945, Jinnah and Muslim League continued to demand Pakistan.
- e) No compromise could be reached between the congress and muslim league in the negotiations (cabinet mission etc.)
- f) The league emerged as the sole spokesman of the Muslims after their victory in Muslim majority areas in the 1946 elections.
- g) The league demanded partition and Pakistan by organizing ‘Direct Action Day’ in 1946.

Any 5

### **PART – C**

- Q17
- 1. Kabir is one of the most outstanding example of a poet saint of Nirgun Dhara
  - 2. Kabir’s verses have been compiled in three distinct traditions-Kabir Bijak, Kabir Granthavali. Many of his compositions have been found in the Adi Granth Sahib.
  - 3. He had taken some terms drawn from yogic traditions
  - 4. Diverse and some times conflicting ideas have been expressed in these poems.
  - 5. He was initiated into bhakti by Guru Ramananda
  - 6. Kabir had used the words Guru & Satguru.
  - 7. He did not believe in idol worship
  - 8. Examples from his poems.

5

Page 161 – Book 2

2<sup>nd</sup> Part

He described the ultimate reality in the following manner:

- a) Allah, Ram, Rahim, Hazrat, Pir are different names of the same ultimate reality
- b) He used terms like ‘Allah’, ‘nirakar’, ‘brahman’, ‘Atman’
- c) He used words like ‘shabda’, ‘shunya’ from vedntic traditions

1+1+1 = 3

3

5 + 3 = 8

## OR

Page 146 - 147

2

Lingayats were –

- a) It was a religious movement in Karnataka
- b) led by Basavanna.
- c) Lingayats were an important community in the region. They were also known as Virashaivas.
- d) They wore the small ‘linga’ in a silver case over their left shoulder.
- e) They worshipped Shiva in the ‘linga’ form.

Any 2

Page 147

6

Contribution in social and religious fields –

- a) Whom Lingayats revered include ‘jangamas’ or wandering monks.
- b) They buried their dead and did not cremate them as the Dharmashastras prescribed.
- c) They believed that devotees, after their death, would be united with Shiva.
- d) They did not believe in rebirth.
- e) They encouraged certain practices like post-puberty marriage and remarriage of widows. These were in defiance of Dharmashastras.
- f) Their sayings or vachanas are composed in Kannada language.
- g) Their followers came from the low castes and marginalised groups.
- h) They opposed rituals.
- i) They worship Shiva in his manifestation as a Linga.
- j) They challenged caste system and the idea of pollution attached to it.
- k) They also questioned the theory of rebirth.

Any 6

Q18 Page 365-66 and 394 - Book 3

2+6 = 8

‘Finest hour’ of Gandhiji in the months after independence:-

- a) Gandhiji toured the riot torn areas – Bengal, Delhi.
- b) He tried to restore communal harmony
- c) He visited refugee camps to console victims of partition.

- d) He looked after the welfare/rights of minorities in India as well as in Pakistan.
- e) He remained undeterred by the criticism of others.
- f) He sacrificed his life for the cause of Hindu-Muslim unity
- g) He used the method of prayer meetings and fasting to bring peace.

(Assess overall)

## **OR**

Page 347-355 – Book 3

8

Gandhiji transformed Indian nationalism by 1922 in the following ways -

- a) In the BHU speech of 1916, he called the Indian national movement as an elitist movement and appealed for making it a mass movement
- b) He had a vision of a mass movement which included the ordinary peasants and the common man.
- c) His moral philosophy of ‘satya’, ‘ahimsa’ and ‘satyagraha’ could be easily adopted.
- d) He brought in low caste, students, and women into the movement.
- e) He led by example, using simple language, simplicity in dress and life style.
- f) He travelled around India, interacted with and understood the common people.
- g) His early satyagrahas were at Champaran, Ahmedabad and Kheda.
- h) He organized the nation wide “Rowlatt Satyagraha”
- i) The concept of non-cooperation, was used to bring masses into national movement.
- g) The idea of Khilafat was included in the Non-cooperation Movement to bring about Hindu-Muslim unity.
- k) The ideas of ‘charkha’, village industries and ‘khadi’ appealed to people and thus attacked British economic interest.
- l) He used boycott and ‘swadeshi’, public bonfire of British goods, picketing of liquor and foreign goods shop as methods of protest.
- m) He set up new branches of INC and Prajamandal membership increased.
- n) Prosperous businessmen and industrialists contributed towards the national movement under his leadership.
- o) The emergence of Gandhian nationalism between 1917-22

- p) He fought against untouchability, child marriage.
- q) He spread his ideas through his writings and publications.

(The students should give 4 points in detail or discuss 8 points)

## PART - D

### Source based questions

#### Q19. Proper social roles

3

- i) Yes, Drona's action was justified.
  - a) He was following the norms laid down by the Dharmashastras
  - b) Nishadas had no right to acquire archery skills or receive gurukul education according to Dharmashastras
  - c) The concept of 'guru dakshina' was socially accepted at that time
  - d) any other argument

(Assess overall)

- ii) No, Drona's action was not justified.

3

- a) Ekalavya was from a hunting community and should have been allowed to practice and learn archery.
- b) Taking away his thumb was not justified and was inhuman.
- c) It seems Drona took the thumb as 'guru dakshina' because he could not allow anyone to surpass Arjuna as an archer
- d) Any other argument

(Assess overall)

- 2) Character of Ekalavya –

2

- a) A nishada (Hunter community)
- b) A great archer
- c) A keen and disciplined learner
- d) A great achiever
- e) Humble, respectful and obedient towards his 'assumed' acharya, (Drona)
- f) Any other point

Any 3

- 3) Ekalavya did not repent because he cut off his thumb unhesitatingly and offered it to Dronacharya, his assumed teacher.

2<sup>nd</sup> opinion

After giving his thumb, he repented because he was no longer as fast an archer as he was before.

OR

**Draupadi's question**

2

- (1) The following message goes off after reading this episode

- a) Women were considered inferior.
- b) Women were controlled by men.
- c) They were treated as commodities.
- d) Women, like Draupadi, did question Yudhisthira when a situation arose and finally Draupadi not only was able to secure her own and other's freedom as well.

Any 2

- 2) Any one view supported with meaningful arguments should be given marks

3

- It may be noted that the students may not agree with either of the arguments

- 3) Status of women then and now :

- i) 'Stridhana' and limited access to property in the ancient time / economic independence and property rights today
- ii) Dependence on father/husband/son earlier and independent existence possible for women today
- iii) No access to education/ role in public sphere today
- iv) Gender segregation common earlier and no longer so visible now.
- v) Women were controlled earlier and are empowered now.
- vi) Political rights available to women now and Dharmashastras called them as inferior earlier.
- vii) Any other

Any 3

**Q20 Classification of lands under Akbar**

1x4 = 4

- (1) A brief explanation of land classification.

- (i) Polaj – Cultivated annually for each crop in succession, never left fallow.
- (ii) Parauti – left out of cultivation for a time to recover its strength.
- (iii) Chachar – land that is left fallow for three or four years.
- (iv) Banjar – land that has been left uncultivated for five years or more.
- (2) Revenue for the first two types of land was fixed in the following ways: 2
- these two types of land (Polaj and Parauti) existed as good, middling and bad type of land. The produce of each sort was added together and a third of this represented the medium or average produce. One third of this was taken as tax.
- (3) Students may give their own suggestions and they should be awarded marks if relevant. E.g.: 2
- i) The economic status of the peasants should be considered and their capacity to pay should be considered.
  - ii) Expenditure on land should be considered.
  - iii) Crops grown on the land should be considered.
  - iv) Peasants should not be exploited.
  - v) The taxation system is too complicated and the peasants should be charged only 10% of produce as tax.

OR

### **Kings and Traders**

- (1) A king should improve the harbours of his kingdom because:- 2
- i) It would encourage commerce.
  - ii) It would help in the easy import of horses, elephants, precious gems, sandalwood, pearls and other articles.
- (2) Foreign sailors should be looked after in a suitable manner because this would make them comfortable and inclined to associate with Vijayanagara in trade. 3
- (3) The consequence of such an attitude toward sailors would be that they would attach themselves with the Kingdom. They will be encouraged to trade with Vijayanagara and articles like elephants and good horses would never go to the enemy kingdoms. 3

**Q21. We are not going just to copy**

- 1) The American Constitution was finalized after the Fathers of the Nation met and prepared a constitution.

(Any other point)

2

Its results were that it stood the test of time for more than a century and a half and it resulted in the creation of a great nation.

(Any other point)

2+2 = 4

- 2) Nehru's determination to pass the Constitution shows that he had the confidence that the Constituent Assembly would continue its work despite all difficulties that it might face.

(any other point)

Two difficulties that were faced by the Constituent Assembly include:-

2

- i) The Constitution was being prepared while the British still remained in India.
- ii) Debate over language issue.
- iii) Debate over reservation issue.
- iv) Debate over power sharing between centre and state.
- v) Debate over rights of women.
- vi) Any other point.

Any two

**OR**

**That is very good, Sir – bold words, noble words**

1. Somnath Lahiri congratulated Pandit Nehru because:

2

- a) He had given expression to the spirit of the Indian people in his speech stating that British imposition will not be acceptable in the Constitution making process.

- 2) The British did not frame the Constitution before hand because:

3

- i) British wanted to control all aspects of administration, finance and army when the Constitution was being made.
- ii) They wanted India to be dependent on them.
- iii) They wanted final decision-making power in their hands.
- iv) They could threaten India with division.

Any three

- 3) The views of Sardar Patel were : – 3
- We do not have freedom or independence to work out our plans.
  - We can only fight among ourselves.
  - He wanted immediate declaration of independence for India.
  - He wanted the Interim Government to call upon people to stop fighting among themselves.
  - He wanted people to fight for India's independence.
  - He said that we can resolve our disagreements later.

Any 3

#### **PART - E**

Q22. On the given political outline map of **India** mark and label the following:

- Any two Harappan Sites.
- Magadh, Kuru, Taxila 2 + 3 = 5

#### **OR**

On the given political outline map of **India** mark and label the following :

- Centres of Indian National Movement :  
Chauri Chaura, Dandi, Benaras
- Centres of the Revolt of 1857 :  
Jhansi, Jabalpur 3 + 2 = 5

Q23. On the given political outline map of **India** five important places in South India during 14th to 18th centuries have been marked as 1. 2. 3. 4. 5. Identify them and write their names on the lines drawn near them. 5

**Note :** The following questions are only for the Blind Candidates in lieu of map questions 22 and 23

Q22. For blind candidates – in lieu of map Q. 22

- I      Page 33 – Book 1  
 Places of major rock edicts
- Girnar 2. Sopara 3. Sannati 4. Jaugada 5. Sisupalgarh 6. Kalsi 7. Mansehra 8. Shahbazgarhi 9. Kandahar
- Any other correct answer Any 2 2

II Page 33 – Book 1

## Places of Pillar inscriptions –

1. Sanchi
  2. Gujara
  3. Meerut
  4. Topra
  5. Kausambi
  6. Ahraura
  7. Sarnath
  8. Sasaram
  9. Lauriya Araraj
  10. Lauria Nandangarh
  11. Rampurva
  12. Nigali
  - sagar
  13. Rummimdei (Lumbini)

Any other correct option.

OR

Page 297 - Book 3

5

## Rajya/Territories under British control in 1857 –

- Punjab, Peshawar, Panipat, Delhi, Lucknow, Awadh, Benaras, Allahabad, Patna, Bihar, Bengal, Calcutta, Dacca, Chittagong, Masulipatnam, Madras, Arcot, Fort St. David, Madurai, Poona, Bombay, Maharashtra, Sind.

Any other correct answer

any 5

Q23. Page 174 - Book 2

5

## Places in South India during 14<sup>th</sup> to 18<sup>th</sup> century

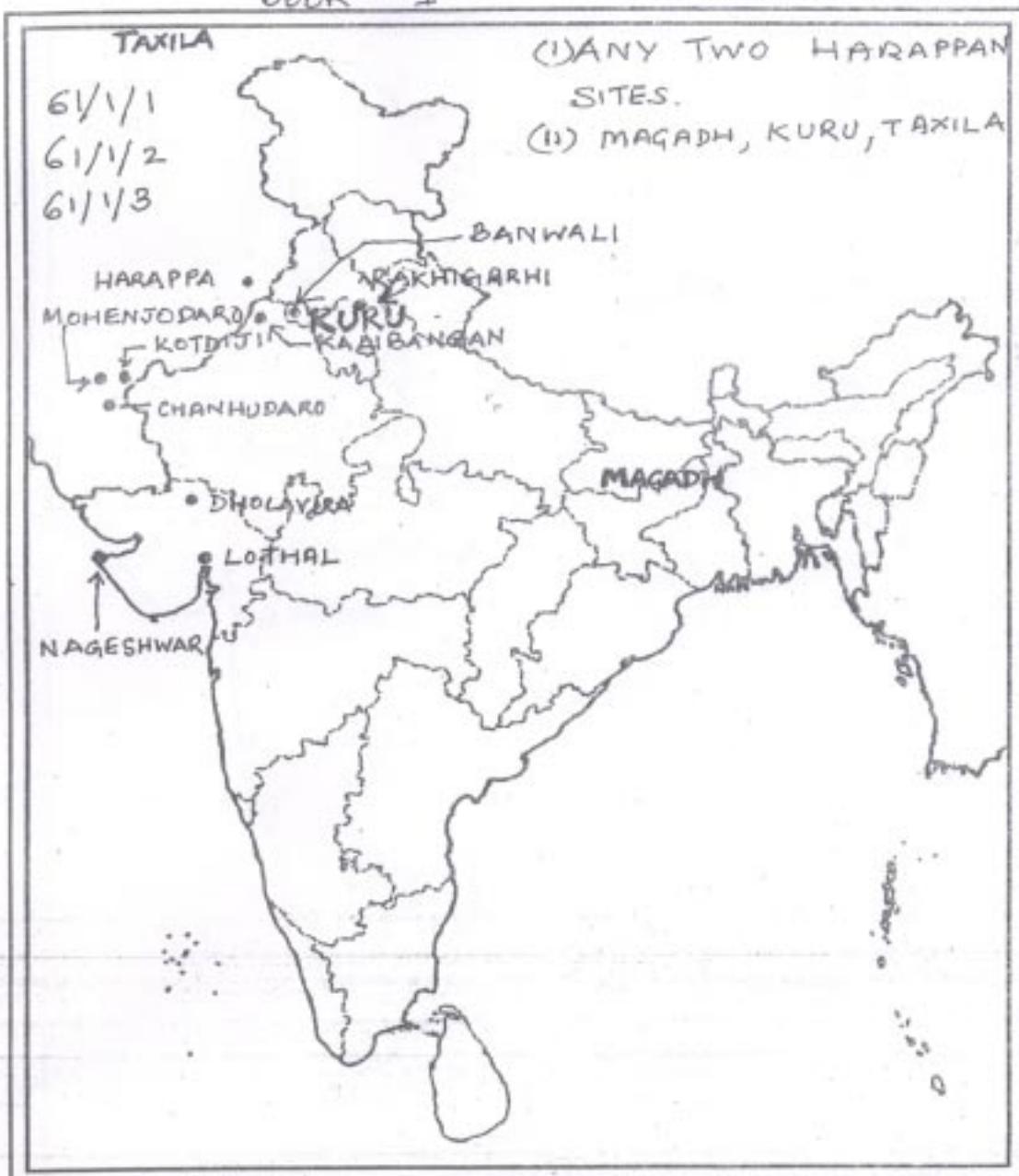
- Bidar, Golconda, Bijapur, Vijayanagar, Ikkeri, Kolar, Chandragiri, Kanchipuram, Gingee, Chidambaram, Thanjavur, Madurai, Ramanathapuram, Tirunelveli, Quilon.
- Any other correct option.

Any five

Map for Q. No. 22  
प्रश्न संख्या 22 के लिए मानचित्र

REFER TO PAGES - 2 & 30  
BOOK - 1

Outline Map of India (Political)  
भारत का रेखा मानचित्र (राजनीतिक)



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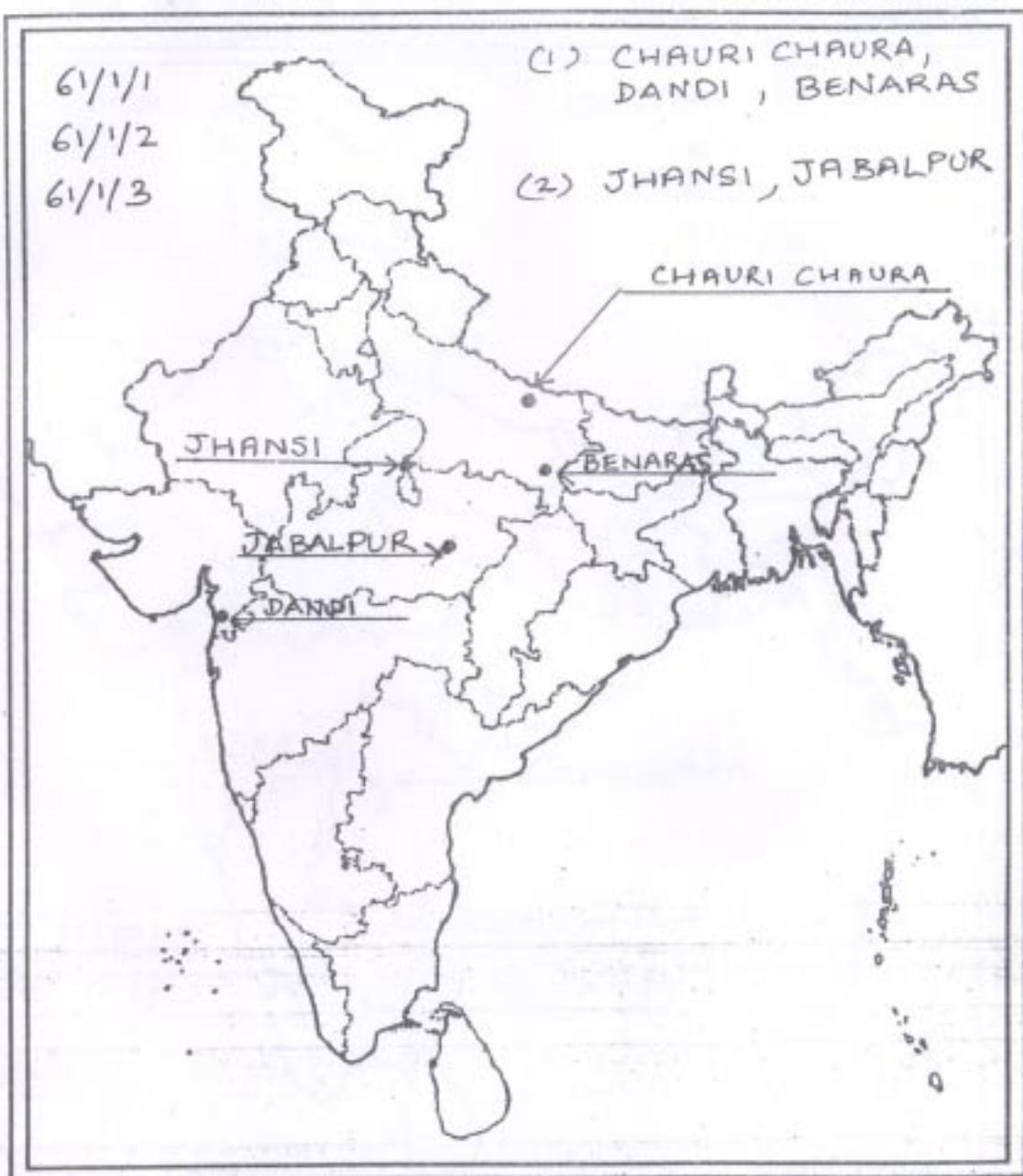
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Map for Q. No. 22  
प्रश्न संख्या 22 के लिए मानचित्र

22 - OR

Outline Map of India (Political)  
भारत का रेखा मानचित्र (राजनीतिक)

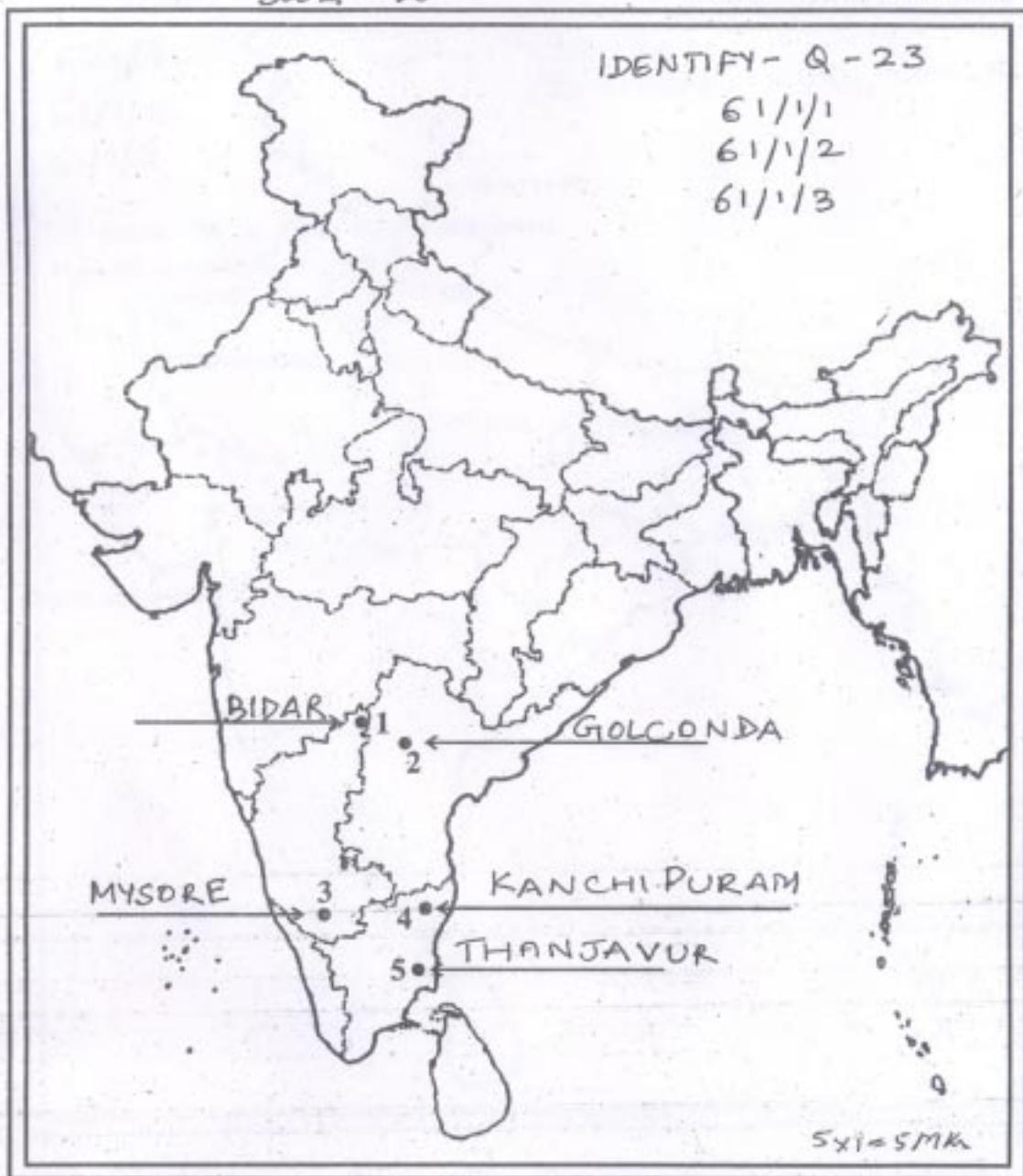
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Map for Q. No. 23  
प्रश्न संख्या 23 के लिए मानचित्र

REFER TO PAGE - 174  
BOOK - 2

Outline Map of India (Political)  
भारत का रेखा मानचित्र (राजनीतिक)



**QUESTION PAPER CODE 61/1**  
**EXPECTED ANSWERS/VALUE POINTS**

**Part A**

- Q1 a) Buddha founded a Sangha, an organization of monks. 2  
b) These monks led a simple life possessing only the requisites for survival such as a bowl to receive food once a day from laity.  
c) They lived on alms. They were known as “bhikkhus”.  
d) Initially only males were admitted into the sangh but later on females were also admitted. It was made possible by mediation of Ananda.  
e) General issues were taken by votes.  
f) Once admitted in the sangh they were all regarded as equals.  
(Any two points) Page 92 -Book-I
- Q2. i) Maize was one of the major crops of western India. 2  
ii) It was introduced to India via Africa and Spain.  
Page 201- Book-II
- Q3 i) Lotus Mahal is the most beautiful building in the Royal Centre. 2  
ii) It was named so by the British travellers in the 19<sup>th</sup> Century.  
iii) Its use is unknown.  
iv) According to Mackenzie it might have been a council chamber where king met his advisors.  
(Any two points) Page 181- Book-II
- Q4 i) Commercial centres such as Surat, Masulipatanam & Dhaka declined. 2  
ii) East India Company expanded colonial cities such as Madras (Chennai), Calcutta (Kolkata) and Bombay (Mumbai). They rapidly emerged as new economic capitals.  
iii) New occupations developed there and people flocked to these new cities.  
iv) These were the biggest cities in India in terms of population.  
(Any two points) Page 320- Book-III

- Q5 i) Walls and bastions made this a distinct enclave. 2  
ii) Colour and religion determined who was allowed to live with in the fort.  
iii) The company did not allow any marriages with Indians.  
iv) Other than English, the Dutch and Portuguese were allowed in the forts to stay because they were European and Christian.

(Any two points)

Page 331 - Book-III

**PART-B**  
**SECTION-I**

- Q6. i) Sources are – a) Reconstructed from literature, coins and inscriptions including prashastis, composed in praise of kings, by poets. Prayag Prashasti is also known as the Allahabad Pillar inscription. 5  
ii) Historians attempted to draw factual information from such compositions, works of poetry etc.  
iii) Examples – ‘Prayaga Prashasti’ composed in Sanskrit by Harishena, court poet of Samudragupta  
iv) Archaeological findings/evidences, pillars and rock-edicts

(Assess as a whole)

Pages 36-37- Book-I

- Q7. i) Archaeologists try to identify the function of an artefact is often shaped by its resemblance with present day things and by investigating the context in which it was found, like – beads, querns, stone blades and pots. 5  
ii) Some findings have religious significance like terracotta figurines of women, rare stone statutory of men, Great Bath and fire alters at Kalibangan and Lothal  
iii) Nature worship – seals with plant motifs  
iv) Animals – unicorn, figure seated cross-legged in a “yogic” postures is regarded as “proto-Shiva”  
v) Conical stone objects have been classified as lingas.  
vi) Many reconstructions of Harappan religion are made on assumption because archaeologists often move from present to the past.

(Assess as a whole)

Page 22- Book-I

- Q8. i) Archaeologist historian B.B. Lal excavated at a village Hastinapur in Meerut (U.P). It is not certain that it was the same Hastinapur of Mahabharata period or not.
- ii) But with some similarities it is felt it might be the same Hastinapur
- iii) He excavated and found 5 occupational levels.
- iv) Within limited area no definite plans of houses were seen.
- v) Only walls of mud and mud bricks were found.
- vi) The discovery of mud plaster with prominent red marks takes us to assume that there might have been houses.

(Any 5 points)

Page 75- Book-I

- Q9. a) i) Amaravati was discovered perhaps before scholars understood the value of the finds.
- ii) A local raja wanted to build a temple upon the ruins of Amaravati – decided to use stones and even to look for hidden treasure.
- iii) Walter Elliot visited Amaravati and collected panels and took them away to Madras, to the Asiatic Society of Bengal at Calcutta and even to London.
- b) i) When Sanchi was discovered, three of its gateways were still standing, fourth was lying on the spot in a good condition.
- ii) Though it was suggested to take away the remains either to Paris or London but now a few archaeologists had different view. (H.H. Cole), therefore it survived.
- iii) There were a number of other factors which helped to keep Sanchi as it was.
- iv) Even rulers of Bhopal (Shahjehan Begum and Sultan Jehan Begum) provided money for its preservation.

Any other relevant point.

(Any five points)

Page 99 - Book-I

## Section – II

- Q10. i) He felt that artisans had no incentives to improve the quality of their manufactures.
- ii) Reason given that profits being appropriated by state.

5

- iii) Decline in manufactures.
- iv) He conceded that world's most precious metals flowed into India because manufactures were sold for gold and silver in exchange.
- v) He found a prosperous merchant community in India engaged in long-distance exchange.

(Assess as a whole)

Page 133- Book-II

Q11. I Rulers like Pallavas, Chalukyas, Hoysalas and Cholas encouraged temple building as a means of associating themselves with the divine. 5

- ii) The deity was generally identified with the king.
- iii) Temples functioned as centres of learning.
- iv) Rulers and others often granted land and other resources for the maintenance of temples.
- v) Temples developed as significant religious, social, cultural and economic centres.
- vi) For rulers, help to the temples for repairing or maintenance was important means of winning support and recognition for their power, wealth and piety.
- vii) Vijayanagara rulers ruled on behalf of the God Virupaksha.
- viii) All orders were signed "Shri Virupaksha"
- ix) Rulers also indicated their close links with the gods.

(Any five points)

Page 184- Book-II

Q12 i) It was granted by the king to the man of merit, recognizing his ability and usefulness. 5  
 ii) A man's ascent in the court hierarchy could be traced through the titles he held.  
 iii) The title 'Asaf Khan' was given to highest minister.  
 iv) The title 'Mirza Raja' was accorded by Aurangzeb to his two nobles of merit e.g Jai Singh and Jaswant Singh.  
 v) Titles could be earned or paid for e.g Mir Khan offered Rs. 1 lakh to Aurangzeb for the letter 'alif' i.e. A, to be added to his name to make it Amir Khan.

- vi) Besides titles, other awards included robe of Honour (Khilat), ‘Sarapa’ and jewellery were given by the emperor.
- vii) The lotus blossom set with Jewels was given only in exceptional circumstances  
(Any five points)

Page 241- Book-II

### **SECTION - III**

- Q13 i) By 1830’s prices of agricultural products fell sharply. 5
- ii) Decline in peasants income, revenue could rarely be paid without a loan from moneylender.
  - iii) Ryot found difficult to pay it back, debt mounted.
  - iv) Ryot needed more loans to buy their everyday needs.
  - v) ‘Sahukars’, export merchants in Maharashtra, stopped long term credit and started demanding repayment of old debts.
  - vi) Petition after petition, ryots complained of the injustice of such insensitiveness and the violation of custom (Deccan Riots Commission)
  - vii) The ryots came to see the moneylenders as devious and deceitful.
  - viii) Limitation Law was passed to check the accumulation of interest over-time.
  - ix) Deeds and bonds appeared as symbols of the new oppressive system.
  - x) The general norm that interest charged could not be more than the debt brokedown

(Any five points) Pages 278, 282, 284 - Book-III

- Q14 i) The proclamation issued under the name of Bahadur Shah appealed to the people to join the fight under the standards of both Muhammad and Mahavir. 5
- ii) The proclamation completely rejected every thing associated with British rule.
  - iii) They condemned the British for the annexations they had carried out and the treaties they had broken.
  - iv) Rebels declared that the British could not be trusted.
  - v) The British land revenue settlements or systems had dispossessed landlords of their lands.
  - vi) Foreign commerce had ruined the weavers and artisans.
  - vii) Every aspect of British rule was attacked and the firangis were accused of destroying a way of life, that was familiar and cherished.

- viii) The rebels wanted to restore the previous life and reject every thing that was British.

(Any five points)

Pages 301, 303 - Book-III

Q15 i) Old towns declined and new towns were developed. 5

- ii) The gradual erosion of Mughal power led to the demise of the towns associated with Mughals.
- iii) Delhi and Agra lost their political authority.
- iv) Increasing importance of regional capitals e.g. Lucknow, Hyderabad, Seringapatam, Poona, Nagpur, Baroda and Tanjore etc.
- v) Traders, administrators, artisans and others migrated from old Mughal centres to these new capitals in search of work and patronage.
- vi) Possibilities of new and ready employment in the new capitals due to warfare between the new kingdoms.
- vii) Opportunities to create new quasbah and ganj developed /increased.
- viii) With the expansion of commercial activity, towns grew around the trading centre.
- ix) There was renewed economic activity.
- x) Calcutta, Bombay and Madras grew rapidly into cities as new commercial and administrative centres.

(Any five)

Pages 319, 320- Book-III

Q16 i) Initially all the parties accepted this plan given by Cabinet Mission. 5

- ii) But the agreement was short lived because it was based on mutually opposed interpretation of the plan.
- iii) The League wanted the grouping to be compulsory into three groups. Section A for the Hindu majority provinces and section B and C for the Muslim majority provinces of the north-west and north east with the right to secede from the union in the future.
- iv) The Congress wanted that the provinces be given the right to join a group.
- v) It was not satisfied with Mission's clarification that the grouping will be compulsory at first but provinces would have the right to opt out after the

constitution had been finalised and new elections were held in accordance with it.

- vi) Therefore ultimately both disagreed to the Cabinet Mission's proposal.

(Any five points)

Page 389- Book-III

### **PART – C**

- Q17 i) Sources used by historians include sculpture, architecture, stories about religious preceptors, compositions attributed to women and men. 8
- ii) Architecture can only be understood if we have grasp on the context, the ideas, beliefs, practices of those who produced and used these images and buildings.
- iii) Understanding each type of text requires different skill.
- iv) The historian should know subtle variations in style that characterise each generation.
- v) The continuity of religious traditions is quite advantageous if they know about them.
- vi) Old paintings – hagiographies and biographies of saints.
- vii) Old letters, records etc help the historians.
- viii) Archaeological finds reveal a lot of information of that period.

(Assess as a whole)

Pages 140, 165, 167 - Book-II

### **OR**

- i) From her bhajans attributed to her 8
- ii) She defied her husband and did not submit to the traditional role of wife and mother.
- iii) Recognised Lord Krishna, the Avtar of Vishnu as her lover
- iv) Escaped her palace and lived as a wandering singer.
- v) Composed songs which were characterised by intense expressions of emotion.
- vi) According to some traditions, Raidas, a leather worker, was her preceptor.
- vii) This reveals that she defied caste norms.
- viii) She is supposed to have donned the white robes of a widow or the saffron robes of the renouncer even when her husband was still alive.
- ix) She has been recognised as a source of inspiration for many working in her direction.

(Assess as a whole)

Pages 164, 165 - Book-II

- Q18. i) It was merely a statement of fact that Indian nationalism was an elite phenomena, a creation of lawyers, doctors and landlords 8
- ii) At another level it was a statement of intent.
- iii) Gandhiji charged the Indian elite with a lack of concern for the labouring poor.
- iv) Gandhiji chose to remind those present, of the peasants and workers who constituted a majority of the Indian population yet were unrepresented in the audience.
- v) The first public announcement of Gandhiji's own desire to make Indian nationalism more representative of the Indian people as a whole.
- vi) Gandhiji was presented with an opportunity to put his percepts into practice when peasants from Champaran approached him in the Lucknow session of 1916.
- vii) Describe with examples of Kheda, Champaran and Ahmedabad.

(Assess as a whole) Pages 348- Book-III

### **OR**

- i) Sources – Writings and speeches of Mahatma Gandhi and his contemporaries, both associates and his political adversaries help in knowing Gandhiji. 8
- ii) Out of those a distinction is to be made which were for the public and which not
- iii) It helped to hear his public voice.
- iv) Private letters gave a glimpse of his private thoughts and also which were written to the individuals but they were meant for the public.
- v) Mahatma Gandhi regularly published his journal 'Harijan'.
- vi) In 'Harijan' his private letters and what others wrote were regularly published and through it his ideas became public.

Autobiographies – these are written very often from memory what the author could recollect and which he thought important for him to write.

- vii) What he thought to write which was important for him but for others, may not be.
- viii) In autobiography a person presents himself in a way he wants to be seen.
- ix) Government records – Fortnightly reports prepared by Home department based on police information. For example Home department was unwilling to

accept that Gandhi's actions had worked any enthusiastic response from the public, Dandi March was seen as a drama.....

- x) Through Newspapers, published in English and different Indian languages which tracked Mahatma Gandhi's movements and reported on his activities.
- xi) They represented ordinarily Indian thoughts.
- xii) Represented also public and political opinions.
- xiii) Through Police eyes.

(Assess as a whole) Pages 367, 370, 373 - Book-III

Q19. A. i) Avantiputta wanted to know from Kachchana : 3

What he thought about Brahmanas who held that they were the best caste and that all other castes were low that Brahmanas were a fair caste while all other castes were dark, that only Brahmanas were pure, and not non-Brahamanas, that all Brahmanas were sons of Brahma, born of his mouth, born of Brahma, formed by Brahma, heirs to Brahma.

- ii) Kachchana replied "What if a shudra were wealthy, would another shudra — or a kshatriya or a Brahmana or a vaishya – speak politely to him.

2

- iii) Yes. If shudra had wealth Brahmanas and others would speak to him politely.

Because due to wealth he would get power and resources. Shudra would get respect in society. Page -70 –Book-I

3

Q19. B A mother's advice 3

- i) She said

- a) By making peace you honour your father and me, as well as your well wishers – it is the wise man in control of his senses who guards his kingdom. Greed and anger drag a man away from his profits, by defeating these two enemies a king conquers the earth, you will happily enjoy the earth, my son, along with the wise and heroic Pandvas – There is no good in war, no law (dharma) and profit artha, let alone happiness; nor is there victory in the end – forbade to set his mind on war.

- ii) Yes

- a) War brings bloodshed and killings.
  - b) Unhappiness, destruction.
  - c) Hatred among relatives and other people.

3

	iii) Wanted to become a ruler.  To have the throne and power.  To save prestige.  He was very adamant and arrogant. Or any other relevant argument	Page 60- (Book-I)	2
Q20 A	i) The tank was constructed at the mouth of two hills so that all the water which comes from either one side or the other is collected there.  ii) By pipes which run along the lower part of the range outside. This water was brought from a lake which itself overflowed into a little river.  iii) 1. to irrigate the gardens and rice fields 2. for water supply to the cities 3. for water supply conducted through a channel to the “royal centre”.		2 3 3

(Page 177) (Book-II)

### OR

Q20 B	i) ‘Kan’ signifies grain and ‘kut’ estimates  ii) The crops are reaped, stacked and divided by agreement in the presence of the parties. But in this case several intelligent inspectors are required; otherwise, the evil-minded and false are given to deception.  iii) Khet-Batai - when they divide the fields after they are sown.  iv) Lang batai, after cutting the grain, they form it in heaps and divide it among themselves and each takes his share home and turns it to profit	2 2 2 2
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(Page 215) (Book-II)

Q21 A	i) According to N.G. Ranga, the real minorities are not the Hindus in the so called Pakistan provinces, not the Sikhs and not even the Muslims. The real minorities are the masses of this country who are depressed and oppressed and suppressed and do not even enjoy their ordinary civil rights. Or any relevant point.  ii) Yes, I agree with N.G. Ranga. In fact real minorities for the purpose are as described by him.  iii) The condition of the ordinary villagers was very pathetic. The money lenders were often able to get them in their pockets. They were exploited by the landlords, the Zamindars and the malguzars. There are various	2 2 2
-------	---	-------------

other people who are able to exploit these poor villagers. There was no elementary education among these people.

- iv) According to their own traditional law & there tribal law, their lands could not be alienated. Yet, the merchants were very often able to snatch their lands and turn the tribals into veritable slaves by various kinds of bonds.

2

Page 420 Book-III

OR

Q21 B "I believe separate electorates will be suicidal to the minorities"

4

- i) According to G.B. Pant separate electorates will be suicidal because then the minorities will be isolated for ever, and they will never be able to convert themselves into a majority and a feeling of frustration will creep in. They will not be able to be a part of this great nation and will never be able to fulfil their aspirations.

3

- ii) No, it will not solve the problem (Assess as a whole)

Yes - because

a) they might enjoy a separate identity of their own.

b) their opinions and views may be better expressed.

Or any other relevant point.

(Assess as a whole.)

- iii) One way of solving the problem of minorities will be education which will make them aware of their rights and difficulties.

1

(Any other relevant points)

Page No. 418 (Book-III)

### **For Blind students only**

22. Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa

(Any five)

Page -214 – Book-II

OR

Vajji, Magadha, Koshala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi

(Any five)

Page -30- Book-I

23. Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay, Karachi

(Any five)

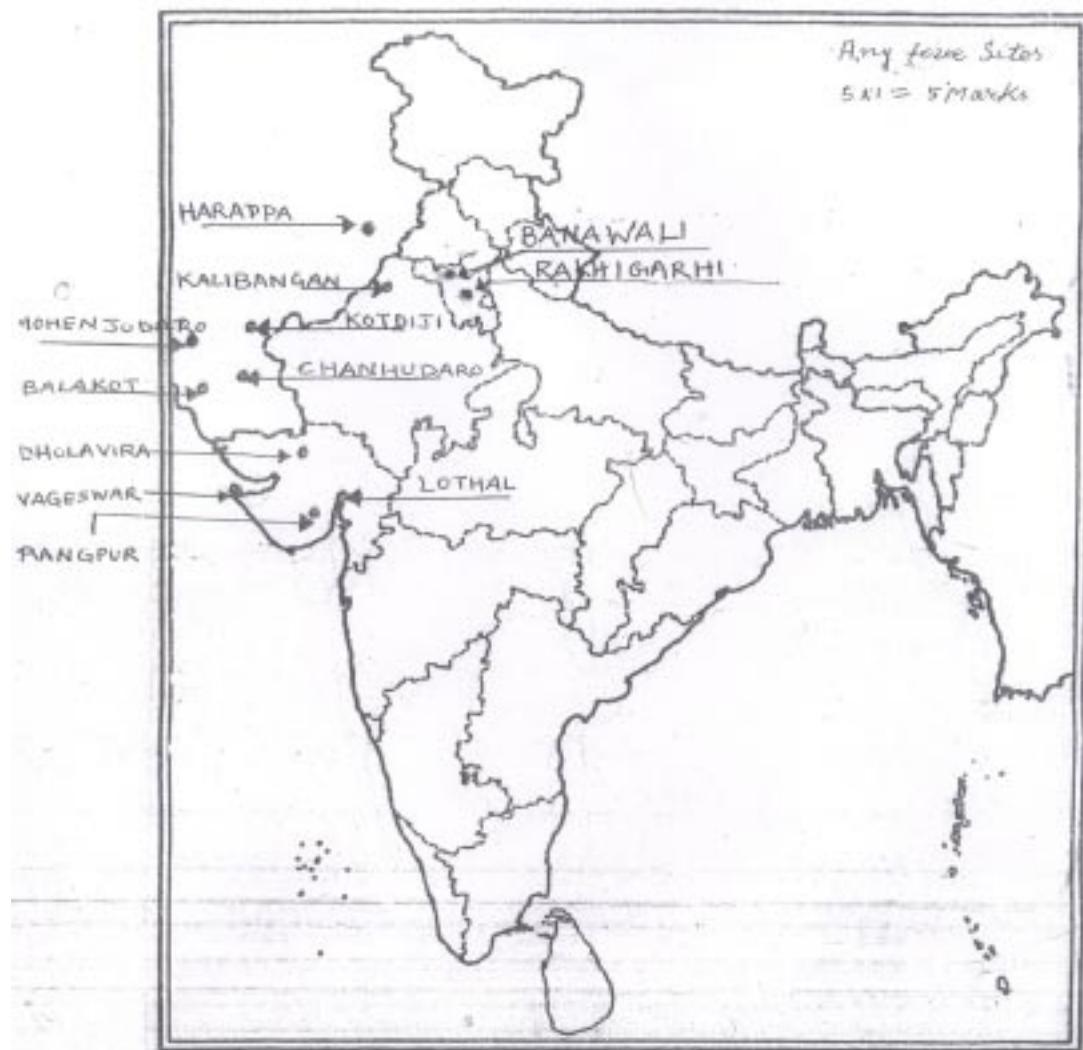
Page – 305 – Book-III

For question no. 22  
Any five Harappan sites

प्रश्न सं. 22 के लिए

Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)



SET - 6/1

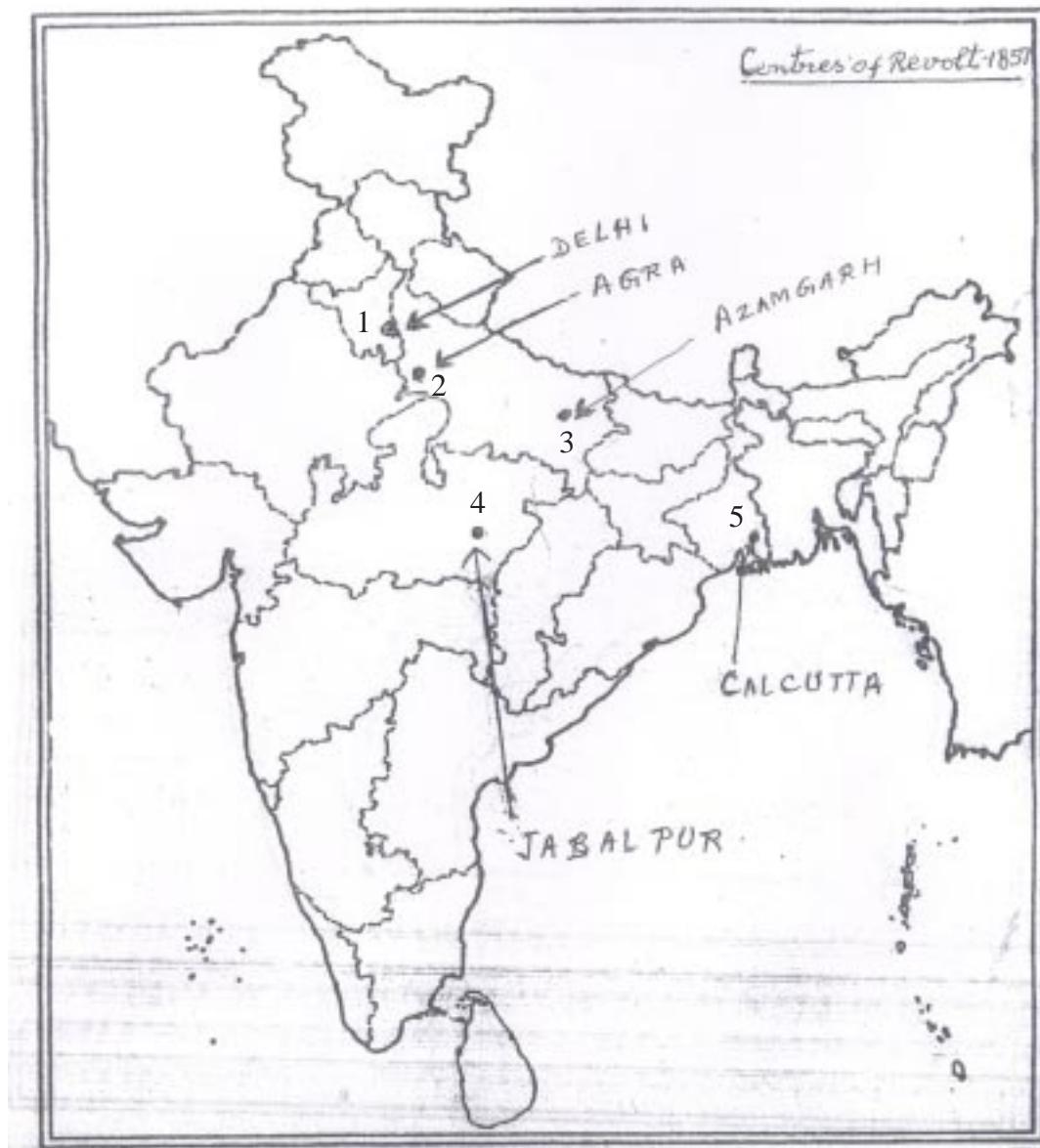
6/2

For question no. 22 OR HISTORY (2010) 6/3 प्रश्न सं. 22 के लिए

1. Dh
2. Ran
3. Ran
4. 17-3-10
5. Vikash

### Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)



For question no. 23 Identification as  
given 1, 2, 3, 4, 5.

SET. 6/1  
6/2  
6/3

प्रश्न सं. 23 के लिए 2

1 Chand  
17/3/10

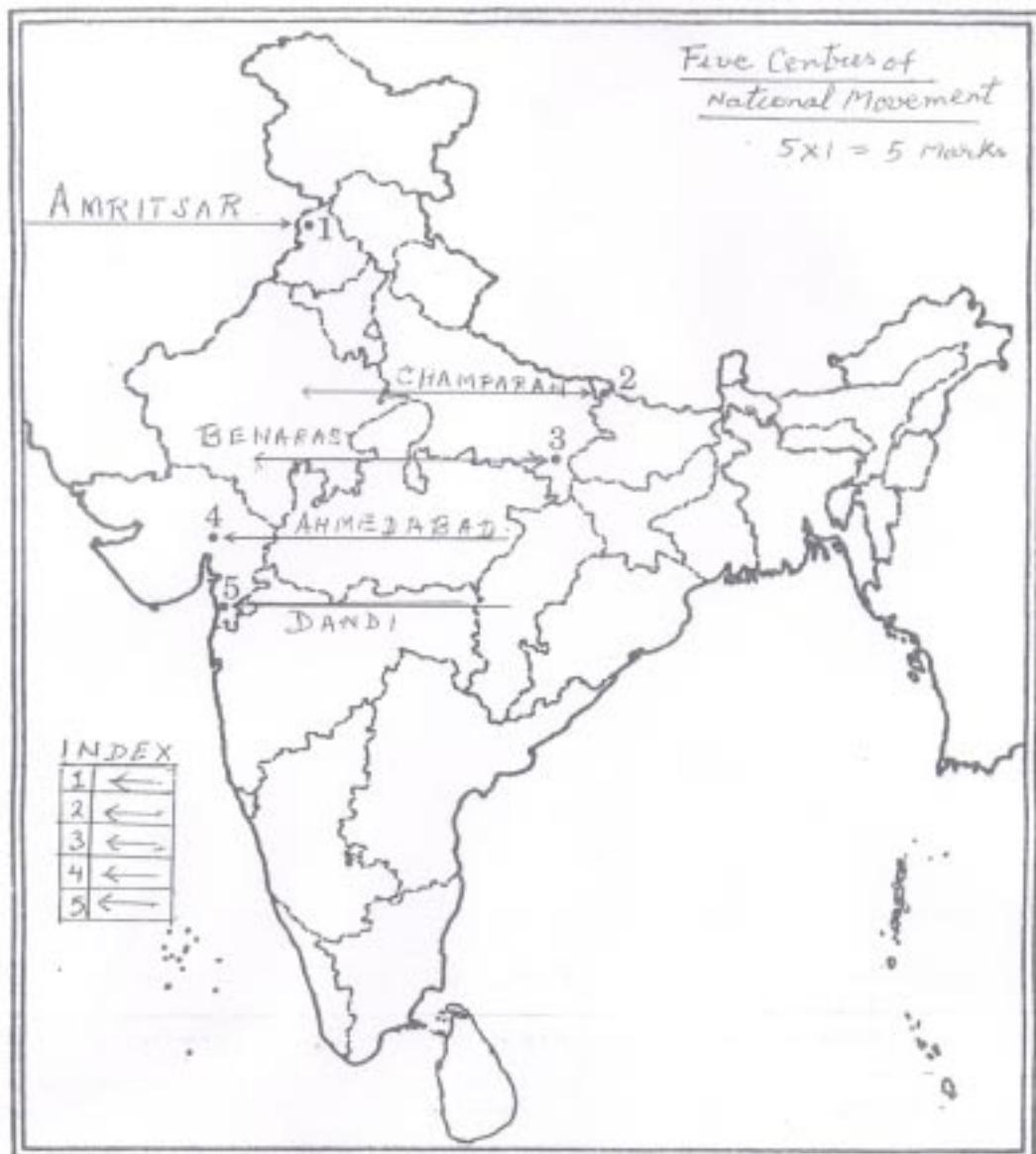
2 SALV  
17/3/10

3 Prem Singh  
17/3/10

4 Vishnu  
17/3/10

### Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)



# POLITICAL SCIENCE

**Time allowed : 3 hours**

**Maximum Marks : 100**

## GENERAL INSTRUCTIONS :

- (i) All questions are compulsory.
- (ii) Question numbers **1** to **10** are of **one** mark each. The answers to these questions should not exceed **20** words each.
- (iii) Question numbers **11** to **20** are of **two** marks each. The answers to these questions should not exceed **40** words each.
- (iv) Question numbers **21** to **30** are of **four** marks each. The answers to these questions should not exceed **100** words each.
- (v) Question numbers **31** to **35** are of **six** marks each. The answers to these questions should not exceed **150** words each.
- (vi) Question number **30** is based on the map. Write the answer of this question in the Answer Book.

## QUESTION PAPER CODE 59/1/1

1. When did the era of U.S. hegemony start ? 1
2. Highlight any **two** facts showing cordiality in the relationship between India and the United States.  $\frac{1}{2} + \frac{1}{2} = 1$
3. Write the full form of I.M.F. 1
4. Fill in the blanks with appropriate words:  
Ban Ki Moon is the 8th UN \_\_\_\_\_. He is the citizen of \_\_\_\_\_.  $\frac{1}{2} + \frac{1}{2} = 1$
5. When and by whom was the ‘tryst with destiny’ speech delivered?  $\frac{1}{2} + \frac{1}{2} = 1$
6. In the first general election, how many seats did the Congress win? How many seats did the next largest party (CPI) win?  $\frac{1}{2} + \frac{1}{2} = 1$

7. Why are the results of 1967 elections in India called ‘political earthquake’ ? 1
8. Who was Charu Majumdar ? 1
9. What is meant by ‘party based movements’ ? 1
10. Correct and rewrite the statement given below:  
The ‘Right to Information’ Bill was tabled in 2002 and received the Presidential assent in January, 2005.  $\frac{1}{2} + \frac{1}{2} = 1$
11. List any **two** consequences of ‘Shock Therapy’. **1 + 1 = 2**
12. Why did the Soviet Union disintegrate? Highlight any **two** arguments in support of your answer. **1 + 1 = 2**
13. Mention any **two** steps taken by China to improve its economy. **2 x 1 = 2**
14. State any **two** objectives of the Human Rights Watch. **2 x 1 = 2**
15. What is meant by the concept of ‘common but differentiated responsibility’? 2
16. Identify the concept out of liberty, equality, democracy and fraternity to which India was deeply committed during our freedom struggle. 2
17. What is meant by ‘Coalition’ ? During which period did this type of government gain popularity for the first time at the Centre in India? **1 + 1 = 2**
18. What was Shimla Agreement? Name its signatories.  **$1 + \frac{1}{2} + \frac{1}{2} = 2$**
19. List any **two** problems faced by the Government of India after 1971-72. **2 x 1 = 2**
20. Mention any two issues raised by the Dalit Panthers. **2 x 1 = 2**
21. Why did the Super Powers have military alliances with the small countries? State any **four** reasons for it.  **$4 \times 1 = 4$**
22. Why did India and China both, view themselves as rising powers in global politics

in-spite of tension between them? Substantiate your answer by giving any **four** events that have brought cordiality in their relationship.

**4 x 1 = 4**

- 23.** Name the countries included in South Asia. How can peace and co-operation be enhanced in this region?

**2 + 2 = 4**

- 24.** Explain the role of emerging alternative centres of power in transforming the different countries into prosperous economies.

**4**

- 25.** Explain India's stand on environmental issues. What steps have been suggested by India in this respect?

**2 + 2 = 4**

- 26.** What is meant by globalisation ? List any **two** forms of resistance to globalisation.

**2 + 2 = 4**

- 27.** What is meant by opposition in a democratic system? Describe any two activities of the opposition during the first two Parliaments of 1952 and 1957.

**2 + 2 = 4**

- 28.** Explain any **four** characteristics of the Non-Aligned Movement.

**4 x 1 = 4**

- 29.** Match the names of the founders given below with the political parties they founded:

**4 x 1 = 4**

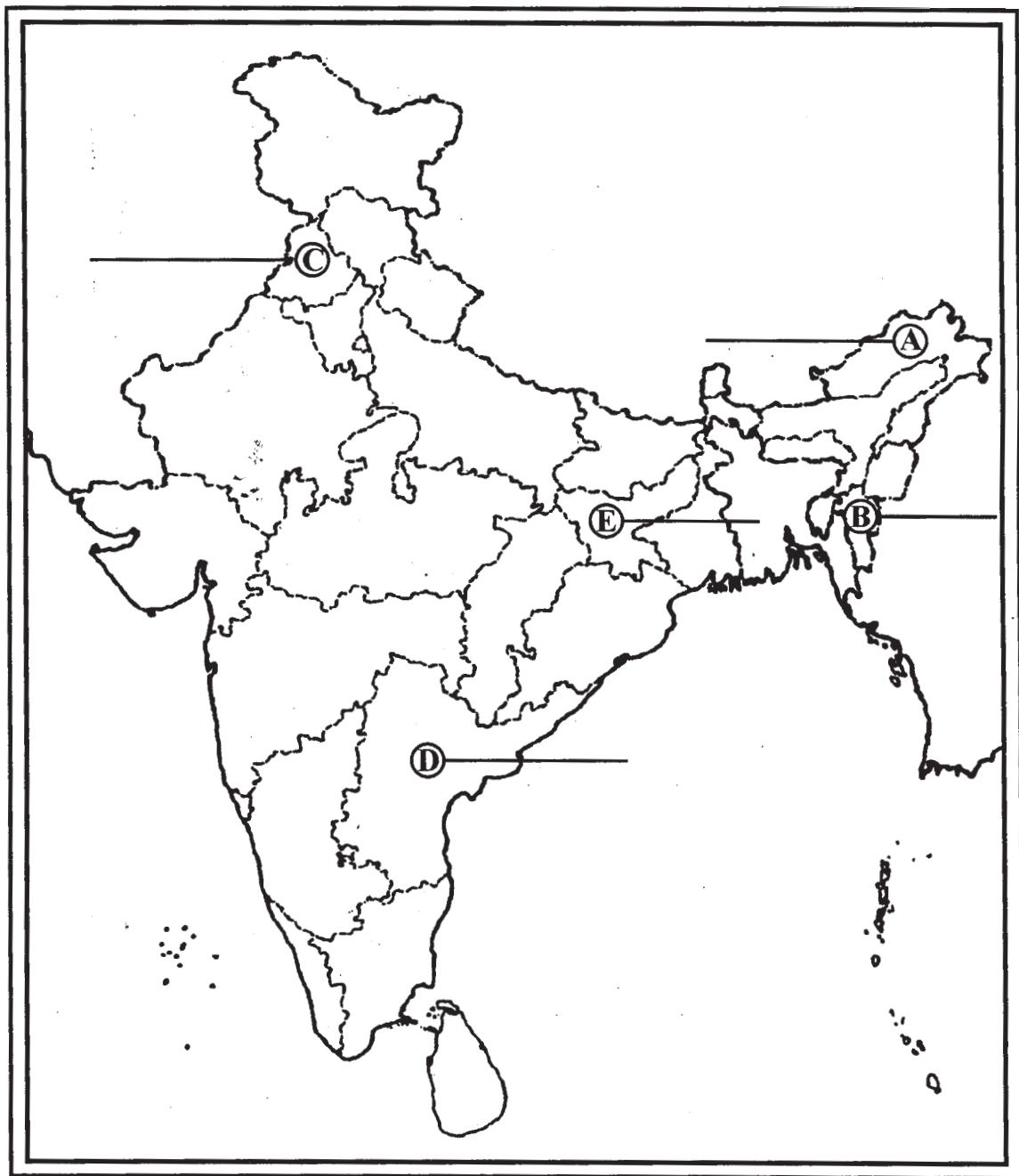
**Founders**

**Political Parties**

- |                          |                          |
|--------------------------|--------------------------|
| (a) C. Rajgopalachari    | (i) Telugu Desham Party  |
| (b) Deen Dayal Upadhyaya | (ii) Swatantra Party     |
| (c) N.T. Rama Rao        | (iii) Lok Dal            |
| (d) Ch. Charan Singh     | (iv) Bhartiya Jana Sangh |

- 30.** On the given political map of India, **five** States of tension from 1947 to 2006 have been marked as A, B, C, D and E. Identify any **four** States and write their names in your Answer-Book against A, B, C, D and E respectively.

**4 x 1 = 4**



**For Blind Candidates Only** in lieu of Q. No. 30, answer the following question:

Mention the names of any **four** states of tension from 1947 to 2006 and write their capitals also.

$$2 + 2 = 4$$

31. Evaluate any **six** consequences of the disintegration of the Soviet Union.

$$6 \times 1 = 6$$

**OR**

Analyse any **three** points of criticism and any **three** core values and enduring ideas related to the Non-Aligned Movement.

**3 + 3 = 6**

32. Assess any **six** steps suggested since 2005 to make the United Nations more relevant in the changing context.

**6 x 1 = 6**

**OR**

What is meant by security? Evaluate the role of any **four** new sources of threat to security.

**2 + 4 = 6**

33. Read the paragraph given below carefully and answer the following questions:

We have a Muslim minority who are so large in numbers that they cannot, even if they want, go anywhere else. That is a basic fact about which there can be no argument. Whatever the provocation from Pakistan and whatever the indignities and horrors inflicted on non-Muslims there, we have got to deal with this minority in a civilised manner. We must give them security and the rights of citizens in a democratic State. If we fail to do so, we shall have a festering sore which will eventually poison the whole body politic and probably destroy it.

*Jawaharlal Nehru, Letter to Chief Ministers, 15 October 1947.*

- (a) In spite of indignities and horrors inflicted on non-Muslims by Pakistan, why Jawaharlal Nehru wanted to deal with the Muslim minority in a civilised way?
- (b) Why this minority should be given the security and rights on the same footing as to all others in a democratic system.
- (c) If this minority was not provided security and rights what kind of scenario is envisaged?

**2 + 2 + 2 = 6**

**OR**

Explain any **three** challenges that India faced at the time of her independence.

**3 x 2 = 6**

34. Examine the grave economic crisis prior to the fourth general election of 1967.  
Assess the verdict of the electorate based on this election.

**3 + 3 = 6**

**OR**

Analyse any **three** reasons for imposing emergency on 25th June, 1975. Did the government misuse its emergency powers? Give any **three** arguments in support of your answer.

**3 + 3 = 6**

- 35.** From 1989 to 2004, there have been nine coalition governments in India. Analyse the rise and fall of any **two** such coalition governments.

**3 + 3 = 6**

**OR**

“The end of eighties of the 20th century witnessed developments which made a long lasting impact on Indian politics.” Assess any **three** such developments.

**3 x 2 = 6**

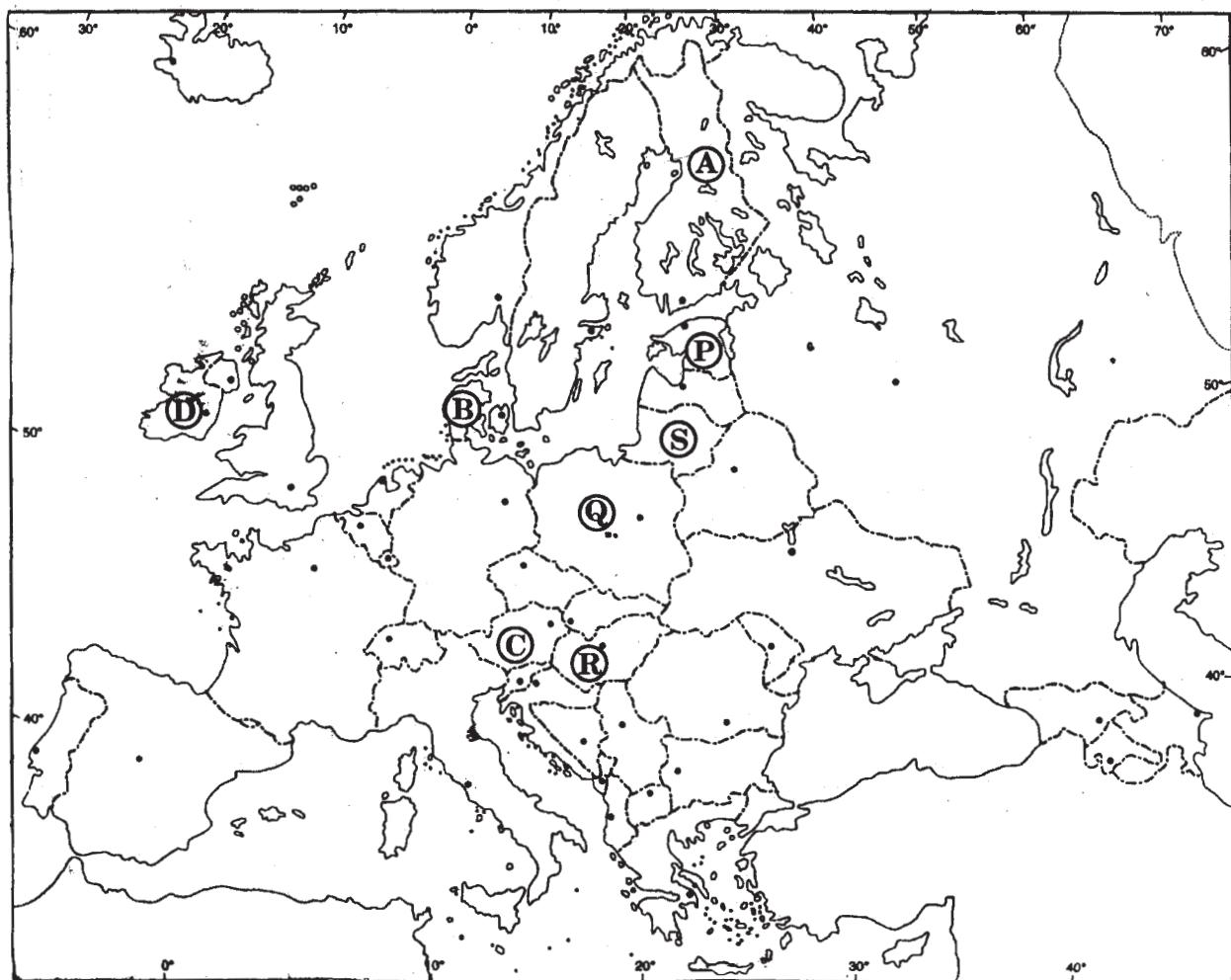
**QUESTION PAPER CODE 59/1**

- 1.** Mention the impact of the end of the Cold War. **1**
- 2.** Write the full form of the following:  $\frac{1}{2} + \frac{1}{2} = 1$ 
  - (a)** UNCTAD
  - (b)** WMD
- 3.** How many judges are there in the International Court of Justice and what is their tenure?  $\frac{1}{2} + \frac{1}{2} = 1$
- 4.** How many member-states were there in the United Nations in 2006 ? **1**
- 5.** Bharatiya Jana Sangh laid emphasis on which two main ideas?  $\frac{1}{2} + \frac{1}{2} = 1$
- 6.** What is meant by ‘committed judiciary’ ? **1**
- 7.** After the death of Lal Bahadur Shastri on 10th January 1966, how did Indira Gandhi become the next Prime Minister? **1**
- 8.** Correct and rewrite the statement given below:  $\frac{1}{2} + \frac{1}{2} = 1$ 

Gaya Lal, an M.P. from the Haryana legislature in 1967, changed his party twice in a fortnight.
- 9.** What was the ‘anti-arrack movement’? **1**
- 10.** What is meant by ‘Punjab Accord’ of 1985 ? **1**
- 11.** Name any **two** significant agreements signed by the two superpowers in 1960s. **1+1=2**
- 12.** For how many years did the Civil War continue in Tajikistan? When did it come to an end? **1+1 = 2**

13. In 2003, the United States along with about 40 countries launched its invasion on Iraq in the name of preventing the development of weapons of mass destruction. Since no evidence of it was unearthed, what could be any other reason for this invasion? 2
14. Mention any **two** advantages of having international organisations in the world. **2 x 1 = 2**
15. Write the full form of any **four** of the following U.N. bodies: **4 x 1/2 = 2**
- (a) UNESCO
  - (b) OPCW
  - (c) UNRISD
  - (d) WMO
  - (e) UNHCR
16. Mention any **two** challenges faced by India at the time of our independence. **1+1 = 2**
17. When was the Election Commission of India set up ? Who was its first Chief Election Commissioner? **1 + 1 = 2**
18. Why India did not join either of the two superpower camps during the Cold War era? 2
19. What is meant by ‘Grand Alliance’ ? 2
20. Describe the outcome of the ‘Assam Accord’ of 1985. 2
21. Explain any **four** factors responsible for the disintegration of the Soviet Union. **4 x 1 = 4**
22. What is meant by US hegemony? Describe any **two** constraints on the US hegemony. **2+2=4**
23. In the given map of the European Union, identify and write the names of **four** old members marked as A, B, C and D and **four** new members marked as P, Q, R and S in your Answer-Book. **2 + 2 = 4**

## EUROPE - POLITICAL



**The following question is for Blind Candidates only in lieu of Q. No. 23.**

Answer the following questions:

- (a) List any **four** old members of the European Union.
  - (b) State any **four** new members of the European Union.
- 24.** Highlight any **two** issues of cooperation as well as confrontation each between India and Bangladesh. **2 + 2 = 4**
- 25.** Describe any **four** proposed criteria for the new permanent and non-permanent members of the Security Council in order to improve its functioning. **2 + 2 = 4**
- 26.** Explain the importance and role of the concept 'common but differentiated responsibility' pertaining to the environment. **4**

27. How was the Planning Commission of India set up ? Mention its scope of work.  $2 + 2 = 4$
28. Explain any **four** Directive Principles of State Policy related to the promotion of international peace and security.  $4 \times 1 = 4$
29. Why was the year 1967 considered a landmark year in India's political and electoral history? Explain.  $4$
30. What are popular movements? Explain any **three** issues related to women which brought social awareness amongst them.  $1 + 3 = 4$
31. Analyse any **six** factors which helped the Soviet Union in becoming a superpower after the Second World War.  $6 \times 1 = 6$

### OR

- What is Non-Aligned Movement? Examine any **two** of its points of criticism. Also explain any **two** of its value points and enduring ideas.  $2+2+2=6$
32. How far did the U.N. perform its role successfully in maintaining peace in the world? Explain.  $6$

### OR

- Explain the factors responsible for Pakistan's failure in building a stable democracy. Describe any **two** pro-democracy factors present in Pakistan which can pave the way for establishing a lasting democratic set-up over there.  $4+2 = 6$
33. What was the States Reorganisation Commission? When was it constituted? What was the most important recommendation of this Commission?  $3+1+2=6$

### OR

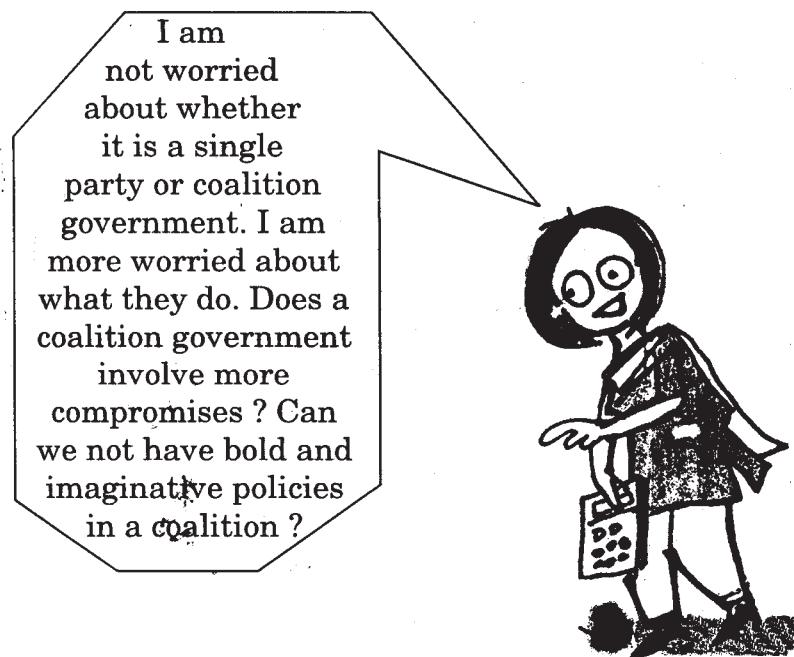
- Assess any **two** causes of the partition of India in 1947. Explain any **four** of its consequences.  $2+4 = 6$
34. "With two successive election victories ,at the Centre as well as in the States in 1971, the dominant position of the Congress Party was restored." Do you agree? State any **three** arguments in support of your answer.  $3 \times 2 = 6$

### OR

“Governments that are perceived to be anti-democratic are severely punished by the voters.” Explain the statement with reference to the emergency period of 1975 - 77.

6

35.



Study the cartoon given above and answer the following questions:

$3 \times 2 = 6$

- (i) Why is the girl shown in the cartoon not worried about whether it is a single party or a coalition government?
- (ii) Does a coalition government involve more compromises and why?
- (iii) Do you think we can have bold and imaginative policies in a coalition government, and why?

**OR**

“The era of coalition in India started in 1989, which has come to stay in a big way.”

Do you agree? Substantiate your answer by any **three** arguments.

$3 \times 2 = 6$

## **MARKING SCHEME-POLITICAL SCIENCE**

### **General Instructions**

1. Please examine each part of the question carefully and allocate the marks allotted for the parts as given in the marking scheme. **TOTAL MARKS FOR ANY ANSWER MAY BE PUT IN A CIRCLE ON THE LEFT SIDE WHERE THE ANSWER ENDS.**
2. The answers given in the marking scheme are suggested answers. The content is thus indicative. The candidates may express the content in various forms. But, for the standardization of evaluation it is advisable to follow the marking scheme suggested here on the basis of expected content. However, full credit be given if any other relevant and correct definitions /points /answers are given by the candidate.
3. Wherever only /three or a “given” number of examples/factors/points are expected, and first two/three or expected number should be read. The rest are irrelevant and need neither be examined nor any credit be given for the same.
4. There should be no effort regarding the “moderation” of the marks by the evaluators. The actual total marks obtained by the candidate are of no concern to the evaluators.
5. Some of the questions relate to higher order thinking ability. These questions have been indicated with an asterisk. These questions are to be valued carefully, so that, the candidate's understanding/analytical ability be judged.
6. The Head-Examiners have to go through the first five answer-scripts evaluated by each evaluator to ensure that the evaluation has been carried out as per the instructions given in the marking scheme. The remaining answer scripts meant for evaluation shall be given only after ensuring that there is no insignificant variation in the marking of individual evaluator.

QUESTION PAPER CODE 59/1/1

**EXPECTED ANSWERS/VALUE POINTS**

Q1. When did the era of U.S. Hegemony start? 1

**Ans.** In 1991/ after the end of the Cold War I Post Cold War era started.  
(anyone)

Q2. Highlight any two facts showing cordiality in the relationship between India and the United States.  $\frac{1}{2}+\frac{1}{2}=1$

**Ans.** • Major importer of Indian goods.  
• Many engineers, technical staff and other people working in the U.S. are of Indian origin.  
• Through trade and cultural exchange.

Q3. Write the full form of I.M.F. 1

**Ans.** The International Monetary Fund.

Q4. Fill in the blanks with appropriate words:  $\frac{1}{2}+\frac{1}{2}=1$

Ban Ki Moon is the 8th UN \_\_\_\_\_. He is the citizen of \_\_\_\_\_

**Ans.** a) Secretary General      b) South Korea

Q5. When and by whom was the ‘tryst with destiny’ speech delivered?  $\frac{1}{2}+\frac{1}{2}=1$

**Ans.** Jawahar Lal Nehru, on the night of 14-15 August, 1947 i.e. on the eve of India’s independence.

(anyone)

Q 6. In the first general election, how many seats did the Congress win ? How many seats did the next largest party (CPI) win?  $\frac{1}{2}+\frac{1}{2}=1$

**Ans.** Congress 364, Communist Party of India -16

(Even if a student writes the following answer credit should be given :

- a) Congress got majority or maximum seats, he/she should be awarded.
- b) CPI got very few seats or it was the second largest party.

Q7. Why are the results of 1967 elections in India called “political earthquake”? 1

**Ans.** The result of this election jolted the Congress at both the national and state

**level. Congress majority at the national level was reduced as well as it lost elections in many states.**

**Q8. Who was Charu Majumdar?**

**1**

**Ans. A communist revolutionary and leader of the Naxalbari uprising who participated in Tebhaga movement. He left the CPI and founded Communist Party of India (Marxist-Leninist).**

**Q9. What is meant by ‘party based movements’?**

**1**

**Ans. All major political parties established their own trade unions in order to mobilize their workers to participate in various movements and agitations and raised economic, political and social issues.**

**Q10. Correct and rewrite the statement given below:**

**$\frac{1}{2}+\frac{1}{2}=1$**

**Ans. The “Right to Information Bill” was tabled in 2002 and received the Presidential assent in January, 2005.**

- a) 2004            b) June, 2005**

**Q11. List any two consequence of ‘Shock Therapy’.**

**$1+1=2$**

**Ans. In Russia the large state-controlled industrial complex almost collapsed.**

- 1) The value of Rouble- the Russian currency, declined.**
- 2) The collective farm system disintegrated.**

**Q12. Why did the Soviet Union disintegrate? Highlight any two arguments in support of your answer.**

**$1+1=2$**

**Ans. 1) Dissatisfaction with the system of governance.**

- 2) Demand of autonomy by various Soviet Republics.**
- 3) Demand for political and economic reforms.**
- 4) Glasnost and Prestroika introduced by Gorbochov were not timely.**
- 5) Prevalence of rampant corruption.**
- 6) Soviet Union became economically stagnant.**

**(Any two of above points or any other relevant points)**

**Q13.** Mention any **two** steps taken by China to improve its economy. **2 x 1 = 2**

- Ans.** i) **China substituted imports with domestic goods.**  
ii) **Employment and social welfare was assured to all citizens.**  
iii) **Established economic relations with U.S. and ended its isolation.**  
iv) **Modernisation was adopted.**  
v) **Open door policy of economic reforms.**

(any two of the above points or any other relevant points)

**Q14.** State any **two** objectives of the Human Rights Watch. **2 x 1 = 2**

**Ans.** **As an International NGO :**

- i) **It draws the global media's attention to human right abuses.**  
ii) **It helps to establish International Criminal Courts.**

**Q15.** What is meant by the concept of "common but differentiated responsibility" ? **2**

**Ans.** **The special needs of the developing countries must be taken into account in the development, application and interpretation of rules of International Environmental Laws.**

**Q16.** Identify the concept out of liberty, equality, democracy and fraternity to which India was deeply committed during our freedom struggle. **2**

**Ans.** **Democracy was the 1st choice.**

(with brief explanation about it).

**Q17.** What is meant by 'Coalition'? During which period did this type of government gain popularity for the first time at the centre in India? **1+1= 2**

**Ans.** **When many political parties join together and muster majority. They follow a Common Minimum Programme.**

**Coalition for the 1st time was adopted at the central level in 1977.**

**Q18** What was Shimla Agreement? Name its signatories. **1+1/2+1/2 = 2**

**Ans.** **In 1972, Shimla Agreement was signed to normalize relations between India and Pakistan. Its signatories were Prime Minister Indira Gandhi and Prime, Minister Z.A. Bhutto.**

**Q19.** List any two problems faced by the Government of India after 1971- 72. **2x1 = 2**

- 1. Bangladesh crisis put a heavy strain on Indian economy.**
- 2. Price rise and high- inflation.**
- 3. U.S.A. stopped aid to India.**
- 4. Rise in oil prices.**

**Any other relevant point.** **(any two )**

**Q20.** Mention any two issues raised by the Dalit Panthers. **2x1 =2**

- Ans.**
- Opposition to caste based inequalities and material injustices inspite of constitutional provisions.**
  - Opposition to collective atrocities especially dishonouring of dalit women.**
  - Demand for effective implementation of reservation and social justice.**

**Q21.** Why did the Super Powers have military alliances with the small countries? State any four reasons for it. **4x1 =4**

**Ans** **The Super powers wanted to gain access to :**

- (a) vital resources such as oil, minerals.**
- (b) territory from where they could launch their weapons and troops.**
- (c) locations for spying on each other.**
- (d) economic support e.g. many small allies together could help pay the military cost.**

**Q22.** Why did India and China both view themselves as rising powers in global politics in-spite of tension between them? Substantiate your answer by giving any four events that have brought cordiality in their relationship. **4x1 = 4**

- Ans.**
- Prime minister Rajiv Gandhi's visit to China provided the impetus for an improvement in the relation with China.**
  - Agreements signed on cultural exchange and co-operation in science and technology**
  - Indo Chinese trade has been growing.**
  - India and China have adopted almost similar policies at global level.**

- Increasing transportation and communication helped in establishing positive and sound relations.

Q23 Name the countries included in South Asia. How can peace and co-operation be enhanced in-the region?

**2+2 = 4**

**Ans. The candidates are expected to explain the geographical expansion of South Asia. Steps to be taken to enhance peace and co-operation in this area.**

- South Asia usually includes Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Srilanka (as well as Afganistan).
- Peace and co-operation can be enhanced in the region through organization like SAARC and steps like SAFTA in political, social, economic and cultural spheres.

Any other relevant point.

(Any two)

Q24. Explain the role of emerging alternative centers of power in transforming the different countries into prosperous economies.

**Ans. Besides the super powers and later on the existence of the unipolar world, it became evident that alternative centres of political and economic powers were necessary to limit the American dominance. Hence, European Union in Europe and ASEAN in Asia emerged as forces to recon with. EU, ASEAN, NAM and SAARC developed as alternative centres of power along-with countries that built a more peaceful and co-operative regional order.**

Q25. Explain India's stand on environmental issues. What steps have been suggested by India in this respect?

**2+2 = 4**

**Ans. India signed and satisfied the 1997 Kyoto Protocol which was an international agreement for setting targets for industrial countries to cut this green house gas emissions in 2002. At the G-8 meeting in June, 2005. India pointed out that the per capita emission rate of the developing countries is a tiny fraction of those in the developed world.**

- India's auto fuel policy mandates clean fuel for vehicles.
- The Electricity, Act of 2003 encourages the rise of renewable energy.
- The government is also keen to launch a National Mission on Bio-diesel.

- India finds it necessary that developed countries with financial resources and clean technologies should meet their existing commitments under U.N. Framework Convention on climate change.
- It upholds that the SAARC countries should adopt a common position on major global environmental issues, so that the region's voice carries greater weight.

Q26. What is meant by globalization? List any two forms of resistance to globalization.

**2+2 = 4**

**Ans.** Globalization is a concept that deals with the flow of various kinds of ideas capital, commodities and people from one country to another in search of better livelihood .It-need-not always have positive consequences, it may even have negative stance as well.

**Two forms of Resistance:**

- Economic globalization make the rich richer and the poor poorer and hence weaken the economically weak countries.
- The state is weakened which leads to reduction in the capacity of the state to protect the interest of the poor.
- Cultural critics are worried that the traditional culture will be harmed and people will lose their age old values.

Q 27. What is meant by opposition in a democratic system? Describe any two activities of the opposition during the first two parliaments of 1952 and 1957.

**2+2 = 4**

**Ans.** Although the opposition during this period could gain only a token representation, their presence was playing a crucial rule in :-

- Maintaining the democratic character of the system.
- Offering a sustained and often principled criticism of the policies of the Congress Party.
- Keeping the ruling party under check.
- Keeping democratic political alternatives alive.
- Preventing the prevailing system from turning in to anti-democratic.
- Grooming the future leaders who would play a crucial role in the shaping of the country.

(any two)

**Q28.** Explain any four characteristics of the Non-Aligned Movement.

$$4 \times 1 = 4$$

### **Ans. Characteristics of NAM:**

- Independent stand on international issues rather than a pre-determined one.
  - Keeping aloof from military pacts.
  - Not to join the power blocks.
  - Promote rapid economic development.
  - Opposed to the use of force, favours abolition of nuclear weapons.

**Any other relevant point.**

**(Explain briefly any four)**

**Q29.** Match the names of the founders given below with - the political parties they founded:

Founders	Political Parties
(a) C. Rajgopalachari	i) Telugu Desham Party
(b) Deen Dayal Upadhyaya	ii) Swatantra Party
(c) N.T. Rama Rao	iii) Lok Dal
(d) Ch. Charan Singh	iv) Bhartiya Jana Sangh

**Ans. C. Rajgopalachari** **Swatantra Party**

**Deen Dayal Upadhyaya**      **Bhartiya Jana Sangh**

**N.T. Rama Rao** **Telugu Desham**

**Ch. Charan Singh**      **Lok Dal**

**Q30.** On the given political map of India, **five** states of tension from 1947 to 2006 have been marked as A,B,C,D and E .Identify any **four** states and write the names of their capitals in your answer-book against A,B,C,D and E respectively.

$$1 \times 4 = 4$$

**Ans. A Arunachal Pradesh - Itanagar**

## **B Mizoram - Aizawl**

C Punjab - Chandigarh

## D Andhra Pradesh - Hyderabad

E Jharkhand - Ranchi

For Blind Candidates only in lieu of Q.No. 30, answer the following questions.  
Mention the names of any four states of tension from 1947 to 2006 and write their capitals also.

$\frac{1}{2} \times 8 = 4$

**Ans. For blind students**

States	Capitals
1. Jammu - Kashmir	Srinagar
2. Punjab	Chandigarh
3. Andhra Pradesh	Hyderabad
4. Tamil Nadu	Chennai

(or any other relevant state and its capital)

Q31. Evaluate any **six** consequences of the disintegration of the Soviet Union.

**6x1=6**

Or

Analyse any **three** points of criticism and any **three** core values and enduring ideas related to the Non-Aligned Movement.

**3+3=6**

**Ans. Consequences of disintegration of the former Soviet Union**

- End of the Cold War.
- Coming up of unipolar world.
- Dominance of U.S.
- Erstwhile socialist countries turned to capitalism.
- European Union strengthened itself.
- Some socialist nations got divided.
- World bank and IMF started helping the erstwhile republics who adopted democracy.

Or

**Ans. Three points of criticism:**

- Non Aligned countries were not co-operating with each other.
- Attitude of criticizing U.S. and U.S.S.R. at almost every summit.
- No permanent office or organizational structures of NAM.

- Economic stagnation in Third World countries.

Any other relevant points.

(any three)

Three core values and enduring ideas:

- Establishment of New International Economic Order-NIEO.
- Can act as a strong platform against beginning of U.S. supremacy.
- Opposition to imperialism, colonialism and Apartheid.

Q32. Assess any **six** steps suggested since 2005 to make the United Nations more relevant in the changing context.

**6x1 = 6**

Or

What is meant by security? Evaluate the role of any **four** new sources of threat to security.

**2+4 =6**

Ans. • To appoint a Peace Building-Commission.

- To establish a Human Rights Council.
- Creation of a Democracy Fund.
- Agreement to wind up Trustee-ship Council.
- To increase the number of both permanent and non-permanent members of the Security Council.
- Some countries want UN to play a greater or more effective role in peace and security missions.

Any other relevant point.

Or

Ans. Security implies freedom from threat.

New threats to security

- |                     |                                 |
|---------------------|---------------------------------|
| (a) Terrorism,      | b) Violation of Human Rights,   |
| (c) Global poverty, | d) Health epidemics,            |
| (e) Migrations.     | (to be explained)<br>(Any four) |

**Q33.** Read the paragraph given below carefully and answer the following Questions.

‘We have a Muslim minority who are so large in numbers that they cannot, even if they want, go anywhere else. That is a basic fact about which there can be no argument. Whatever the provocation from Pakistan and whatever the indignities and horrors inflicted on non-Muslims there, we have got to deal with this minority in a civilized manner. We must give them security and the rights of citizens in a democratic State. If we fail to do so, we shall have a festering sore which will eventually poison the whole body politic and probably destroy it.

Jawaharlal Nehru, Letter to Chief Ministers, 15 October, 1947

- a) In spite of indignities and horrors inflicted on non-Muslims by Pakistan, why Jawaharlal Nehru wanted to deal with the Muslim minority in a civilized way?
- b) Why this minority should be given the security and rights on the same footing as to all others in a democratic system?
- c) If this minority was not provided security and rights, what kind of scenario is envisaged?

**2+2+2=6**

**Or**

Explain any **three** challenges that India faced at the- time of her independence.

**3x2 = 6**

- Ans. a)** **Muslims are in large numbers and cannot go anywhere as India is their homeland.**
- b)** **Because they are also citizens of India and should enjoy same rights and security as given to everyone in a democratic state.**
- c)** **It will destroy the body politic unity and lead to an anarchic/conflicting situation.**

**Or**

**Three challenges**

- (1) **Integration of the territory of India.**
- (2) **Establishment of democracy and adoption of representative democracy.**
- (3) **To ensure the development and well being of the entire society and emphasis on the principle of equality-as well as special protection to socially disadvantaged groups.**

**( Brief explanation of the above points)**

**Q34. Examine the grave economic crisis prior to the fourth general elections of 1967.**

Assess the verdict of the electorate based on the Election.

**3+3 = 6**

**Or**

Analyse any **three** reasons for-imposing emergency on 25th June, 1975. Did the government misuse its emergency powers? Give any **three** arguments in support of your answer.

**3+3=6**

**Ans. This period prior to fourth general election of 1967 was one of the grave economic crisis due to :**

- i) The failure of monsoon and widespread drought.
- ii) Decline in agricultural production.
- iii) Serious food shortage.
- iv) Depletion of foreign exchange reserves.
- v) Drop in industrial production and exports.
- vi) Sharp rise in military expenditure due to the wars in 1962 with China and 1965 with Pakistan.

Any other relevant point.

(any three of the above points be explained)

The electorate was unhappy and-this was evident in:-

- i) Protests against price rise of essential commodities, food scarcity and growing unemployment.
- ii) Bandhs and hartals.
- iii) Government viewed this as a law and order problem which further increased the anger of the people.
- iv) Communist and Socialist parties launched struggles for greater equality i.e. armed agitations.

(Any three of the above points or any other relevant point)

**Or**

Three reasons for imposing emergency on 25th June, 1975 :

- i) Indira Gandhi's election to Lok Sabha was declared invalid by Allahabad High Court.

- ii) Opposition parties under Jayaprakash Narayan demanded Mrs. Gandhi's resignation.
- iv) They asked army, police and government employees not to obey orders.
- v) Mood of the country grew against Congress.

**Any other relevant point.**

(Any three of the above points to be explained)

**Arguments in support of ‘No’ answer.**

- i) Technically the -government was within the provisions of special powers as granted by the Constitution.
- ii) Federal distribution of powers is suspended on the declaration of emergency and all the powers are concentrated in the hands of the Union Government.
- iii) Emergency is an extra ordinary condition where democratic politics cannot function and hence special powers are granted to the Central Government.
- iv) Many people were happy with the law and order situation.
- v) Twenty Point programme adopted by the government for the welfare of people.

**Any other relevant point.**

(Any three)

**Arguments in favour of “Yes” answer**

- i) Many people felt that emergency was unnecessary as people had the right to protest against the government in a democracy.
- ii) Most agitations were normally peaceful.
- iii) Government had enough power to deal with the agitations.
- iv) No need to use emergency powers as there was no threat to the unity and integrity of India.
- v) Many people said that Ms Gandhi misused the constitutional provision to save her personal power.

**Any other relevant point.**

(any three)

**Q35.** From 1989 to 2004, there have been nine coalition governments in India. Analyse the rise and fall of any **two** such coalition governments.

**3+3 = 6**

**Or**

“The end of eighties of 20th century witnessed developments which made a long lasting impact on Indian politics.” Assess any **three** such developments.

**3x2 = 6**

**Ans.** The candidate should briefly mention the nine coalition governments, some of them completing the 5 years term and some of them lasting for only 13 days. They may choose any two coalition governments and highlight their rise and fall and give suitable arguments, highlighting the positive and negative stance of coalition governments.

**Or**

**Ans.** Candidates should explain any three developments:

- 1) Defeat of Congress in the 1989 elections even though Congress got maximum seats, it chose to sit in opposition.
- 2) Many saw this as end of the “Congress System”.
- 3) Mandal issue which changed the nature of Indian politics.
- 4) End of party dominance era and the beginning of the coalition era.

(Any three of the above or any other relevant point should have been explained)

**QUESTION PAPER CODE 59/1**

**EXPECTED ANSWERS/VALUE POINTS**

**Q1.** Mention the impact of the end of the Cold War.

**1**

**Ans.** (i) The end of Cold War left the U.S. without any serious rival in the world.

(ii) The world in place of bi-polar became uni-polar.

Any other relevant point. **(any one point)**

**Q 2.** Write the full form of the following:

**1/2+1/2 = 1**

(a) UNCTAD

**Ans.** United Nations Conference on Trade and Development.

(b) WMD

**Ans.** Weapons of Mass Destruction.

Q 3. How many judges are there in the International Court of Justice and what is their tenure? 1

**Ans. (a) 15 judges (b) 9 years**

Q 4. How many member-states were there in the United Nations in 2006 ? 1

**Ans. 192 member-states.**

Q 5. Bharatiya Jana Sangh laid emphasis one which two main ideas?  $\frac{1}{2} + \frac{1}{2} = 1$

**Ans. (a) One Country, one culture and one nation'**

**(b) Reunion of India and Pakistan in Akhand Bharat'.**

Q 6. What is meant by 'committed judiciary' ? 1

**Ans. Committed judiciary means that judiciary should follow the view point of executive and legislature.**

Q 7. After the death of Lal Bahadur Shastri on 10th January 1966, how did Indira Gandhi become the next Prime Minister? 1

**Ans. At that time Congress faced the challenge of political succession for the 2nd time in two years. The competition was between Morarji Desai and Indira Gandhi. The contest was resolved by a secret ballot among Congress MPs. Indira Gandhi defeated Morarji by securing more than 2/3 party MPs' votes and hence she became the Prime Minister.**

Q 8. Correct and rewrite the statement given below:  $\frac{1}{2} + \frac{1}{2} = 1$

Gaya Lal, an M.P. from the Haryana Legislature in 1967, changed his party twice in a fortnight.

**Ans. Gaya Lal an M.L.A. from Haryana in 1967 changed his party thrice in a fortnight.**

Q 9. What was the 'anti-arrack movement'? 1

**Ans. Anti-arrack movement stood for prohibition on the sale of arrack or alcoholism in 1992. In this movement, women played a significant role and ultimately achieved success.**

Q10. What is meant by 'Punjab Accord' of 1985 ? 1

**Ans. In 1985, Prime Minister Rajiv Gandhi reached an accord with Akali Dal**

**President, Harchand Singh Longowal, popularly known as Rajiv Gandhi-Longowal Accord or Punjab accord. It was a step towards bringing normalcy to Punjab.**

**Q11. Name any two significant agreements signed by the two superpowers in 1960s. 1+1 =2**

- Ans. (a) Limited Test Ban Treaty.  
(b) Nuclear Non-Proliferation Treaty.  
(c) Anti - Ballistic Missile Treaty.** (any two)

**Q12. For how many years did the Civil War continue in Tajikistan? When did it come to an end? 1 + 1 =2**

**Ans. (a) 10 years      (b) It came to an end in 2001**

**Q13. In 2003, the United States along with about 40 countries launched its invasion on Iraq in the name of preventing the development of Weapons of Mass Destruction. Since no evidence of it was unearthed, what could be any other reason for this invasion? 2**

- Ans. (i) It could be an economic reason because according to some reports the U.S. made a huge profit from this war.  
(ii) The U.S. wanted to establish its supremacy.  
(iii) According to some, the reason for the invasion was to control Iraqi Oilfields.  
(iv) Any other relevant point.** (any one point)

**Q14. Mention any two advantages of having international organizations in the world. 2x1 = 2**

- Ans. (a) These organizations help in the matters relating to war and peace.  
(b) They represent the great hope of humanity pertaining to peace and progress.**

**Q15. Write the full form of any four of the following U.N. bodies: 4 x 1/2 = 2**

- (a) UNESCO**

**Ans. United Nations Educational, Scientific and Cultural Organisation.**

- (b) OPCW**

**Organisation for the Prohibition of Chemical Weapons.**

(c) UNRISD

**United Nations Research Institute for Social Development.**

(d) WMO

**World Meteorological Organisation.**

(e) UNHCR

**Ans. United Nations High Commission for Refugees.** (any four)

Q16. Mention any two challenges faced by India at the time of our independence. 1+1 = 2

**Ans. (i) To achieve national integration in a country full of diversities.**

**(ii) To establish democracy in India and to develop democratic practices in accordance with the Indian Constitution.**

**(iii) To look after displacements and rehabilitation of the displaced persons due to partition.** (any two)

Q17. When was the Election Commission of India set up? Who was its first Chief Election Commissioner? 1 + 1 = 2

**Ans. (a) January, 1950**

**(b) Sukumar Sen**

Q18. Why did India not join either of the two superpower camps during the Cold War era? 2

**Ans. India wanted to keep away from the military alliances (power blocks) led by the United States and the U.S.S.R. Hence, India decided to remain non-aligned. It also wanted to raise its voice, against the newly decolonized countries becoming part of these alliances.**

Q19. What is meant by “Grand Alliance’ ? 2

**Ans. Fifth General Elections to Lok Sabha were held in February 1971. The electoral contest appeared to be loaded against Congress R (requisitionist). To make matters worst for Indira Gandhi, all the major non-communist, non-Congress opposition parties formed an electoral alliance known as ‘Grand Alliance’. This comprised of SSP, PSP, Bhartiya Jan Sangh, Swatantra Party and Bhartiya Kranti Dal who joined hands and came under one umbrella.**

Q20. Describe the outcome of the’ Assam Accord’ of 1985. 2

**Ans. The Assam movement (1979-1985) was against outsiders. In 1979 the All**

**Assam Students Union (AASU) led this anti-foreigner movement. Eventually, after six years of turmoil, Rajiv Gandhi-led government entered into negotiations with AASU leaders. This accord was signed in 1985 through which it was decided that foreigners who migrated to Assam during Bangladesh war were to be identified and deported. Assam Accord brought peace and changed the face of politics in Assam, however, it did not solve the problem of immigration.**

**Q21. Explain any four factors responsible for the disintegration of the Soviet Union. 4x1 = 4**

- Ans.** (a) Internal weakness of political and economic institutions in USSR.  
(b) Stagnation of Soviet economy.  
(c) Party bureaucrats gained more privileges than ordinary citizens.  
(d) Rampant corruption prevailed in Soviet Union.  
(e) Ordinary citizens became more knowledgeable as well as intelligent.  
(f) Stagnation in administration and political sense.  
(g) Less of popular backing.  
(h) Centralisation of power. (any four)

**Q22. What is meant by US hegemony? Describe any two constraints on the US hegemony. 2 + 2 = 4**

- Ans.** (a) The roots of the word hegemony lie in classical Greek which implies the leadership or predominance of a particular state. The bedrock of contemporary U.S. power lies in the overwhelming superiority in the form of military domination, economic power, political clout and cultural superiority.
- (b) **Constraints:** The first constraint lies in the institutional architecture. The system of separation of powers between the three branches of government.
- The second constraint is mass media, radio, television, cinema and press for their role in the formulation of public opinion.
  - North Atlantic Treaty Organisation (NATO) made efforts in moderating the U.S. hegemony.
  - International Organisations such as the UN, the European Union and NAM, made their own contribution in this sphere of activity.

**Q23.** In the given map of European Union, identify and write the names of four old members marked as A, B, C and D and four new members marked as P, Q, R and S in your Answer Book.

**2+2 = 4**

**Ans.** **Old members:** (A) Finland (B) Denmark (C) Austria (D) Ireland

**New members:** (P) Estonia (Q) Poland (R) Hungary (S) Lithuania

**The following question is for Blind Candidates only in lieu of Q.No.23.**

**Answer the following questions:**

**2+2 = 4**

**(a) List any four old members of the European Union.**

**Old members:** (A) Finland (B) Denmark (C) Austria (D) Ireland

**or any other correct member-state**

**(b) State any four new members of the European Union.**

**New members:** (P) Estonia (Q) Poland (R) Hungary (S) Lithuania

**or any other correct member-state**

**Q24** Highlight any **two** issues of co operation as well as confrontation each between India and Bangladesh.

**2+2=4**

**Ans.** **Issues of co-operation:**

- **A full scale war in Dec. 1971. India surrounded Dhaka. Pakistani Army surrendered. India recognised East Pakistan as Bangladesh.**
- **India and Bangladesh signed an agreement to share the water of Ganga.**
- **Further in 1974 and 1992 more agreements were signed between the two countries.** (any two)

**Issues of confrontation :**

- **Migration of large scale Bangadeshiess still continue to infiltrate into India.**
- **As a reaction to the demolition of Babri Masjid in India, Bangadeshiess destroyed Hindu temples over there.**
- **Pakistan's secret agency ISI is using Bangladesh as a base to promote terrorism in India.**
- **In April 2001, soldiers of Bangladesh Rifles captured one village of East Khasi Hill Distt., captured soldiers of BSF and later killed them.** (any two)

**Q25.** Describe any **four** proposed criteria for the new permanent and non-permanent members of the Security Council in order to improve its functioning.

**2+ 2=4**

**Ans.** The new permanent and non-permanent members should be :

- (a) Major economic power (b) Major military power (c) Big nation in terms of population (d) Substantial contributor to U.N.Budget
  - (e) Nation that respects democracy and Human Rights. (f) Country that would make the Council more representative of the world's diversity.
- (any four).

**Q26.** Explain the importance and role of the concept 'Common but Differentiated Responsibility' pertaining to the environment.

**4**

**Ans.**

- Environment and its improvement is a global issue. Therefore, special attention is being paid to the concept of 'Common but Differentiated Responsibility'.
- Developed countries uphold equal responsibility for ecological conservation.
- Developing countries opine that the environmental degradation was mainly caused by the developed countries and hence they should undo the damage.
- Developed countries, due to industrialization, hold that they should not be subjected to restrictions.
- Special needs of developing countries must be taken into account in the development, application and interpretation of rules pertaining to international Environmental Law.
- Any other relevant point.

**Q27.** How was the Planning Commission of India set up ? Mention its scope of work.

**2+2 = 4**

**Ans.**

- Soon after India became independent, the Planning Commission was set up in March, 1950 by a simple resolution of the Government of India with Prime Minister as its Chairperson.
- It has an advisory role. Its recommendations become effective only when approved by the Union Cabinet.
- It upholds that economic system does not result in the concentration of wealth as well as the means of production.
- Planning and development are the core areas of preference for India.

- It has become the most influencial and central machinery for deciding what path and strategy, India should adopt for its development.
- Any other point. (any two)

Q28 Explain any **four** Directive Principles of State Policy related to the promotion of international peace and security.

**4 x 1 =4**

**Ans. Directive Principles for the promotion of International Peace and Security:**

- To promote international peace and security
- To maintain just and honourable relations between nations.
- To encourage settlement of international disputes by arbitration.
- To foster respect for international law and treaty obligations in the dealing of organized people with one another.

Q29. Why was the year 1967 considered a landmark year in India's political and electoral history? Explain.

**4**

**Ans. The year 1967 is considered a land mark in India's political and electoral history because:**

- The country witnessed major changes.
- The country also witnessed some of the worst Hindu-Muslim riots since independence. Opposition parties were in the forefront organizing public protests and pressurizing the government.
- The results of 1967 elections jolted the Congress both at the centre as well as in some of the states.
- The elections of 1967 brought into picture the phenomenon of coalitions.
- Another important feature of this period was the role played by defections in the making and unmaking of governments.
- The political changes led to split in the Congress party.

(any four points)

Q30. What are popular movements? Explain any **three** issues related to women which brought social awareness amongst them.

**1 + 3 = 4**

**Ans. Whenever the need to express popular discontent arose, diverse social groups like women, students, dalits and farmers felt that democratic politics**

**did not address their needs and demands, they came together to form social organizations to voice their demands. Such efforts gave rise to popular movements.**

**Issues related to women:**

- (i) Chipko movement.
- (ii) Anti-Arrack movement.
- (iii) Movements against sexual violence, dowry, domestic violence, sexual abuse etc.
- (iv) Movements for legal reforms and representation in legislatures.
- (v) Any other relevant movement. (any three)

**Q31. Analyse any six factors which helped the Soviet Union in becoming a superpower after the Second World War.**

**6x1 = 6**

- Ans.**
- (i) The Soviet economy was more developed than the rest of the world except the U.S.
  - (ii) It had a complete communication network.
  - (iii) Vast energy resources including oil, iron and steel, machinery production and an efficient transport sector connecting all part of USSR.
  - (iv) It had a domestic consumer industry that produced every thing from pins to cars.
  - (v) The Soviet State ensured a minimum standard of living for all citizens and the government subsidized basic necessities including health, education, child-care etc.
  - (vi) There was no unemployment.
  - (vii) State ownership was the dominant form of ownership.
  - (viii) All the countries of eastern Europe which were liberated by the Soviet forces, came under the control of the Soviet Union forming a socialist bloc.
  - (ix) The Warsaw Pact, a military alliance. went a long way in strengthening the Soviet bloc. (any six)

## OR

What is Non-Aligned Movement? Examine any **two** points of its criticism. Also. explain any **two** of its value points and enduring ideas.

**2+2+2=6**

**Ans.** **Non-alignment represents an important force in shaping the nature of international relations. It is a policy of keeping out of alliances. In other words, it is disassociation from the two super powers led by the U.S. and the USSR. The vast majority of new nations of Asia, Africa and Latin America decided to keep distance from both the power blocs.**

**Criticism:** (i) There is no infrastructure of NAM such as the office of Commonwealth or United Nations. (ii) The member states do not co-operate with each other (iii) The members in each and every Summit used to criticize the U.S. and the U.S.S.R. (iv) Critics of NAM feel that in a unipolar world, NAM is gradually becoming irrelevant. (any two)

**Value points and enduring ideas of Non-Alignment :**

- NAM nations continue to oppose colonialism, imperialism, neo-colonialism etc.
- Raised the voice and demanded New International Economic Order (NIEO) which was endorsed by the U.N. General Assembly.
- Due to the change in the attitude from political to economic agenda, NAM certainly occupies the centre stage.
- The core values of adopting democratic system, to pursue independent foreign policy, thinking about an alternative world order, future of NAM appears to be bright. (any two)

**Q32.** How far did the U.N. perform its role successfully in maintaining peace in the World?  
Explain.

6

**Ans** ● **The U.N. was founded with the hope that it would act to stop the conflicts between the states which escalate into war. In case a war breaks out, it is expected of the U.N. to limit the extent of hostilities or altogether stop it.**

- **With the objective to maintain world peace, the U.N. has made many efforts to resolve conflicts, resist hostilities and stop wars.**
- **It has succeeded in many, got partial success in some and has failed in some missions as well since it does not have army of its own.**

- Here are some of the important U.N. Peace-keeping operations which give us an idea about the sincere efforts made by the U.N. as its peace keeping activities:
  - (i) Intervened and stopped the hostilities between India and Pakistan in Jammu & Kashmir in - 1949.
  - (ii) Middle East - 1948.
  - (iii) Israel and Syria - 1974.
  - (iv) Lebanon - 1978
  - (v) Western Sahara - 1991
  - (vi) Ethiopia and Eritrea - 2000
  - (vii) Afghanistan - 2002
  - (viii) Siberia - 2003
  - (ix) Haiti - 2004
  - (x) Sudan - 2005
  - (xi) East Timor - 2006 (mention of any four)
- The U.N. has imposed sanctions on many countries whenever they tried to defy and act against the international peace.
- Any other relevant peace keeping activity.

(The question be assessed as a whole)

## OR

Explain the factors responsible for Pakistan's failure in building a stable democracy.  
Describe any **two** pro-democracy factors present in Pakistan which can pave the way for establishing a lasting democratic set-up over there.

**4+2=6**

**Ans. Several factors have contributed to Pakistan's failure in building a stable democracy:**

- (1) The social dominance of the military, clergy and landowning aristocracy has led to the frequent overthrow of elected governments and subsequently the establishment of military governments.
- (2) Pakistan's conflict with India has made the pro military groups more powerful and active.

- (3) Pro-military groups often said that democracy in Pakistan is full of flaws. As such Pakistan's Security would be harmed by selfish minded parties and chaotic democracy.

**Pro-democracy factors present in Pakistan :**

- (1) **Pakistan has a courageous and relatively free press.**
- (2) **A strong Human Rights movement.**
- (3) **An elected democratic government was established in 1971 to 1977 and again in 1988.**
- (4) **Election of 2001 gave a democratic image.**

**The candidate should mention about the present government also.**

(any two)

**Q33. What was the States Reorganisation Commission? When was it constituted? What was the most important recommendation of this Commission?**

**3+1+2=6**

- Ans.**
- **The process of nation building did not come to an end with partition and integration of the Princely states. It was a challenge to draw boundaries of the Indian states. Prime Minister Nehru announced the formation of States Reorganisation Commission in 1953.**
  - **On the basis of the Report of the Commission, the States Reorganisation Act was passed in 1956.**
  - **The most important recommendation of the States Reorganisation Commission was to accept the demand of the Indian Citizens that the boundaries of the states should reflect the boundaries of different languages.**

**OR**

**Assess any two causes of the partition of India in 1947. Explain any four of its consequences.**

**2+4 = 6**

**Ans. Causes of the partition of India in 1947:**

- (i) According to "Two - nation theory" advanced by the Muslim League, there was a demand for a separate country for Muslims i.e. Pakistan.
- (ii) The principle of religious majority was made the basis of the partition.
- (iii) The British policy of "divide and rule" worked and helped in this direction.

(any two)

**Consequences:**

- (i) The largest, most abrupt, unplanned and tragic transfer of population that human history has known.
- (ii) Innocent people of one community were ruthlessly killed.
- (iii) People on both the sides of the border were forced to abandon their homes and move across the border.
- (iv) Thousands and thousands of displaced persons had to stay in ‘refugee camps’.
- (v) Many were forced to convert their religion; forced to marry the abductors; women were raped and houses were burnt.
- (vi) It led to the division of assets also.

**Any other relevant point. (any four)**

Q34. “With two successive election victories at the Centre as well as in the States in 1971, the dominant position of the Congress Party was restored”. Do you agree? State any **three** arguments in support of your answer.

**3x2=6**

- Ans.**
- (i) In the election of 1971, Indira Gandhi succeeded in bringing victories both at the Central as well as at the State level. This certainly was a step towards restoring dominant position of the Congress Party. The Congress Party further strengthened its position after defeating ‘Pakistan in 1971 war. Congress’ R’ became the real Congress in power.
  - (ii) Indira Government made conscious attempts to project its socialist credentials by implementing the existing land reforms and undertaking further land ceiling legislation.
  - (iii) Indira Gandhi focussed on the growth of the public sector and renewal of disparities in income and opportunities as well as abolition of princely purses.

**Any other relevant argument.**

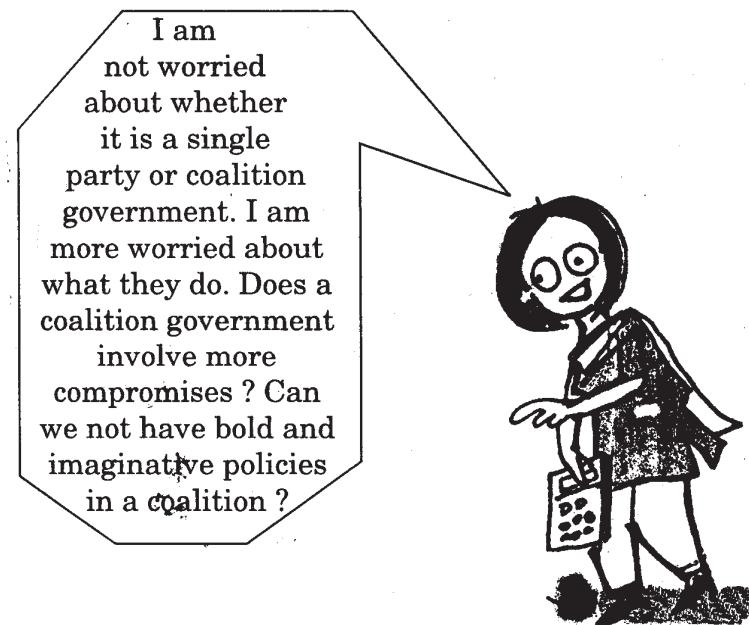
**OR**

“Governments that are perceived to be anti-democratic are severely punished by the voters”. Explain the statement with reference to the emergency period of 1975-77.

**6**

- It has rightly been stated that governments that are perceived as anti-democratic are severely punished by the voters. During 1975-1977, when emergency was imposed, the steps taken by Indira Government were anti-masses and anti-democratic as well as they were dictatorial in nature. The citizens of India did not cherish the forcibly imposed strict discipline, tortures, arrests and custodial deaths during the emergency.
- The candidates may mention a few more anti-democratic activities of that period.
- As a consequence of the above mentioned happenings, the election of March 1977 taught a lesson to the Congress Government. The Janta Party won 330 seats whereas Congress won only 154 seats showing that the voters severely punished the Indira Government for her anti-democratic behaviour.

Q35.



Study the cartoon given above and answer the following questions:

**3x2=6**

- Why is the girl shown in the cartoon not worried about whether it is a single party or a coalition government?
- Does a coalition government involve more compromises and why?
- Do you think we can have bold and imaginative policies in a coalition government and why?

**Ans. (i)** She is not worried about the form of government since she is more worried about what and how does the government performs.

- (ii) Yes. A coalition government involves more compromises because it has to satisfy its coalition partners and on certain occasions fulfil their demands to keep the government in majority.
- (iii) No. we cannot afford to be bold and imaginative in a coalition government because to keep the majority intact, one has to bow to the wishes of coalition partners.

**OR**

“The era of coalition in India started in 1989, which has come to stay in a big way”.  
Do you agree? Substantiate your answer by any **three** arguments.

**3x2 = 6**

**Ans.** Yes, if the demands of the coalition partners are anti-democratic, anti-national or not in the interest of the masses or if the demands are caste-based or religion-based, the major partner in the coalition government must become bold and imaginative in the interest of masses and true democratic system.

- (i) From 1989 onwards, the coalition governments started a new era. The age of alliances came up in a big way.
- (ii) Formation of NDA of 13 political parties from 1999-2004 could complete full term of 5 years because of their Minimum Common Programme.
- (iii) 2004 onwards Congress - the largest party also formed a coalition government popularly known as UPA. It received support from outside from the Left Front parties. No doubt the coalition governments are not very stable but since no major party secures majority, the future of Coalition or government of alliances cannot be predicted.
- (iv) The candidate can also mention about the present day coalition government headed by Prime Minister Manmohan Singh.

**(any three)**

# GEOGRAPHY

**Time allowed : 3 hours**

**Maximum Marks : 70**

## **GENERAL INSTRUCTIONS :**

- (i) *There are 26 questions in all.*
- (ii) *All questions are compulsory.*
- (iii) *Marks for each question are indicated against it.*
- (iv) *Question numbers 1 to 10 are very short answer questions carrying 1 mark each. Answer to each of these questions should not exceed 20 words.*
- (v) *Question numbers 11 to 20 are short answer questions carrying 3 marks each. Answer to each of these questions should not exceed 80 words.*
- (vi) *Question numbers 21 to 25 are long answer questions of 5 marks each. Answer to each of these questions should not exceed 150 words.*
- (vii) *Question number 26 is related to identification or locating and labelling of geographical features on maps.*
- (viii) *Outline maps of the World and India provided to you must be attached within your answer book.*
- (ix) *Use of templates or stencils for drawing outline maps is allowed.*

## **QUESTION PAPER CODE 64/1/1**

- |    |   |   |
|----|---|---|
| 1. | How is the actual growth of population calculated?  | 1 |
| 2. | Which country has the highest sex ratio in the world?                                       | 1 |
| 3. | Name the regional trade bloc of which India is a member.                                    | 1 |
| 4. | Which city is the headquarter of the Organisation of Petroleum Exporting Countries (OPEC) ? | 1 |
| 5. | Name the rural settlement pattern that develops around lakes or ponds in the world.         | 1 |
| 6. | What was the percentage of urban population in the world in 2001 ?                          | 1 |
| 7. | Which class of cities has the highest percentage of urban population in India?              | 1 |

8. Which river basin of India has the highest percentage of replenishable utilization of ground water resources? 1
9. Which is the principal import commodity of India? 1
10. Which city is the main polluter of River Yamuna? 1
11. Explain any **three** characteristics of clustered rural settlements of India. **3x1 = 3**
12. Classify Indian farming into two groups on the basis of main source of moisture for crops. Write **two** features of each. **1+1+1 = 3**
13. What are the **three** categories of the track of Indian Railways ? Write any **one** feature of each. **1½+1½ = 3**
14. Which are the **two** types of roads included under the category of ‘Other Roads’ in India? Write any **two** features of each. **1+1+1 = 3**
15. How is the knowledge of nature important to develop technology? Explain with suitable examples. 3
16. Explain any **three** characteristics of ‘Welfare Approach’ of human development in the world? **3 x 1 = 3**
17. Classify ports of the world into **two** types on the basis of their location. Explain any **two** features of each type of ports. **1+1+1 = 3**
18. Explain with examples any **three** features of rural settlements of the world. **3x1 = 3**
19. Explain any **three** methods of conservation of mineral resources in India. **3x1 = 3**
20. Explain any **three** ill effects of air pollution on human health in India. **3x1 = 3**
21. Describe any **five** factors influencing industrial location in the world. **5x1 = 5**
22. Name the principal mode of transportation in the world which is used for carrying liquid and gaseous materials only. Mention any **four** characteristics of this mode of transportation. **1+4 = 5**
23. Explain the significance of each of the transport and communication services available in the world. **2½+2½ = 5**

24. “Development is a multi-dimensional concept and signifies the positive, irreversible transformation of the economy, society and environment.” Support the statement with suitable arguments from India.

**5x1 = 5**

25. Study carefully the given table showing India’s Human Development Index 2001 and answer the questions that follow:

**India - Human Development Index-2001**

State	HDI Value
Andhra Pradesh	0.416
Assam	0.386
Bihar	0.367
Gujarat	0.479
Haryana	0.509
Karnataka	0.478
Kerala	0.638
Madhya Pradesh	0.394
Maharashtra	0.523
Orissa	0.404
Punjab	0.537
Rajasthan	0.4 24
Tamil Nadu	0.531
Uttar Pradesh	0.388
West Bengal	0.472

Source: Planning Commission of India (2001) : India National Human Development Report 2001, p.25

- (25.1) Name any **four** states which have more than 0.500 H.D.I. values in each.  
(25.2) Which state has the highest H.D.I. value and which state has the lowest H.D.I. value?

- (25.3) Explain any **one** reason for .the highest and the lowest H.D.I. values of these States.

**2+1+2 = 5**

**Note:** The following question is for the **BLIND CANDIDATES** only, in lieu of Q. No. **25** :

What is human development? Explain with examples two major factors which have caused spatial variations in the levels of human development among the major states of India.

**1+2+2 = 5**

26. (26.1) In the given political outline map of the **World**, the following **four** features are shown:

- (a) The country having the largest area in Africa.
- (b) The major Sea-port.
- (c) The major Air-port.
- (d) The Mega City.

Identify these features and write their correct names on the lines marked against each feature.

**4 x 1/2 = 2**

- (26.1) In the given political outline map of **India**, locate and label the following with appropriate symbols:

- (i) The State having smallest area.
- (ii) The Software Technology Park located in Madhya Pradesh.
- (iii) The major sea-port located in Orissa.

**3x1 = 3**

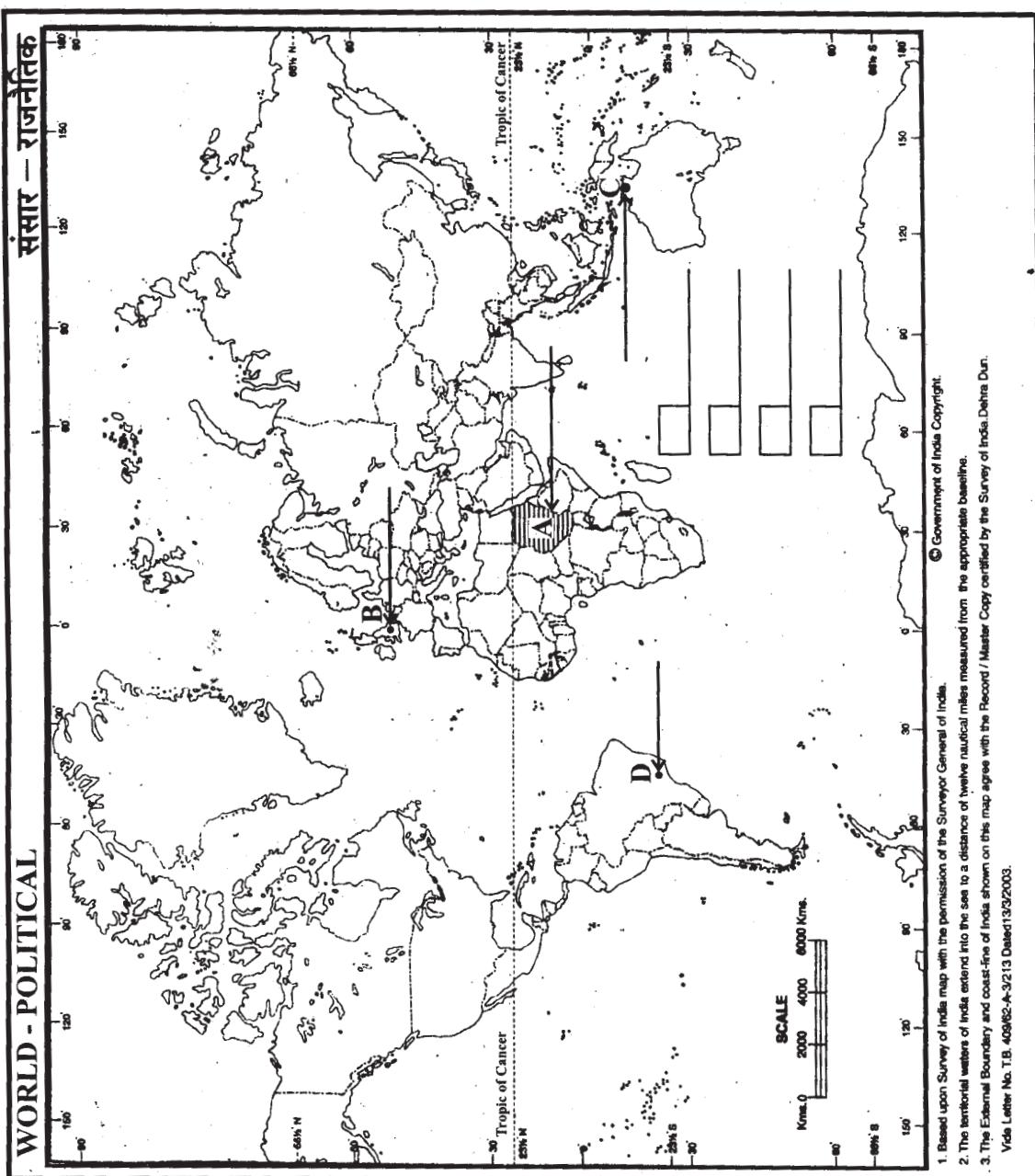
**Note:** The following questions are for the **BLIND CANDIDATES** only, in lieu of Q. No. 26.

**5 x 1 = 5**

- (26.1) Name the country having the largest area in Africa.
- (26.2) Name the mega city of Argentina.
- (26.3) Which State of India has the smallest area?
- (26.4) Name the Software Technology Park located in Madhya Pradesh.
- (26.5) Which is the major sea-port in Orissa?

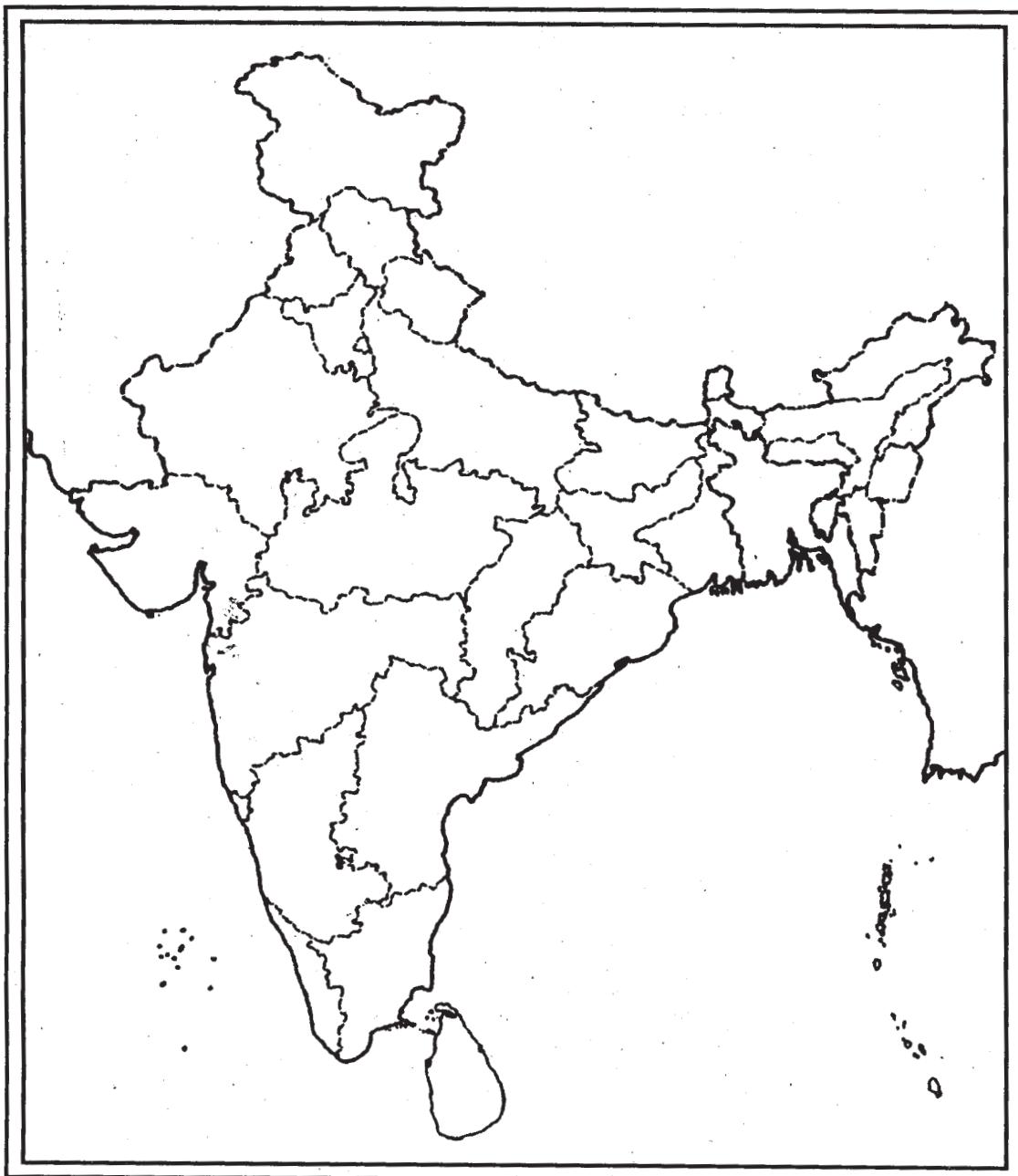
Map for Q. No. 26.1  
प्रश्न सं. 26.1 के लिए मानचित्र

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### Map for Q. No. 26.2

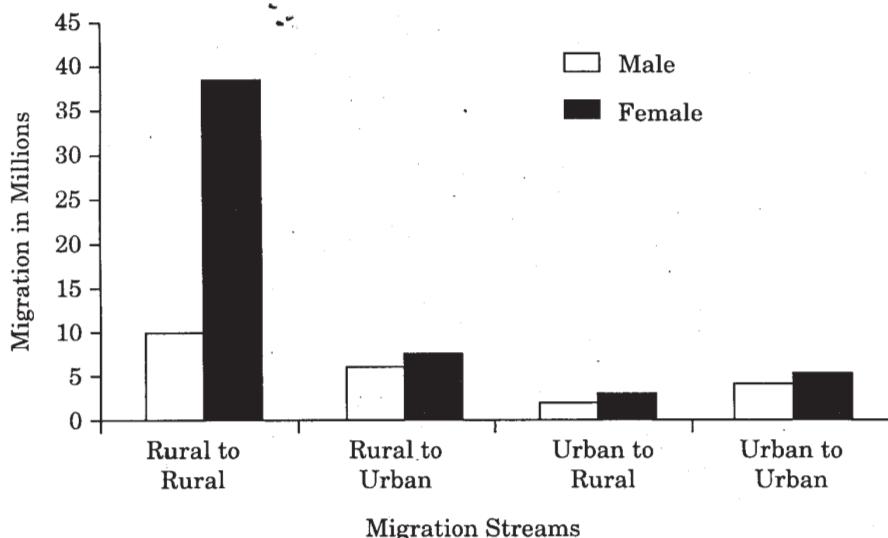
## **Outline Map of India (Political)**



## QUESTION PAPER CODE 64/1

1. Name any **two** areas of high latitudes in the world, where gathering economic activity is practised.  $\frac{1}{2} + \frac{1}{2} = 1$
2. Name the type of most of the great ports of the world. 1
3. Categorise the international trade into **two** types.  $\frac{1}{2} + \frac{1}{2} = 1$
4. Which class of cities has the largest number of towns and cities in India? 1
5. Which sector (economic activity) uses most of the surface and ground water in India? 1
6. Name the place of Maharashtra, where an atomic power station is located. 1
7. Name the iron and steel plant located in Chhattisgarh. 1
8. Which country is the largest trading partner of India? 1
9. Which export commodity of India has the highest value? 1
10. Which is the main source of environmental pollution in India? 1
11. What type of rural settlements are generally found in the fertile alluvial plains of India? Mention any **two** features of such type of settlements.  $1+2 = 3$
12. Classify industries of the world on the basis of ownership into **three** groups. State the main feature of each group.  $1\frac{1}{2} + 1\frac{1}{2} = 3$
13. How does technology loosen the shackles of environment on human beings? Explain with examples.  $3 \times 1 = 3$
14. Which are the **two** factors affecting tourism in the world? Explain each factor with example.  $1+2 = 3$
15. Explain any **three** features of underground mining method used in different countries of the world.  $3 \times 1 = 3$
16. How is the difference in national resources a basis of international trade? Explain with **three** examples.  $3 \times 1 = 3$

17. How is the degradation of cultivable land one of the serious problems in India? Explain in any **three** points. **3x1 = 3**
18. How has the introduction of Indira Gandhi Canal irrigation in the drylands of Rajasthan influenced the environmental conditions of the region positively? Explain in any **three** points. **3x1 = 3**
19. Explain the **three** types of changes that have affected land use in India. **3x1 = 3**
20. How do slums develop in India? Explain any **four** miserable conditions of the residents of slum areas. **1+2 = 3**
21. Explain the meaning of rural settlements. Describe any **four** problems related to rural settlements of the world. **1+4 = 5**
22. What is the importance of air transport? Describe any **four** characteristics of air transport system of India. **1+ 4 = 5**
23. What is the meaning of density of population? Explain with examples four geographical factors influencing the distribution of population in the world. **1+ 4 = 5**
24. What is the significance of inland waterways? Explain the **three** factors responsible for the development of inland waterways in the world. **2+3 = 5**
25. Study the given diagram, showing Intra State Migration Streams in India and answer the questions that follow: **1+2+2 = 5**



*Intra State Migration by Place of Last Residence Indicating  
Migration Streams (Duration 0 - 9 years), India, 2001*

- (25.1) Which migration stream shows the highest number of migrants in both male and female categories?
- (25.2) Why does this migration stream show the highest migration in both the categories? Give **one** reason for each.
- (25.3) Why do female migrants dominate in all the four streams of migration? Give **two** reasons.

**Note:** The following question is for the **Blind Candidates** only, in lieu of Q. No. 25.

What is migration? Explain any **four** factors responsible for the migration of people in India.

**1+4 = 5**

- 26.** (26.1) In the given political outline map of the **World** the following four features are shown:

**4x $\frac{1}{2}$  = 2**

- A. The country having the largest population in Europe
- B. A major seaport
- C. A major airport
- D. A mega city

Identify these features and write their correct names on the line marked against each feature.

- (26.2) In the given political outline map of India locate and label the following with appropriate symbols:

**3x1 = 3**

- (i) The State having lowest density of population
- (ii) The Software Technology Park located in Jammu and Kashmir State
- (iii) The major seaport located in Kerala

**Note :** The following questions are for the **Blind Candidates** only, in lieu of Q. No. 26.

- (26.1) Which country has the largest population in Europe?
- (26.2) Name the mega city of Argentina.

(26.3) Which state of India has the lowest density of population?

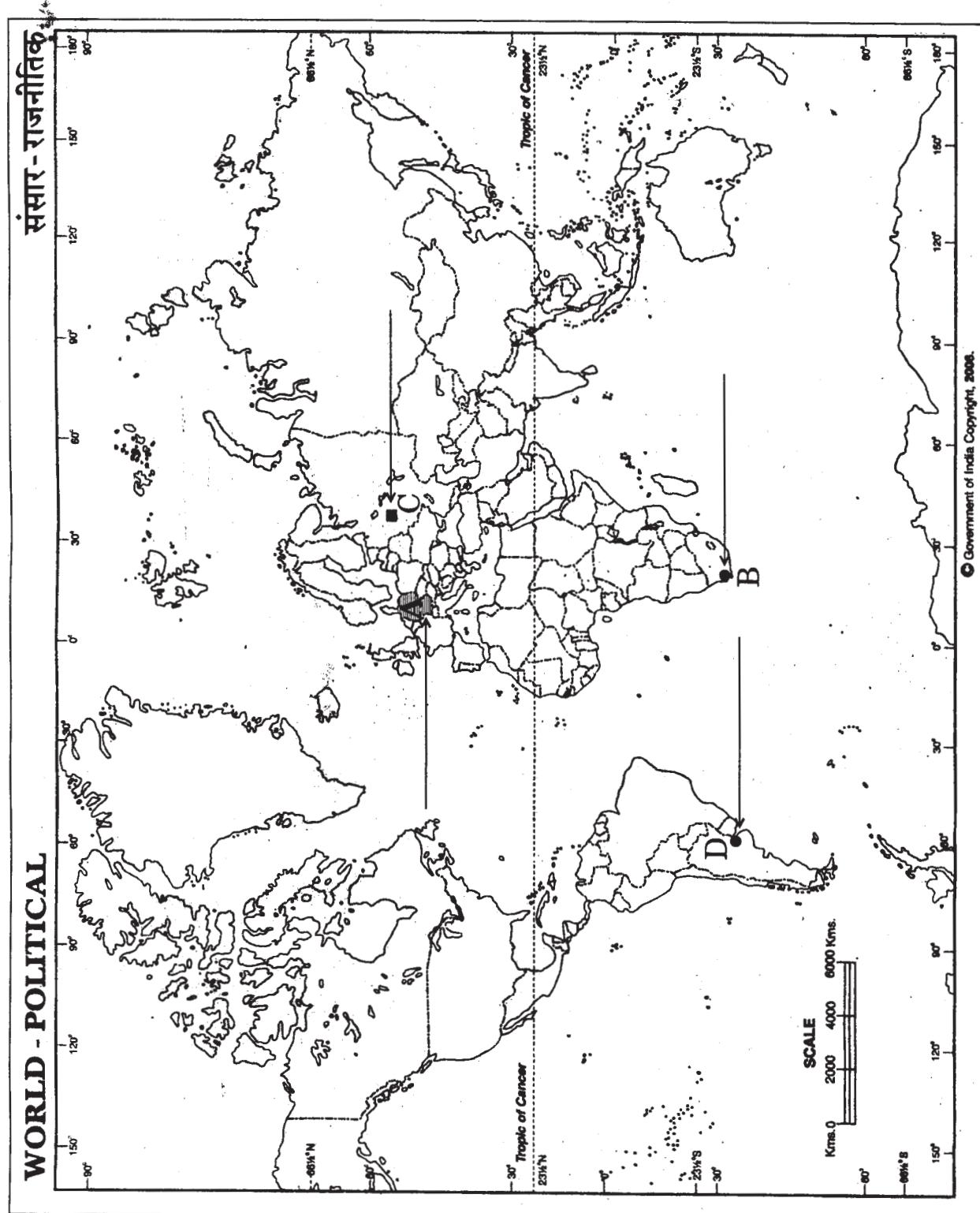
(26.4) Name the Software Technology Park located in the state of Jammu and Kashmir.

(26.5) Which is the major seaport in the state of Kerala ?

**5x1 = 5**

For question no. 26.1

प्रश्न सं. 26.1 के लिए



For question no. 26.2

प्रश्न सं. 26.2 के लिए

**Outline Map of India (Political)**  
**भारत का रेखा-मानचित्र (राजनीतिक)**



## **Marking Scheme — Geography**

### ***General Instructions :***

1. The Marking scheme provides general guidelines to reduce subjectivity in the marking. The answers given in the Marking Scheme are suggestive answers. The content is thus indicative. **If a student has given any other answer which is different from the one given in the Marking Scheme, but conveys the meaning, such answers should be given due weightage.**
2. Evaluation is to be done as per instruction provided in the Marking Scheme. Marking Scheme should be strictly adhered to and religiously followed.
3. If a question has parts please award marks on the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and written near the question number on the left hand margin and encircled.
4. If a question does not have parts, marks for it be awarded on the left hand side and encircled.
5. If a candidate has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
6. The following textbooks can be referred to detailed answers. Page number of the concerned book is given on the right side of the answer of each question.  
Textbook I (**TB-1**) Fundamentals of Human Geography, published by NCERT.  
Textbook II (**TB-2**) India: People and Economy, published by NCERT.
7. **Due care should be given to the star (\*) market questions. These involve Higher Order of Thinking Skills (HOTS).**
8. **A full scale of Marks 0-100 has to be used. Please do not hesitate to award full marks if the answer deserves it. Marks should not be deducted for bad handwriting and spelling mistakes.**

**QUESTION PAPER CODE 64/1/1**  
**EXPECTED ANSWERS/VALUE POINTS**

- |     |  |                     |   |
|-----|--|---------------------|---|
| 1.  | Actual growth of population is (Births - Deaths) + (In Migration - Out Migration)    | T.B. 1 (Page - 11)  | 1 |
| 2.  | Highest Sex Ratio in the World - Latvia.   | T.B. 1 (Page — 18)  | 1 |
| 3.  | Regional Block SAFTA   | T.B. 1 (Page - 87)  | 1 |
| 4.  | VIENNA   | T.B. 1 (Page - 87)  | 1 |
| 5.  | Circular Pattern   | T.B. 1 (Page - 94)  | 1 |
| 6.  | 48 Per cent  | T.B. 1 (Page - 95)  | 1 |
| 7.  | Class - I cities   | T.B. 2 (Page - 37)  | 1 |
| 8.  | Ganga Basin  | T.B. 2 (Page - 61)  | 1 |
| 9.  | Petroleum Crude and Products   | T.B. 2 (Page - 128) | 1 |
| 10. | Delhi  | T.B. 2 (Page - 136) | 1 |
| 11  | <b>Clustered Settlement</b>  |                     |   |
| 1.  | Compact  |                     |   |
| 2.  | Living area is distinct and separated from the surrounding farms, barns and pastures |                     |   |

3. They are of different shapes such as rectangular, radial, linear etc.
4. Generally found in fertile alluvial plains and in the north eastern states
5. Any other relevant point.

(Any three points)

T.B. 2 (Page - 33)

$3 \times 1 = 3$

## 12. Classification of farming

A - Irrigated farming

B - Rainfed (BARANI) farming.

$\frac{1}{2} + \frac{1}{2} = 1$

### Characteristics:

- A-
1. Depends on irrigation
  2. Protects the crops from adverse effects of soil moisture deficiency
  3. Achieve higher productivity
  4. Increases cropping area.
  5. Any other relevant point

(Any two)

$\frac{1}{2} + \frac{1}{2} = 1$

- B-
1. Depends on rain
  2. It is divided into dry land and wet land farming
  3. Dry land farming is confined in the areas of having annual rainfall less than 75 cm
  4. In wet land farming the rainfall is in excess of soil moisture requirement.
  5. Any other relevant point

(Any two)

$\frac{1}{2} + \frac{1}{2} = 1$

T.B.-2 (Page-44)  $1+1+1 = 3$

## 13. A - Three Categories of the Railway track in India are:

1. Broad Gauge
2. Metre Gauge
3. Narrow Gauge

$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 1\frac{1}{2}$

**B - Features of each:**

1. Broad Gauge ; The distance between the rails is 1.676 metres
2. Metre Gauge : The distance between the rails is one metre.
3. Narrow Gauge: The distance between the rails is 0.762 metre or 0.610 metre.

(Any other relevant point from each)

$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 1\frac{1}{2}$

T.B. 2 (Page - 119)  $1\frac{1}{2} + 1\frac{1}{2} = 3$

**14. A- Two types of roads included under the category of other roads in India are:**

1. Border Roads
2. International Highways

$\frac{1}{2} + \frac{1}{2} = 1$

**B- Features of each**

**Border Roads**

1. Constructed and maintained by BRO
2. Developed for accelerating economic development and strengthening defence preparedness,
3. Built along the northern and north eastern boundary of the country,
4. Chandigarh to Leh via Manali is an example,
5. This road runs at an average altitude of 4270 metres,
6. Any other relevant point

(Any two)

$\frac{1}{2} + \frac{1}{2} = 1$

**International Highways**

1. They promote the harmonious relationship with the neighbouring countries
2. They provide effective links with India
3. Lahore to Delhi via Wagah Border is an example
4. Nepal and Bangladesh are also linked with International highways.
5. Any other relevant point

(Any two)

$\frac{1}{2} + \frac{1}{2} = 1$

T.B. 2 (Page - 115 and 117)  $1+1+1 = 3$

**15.\* Importance of knowledge of nature to develop technology.**

Knowledge about nature is extremely important to develop technology because human beings were able to develop technology after they developed better understanding of natural laws. For examples; the understanding of the concept of friction and heat helped us to discover fire. Understanding the secret of DNA and Genetics enabled us to conquer many diseases. We use the laws of aerodynamics to develop faster planes.

(To be assessed as a whole.)

T.B. 1 (Page -2)

3

**16. Characteristics of Welfare Approach**

1. Looks at human beings as beneficiaries of all development activities;
2. Argues for higher government expenditure on education, health, social amenities;
3. People are not participants in development;
4. They are passive recipients;
5. The government is responsible for increasing levels of human development;
6. Any other relevant point.

(Any three)

T.B. 1 (Page - 26)

$3 \times 1 = 3$

**17. Classification of Ports:**

A- Inland Ports; B - Out Ports.

$\frac{1}{2} + \frac{1}{2} = 1$

**Features**

**A- Inland Ports**

1. Located away from the sea coast;
2. They are linked to the sea through a river or a canal;
3. Such ports are accessible to flat bottom ships;
4. For example Kolkata is an inland port located on the river Hoogli;
5. Any other relevant point.

(Any two points)

$\frac{1}{2} + \frac{1}{2} = 1$

**B - Out ports :**

1. These are deep water ports; ,
2. Built away from the actual ports;
3. They serve the parent ports by receiving those ships which are unable to approach them due to their large size;
4. Example: Piraeus in Greece is an out port of Athens;
5. Any other relevant point.

(Any two points)

$\frac{1}{2} + \frac{1}{2} = 1$

T.B. 1 (Page - 89)

$1+1+1 = 3$

**18.\* Features of Rural settlements of the World are:**

1. Most closely related to land.
2. They are dominated by primary activities.
3. Usually they are located near water bodies.
5. People choose to settle near fertile lands suitable for agriculture.
6. In Europe village grew up near rolling countries avoiding swampy, low lying land.
7. People in south east Asia chose to live near low lying river valleys and coastal plains.
7. Any other relevant point.

(Any three points)

T.B. 2 (Page - 92)

$3 \times 1 = 3$

**19. Methods of Conservation of Mineral Resources are:**

1. Alternative energy sources should be developed
2. Recycling of metals
3. Use of substitutes for scarce metals may also-reduce their consumption
4. Export of strategic and scarce minerals must be reduced
5. Any other relevant point

T.B. 2 (Page - 83)

$3 \times 1 = 3$

**20. III effects of air pollution**

1. It causes diseases of lungs like bronchitis and cough
2. It affects heart
3. Affects nervous system and causes psychological problems when pollution levels are on increase
4. It also affects circulatory system and urban smog causes itching in the eyes and cause watery eyes (soar eyes) as well
5. Any other relevant point

(Any three points)

T.B. 2 (Page -137)

$1 \times 3 = 3$

**21. Factors influencing industrial location**

1. Access to market
2. Access to raw material
3. Access to labour supply
4. Access to sources of energy
5. Access to transportation and communication facilities
6. Government policy'
7. Access to agglomeration economies

(Any five factors to be described)

T.B. 1 (Page - 46, 47)

$5 \times 1 = 5$

**22. Principal Mode of Transporting liquid and gaseous materials**

- Pipeline

1

**Characteristics of Pipeline Transportation :**

1. Used extensively to transport liquids and gases
2. Pipelines can also be used to transport liquefied coal
3. Water, petroleum, natural gas and milk are supplied through pipelines from producing areas to consuming areas.

4. About 17 per-cent of all freight per tonne-km. is carried through pipelines in U.S.A.
5. In Europe, Russia, West Asia and India pipelines are used to connect oil wells to refineries and to ports or domestic markets.
6. Pipelines are the most convenient and efficient mode
7. Any other relevant point

(Any four point)

$4 \times 1 = 4$

T.R. 1 (Page -77, 78)

$1 + 4 = 5$

### **23. Significance of Transport and Communication Services**

#### **Transport**

1. Transport is a service by which persons and goods are physically carried from one location to another.
2. It is an organized industry created to satisfy men's basic needs of mobility.
3. Modern society requires speedy and efficient transport system to assist in the production, distribution and consumption of goods.
4. The value of the material is significantly enhanced by transportation.
5. Development directly or indirectly depends on transport services.
6. In selecting the mode of transport the distance in terms of time or cost is taken into consideration.
7. Any other relevant point

(Any five points)

$5 \times 1/2 = 2\frac{1}{2}$

#### **Communication Services**

1. It involves the transmission of ideas and messages.
2. Initially communications were sent through persons, animals and by different means of transport.
3. The modern development in communication such as mobiles, telephones and satellites, etc. have made communication independent of transport.
4. The use of telecommunications has revolutionized communications because of their speed with which messages are sent.

5. Radio and television helped to relay news and pictures to vast audiences around the world.
6. Newspapers cover events around the world.
7. Satellite relays the information of the earth from space.
8. The internet has revolutionized global communications.
9. Any other relevant point

(Any five points)

$5 \times \frac{1}{2} = 2\frac{1}{2}$

T.B.1 (Pages 65 to 79)       $2\frac{1}{2} + 2\frac{1}{2} = 5$

24. Development is generally used to describe the state of particular societies and the processes of changes. During a large period of human history the state of the societies has largely been determined by the interaction processes between human societies and their bio-physical environment. Interaction depends on the level of technology and institutions nurtured by a society. The technology and institutions have helped in increasing the pace of human environment interaction, the concepts of development is dynamic. It can not be restricted to the economic sphere alone. It also includes the issues such as improving the well being and living standard or people, availing of the health, educations and equality of opportunity and ensuring political and civil rights. Now it is directly related to improvement in social as well as material well being of all in a society. Example such as Indira Gandhi Canal Command Area, Bharmaur Tribal Region may be taken up to explain the above statement.

(To be assessed as a whole.)

T.B.2 (Pages 108)

5

- 25.1\* 1. Kerala (0:638)  
 2. Punjab (0.537)  
 3. Tamil Nadu (0.531)  
 4. Maharashtra (0.523)  
 5. Haryana (0.509)

(Any four states)

$4 \times \frac{1}{2} = 2$

- 25.2 1. Kerala (Highest) - 0638

2.	Bihar (Lowest) - 0.367	$\frac{1}{2} + \frac{1}{2} = 1$
25.3	1. Karala has impressive performance is achieving near hundred per cent literacy (90.92%) in 2001	
	2. Bihar - Least literacy (47.53%)	$1 + 1 = 2$ $2+1+2 = 5$

## **BLIND CANDIDATES**

1. **Human Development** is a process of enlarging the range of people's choices increasing their opportunities for education, health care, income and empowerment and covering the full range of human choices from a sound physical environment to economic, social and political freedom.      1

### **Factors For Human Development**

#### **1. Educational Attainments**

Educational Attainment over all literacy rates in India is 65.4% while female literacy rate is 54.1 %. Most of the southern states have higher literacy rate than the national average. Bihar has low literacy (47.53%), Kerala has highest literacy (92.92%).

#### **2. Economic Attainments**

There are few developed states like Maharashtra, Punjab, Haryana and Gujarat. They have per capita income more than Rs. 4000 (1980 - 81) per year. There are large number of poor states like i.e. Bihar, Orissa, M.P., and Assam which have recorded per capita income less than Rs. 2000 per year.

Orissa and Bihar have more than 40 per cent of their population living below the poverty line.

(Any two factors with examples)       $2 \times 2 = 4$

T.B.2 (Page 15, 19)       $1+4 = 5$

26.1	World map attached for answer	$4 \times \frac{1}{2} = 2$
26.2	Map of India attached for answer	$3 \times 1 = 3$ $2+3 = 5$

**FOR BLINDS IN LIEU OF Q.NO. 26**

26.1 Sudan

26.2 Buenos Aires

26.3 Goa

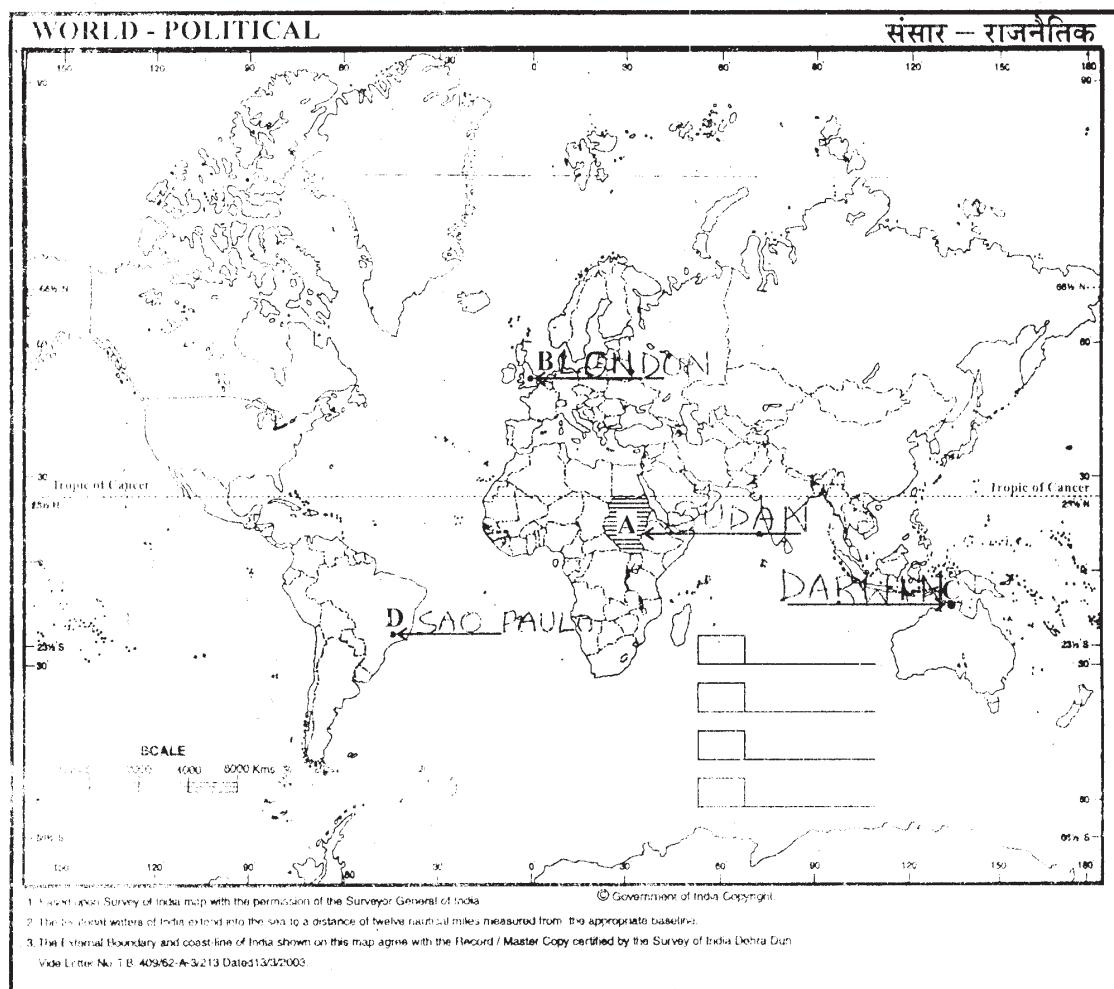
26.4 Indore

26.5 Paradwip

$5 \times 1 = 5$

64|1|1 64|1|2. 64|1|3

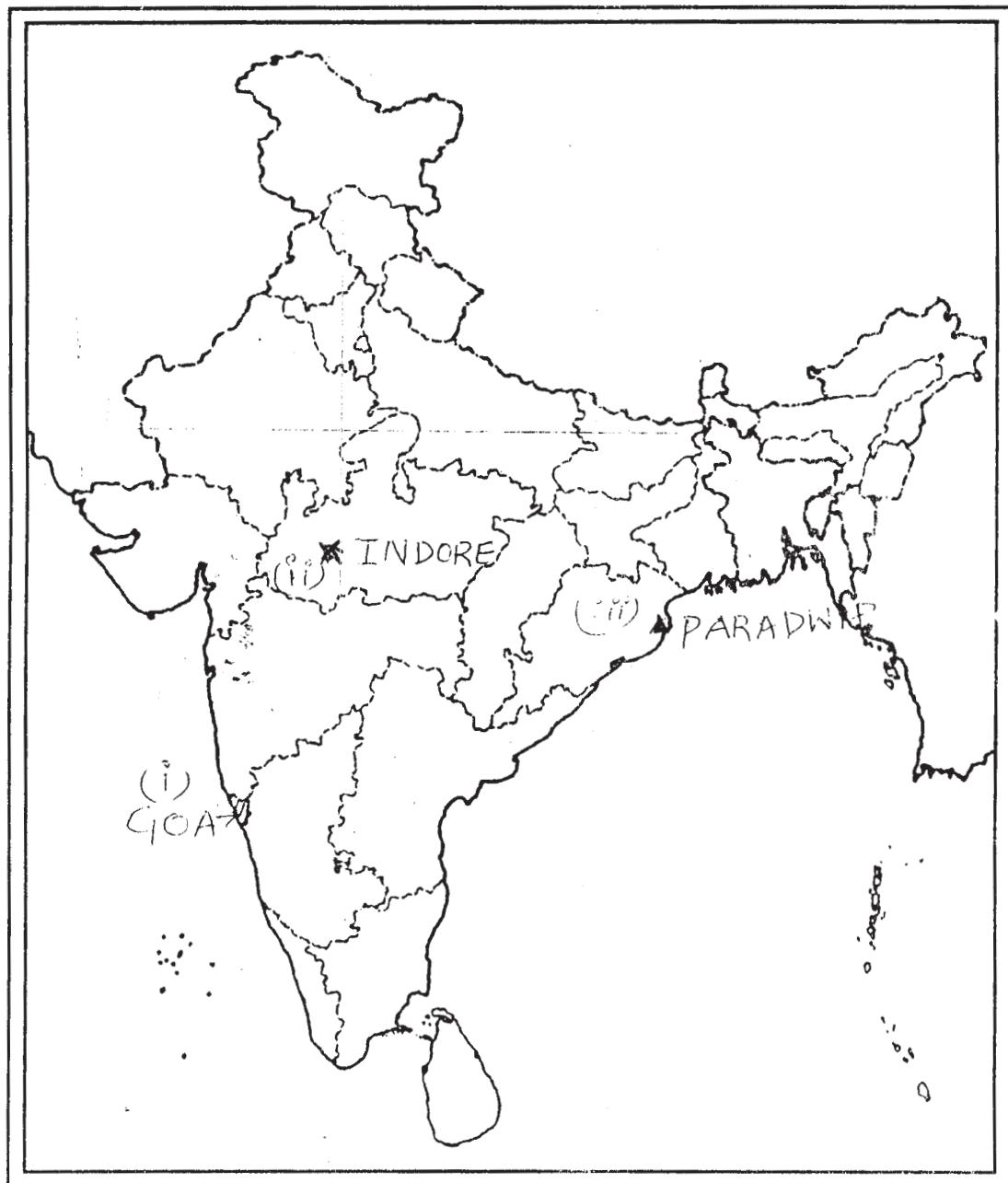
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Map for Q. No. 26.2  
प्रश्न सं. 26.2 के लिए मानचित्र

64/1/1 64/1/2 64/1/3  
यहाँ से काटें Cut Here

Outline Map of India (Political)



**QUESTION PAPER CODE 64/1**  
**EXPECTED ANSWERS/VALUE POINTS**

1.	(i) Northern Canada (ii) Northern Eurasia (iii) Southern Chile.  (Any two areas)	T.B. 1 (Page - 32)	$\frac{1}{2} + \frac{1}{2} = 1$
2.	Comprehensive ports.	T.B. 1 (Page - 89)	1
3.	(i) Bilateral trade.  (ii) Multi-lateral trade	T.B. 1 (Page - 85)	$\frac{1}{2} + \frac{1}{2} = 1$
4.	Class IV	T.B.2 (Page - 37)	1
5.	Agriculture	T.B. 2 (Page - 63)	1
6.	Tarapur	T.B. 2 (Page - 82)	1
7.	Bhilai	T.B. 2 (Page - 90)	1
8.	U.S.A.	T.B. 2 (Page - 128)	1
9.	Engineering goods	T.B. 2 (Page - 127)	1
10.	Waste products of human activities / Human activities / Industries	T.B. 2 (Page - 135)	1
11.	Clustered settlement / Agglomerated / Nucleated / Compact		1

Features :

- (i) Closely built up area of houses
- (ii) General living area is distinct and separated from the surrounding farms, barns and pastures
- (iii) They are of different geometric shapes such as rectangular, radial, linear etc.
- (iv) Sometimes people live in compact village for security or defence reasons.

(v) Examples - Bundelkhand region and Nagaland

(vi) Any other relevant point

(Any two features to be mentioned)

1+1 = 2

T.B. 2 (Page - 33)

1+2 = 3

12. Industries based on ownership (i) Public Sector (ii) Private Sector (iii) Joint Sector

$3 \times \frac{1}{2} = 1\frac{1}{2}$

(A) Public Sector

(i) Industries are owned and managed by government

(ii) In India there were a number of PSU's

(iii) Socialist countries have many state owned industries

(B) Private Sector

(i) Industries are owned by individual investors

(ii) These are managed by private organizations

(iii) In Capitalist countries industries are generally owned privately

(C) Joint Sector

(i) Industries are managed by joint stock companies or sometimes the private and public sectors together establish and manage the industries.

(ii) Any other relevant point

(One feature from each)

$3 \times \frac{1}{2} = 1\frac{1}{2}$

T.B. 2 (Page 51)  $1\frac{1}{2} + 1\frac{1}{2} = 3$

13\*. (i) The understanding of concepts of Friction and Heat helped us discover fire.

(ii) Similarly, understanding of the secrets of D.N.A. and Genetics enabled us to conquer many diseases.

(iii) We use the laws of Aerodynamics to develop faster planes

(iv) The people move from state of necessity to state of freedom

(v) The human activities create cultural landscape such as health resorts, urban sprawls, fields, orchards, pastures, ports, oceanic routes and satellites in the space.

(Any three points)

T.B. 1 (Page - 2, 3)

$3 \times 1 = 3$

14. Factors affecting tourism in the world:

- (i) Demand      (ii) Transport       $\frac{1}{2} + \frac{1}{2} = 1$

**Demand:**

- (i) Since the last century, the demand for holidays has increased rapidly.
- (ii) Improvements in the standard of living and increased leisure time, permit people to go on holidays for leisure.
- (iii) Any other relevant point.

**Transport:**

- (i) The opening up of tourist areas has been aided by improvement in transport facilities.
- (ii) Travel is easier by car with better road systems.
- (iii) More significant in recent years has been the expansion in air transport
- (iv) Package holidays has reduced the cost.

(Any one point from each may be treated as example)       $1 + 1 = 2$

T.B. 1 (Page - 60)       $1 + 2 = 3$

15 (i) In this method vertical shafts have to sunk. from where underground galleries radiate to reach the minerals.

(ii) Minerals are extracted and transported to the surface through these passages.

(iii) It requires specially designed lifts, drills, haulage vehicles, ventilation system for safety and efficient movement of people and material.

(iv) This method is risky. Poisonous gases, fires, floods and caving in lead to fatal accidents.

(v) Underground mining is also called shaft mining.

(vi) Any other relevant point.

(Any three features)

T.B. 1 (Page - 42)       $3 \times 1 = 3$

16. A) Geological structure
- i) It determines the mineral resource base and topographical differences ensure diversity of crops and animals raised.
  - ii) Lowlands have greater agriculture potential. Mountains attract tourists and promote tourism.
- B) Mineral Resources
- i) They are unevenly distributed the world over.
  - ii) The availability of mineral resources provides the basis of industrial development.
- C) Climate
- i) It influences the type of flora and fauna that can survive in a given region.
  - ii) It also ensures diversity in the range of various products.
  - iii) For example wool production can take place in cold regions, bananas, rubber and cocoa can grow in tropical regions.
- (Explanation of each category with one point)
- T.B. 1 (Page - 83)      3x1 = 3
- 17\* i) Faulty strategy of irrigation and agricultural development leads to depletion of soil fertility. This situation is particularly alarming in irrigated areas.
- ii) Large tract of agricultural land has lost its fertility due to alkalisation and salinisation of soils and water logging.
- iii) Alkalinity and salinity have already affected about 8 million ha. land and 7 million ha. land in the country has lost its fertility due to waterlogging.
- iv) Excessive use of chemicals such as insecticides and pesticides has led to concentration in toxic amounts in the soil profile.
- v) Rainfed areas in humid and semi-arid tropics also experience degradation of several types like soil erosion by water and wind erosion which are often induced by human activities.
- vi) Any other relevant point.
- (Any three points)
- T.B.2 (Page - 58)      3x1 = 3

- 18.\* (i) Indira Gandhi Canal Irrigation in the dry lands of Rajasthan has transformed its ecology, economy and society.
- (ii) The availability of soil moisture for a longer period of time and various afforestation and pasture development programmes under CAD have resulted in greening the land.
- (iii) This has also helped in reducing wind erosion and siltation of canal systems.
- (iv) It has also brought a perceptible transformation in the agricultural economy of the region.
- (v) It has led to the increase in cultivated area and intensity of cropping.
- (vi) The traditional crops grown in the area like gram, bajra and jowar have been replaced by wheat, groundnut, cotton and rice.
- (vii) It has also led to the tremendous increase in agriculture and livestock productivity.

(Any three points)

T.B. 2 (Page - 110 , 111)

3x1 = 3

19 A) The Size of the Economy:

- (i) It is measured in terms of value for all goods and services produced in an economy.
- (ii) It grows over time as a result of increase in population, change in income levels, available technology and associated factors.
- (iii) As a result the pressure on the land will increase with time and marginal lands would come under use.

(B) The Composition of the Economy:

- (i) The secondary and the tertiary sectors usually grow faster than the primary sector, specially the agricultural sector.
- (ii) This type of change is common in developing countries like in India.
- (iii) The process would result in a gradual shift in land from agricultural uses to non-agricultural uses.
- (iv) It is observed that such changes are sharp around large urban areas. The agricultural land is being used for building purposes.

- (C) Contribution of agricultural activities reduces over time, the pressure on land for agricultural activities does not decline.

(Explanation of each category with one point)

T.B. 2 (Page - 41, 42)

3x1 = 3

20. "Slums" "jhugi - jhopadi" colonies of shanty structures developed by people who are forced to migrate from the rural areas to urban centers in search of livelihood but could not afford proper housing due to high rent and high cost of land. They occupy environmentally incompatible and degraded areas. 1

Miserable conditions of the residents of slum areas :

- (i) Residents live in dilapidated houses and poor hygienic conditions
- (ii) Houses are with poor ventilation and lack basic amenities like drinking water, light and toilet facilities.
- (iii) The areas are overcrowded having narrow street pattern prone to serious hazards from fire.
- (iv) Most of the slum population works in low paid, high risk prone unorganized sector.
- (v) Residents are under nourished, prone to different types of diseases and illness and can ill afford to give proper education to their children.
- (vi) Poverty makes them vulnerable to drug abuse, alcoholism, crime, vandalism, escapism, apathy and ultimately social exclusion.

(Any four points)

4 x 1/2 = 2

T.B. 2 (Page -143)

1+2 = 3

21. Rural settlements are most closely and directly related to land / Rural settlements are dominated by primary activities such as agriculture, animal-husbandry, fishing etc. 1

Problems related to rural settlements :

- (i) Rural settlements in the developing countries are large in number and poorly equipped with infrastructure.
- (ii) Supply of water to rural settlements in developing countries is not adequate.
- (iii) People in villages, particularly in mountainous and arid areas have to walk long distances to fetch drinking water.

- (iv) Water borne diseases such as cholera and jaundice tend to be a common problem.
- (v) The countries of South Asia face conditions of drought and flood very often.
- (vi) Crop cultivation sequences in the absence of irrigation also suffer. .
- (vii) General absence of toilet and garbage disposal facilities cause health related problems.
- (viii) Houses made up of mud. wood and thatch remains susceptible to damage during heavy rains and floods.
- (ix) Unmetalled roads and lack of modern communication network creates a unique problem.
- (x) During rainy season the settlements remain cutoff and pose serious difficulties in providing emergency services.
- (xi) It is also difficult to provide adequate healthy and educational infrastructure for their large rural population.

(Any four problems to be discussed)

$4 \times 1 = 4$

T.B. 1 (Page - 92, 95)

$1 + 4 = 5$

## 22. Importance of air transport.

- (i) Air transport is the fastest means of movement.
- (ii) It has reduced distances by minimizing the travel time.
- (iii) It is very essential for a vast country like India where distances are large and the terrain and climatic conditions are diverse.

(Any one point)

1

### Characteristics of air transport system of India -

- (i) Air transport in India made a beginning in 1911 when air mail operation commenced over a little. distance of 10km between Allahabad and Naini.
- (ii) The real development of air transport system took place in post independent period.
- (iii) The Airport Authority of India is responsible for providing-safe , efficient air traffic and aeronautical communication services in the Indian Air Space,

- (iv) The Airport Authority of India manages 126 airports including 11 international, 86 domestic and 29 civil enclaves at defense airfields
- (v) Air transport in India is managed by two corporations Air India and Indian Airlines.
- (vi) Now many private companies have also started passenger services.
- (vii) Pawan Hans is the helicopter service operating in hilly areas and is widely used by tourists in north eastern sector.

(Any four characteristics)

$4 \times 1 = 4$

T.B. 2 (page 121)

$1 + 4 = 5$

23. The density of population is the ratio between the numbers of people to the size of land / Density of population is the number of persons per unit area / Density of Population =  $\frac{\text{Population}}{\text{Area}}$

It is usually measured in persons per sq. km .

(Anyone)

1

Geographical factors influencing the distribution of population :

- i) Availability of water
- ii) Landforms
- iii) Climate
- iv) Soil

(Each point should be explained)

$4 \times 1 = 4$

T.R. 1 (Pages 9 & 10)

$1 + 4 = 5$

24. (i) Rivers, canals, lakes and coastal areas have been important inland waterways.
- (ii) Boats and steamers are used as means of transport for cargo and passengers.
- (iii) Rivers are the only means of transport in dense forests.
- (iv) Very heavy cargo like coal, cement, timber and metallic ores can be transported through inland waterways.
- (v) Any other relevant point.

(Any two points)

$2 \times 1 = 2$

**Factors for development of inland waterways:**

- (i) Navigability width and depth of the channel
  - (ii) Continuity in the water flow
  - (iii) Transport technology in use.  $3 \times 1 = 3$
- (Explanation of each factor)
- T.B.1 (Pages 75 & 76)  $2+3 = 5$

25.1\* Rural to Rural migration stream. 1

25.2\* Male - Due to work and employment

Female - Due to marriage  $2 \times 1 = 2$

- 25.3\* (i) Marriage
- (ii) Poverty
  - (iii) Better opportunities
  - (iv) Availability of regular work
  - (v) Higher wages
  - (vi) Better education facilities
  - (vii) Better health facilities
  - (viii) Any other relevant point

(Any two reasons)  $2 \times 1 = 2$   $1+2+2 = 5$

T.B.2 (Pages 17, 19, 20)

**25. For Blind Candidates, in lieu of Q.no. 25**

The change of place of residence for a long period of time is known as migration. 1

**The factors responsible for migration of people in India are-**

1) Push Factors-

Poverty, high population pressure on the land. Lack of basic infrastructural facilities, Flood. Drought. Cyclonic Storms. Earthquake, Tsunami, Wars etc.

2) Pull Factors-

Better opportunities, Availability of regular work. Relatively higher wages,  
Better opportunities for education, Health. Sources of Entertainment, etc.

Any other relevant point

(Explanation of any four points)

4 x 1 = 4

T.B.2 (Page 15.19)      1 + 4 = 5

26.1 See attached Map      4x½ = 2

26.2 See attached Mop      3x1 = 3

**For Blind Candidates, in lieu of Q.No. 26**

26.1 Germany      1

26.2 Buenos Aires      1

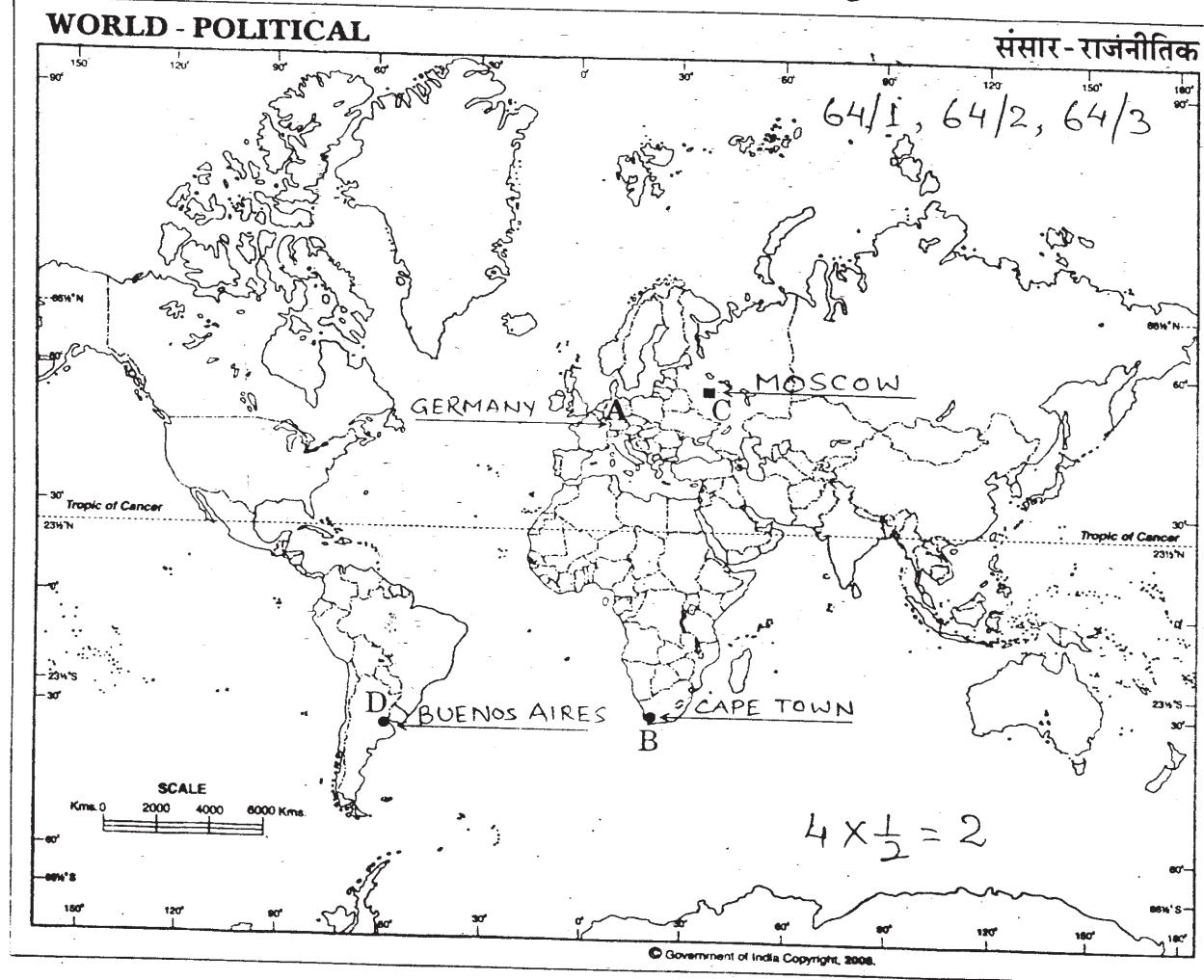
26.3 Arunanchal Pradesh      1

26.4 Srinagar      1

26.5 Kochchi      1

1+1+1+1+1=5

Q. No. 26.1

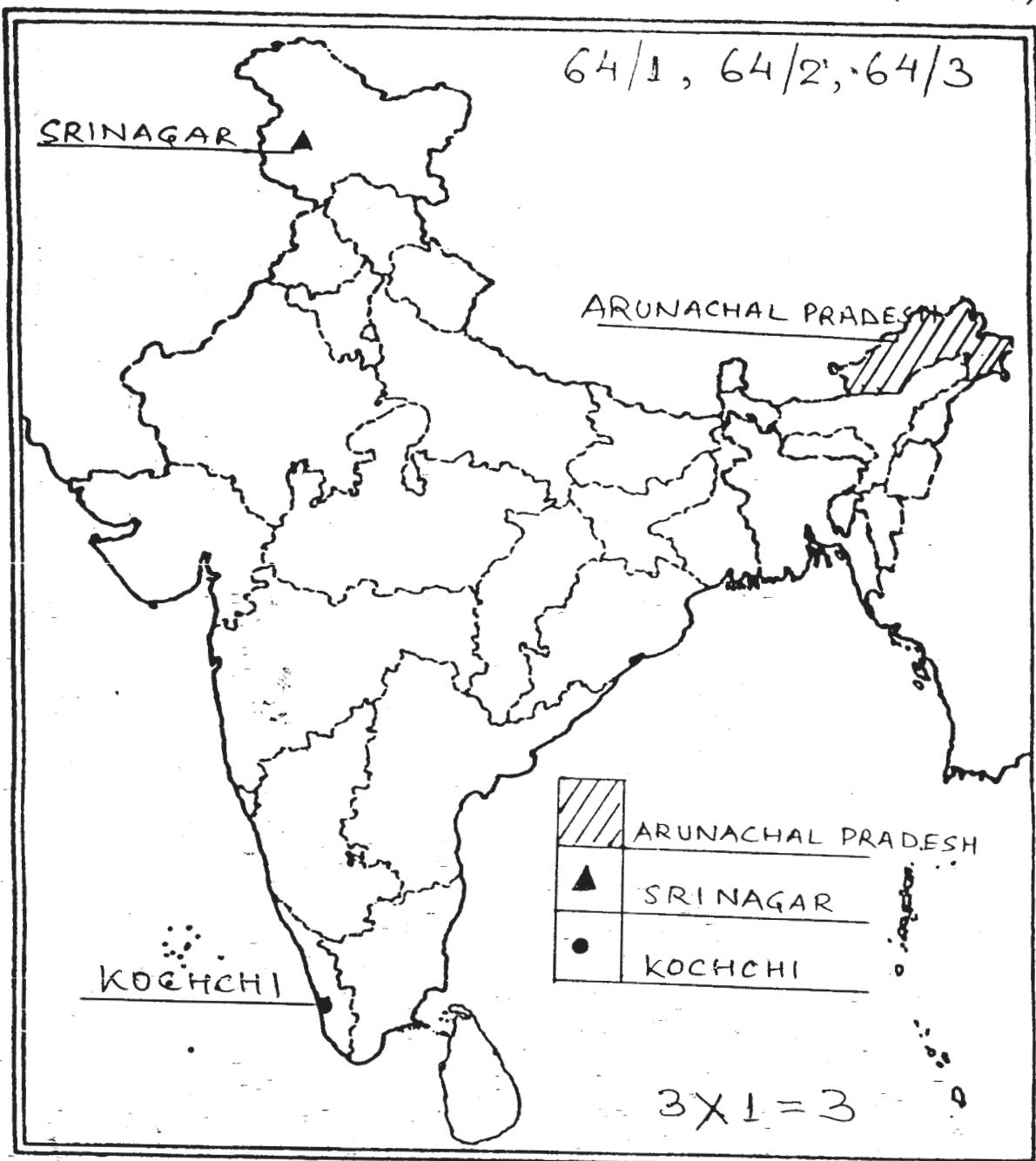


Q. No. 26.2

For question no. 26.2

प्रश्न सं. 26.2 के लिए

Outline Map of India (Political)  
भारत का रेखा-मानचित्र (राजनीतिक)



# PSYCHOLOGY (Theory)

Time allowed : 3 hours

Maximum Marks : 70

## GENERAL INSTRUCTIONS :

- (i) All questions are compulsory.
- (ii) Answers should be brief and to the point.
- (iii) Marks for each question are indicated against it.
- (iv) Question Nos. **1- 10** in Part - A are Learning Checks type questions carrying 1 marks each. You are required to answer them as directed.
- (v) Question **11 - 16** in Part B are Very short Answer type questions carrying 2 marks each. Answer to each question should not exceed **30** words.
- (vi) Question **17 - 20** in Part C are short Answer type-I questions carrying 3 marks each. Answer to each question should not exceed **60** words.
- (vii) Question Nos. **21 - 26** in Part-D are Short Answer Type-II questions carrying 4 marks each. Answer to each question should not exceed **100** words.
- (viii) Question Nos. **27 - 28** in Part-E are long Answer Type questions carrying 6 marks each. Answer to each question should not exceed **200** words.

## QUESTION PAPER CODE 63/1

### Part - A

1 Mark each

1. Information processing approach to intelligence is represented in the
  - (a) Theory of multiple intelligences      (b) Triarchic theory
  - (c) One-factor theory                        (d) Two factor theory
2. The notion of self-efficacy is based on \_\_\_\_\_ theory.
3. In \_\_\_\_\_ defense mechanism people attribute their own traits to others.
4. An individual's level of stress which helps in achieving peak performance and managing minor crisis is known as \_\_\_\_\_ .

## PART - B

## **2 Marks each**

11. Explain the term ‘social loafing’.
  12. Explain ‘Eustress’.
  13. What is anorexia nervosa ?
  14. What is ‘Emotional Intelligence’ ?
  15. Explain authenticity as a quality of an effective counsellor.
  16. Explain crowding tolerance.

**PART-C****3 Marks each**

17. What is attitude? State three components of attitude.

**OR**

Distinguish between beliefs and values.

18. State the three components of diathesis stress model of abnormal behaviour.
19. Explain the impact of television viewing on behaviour.
20. Describe three stages of interview.

**PART - D****4 Marks each**

21. How does social facilitation take place?
22. What are the stages of group formation? Explain with examples.
23. Differentiate between ‘personal self’ and ‘social self’ giving examples.
24. Give two limitations of behavioural ratings.
25. What is the effect of stress on psychological functioning?

**OR**

Discuss the strategies for coping with stress.

26. What do you understand by the term ‘dissociation’ ? Explain any two types of dissociative disorders.

**PART - E****6 Marks each**

27. State the techniques used in behaviour therapy. Explain the technique used for treatment of irrational fears.

**OR**

What are mood disorders? Discuss the main types of mood disorders.

28. What is creativity? With the help of example, explain how creativity is related to intelligence.

**OR**

Discuss the triarchic theory of intelligence giving suitable examples.

**QUESTION PAPER CODE 63**

**Part - A**

1. An individual has sudden and temporary fluctuation of consciousness that blots out painful experiences he/she is showing signs of

1

- (a) Panic disorder
- (b) Mood disorder
- (c) Conversion disorder
- (d) Dissociative disorder

2. The initial step in the listening process is

1

- (a) Attention to stimulus
- (b) Reception of stimulus
- (c) Paraphrasing of sentences
- (d) Assignment of meaning

3. In \_\_\_\_\_ form of defense mechanism, the person tries to make unreasonable behaviour seem reasonable and acceptable.

1

4. An individual's reaction to external stressors is called

1

- (a) Strain
- (b) Conflict
- (c) Pressure
- (d) Frustration

5. The ability to use past experiences creatively to solve novel problems is known as

1

- (a) Musical intelligence
- (b) Interpersonal intelligence
- (c) Experiential intelligence
- (d) Contextual intelligence

6. Dream interpretation and \_\_\_\_\_ are two important methods of eliciting intrapsychic conflicts in psychoanalysis. 1
7. When an attitude changes in a direction opposite to the existing attitude, it is called incongruent change. (True/False) 1
8. Behaving according to the group norm is called 1
- (a) Compliance
  - (b) Conformity
  - (c) Obedience
  - (d) Cooperation
9. Forceful destructive behaviour towards another person or object is described as 1
- (a) Aggression
  - (b) Violence
  - (c) Frustration
  - (d) Irritation
10. Type-D personality is characterized by proneness to \_\_\_\_\_. 1

### **PART - B**

11. What is meant by personal space? 2
12. Explain the term 'burnout'. 2
13. Explain participant observation. 2
14. What is the difference between groups and teams ? 2
15. What is an aptitude? 2
16. Explain the term hyperactivity. 2

### **PART C**

17. Explain the impact of television viewing on behaviour. 3

- |     |  |   |
|-----|--|---|
| 18. | Which are the observational skills required to be an effective psychologist? | 3 |
| 19. | Distinguish between obsessions and compulsions.                              | 3 |

**OR**

What are specific phobias?

- |     |   |   |
|-----|---|---|
| 20. | Distinguish between beliefs and values. | 3 |
|-----|---|---|

**PART - D**

- |     |   |   |
|-----|---|---|
| 21. | Explain the strategies for coping with stress.                            | 4 |
| 22. | What are projective techniques? State any two techniques.                 | 4 |
| 23. | Explain the humanistic perspective of personality.                        | 4 |
| 24. | Explain substance abuse and substance dependence. Give suitable examples. | 4 |
| 25. | What are the strategies for handling prejudice?                           | 4 |
| 26. | What are the stages of group formation? Explain with examples.            | 4 |

**OR**

What is group polarization? Explain with examples.

**PART - E**

- |     |  |   |
|-----|--|---|
| 27. | Discuss Gardner's theory of multiple intelligences with suitable examples. | 6 |
|-----|--|---|

**OR**

Discuss the effect of heredity (nature) and environment (nurture) on intelligence.

- |     |  |  |
|-----|--|--|
| 28. | Write in brief about any two therapies that encourage the clients to seek personal growth and actualize their potential. |  |
|-----|--|--|

**OR**

State the techniques used in behaviour therapy. Explain the technique used for treatment of irrational fears.

## **Marking Scheme - Psychology**

### ***General Instructions :***

1. The marking scheme is a guideline. Any relevant and appropriate information other than that given in the marking scheme may be marked correct. Student's own Language for explaining concepts be given due weightage.
2. Marks are not normally deducted for spelling errors but if the answer obliterates the right concept, marks may be deducted accordingly.
3. If a student has attempted both parts of a choice of a question, the part obtaining the higher score is to be considered.
4. Marks are not be deducted if answers are not written according to the sequence given in the question paper.
5. Marks are not to be deducted for exceeding the word limit.

### **QUESTION PAPER CODE 63/1 EXPECTED ANSWERS/VALUE POINTS**

#### **PART - A**

		Distribution of Marks	Page No. of Text Book
1	a / b - either or both are correct  a - theory of multiple intelligence  b - Triarchic theory	1	7, 8
2	Bandura's social learning theory	1	27
3	Projection	1	35

			Distribution of Marks	Page No. of Text Book
4	c) Eustress		1	51,52
5	c) Agoraphobia		1	76, 77
6	Negative reinforcement		1	97
7	False		1	119
8	b) Secondary group		1	135
9	Ecology		1	154
10	Paraphrasing		1	193, 185

## PART B

11	Social loafing is a reduction in individual's efforts when working on a collective task i.e. task in which outputs are pooled with those of other group members. It is not whole-hearted involvement of an individual in a task performed by many at a time. e.g. tug of war, clapping by students in morning assembly, or any other suitable example.	$1\frac{1}{2} + \frac{1}{2} = 2$	137
12	<b>Eustress</b> - Stress generally reduces efficiency for working but there are situations where the level of stress is good for one and is one of a person's best assets for achieving peak performance and managing minor crisis. It is a motivating force where one performs in his/her best way. Eustress is healthy, motivating and positive.	2	51, 52
13	<b>Anorexia Nervosa</b> <ul style="list-style-type: none"> <li>● Eating disorder generally prevalent among young people</li> <li>● Individual has a distorted body image that leads him / her to see himself / herself as overweight, often refusing to eat, exercising compulsively and developing unusual habits such as refusing to eat in front of others, they may lose large amount of weight and may even starve to death</li> <li>● Individual develops a notion that eating will lead to his / her becoming overweight and hence develops anorexia nervosa.</li> </ul>	2	84

		Distribution of Marks	Page No. of Text Book
14	<b>Emotional Intelligence</b>	2	17
	<ul style="list-style-type: none"> <li>● Refers to the ability to process emotional information accurately and efficiently</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>● It is a set of skills that underlie accurate appraisal, expression and regulation of emotions. It is the feeling side of intelligence. Some people feel difficulties in life due to non - acceptance of emotions of others</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>● The ability to monitor one's own and other's emotions, to discriminate among them and to use the information to guide one's thinking and actions</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>● Any relevant explanation (Salovey &amp; Mayer) amounting to any one of the above.</li> </ul>		
15	<b>Authenticity</b>	2	192
	<ul style="list-style-type: none"> <li>● It is an important characteristic of a counsellor. It means that your behavioural expression is consistent with what you value and the way you feel and relate to your inner self-image</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>● No difference between <b>I</b> - how the counsellor perceives himself and <b>me</b> is the collective judgement of the people you respect. It is one of the important characteristics of a counsellor</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>● It is an important characteristic of a counselor. If a counsellor keeps his behaviour, thinking, expressions etc consistent and correlates with what he / she values. feels and with his / her inner self image then he / she has authenticity. Moreover. authenticity on the part of a counsellor exists if there is no difference between his / her own conception about himself / herself and the judgement of others about him/her.</li> </ul>		

		Distribution of Marks	Page No. of Text Book
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16	<b>Crowding Tolerance</b> - refers to the ability to mentally deal with a high density or crowded environment .	2	160
----	---	---	-----

Crowding tolerance varies from person to person. Those who live in crowded places have more crowding tolerance than those who stay in less populated areas.

### **PART C**

17	Attitude is a state of mind, a set of views or thoughts, regarding an object, person or situation. Attitude possesses evaluative features such as positive, negative or neutral.	3	108
----	--	---	-----

It is accompanied by an emotional component and a tendency to act in a particular way with regard to the attitude object i.e. any object, person or situation

The components of attitude are

- i) **Cognitive** - Cognitive component refers to thought
- ii) **Affective** - Affective component refers to emotional aspect
- iii) **Behavioural** (conative) - Behavioural component refers to tendency to act.

(in the form of an example may also be accepted)

### OR

Beliefs	refer to the cognitive component of attitudes and form the ground on which attitudes stand such as belief in God or belief in democracy or any ideology. Beliefs modify one's action and hence behaviour.	3	109
---------	---	---	-----

Values are attitudes or beliefs that contain a 'should' or 'ought' aspect. such as moral or ethical values. Values refer to what one should do or act or behave in a particular situation.

18	<b>Diathesis - stress model</b> - an important model for explaining causes of abnormal behaviour. Diathesis refers to biological predisposition to the disorder.	3	75, 76
----	--	---	--------

<u>Components of Diathesis - stress model</u>			
●	Presence of some biological predisposition which may - be inherited.		
●	It may carry a vulnerability to develop a psychological disorder. i.e. one is more prone -to abnormal behaviour due to the presence of biological predisposition		
●	Presence of pathogenic stressors due to which the said predisposition evolves into a disorder.		
19	<p>1) <b>Infotainment</b> large number of information in attractive form are received. It is a powerful medium of instruction. Visual and auditory senses are aroused simultaneously</p> <p>2) Excellent-programmes that emphasise positive interpersonal attitudes and provide useful factual information</p> <p>3) Research findings have shown that watching violence may reduce natural aggressive tendency and lead to catharsis</p> <p>4) A consumerist attitude is developed due to television watching</p> <p>5) Children spend huge amount of time watching TV. this reduces their habit of reading and writing and outdoor activities.</p> <p>6) TV Programmes distract young viewers and interfere with their ability to concentrate on one target.</p> <p>7) There is impact on social life, social contacts are reduced</p> <p>(Any three from the above)</p>	3	173, 174
20	<b>Three stages of interviews</b>	3	189, 190
1)	<b>Opening</b> - establishing rapport, establishing goal of the interview		
2)	<b>Body</b> - heart of the process. questions are asked to generate information and data required for the purpose. A schedule of the questions is prepared for different domains and for different purposes.		
●	Questions are framed ranging from easy to difficult to extract reality of the interviewee.		

		Distribution of Marks	Page No. of Text Book
	<ul style="list-style-type: none"> <li>Questions are also formulated to assess facts as well as make subjective assessment.</li> </ul>		
3)	<b>Closing</b> - Interviewer summarises the collected information <ul style="list-style-type: none"> <li>Discussion of the next step is to be taken</li> <li>Interviewee is given a chance to ask questions or offer comments</li> </ul>		
21	<ul style="list-style-type: none"> <li>Social Facilitation refers to performance of an individual on specific tasks influenced by mere presence of others</li> <li>Individuals generally show better performances in the presence of other</li> <li>It happens because the individual experiences arousal</li> <li><u>Arousal</u> occurs because the individual feels he / she is being evaluated (<u>evaluation apprehension</u>)</li> <li><u>Nature of the task</u> - certain aspects of the task affect the performance of the task <ul style="list-style-type: none"> <li>- Simple, familiar, over learning facilitates</li> <li>- Complex, unfamiliar, less rehearsed inhibit</li> </ul> </li> <li><u>Role of coaction</u></li> </ul> <p>(any four)</p>	1+1+1+1	123
22	<b>Stages of Group Formation</b> <p>Naming in correct sequence should carry 1 mark</p> <p><u>Forming</u>: excitement, apprehension, uncertainty about the group, the goal and planning</p> <p><u>Storming</u>: conflicts among members because of roles, hierarchy and goal attainment</p> <p><u>Norming</u> : setting the rules and developing positive group identity</p> <p><u>Performing</u> : group moves towards achievement of group goals</p> <p><u>Adjourning</u> : may or may not be required</p>	1+3	133, 134

		Distribution of Marks	Page No. of Text Book
23	<p><u>Personal self</u>: leads to an orientation in which one feels concerned primarily with oneself. e.g. personal freedom. achievement and responsibility. comfort etc.</p> <p><u>Social self</u> emerges in relation with others, emphasises family and relationship. e.g. cooperation. unity, affiliation. sacrifice or sharing</p> <p>Social self is also called familial and relational self.</p>	2+2	26
24	<p><b>Limitations of Behavioral Ratings</b></p> <p>Limitations are</p> <ol style="list-style-type: none"> <li>1) Halo effect - raters often display certain biases regarding different traits, most are greatly influenced by a single favourable or unfavourable trait. this often forms the basis of a rater's over all judgement of a person.</li> <li>2) Middle category or extreme response bias - A tendency to place individuals either in the middle of the scale (middle category bias) by avoiding extreme positions or in the extreme position (extreme response bias) by avoiding middle categories on the scale)</li> </ol> <p>[If the student explains point 1 and 2 only with examples and covers word limit then full marks may be awarded]</p>	2+2	47
25	<p>Effects of stress on Psychological functioning:</p> <ul style="list-style-type: none"> <li>● <u>Emotional</u> - mood swings. erratic behaviour, decreasing confidence, anxiety. depression etc.</li> <li>● <u>Physiological</u> - increased production of certain hormones like adrenalin. cortisol, high BP. increased metabolism, physical activity</li> <li>● <u>Cognitive</u> - mental overload. impaired decision making. poor concentration. reduced short term memory</li> <li>● <u>Behavioural</u> - eating less nutritional food. Increased intake of stimulants like tobacco or other drugs. disrupted sleep pattern, increased absenteeism, reduced work performance.</li> </ul>	1+1+1+1	57, 58

**OR**

	Distribution of Marks	Page No. of Text Book
Strategies for coping with stress	4	62, 62

Given by Endler and Parker

- **Task oriented strategy** - involves obtaining information about the stressful situation and about alternative course of action and their probable outcome.
- **Emotion oriented strategy** – Efforts to maintain hope and to control one's emotions also involves venting feeling of anger and frustration
- **Avoidance oriented strategies** - Denying or minimising the seriousness of the situation: also involves conscious suppression of stressful thoughts and their replacement by self protective thoughts.

OR

By Lazarus and Folkman - coping responses are of two types- 2+2

- **Problem focussed** - attack the problem itself. They increase the person's awareness, level of knowledge. and range of behavioural and cognitive coping options
- **Emotion focussed** - call for psychological changes designed primarily to limit the degree of emotional disruption caused by an event with minimal effort to alter the event itself.

26 Dissociation is a severance of the connections between ideas and emotions. It involves feelings of unreality, estrangement, depersonalisation and sometimes a loss or shift of identity. 1 78

Different forms of dissociative disorders 1½+1½

- i) **Dissociative Amnesia** - without any brain injury, amnesia for immediate past. selected part of the past or whole past
- ii) **Dissociative fugue** - unexpected travel away -from home, assumption of new identity
- iii) **Dissociative identity disorder** - multiple personalities, each may not be aware of the other

		Distribution of Marks	Page No. of Text Book
iv)	<b>Depersonalization</b> -dream like state, -separated from self and reality  (explanation of any two)	$\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}$	
27.	<ul style="list-style-type: none"> <li>● Negative reinforcement</li> <li>● Positive reinforcement</li> <li>● Differential reinforcement</li> <li>● Ignoring unwanted behaviour</li> <li>● Aversive conditioning</li> <li>● Modelling</li> <li>● Token Economy</li> </ul> (name any four)	$\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+$ $\frac{1}{2} + 4$	98

Systematic Desensitization is a technique introduced by Wolpe for treating phobias or irrational fears. It is based on the principle of reciprocal inhibition.

#### Steps of systematic desensitization

- i) Interview
- ii) Relaxation training
- iii) Formulation of hierarchy
- iv) Desensitization

OR

Mood Disorders characterised by disturbances in mood or prolonged emotional state. It can refer to a symptom or a disorder 2

OR

#### **Risk factors**

- Age
- Gender
- Genetic factor
- Situational factors.

		Distribution of Marks	Page No. of Text Book
	Types -	1½	79, 80
1)	<b>Depression</b> - change in body weight. constant sleep problems, tiredness etc.		
2)	<b>Mania</b> - extremely active, talkative, easily distractible	1½	
3)	<b>Bipolar</b> - both mania and depression are alternately present	1	
28	<b>Creativity</b> - the ability to produce ideas, objects and problem solutions that are novel, appropriate and useful	1	201
	<ul style="list-style-type: none"> <li>● Creativity manifests in every field of life</li> <li>● Everyday life (pottery, cooking)- as well as high level - inventions, discoveries</li> <li>● The level of creativity varies in individuals and in spheres</li> <li>● It is affected by complex interactions of heredity - and environment</li> </ul> <p>(any two points)</p>		
	Creativity and Intelligence		
	<ul style="list-style-type: none"> <li>● Positive - correlation between intelligence and creativity (brief explanation is required)</li> <li>● A certain level of intelligence is required for creativity</li> <li>● Tests of creativity are open ended and intelligence tests are more structured.</li> </ul>	3	
	OR		
	Triarchic theory - Proposed by Robert Sternberg		8, 9
	<ul style="list-style-type: none"> <li>● Definition by Sternberg</li> <li>● Elements</li> </ul>	1½	
1)	<b>Componential Intelligence</b>		
a)	Knowledge acquisition, learning and acquisition	½x3 = 1½	
b)	Meta/high order components involves planning		
c)	Performance component - doing things		

		Distribution of Marks	Page No. of Text Book
2)	<b>Experiential Intelligence</b> - reflects in creative performance. Persons high on this aspect, integrate different experiences in an original way to make new discoveries and inventions		1½
3)	<b>Contextual Intelligence</b> - persons high on this aspect easily adapt to their present environment or select a more favourable environment. street smartness / business sense		1½

**NB:**

If an examinee attempted Q No -28 based on creativity. then minimum **four** marks is to be awarded since this question is out of syllabus. However, if examiner is satisfied that the answer is perfect. then six marks or marks accordingly can be awarded.

**QUESTION PAPER CODE 63**  
**EXPECTED ANSWERS/VALUE POINTS**

**PART - A**

1	d - dissociative disorder	1	78
2	b - reception of stimulus	1	
3	Rationalisation	1	
4	a – Strain	1	
5	c - Experiential	1	
6	Free association	1	
7	True	1	
8	b - conformity	1	
9	a - aggression	1	
10	Depression	1	

## PART B

- 11 Personal-space is a small area around an individual, considered belonging to her/him, invasion of which is experienced as threatening or unpleasant 2 160

## OR

It is a comfortable physical space one generally likes to maintain around oneself. It is affected by a high density environment. In a crowd there is a restriction on personal space and this can cause negative reaction

- 12 The state of physical, emotional and psychological exhaustion caused by stress is known as burnout. 1+1 59

Physical - chronic fatigue, low energy etc.

Mental - irritability, anxiety etc.

- 13 - variation of the method of naturalistic observation  $\frac{1}{2}+1+\frac{1}{2}$  181  
 - observer becomes an active member (insider) of the setting  
 - widely used by anthropologists

- |    |       |      |     |
|----|-------|------|-----|
| 14 | Group | Team | 1+1 |
|----|-------|------|-----|
- i) Performance is dependent on contribution of individual member      i) Both individual contribution and team work matters
- ii) The leader holds the responsibility for the work      Leader and members hold themselves responsible

- 15 **Aptitude** - it is a combination of characteristics that indicates an individual's capacity to acquire some specific knowledge or skill after 'training. 2 17

- 16 Constant motion, fidget, squirm, climb and run around the room aimlessly, driven by a motor, always on the go, talk incessantly 2 83

Distribution Page No.  
of Marks of Text Book

## PART C

- |    |    |  |          |
|----|----|--|----------|
| 17 | 1) | Infotainment - large amount of information in attractive form is received. It is a powerful medium of instruction, senses are aroused simultaneously | 173, 174 |
|    | 2) | Children spend huge amount of time watching TV, this reduces their habit of reading and writing and outdoor activities.                              | 1+1+1    |
|    | 3) | Excellent programmes that emphasize positive interpersonal attitudes and provide useful factual information  |          |
|    | 4) | TV Programmes distract young viewers and interfere with their ability to concentrate on one target.  |          |
|    | 5) | Research findings have shown that watching violence may reduce natural aggressive tendency and lead to catharsis                                     |          |
|    | 6) | A consumerist attitude has developed due to television watching  |          |
|    | 7) | There is impact on social life, social contacts are reduced  |          |

(Any three from the above)

- 18 A psychologist may begin with carefully scrutinising the physical setting in order to capture its “atmosphere”

A psychologist actively engages in observing people and their actions, include the demographic features (age, gender etc) ways of dealing and relating with others

OR

- observe patiently
  - attention to physical surroundings
  - aware of people's reactions, emotions and motivations
  - ask questions
  - optimistic curiosity
  - be ethical

		Distribution of Marks	Page No. of Text Book
19	<b>Obsession</b> refers to the inability to stop thinking about a particular idea or topic, often these thoughts are unpleasant and shameful.  <b>Compulsion</b> refers to the need to perform certain behaviours over and over again such as ordering, checking, touching and washing.	1½+1½	76
	OR		
	<b>Specific phobias</b> - most commonly occurring type of phobias, irrational fears such as intense fear of a certain type of animal or of being in an enclosed space	3	
20	<b>Attitude</b> - is a state of mind, a set of views or thoughts. regarding an object, person or situation. Attitude possesses evaluative features such as positive, negative or neutral.  It is accompanied by an emotional component and a tendency to act in a particular way with regard to the attitude object i.e. any object, person or situation	3	108
	The components of attitude are		
	i) Cognitive - Cognitive component refers to thought ii) Affective - Affective component refers to emotional aspect iii) Behavioural - Behavioural component refers to tendency to act.		
	OR		
	<b>Beliefs</b> refer to the cognivite component of attitudes and form the ground on which attitudes stand such as belief in God, or belief in democracy. Beliefs modify the way of one's action and, hence behaviour.  Values are attitudes or beliefs that contain a 'should' or 'ought' aspect, such as moral or ethical values. Values refer to what one should do or act or behave in a particular situation.	3	109
21	Effect of stress:  <ul style="list-style-type: none"> <li>● Emotional - mood swings, erratic behaviour, decrease in confidence, anxiety, depression etc.</li> </ul>	1+1+1+1	57, 58

	Distribution of Marks	Page No. of Text Book
<ul style="list-style-type: none"><li>● Physiological- increased production of certain hormones like adrenalin, cortisol, high BP, metabolism, physical activity</li><li>● Cognitive - mental overload, impaired decision making, poor concentration, reduced short term memory</li><li>● Behavioural - eating less nutritional food, increased intake of stimulants like tobacco or other drugs, disrupted sleep pattern, increased absenteeism reduced work performance.</li></ul>		

OR

Strategies for coping with stress 4 62-62

Given by Endler and Parker

- **Task oriented strategy** - involves obtaining information about the stressful situation and about alternative course of action and their probable outcome.
  - **Emotion oriented strategy** - Efforts to maintain hope and to control one's emotions also involves venting feelings of anger and frustration
  - **Avoidance oriented strategies** - Denying or minimising the seriousness of the situation; also involves conscious suppression of stressful thoughts and their replacement by self protective thoughts.

OR

By Lazarus and Folkman - coping responses are of two types- 2+2

- Problem focussed — attack the problem itself. They increase the person's awareness, level of knowledge, and range of behavioural and cognitive coping options
  - Emotion focussed - call for psychological changes designed primarily to limit the degree of emotional disruption caused by an event with minimal effort to alter the event itself.

22 Projective techniques - based on psychodynamic theory, were developed to assess unconscious motives and feelings, based on the 3+1 42-46

assumption that a less structured or unstructured stimulus / situation will allow the individual to project his / her own feelings, desires and needs onto that situation.

Features :-

- Stimuli are relatively or fully unstructured
- Person is not aware of the purpose of assessment
- No correct or incorrect answers
- Response reveals a significant aspect of personality
- Scoring and interpretation are lengthy and subjective

Techniques :-

- The Rorschach Ink blot test
- The Thematic apperception test
- Rosenzweig's picture - frustration study
- Sentence completion test
- Draw a person test

(any two)

23	<ul style="list-style-type: none"> <li>● Proposed by Rogers</li> </ul>	4	40, 41
	<ol style="list-style-type: none"> <li>1) Fully functioning person—fulfilment is the motivating force for personality development</li> <li>2) Two assumptions by Rogers -           <ol style="list-style-type: none"> <li>i) Behaviour is goal-directed and worthwhile</li> <li>ii) People use adaptive, self-actualising behaviour</li> </ol> </li> <li>3) Discrepancy between the real self and ideal self after results in unhappiness and dissatisfaction</li> <li>4) An atmosphere of unconditional positive regard must be created in order to ensure enhancement of people's self-concept. The client-centred therapy creates this condition.</li> </ol>		

		Distribution of Marks	Page No. of Text Book
	5) Maslow has given the concept of self-actualisation 6) This theory emphasises the significance of positive aspects of life  (any four points)		
24	Substance Abuse - significant and repeated (recurrent) adverse consequences related to the use of substances for example - alcohol, heroin, cocaine, etc.  ● People using drugs have following effects a) Damage their family and social relationship b) Poor performance at work c) Create physical hazards	1+1+1+1	84
25	Missing M/S page		
26	Missing M/S page  3) Group polarisation leads to firm conviction because of three reasons - a) View points from like minded ,people provide newer arguments favouring one's view points b) Such new ideas are validated by the public - band wagon effect c) Formation of in groups which leads to identification with the group showing conformity  Eg Capital punishment or any other example (example is a must)		
27	Theory of multiple intelligences - Howard Gardner  3 principles a) Intelligence is not a single entity b) Intelligences are not independent of each other c) Different type of intelligences interact and work together to find solutions to a problem	2 1/2x8	98 07

Types of Multiple Intelligences -

- i) Linguistic
- ii) Musical
- iii) Spatial
- iv) Bodily kinaesthetic
- v) Interpersonal
- vi) Intrapersonal
- vii) Naturalistic
- viii) Logic - mathematical

(brief explanation of above)

OR

Nature and Nurture Interplay

Role of nature - 3

Study on identical twins

Correlation

- Identical twins reared together (.90)
- reared apart (.72)
- fraternal twins reared together (.60)
- Siblings reared together (.50)
- Siblings reared apart (.25)

Studies of adopted children's intelligence show more similarity to their biological parents

Role of nurture -

- As children grow, their intelligence levels move closer to their adaptive parents 2
- Environment deprivation lowers level of intelligence while enriched environment increases level of intelligence.

		Distribution of Marks	Page No. of Text Book
	Hence heredity sets the range within which an individual's intelligence is shaped by support and opportunities of the environment.	1	10
28	Humanistic Existential therapies	3+3	201

Explanation of any two of:

Client-centred therapy

Logo therapy

Gestalt therapy

Client centred therapy

By Carl Rogers

- a) warm relationship
- b) empathy
- c) unconditional positive regard
  - reflection is achieved by rephrasing the statement of the client
  - this helps the client to become integrated
  - the therapy helps the client to become his / her real self

Logo Therapy

- meaning making - Frankl
- treatment for soul
- quest for finding spiritual truth of one's existence
- spiritual unconscious - existential anxiety
- the goal of the therapy is to help patients find meaning and responsibility in their lives irrespective of their life circumstances

Gestalt Therapy Gestalt means whole

Given by Perls

- Goal is to increase the self awareness and self acceptance

Distribution of Marks	Page No. of Text Book
--------------------------	--------------------------

- Client is taught to recognise the bodily process and the emotions that are being blocked out from awareness
- This is done by encouraging the client to act out fantasies about feelings and conflicts
- Can be used in group settings

(explanation of any two)

- Negative reinforcement  $\frac{1}{2}+\frac{1}{2}+\frac{1}{2}$  98
- Positive reinforcement  $\frac{1}{2}+4$
- Differential reinforcement
- Ignoring unwanted behaviour
- Aversive conditioning
- Modelling
- Token Economy

(name any four)

Systematic Desensitization: is a technique introduced by Wolpe for treating phobias or irrational fears. It is based on the principle of reciprocal inhibition.

Steps of systematic desensitization

- i) Interview
- ii) Relaxation training
- iii) Formulation of hierarchy
- iv) Desensitization

# SOCIOLOGY

**Time allowed : 3 hours**

**Maximum Marks : 100**

## GENERAL INSTRUCTIONS :

- (i) There are 25 questions in all.
- (ii) All questions are compulsory.
- (iii) Question Nos. 1–14 are of 2 marks each, and are to be answered in about 30 words.
- (iv) Question Nos. 15–21 are of 4 marks each, to be answered in about 80 words.
- (v) Question Nos. 22–24 are of 6 marks each, to be answered in about 200 words.
- (vi) Question No. 25 carries 6 marks and is to be answered based on the passage given.
- (vii) Answer should be precise and to the point.

## QUESTION PAPER CODE 62/1

- |     |  |   |
|-----|--|---|
| 1.  | What are some of the problems faced by the mine workers?                             | 2 |
| 2.  | Mention any two structural changes brought about by colonialism.                     | 2 |
| 3.  | Define the term assimilation.  | 2 |
| 4.  | What does the theory of resource mobilization tell us about social movements?        | 2 |
| 5.  | Differentiate between a strike and a lockout.  | 2 |
| 6.  | How did colonial laws favour the owners and managers of the tea industry?            | 2 |
| 7.  | Mention any two changes that caste underwent during the colonial rule.               | 2 |
| 8.  | What is meant by cultural diversity?   | 2 |
| 9.  | According to Marx, what is alienation or alienated labour?                           | 2 |
| 10. | In what ways have transnational television companies adapted to the Indian audience? | 2 |

- |     |   |   |
|-----|---|---|
| 11. | What is meant by corporate culture?   | 2 |
| 12. | What is meant by the phrase ‘invisible hand’ ?  | 2 |
| 13. | What is meant by direct democracy?  | 2 |
| 14. | What are the prime features of industrial societies today?                                  | 2 |
| 15. | What is the mass media expected to do in order to function as the “watchdog of democracy” ? | 4 |
| 16. | In what ways can changes in social structure lead to changes in family structure?           | 4 |

**OR**

Highlight the sources of conflict between National development and tribal development.

- |     |   |   |
|-----|---|---|
| 17. | What were the issues against which the leaders of the Jharkhand movement were agitating ? | 4 |
| 18. | Explain the economic policy of liberalization.  | 4 |

**OR**

Explain the impact of globalization on culture.

- |     |   |   |
|-----|---|---|
| 19. | What are Nyaya Panchayats ? What authority do they possess?                       | 4 |
| 20. | What are some of the issues taken up by civil society organizations today?        | 4 |
| 21. | What is ‘commodification’ ? Explain with examples.                                | 4 |
| 22. | Describe some of the State initiatives addressing caste and tribe discrimination. | 6 |
| 23. | Define Sanskritization. Why was it criticized at different levels?                | 6 |
| 24. | What were the major land reforms introduced after independence?                   | 6 |

## OR

What were the social consequences of the green revolution?

25. Read the following passage and answer the questions below:

6

### **DOUBTS OVER LADLI EFFECT IN TONY\* AREAS**

New Delhi: In a first, 2008 saw more girls than boys being born in the capital. “it is a little illogical to assume that Ladli has curbed female foeticide in those classes too,” said a senior official commenting on the adverse sex ratio in tony colonies.

“The way we are interpreting the figure is simply that there is an increase in the registration of births of girls.”

In order to qualify for the Ladli scheme, a family’s annual income has to be less than Rs 1 lakh a year. Ironically, the 2001 census clearly showed that the sex ratio is worst in middle class and upper middle class localities, including Punjabi Bagh, Greater Kailash and Malviya Nagar.

Under Ladli scheme, every girl child is entitled to Rs. 6000/5000 at the time of birth, depending on whether the baby was delivered in a government hospital or elsewhere. Then onwards, the government deposits Rs. 5000 each at the time of admission to classes I, VI, IX, X and XII. The money is kept as a long-term fixed deposit in the name of the child who can encash it when she turns 18.

(The Times of India, 15-08-09)

(\* Note: ‘Tony’ means posh or affluent - i.e., an area or neighbourhood where relatively well off people live.)

- (a) Define sex ratio. What is meant by an ‘adverse’ or falling sex ratio in this context?

2

- (b) Do you feel that schemes like the Ladli scheme will help to solve the problem of the adverse child sex ratio? Give reasons for your answer.

4

## **QUESTION PAPER CODE 62**

- |     |   |   |
|-----|---|---|
| 1.  | What is meant by the ‘age structure’ of population?   | 2 |
| 2.  | What is meant by secularisation ?   | 2 |
| 3.  | What are two features of ascriptive identity?   | 2 |
| 4.  | What is the difference between law and justice?   | 2 |
| 5.  | Why do Dalit social movements have a particular character that is different from other movements?                 | 2 |
| 6.  | What is social about social inequality?   | 2 |
| 7.  | What rights does the right to information give to citizens?   | 2 |
| 8.  | What is meant by the globalization of finance?  | 2 |
| 9.  | What was the significance of the ‘Silk Route’ ?   | 2 |
| 10. | Differentiate between a reformist and a revolutionary movement.   | 2 |
| 11. | How is colonialism different from earlier forms of conquests?   | 2 |
| 12. | Differentiate between Fordism and Post-Fordism.   | 2 |
| 13. | What were the demands of workers in the Bombay textile strike of 1982 ?   | 2 |
| 14. | Name two women’s organizations of the early twentieth century.  | 2 |
| 15. | What is meant by westernization? Describe its different aspects.  | 4 |
| 16. | Explain regionalism in the Indian context.  | 4 |
| 17. | According to demographers and sociologists, what are the reasons for the decline in the child sex ratio in India? | 4 |
| 18. | Write a note on home based industry with suitable examples.   | 4 |

19. What were the major women's issues taken up by various reformers in Indian history?

**OR**

Describe the social phenomenon of untouchability and explain its various dimensions.

20. What are Panchayats ? What are some of their powers and responsibilities?

4

**OR**

In a democratic form of government, political parties are key actors. Explain.

21. What was the impact of colonialism on Indian society?

4

22. Write a note on the beginnings of the modern mass media. What were its effects?

6

**OR**

In what ways has globalisation affected Indian television?

23. Explain the common features of the caste system as it existed in the past.

6

24. Highlight the caste-based markets and trading networks in pre-colonial India.

6

25. Read the following passage and answer the questions below:

Peddolla Napidi Bhumana hanged himself at home in Donchanda village of Morthad Mandal late on Friday night. It's learnt that the 55-year old farmer, faced with crop failure, was driven to desperation because he was unable to clear his mounting debts. Most suicides in Andhra Pradesh have been reported from the arid regions of Telangana and Rayalaseema where farmers are heavily dependent on rain.

As in Vidarbha last year, most of the suicides have been farmers who had borrowed heavily from private money-lenders at exorbitant interest rates. The loans were taken to dig borewells to tap ground water for cotton and other vegetable crops in the absence of rain. The situation has been exacerbated by the falling water table in these districts.

*(Taken from a report in The Times of India of 16/08/09)*

- (a) Which are the regions where most farmers' suicides have taken place? Why  
have these regions been affected? 2
- (b) What are some of the changes in rural society and the agrarian economy that  
are responsible for farmers' suicides? 4

# SOCIOLOGY

## General Instructions for Head Examiner

1. Examiner should adhere to the Marking scheme
2. Examiner to go through the Marking Scheme carefully before commencing evaluation.
3. In the questions which are general in nature, the examiner may take into consideration any relevant points.
4. Detail of Question Papers :  
Practical Exam = 20  
Theory Exam = 80

Questions 1 to 14 are of 2 marks  
Questions 15 to 21 are of 4 marks  
Questions 22 to 24 are of 6 marks  
Questions 25 is a passage having two questions of 2 & 4 marks
5. Examiners are requested to kindly be objective in checking papers and not to be over sympathetic or over strict in marking.

## QUESTION PAPER CODE 62/1 EXPECTED ANSWERS/VALUE POINTS

### 1. What are some of the problems faced by the mine workers?

Ans. Some of the problems faced by the mine workers are:

1. Many workers develop breathing problems and diseases like tuberculosis
2. They face dangerous conditions – due to flooding, fire, collapse of roofs, emission of gases etc.

2

### 2. Mention any two structural changes brought about by colonialism?

Ans. • Industrialization  
• Urbanization

1+1

**3. Define the term assimilation.**

Ans. **Assimilation is-**

A process of cultural unification and homogenization by which newly entering or subordinate groups lose their distinctive culture and adopt the culture of the dominant majority.

(or any other definition / meaning of the term)

2

**(NOTE: The term “Define” should be interpreted as “meaning” However there is a possibility that the student may give a definition from class XI)**

**4. What does the theory of resource mobilization tell us about social movements?**

Ans. The theory of resource mobilization explains that if a movement can mobilize the resources such as **leadership, organizational capacity, communication facilities** and can use them within the available political opportunity structure, it is more likely to be effective.

(Any two)

2

**5. Differentiate between a strike and a lockout.**

Ans. In a strike, workers do not go to work as a united group whereas in a lockout the management shuts the gate and prevents workers from coming to work.

(Meaning of words should be clear)

1+1

**6. How did colonial laws favour the owners and managers of the tea industry?**

Ans. 1. The colonial government often used unfair means to hire and forcibly keep labourers.  
2. Harsh measures were taken against the labourers to make sure they benefited the owners and managers.  
3. The law being in favour of the colonisers helped them to live a life of luxury.  
4. The laws of colonized countries did not have to stick to the democratic norms that the British had to follow in Britain.

(Any 2 points)

1+1

**7. Mention any two changes that caste underwent during the colonial rule.**

Ans. 1. Official efforts to collect information on castes through the census and surveys

affected the institution itself- caste identities became more solidified/fixed/rigid.

2. The land revenue settlements and laws served to give legal recognition to the caste-based rights of the upper castes, who now became owners of land.
3. The scheduled castes and tribes were recognized by the government as needing special treatment to overcome their caste/social disadvantages.

(Any two)

1+1

#### **8. What is meant by cultural diversity?**

- Ans. By cultural diversity we mean different types of social groups and communities (defined through markers, like Language, Religion, Sect, Race or Caste) living in the same country, in this case India.

2

#### **9. According to Marx, what is alienation or alienated labour?**

- Ans. When workers do not enjoy work, have no control over it and see it as something they have to do only in order to survive, this kind of labour/work is named as alienation or alienated labour by Marx.

(or any other relevant meaning)

2

**(NOTE: “alienated labour” is not mentioned in the book. However, alienation, alienation of labour and land alienation are explained.)**

#### **10. In what ways have transnational television companies adapted to the Indian audience?**

- Ans. • By using popular local content, like Hindi films.  
• By dubbing their international programmes in Indian languages.  
• By making Indian versions of popular international programmes.

(Indian Idol, Kaun banega Crorepati etc.)

(Any other relevant point)

(Any 2 points)

1+1

#### **11. What is meant by corporate culture?**

- Ans. Corporate culture is a branch of management theory that seeks to increase productivity and competitiveness through the creation of unique organizational cultures involving all members of a firm.

## OR

A way of doing things, promotion and packaging of products.

2

**12. What is meant by the phrase ‘invisible hand’?**

Ans. An unseen force at work in /through the market economy that converts what is good for each individual into what is good for society. This unseen force was called the “invisible hand” by Adam Smith.

2

**13. What is meant by direct democracy?**

Ans. In a direct democracy, all citizens without intermediary elected or appointed officials can participate directly in making public decisions

2

**14. What are the prime features of industrial societies today?**

Ans. 1. A large majority of the employed population work in factories, offices or shops rather than agriculture.  
2. Most of the people live in towns and cities.  
3. Heterogenous / mixed population  
4. Machine based production  
5. Complex division of labour  
6. Long working hours  
7. Feeling of alienation  
8. Breaking of joint families  
9. Occupational diversification  
10. Anonymous relationship.  
11. Caste distinctiveness do not matter.

(Any 2 points)

1+1

**15. What is the mass media expected to do in order to function as the “watchdog of democracy”?**

Ans. 1. It is expected to spread awareness and encourage the fight against oppressive social practices;  
2. it is expected to inform people about development

(Any other relevant point)

2+2

**16. In what ways can changes in social structure lead to changes in family structure?**

**OR**

**Highlight the sources of conflict between National Development & tribal development?**

- Ans. 1. According to social structure a family can be male headed or female headed; migration of men in search of work can increase the number of female headed households.
2. It can be nuclear or extended, depending on social norms, living/housing conditions etc.
3. The line of descent can be matrilineal or patrilineal ; socio-cultural traditions determine this.
4. The long work schedules of young parents may lead to increasing number of grand parents moving in as care givers for young grand children.

(Any other relevant point)

**1+1+1+1**

**OR**

1. National Development involves building of dams, factories etc.
2. Process of national development dispossess tribals of their land
3. Loss of forests affects the tribal economy
4. Heavy in migration of non-tribals threatens the tribal culture

(Any other relevant point)

**1+1+1+1**

**17. What were the issues against which the leaders of the Jharkhand movement were agitating?**

- Ans. 1. Acquisition of land for large irrigation projects and firing ranges.
2. Survey and settlement operations
3. Collection of loans, rent and co-operative dues
4. Nationalization of forest produce
5. Wanted a separate state for themselves- Political autonomy
6. Revival of tribal customs and cultural practices.

7. Shared hatred towards “dikus” - migrant traders, outsiders

(Any 4) 1+1+1+1

**18. Explain the economic policy of liberalization.**

**OR**

**Explain the impact of globalization on culture.**

- Ans. 1. The term liberalization refers to arrangement of policy decisions that the Indian state took since 1991 to open up the Indian economy to the world market.
2. This marked a break with an earlier stated policy of the government to have a greater control over the economy, in order to protect Indian industry and to develop the economy.
3. Liberalization of economy meant the steady removal of rules that regulated Indian trade and finance which was described as economic reforms; this allowed more freedom to private industry.
4. It would bring about greater integration in a global market, involve taking loans from institution like IMF.

(Any other relevant point)

(Any four) 1+1+1+1

**OR**

1. Initially it was expected that all cultures will become similar i.e homogeneous, with globalization
2. But in fact, this has not happened; instead there is an increasing tendency towards glocalization of culture (mixing of global with local)
3. So, influences from around the world are now affecting all local cultures  
Examples- Bhangra pop, television etc.
4. It has led to culture of consumption and corporate culture.
5. Gender issue has become more democratic and inclusive.
6. It has posed a threat to indigenous craft, literary tradition & knowledge system.

(Any other relevant point)

(Any four) 1+1+1+1

**19. What are Nyaya Panchayats? What authority do they possess?**

- Ans. 1. Nyaya panchayats have been constituted in some states to hear some petty, civil and criminal cases
2. They can impose fines but cannot award a sentence
3. These village courts have often been successful in bringing about an agreement amongst contending parties
4. They have been particularly effective in punishing men who harass women for dowry etc.

(Any two points)

2+2

(Since it is not given directly in the book, any relevant meaning/points given may be considered)

(NOTE: “What is Nyaya Panchayat”? It is not mentioned clearly to facilitate a clear answer however the authority is mentioned.)

**20. What are some of the issues taken up by the civil society organizations today?**

- Ans. The issues taken up by the Civil Society Organizations are:

1. Tribal struggles for Land rights.
2. Devolution in urban governance.
3. Campaigns against rape and violence against women
4. Rehabilitation of those displaced by dams and other developmental projects.
5. Fisherman’s struggles against mechanized fishing.
6. Rehabilitation of hawkers.

(Any four)

1+1+1+1

**21. What is “commodification”? Explain with examples.**

- Ans. Things that were earlier not traded in the market have become commodities. It is called commodification.

2

Examples:

1. Sale of organs - Kidneys by the poor to rich patients
2. Commodification of labour
3. Sale & purchase of human beings in earlier times

- 4. Professional marriage bureaus & websites for arranging marriages.
  - 5. Private institutes offering courses of Personality Development.
  - 6. Sale of bottled water
- (Any other example) 1+1
- (Any two) 1+1

**22. Describe some of the state initiatives addressing caste and tribe discrimination**

- Ans. 1. Reservation of seats in the State and Central legislatures
2. Reservation of jobs in govt. service across all departments.
3. Reservation in educational institutions
4. The Constitution Amendment Act of 2005
5. The Prevention of Atrocities Act of 1989
6. The Constitution abolished untouchability- Article 17

(Any other relevant point)

(Any six) 1+1+1+1+1+1

**23. Define Sanskritisation. Why was it criticized at different levels?**

- Ans. According to M.N.Srinivas - Sanskritisation can be defined as the process by which a low caste or tribe or other group takes over the customs, rituals, beliefs, ideology and style of life of a high and in particular a twice –born caste.

**OR**

According to M.N. Srinivas, Sanskritisation refers to a process whereby members of a (usually middle or lower) caste attempt to raise their own social status by adopting the ritual, domestic and social practices of a caste (or castes) of higher status.

2

It has been criticized-

- 1. For exaggerating social mobility or the scope of lower castes to move up the social ladder
- 2. As the ideology of sanskritisation accepts the ways of the upper caste as superior and that of the lower caste as inferior.
- 3. As it seems to justify a model that rests on inequality and exclusion

4. As it results in the adoption of upper caste rites and rituals it leads to practices of secluding girls and women; adopting dowry practices instead of bride price.
5. For leading to Dalit cultures and society being eroded/devalued

(Any other relevant point)

(Any four)

4

**24. What were the major land reforms introduced after independence?**

**OR**

**What were the social consequences of green revolution?**

Ans. The major land reforms are as follows-

1. Abolition of Zamindari system-abolition of intermediaries that stood between the cultivator and the state.
2. The Tenancy Regulation Act to give security to the tenants.
3. Land ceiling Act

(Explain all three)

2+2+2

**OR**

The social consequences of green revolution are-

1. Increase in agricultural productivity specially in Punjab, Haryana etc. It has been considered a major achievement of the government and scientists.
2. It was primarily the medium and large farmers who were able to benefit from the new technology
3. It increased the inequalities in rural society
4. It led to displacement of the service caste groups
5. It was a process of differentiation in which the rich grew richer and many of the poor stagnated or grew poorer.
6. In market-oriented cultivation especially where a single crop is grown, a fall in prices or a bad crop can spell financial ruin for farmers
7. It increases the regional inequalities

(Any Six)

1+1+1+1+1+1

**25. Read the following passage and answer the questions below.**

### **DOUBTS OVER LADLI EFFECT IN TONY AREAS**

New Delhi: In a first, 2008 saw more girls than boys being born in the capital. “it is a little illogical to assume that ladli has curbed female foeticide in those classes too,” said a senior official commenting on the adverse sex ratio in tony (‘Tony’ means posh or affluent- i.e; an area or neighbourhood where relatively well off people live) colonies.

“The way we are interpreting the figure is simply that there is an increase in the registration of births of girls.”

In order to qualify for the Ladli scheme, a family’s annual income has to be less than Rs 1 lakh a year, Ironically, the 2001 census clearly showed that the sex ratio is worst in middle class and upper middle class localities , including Punjabi Bagh, Greater Kailash and Malviya Nagar.

Under Ladli scheme, every girl child is entitled to Rs. 6000/5000 at the time of birth, depending on whether the baby was delivered in a government hospital or elsewhere.

Then onwards, the government deposits Rs. 5000 each at the time of admission to classes I, VI, IX, X and XII. The money is kept as a long- term fixed deposit in the name of the child who can encash it when she turns 18.

(The Times Of India, 15/08/2009)

(NOTE: Tony means posh or affluent – i.e., an area or neighbourhood where relatively well off people live)

**a) Define sex ratio. What is meant by an ‘adverse’ or falling sex ratio in this context?**

Ans Sex ratio is defined as the number of females per 1000 males in a given area during a specified period of time.

Adverse sex ratio refers to a decline in sex ratio, or a fall in the number of women relative to men.

**1 + 1**

**b) Do you feel that schemes like the Ladli scheme will help to solve the problem of the adverse child sex ratio? Give reasons for your answer.**

Ans - Yes, (i) because it focuses attention on the problem & encourages positive responses;

(ii) even if low sex ratios seem to be associated with affluence, it is also a problem among other sections.

- No, (i) because the scheme does not target the affluent groups who seem to be the ones responsible for low sex ratios.

(ii) But the scheme may encourage girls education....etc.

**(Any other relevant justification)**

**4**

**QUESTION PAPER CODE 62**  
**EXPECTED ANSWERS/VALUE POINTS**

**1      What is meant by the ‘age structure’ of population?**

Ans    The age structure of the population refers to the proportion of persons of different age groups relative to the total population

**2**

**2      What is meant by secularization?**

Ans    Secularization refers to the process of decline in the influence of religion that is supposed to accompany modernization.

**2**

**3      What are two features of Ascriptive Identity?**

Ans    Two features of Ascriptive identity are

1.     It is based on birth
2.     It is universal

**1 + 1**

**4      What is the difference between law and justice?**

Ans    \* The essence of law is its force. It carries the means to force obedience.

\* The essence of justice is fairness.

**1+1**

**5      Why do Dalit social movements have a particular character that is different from other movements?**

Ans    Social movements of Dalit show a particular character because it is a struggle for recognition as fellow human beings, for self confidence, for self determination and also for abolition of untouchability. It has been called a struggle “to be touched.”

**2**

**6     What is social about social inequality?**

- Ans 1. Social inequality and exclusion are social because they are not about individuals but about groups.
2. They are not economic although there is a strong link between social and economic inequality.

1+1

**7     What rights does the Right to Information give to citizens?**

- Ans Right to Information states that any person may request information from a public authority which is expected to reply within 30 days.

2

**8     What is meant by the globalization of finance?**

- Ans The globalization of finance is the global integration of financial markets which undertake billions of dollars worth of transaction within seconds through electronic long distance transactions.

2

**9     What was the significance of the “Silk Route”?**

- Ans The famous silk route connected India to the great civilizations which existed in China, Persia, Egypt and Rome centuries ago.

2

**10    Differentiate between a reformist and a revolutionary movement.**

- Ans \* Reformist social movements strive to change the existing social and political arrangements through gradual steps.
- \* Revolutionary social movements attempt to radically transform social relations, often by capturing state power.

1+1

**11    How is colonialism different from earlier forms of conquests?**

- Ans 1. Colonialism was different from earlier forms of conquests because the changes it brought in were far reaching and deep.
2. Pre-capitalist conquerors benefitted from their domination but they did not interfere with the economic base whereas British Colonialism which was based on capitalist system directly interfered in production to ensure greatest profit.

1+1

**12    Differentiate between Fordism and Post Fordism.**

- Ans \* Fordism means the mass production of goods at a centralized location

\* Post Fordism means a system of flexible production at dispersed location

1+1

**13 What were the demands of workers in the Bombay textile strike of 1982?**

Ans Two demands of Bombay textile strike of 1982 were

- a. Better wages.
- b. Right to form their own union

1+1

**14. Name two women organizations of the early twentieth century.**

Ans 1. The Women's India Association

2. All India Women's Conference

3. National Council for Women in India

(Any 2)

1+1

**15. What is meant by westernization? Describe its different aspects.**

Ans \* M N Srinivas defined westernization as “the changes brought about in Indian society and culture as a result of over 150 years of British rule, term subsuming changes occurring at different levels – technology, institutions, ideology and values”.

\* Its' different aspects are as follows:

2

1. Emergence of westernized sub cultural pattern through a minority section of Indians who first came in contact with western culture.
2. There were small sections of people who adopted western life style or were affected by Western ways of thinking.
3. Westernization does involve the imitation of external forms of culture.
4. Apart from ways of life and thinking, it also influenced art and literature

(Any 2)

1+1

**16. Explain regionalism in the Indian context.**

Ans 1. After independence, initially the Indian state continued with the British-Indian arrangement dividing India into large provinces called presidencies, and a large no. of princely states like Mysore, Kashmir and Baroda.

2. Soon after the adoption of the constitution, all these units of colonial era had to be re-organized into ethno-linguistic states in response to linguistic regional movements.

	3. Regionalism is encouraged by linguistic, cultural and ethnic identities. eg. – Jharkhand, Uttarakhand etc.	(Any 2)	2+2
17.	<b>According to demographers and sociologists, what are the reasons for the decline in child sex ratio in India?</b>		
Ans	The reasons for the decline in child sex ratio in India		
	1. General prejudice against girls & preference for boys? 2. Severe neglect of girl babies in infancy. 3. Sex specific abortions that prevent girl babies from being born (female foeticide) 4. Female infanticide		1+1+1+1
18.	<b>Write a note on home based industry with suitable examples.</b>		
Ans	Home based industry is an important part of the economy which includes manufacture of lace, zari, carpets, bidis, agarbattis and many such products. This work is mainly done by women and children.		
	Example, Bidi industry / or any other example		
	An agent provides raw material and also picks up the finished products. Home workers are paid on a piece rate basis, depending upon the number of pieces they make.		2+2
19.	<b>What were the major women's issues taken up by the various reformers in Indian history?</b>		

**Or**

**Describe the social phenomenon of untouchability and explain its various dimensions.**

- Ans. The major issues taken up by the various reformers over the history are as follows
1. Raja Ram Mohan Roy started anti sati campaign
  2. Ranade attempted for widow re-marriage movement.
  3. Jyotiba Phule attacked on caste and gender oppression
  4. Sir Syed Ahmed Khan wanted girls to be educated but within their homes

5. Dayanand Saraswati stood for women's education

(Any 4) 1+1+1+1

OR

\* Untouchability is an extreme and particularly vicious aspect of the caste system that prescribes stringent social sanctions against members of castes located at the bottom of the purity pollution scale.

1

\* Three aspects are:

a. Exclusion, b. Humiliation – subordination, c. Exploitation

(Explain all the three aspects)

1+1+1

20. **What are Panchayats? What are some of their powers and responsibilities?**

OR

**In a democratic form of government, Political Parties are key actors. Explain.**

Ans. • A Panchayat literally means 'Governance by five individuals'

1

Powers & responsibilities :-

1. To prepare plans and schemes for economic development.
2. To promote schemes that will enhance social justice.
3. To levy, collect and appropriate taxes, duties, tolls & fees.
4. Help in the devolution of governmental responsibilities, especially that of finances to local authorities.
5. Social welfare responsibilities include maintenance of burning & burial grounds; recording statistics of birth and death and establishment of child welfare & maternity centers. Control of cattle pounds; propagation of family planning.
6. Development activities include the construction of roads, public buildings, wells, tanks, schools etc. Promote agriculture activities, cottage industry and minor irrigation projects. IRDP and ICD's are monitored

(Any 3) 1+1+1

OR

In a democratic form of govt., political parties are key actors because

1. It is an organization oriented towards achieving legitimate control of government through an electoral process.
2. It is an organization established with the aim of achieving governmental power and using that power to pursue a specific programme.
3. They are based on certain understanding of society and how it ought to be
4. In a democratic system, the interest of different groups is also represented by political parties.

1+1+1+1

**21. What was the impact of colonialism on Indian Society?**

Ans The impact of Colonialism on Indian Society

1. It changed not just land ownership laws but decided even what crops ought to be grown and what ought not to be
2. It meddled with the manufacturing sector
3. It altered the way production and distribution of goods took place.
4. It also led to considerable movement of people from one place to another within India.

(Any other relevant point)

(Any four)

1+1+1+1

**22. Write a note on the beginning of modern mass media. What were its effects?**

**OR**

**In what ways has Globalisation affected Indian television?**

- Ans 1. The first modern mass media institution began with the development of the printing press.
2. The first attempts at printing books using modern technologies began in Europe.
3. This technique was first developed by John Gutenberg in 1940.

1+1+1

\* Its effects were

1. With the industrial revolution, the print industry also grew
2. With the further development of technologies, transportation and literacy, the newspaper began to reach out to a mass audience.
3. It was also responsible for people across a country to feel connected and

develop a sense of belonging or “we feeling” and people could think of the nation as an “Imagined community”

1+1+1

**OR**

1. Increase in the privately run channels.
2. Many fold increase in viewer ship.
3. Expansion in the cable television industry.
4. Foreign network has introduced regional language channels.
5. The trans-national television channels are effective in procuring the diverse groups that constitutes Indian audience.
6. Most television channels telecast 24 X 7

**(Any other relevant point)**

**(Any six) 1+1+1+1+1+1**

**23 Explain the common features of the caste system as it existed in the past.**

**Ans** Common features of caste in the past are as follows:

1. Caste is determined by birth
2. Membership in a caste involves strict rules about marriage.
3. Caste membership also involves rules about food and food sharing.
4. Caste involves a system consisting of many castes arranged in a hierarchy of rank and status
5. Caste also involves sub divisions within themselves.
6. Castes were traditionally linked to occupations.

**1+1+1+1+1+1**

**24. Highlight the caste-based markets and trading networks in pre-colonial India.**

- Ans**
- India was a major manufacturer and exporter of handloom cloth and luxury silk as well as the source of many other goods eg. spices which were in great demand in Europe.
  - Pre colonial India had well organized manufacturing centers as well as indigenous merchant groups, trading networks and banking systems.

- These traditional trading communities or castes had their own system of banking and credit e.g. hundi or bill of exchange which allowed merchants to engage in long distance trade.
- The Nattukottai Chettiaras of Tamil Nadu – Nakarattar banks were basically joint family firms where trading and banking activities were organized through caste and kinship relationships.

(Any three)

2+2+2

**25. Read the following passage and answer the questions below:**

Peddolla Napidi Bhumana hanged himself at home in Donchanda village of Morthad Mandal late on Friday night. It's learnt that the 55 year old farmer, faced with crop failure, was driven to desperation because he was unable to clear his mounting debts.

Most suicides in Andhra Pradesh have been reported from the arid regions of Telangana and Rayalaseema where farmers are heavily dependent on rain.

As in Vidharba last year, most of the suicides have been farmers who had borrowed heavily from private money lenders at exorbitant interest rates. The loans were taken to dig borewells to tap ground water for cotton and other vegetable crops in the absence of rain. The situation has been exacerbated by the falling water table in these districts.

(16/08/09 TOI)

- a) **Which are the regions where most farmers' suicides have taken place?  
Why have these regions been affected?**

- Ans • Arid regions of Telangana and Rayalaseema where farmers are heavily dependent on rain.
- These regions are affected because
- they are arid
  - falling water table
  - failure of monsoon etc.

- b) **What are some of the changes in rural society and the agrarian economy that are responsible for farmers' suicides?**

- Ans • Failure of rains
- Debt / borrowing from money lenders on high rate of interest.

- Lack of adequate support or market price.
- Loss of crops due to spread of disease or pest, excessive rainfall or drought
- Increased dependence of farmers on expensive fertilizers and pesticides has reduced their profits and put many farmers into debt.

(Any other relevant point.)

(Any four) 1+1+1+1

# **HOME SCIENCE**

**Time allowed : 3 hours**

**Maximum Marks : 70**

## **GENERAL INSTRUCTIONS :**

- (i) All questions are compulsory..
- (ii) Marks for each question are indicated against it.
- (iii) Read each question carefully and answer to the point.
- (iv) All parts of a question should be attempted together.

## **QUESTION PAPER CODE 69/1**

- |    |   |   |
|----|---|---|
| 1. | What could be two possible reasons for PFA to fine a shopkeeper selling mutton?   | 1 |
| 2. | Gagan has fever for two weeks and has been advised to have semi-solid diet.<br>Suggest any two suitable dishes for him.   | 1 |
| 3. | The weight of a newborn child is three kg. Predict his weight at the age of one year<br>and two years.  | 1 |
| 4. | Present two indicators to judge that one year old Aman has language abilities similar<br>to normal children.  | 1 |
| 5. | Mention two important ingredients for making a detergent.   | 1 |
| 6. | Sudha is designing a salwar suit for a woman whose stomach is protruding. How<br>will you make sure that she has shifted emphasis away from stomach and created<br>harmony in the dress ? | 2 |
| 7. | Mrs. Verma was not satisfied with the drape of her new kurta. Suggest to her four<br>points that she should attend to in the garment so as to improve its drape.                          |   |
| 8. | You are using a chemical to remove stains from your dress. What four important<br>precautions would you keep in mind while using it on the fabric ?                                       | 2 |
| 9. | In what four ways can you use the skills learnt in home science, in your daily life?  | 2 |

10. State four precautions to be adopted while storing cotton saris for a long time. 2
11. Give two possible reasons for a three year old child to feel jealous. In what two ways he may express this emotion? 2
12. Mrs. Lal is satisfied with the safety measures of her child's creche. Give four reasons for her satisfaction. 2
13. One of the main objectives of ICDS is to enhance the capability of mother to look after the normal health and nutritional needs of her child. Report four activities of ICDS which help to fulfill this objective. 2
14. "Meal planning is influenced by the structure of a family." Support this statement with the help of four different examples. 2
15. Name any two diseases caused by drinking polluted water. Give two precautions each you would adopt while using electric filter and chlorine tablets to make this water potable. 3
16. List one adulterant each commonly found in turmeric and peanut oil. Mention two health hazards of each adulterant. 3
17. Suggest six behaviours you would insist in your cook to ensure that the kitchen is insect free. 3
18. Write three reasons for supplementing your family income. Suggest three different ways of increasing your psychic income. 3
19. State six drawbacks of not maintaining a record of household expenses. 3
20. List four problems faced by consumers regarding prices of products. Mention their two rights in this context. 3
21. What six features would you keep in mind while buying a summer dress for school children? 3
22. Cheena is two months old and is developing normally. Which two motor, social and cognitive abilities each will she be able to achieve in the next three months? 3
23. Sudha realises that her child is suffering from high fever and has difficulty in swallowing. 3

- wing. Mention two more specific symptoms to help Sudha to identify the disease and also name the disease. What should Sudha do now and why? 3
24. Rehman cannot walk, hence is on wheel chair. He is studying in a regular school. In what eight ways can the teacher help him to meet his emotional needs?. 4
25. Why do six year old children need high intake of calories, calcium, protein and vitamin A in their diet? Give two reasons for each. 4
26. Outline steps of laundering woollen sweaters. 4
27. Reena wants to file a case in a consumer court against a company. Guide her to file the complaint. Specify the time period for filing the complaint and for the case to be settled. 4
28. Differentiate between LIC and National Saving Certificate (NSC) schemes of investment. 4

#### **QUESTION PAPER CODE 69**

1. What could be two possible reasons for PFA to fine a shopkeeper selling Khoya Burfi (sweet-meat) ? 1
2. Gagan has diarrhoea for two weeks and has been advised to have liquid diet. Suggest any two suitable dishes for him. 1
3. The weight of a newborn child is 2 kg. Predict his weight at the age of five months and two years. 1
4. Present two indicators to judge that two-year-old Aman has language abilities similar to normal children. 1
5. Mention two important ingredients for making a soap. 1
6. Sudha is designing a salwar suit for a woman who has fat arms. How will you make sure that she has shifted emphasis away from the arms and created harmony in the dress ? 2
7. Mrs. Verma is satisfied with the drape of her new kurta. State four points about drape which have contributed to her satisfaction. 2

8. You are using a chemical to remove stains from your dress. What four important precautions would you keep in mind while using it on the fabric? 2
9. In what four ways can you use the skills learnt in Home Science in your daily life? 2
10. State four precautions to be adopted while storing woollen coats for a long time. 2
11. Give two possible reasons for a nine-month-old child to feel afraid. In what two ways may he express this emotion? 2
12. Mrs. Lal is not satisfied with the safety measures of her child's creche. State four important points she should tell the owner of the creche to attend to so as to improve its safety. 2
13. One of the main objectives of ICDS is to improve health and nutrition status of children. Report four activities of ICDS which helps to fulfil this objective. 2
14. "Meal planning of a family is influenced by its resources." Support this statement with the help of four different examples. 2
15. Name any two diseases caused by drinking polluted water. Give two precautions each you would adopt while using alum and chlorine tablets to make this water potable. 3
16. List one adulterant each commonly found in mustard seeds and sunflower oil. Mention two health hazards of each adulterant. 3
17. Suggest six important behaviours you would insist in your cook to ensure your kitchen to be insect-free. 3
18. Write three reasons for supplementing your family income and three different ways of increasing your psychic income. 3
19. What are the six drawbacks of not maintaining a record of household expenses? 3
20. List four reasons due to which consumers face the problem of lack of information. Mention their two rights in this context. 3
21. Your brother is going to play hockey this summer. What six features would you look for in the fabric and in the design of clothes, while buying clothes for him? 3

22. Cheena is six months old and very much on time with her age level developments. Which two social, motor and cognitive abilities each will she be able to achieve in the next three months? 3
23. Sudha finds that her child is suffering from rash on the back of the ear and fever. Mention two more specific symptoms to her to be able to identify the disease. Name the disease and tell what should Sudha do now and why. 3
24. Rehman is hard of hearing and is studying in regular school. For performing well in school give him eight suggestions for asking help from teachers and his classmates. 4
25. Why do adolescent girls need high intake of calories, calcium, protein and iron in their diet? Give two reasons for each. 4
26. Outline the steps of laundering a silk saree. 4
27. Reena wants to file a case in a consumer court against a company. Guide her to file the complaint. Specify the time period for filing the complaint and for the case to be settled. 4
28. Differentiate between Public Provident Fund and Employees Provident Fund schemes of investment. 4

## **Marking Scheme — Home Science**

### **IMPORTANT NOTE:**

1. Instructions for drawing up the Marking Scheme should be followed carefully.
2. If general instructions have to be given, do so at the beginning of the page itself.
3. Some subjects will require specific directions for particular type of questions.

Do not omit indication of value points, time required for any of the questions even though it may seem obvious.

### **QUESTION PAPER CODE 69/1 EXPECTED ANSWERS/VALUE POINTS**

- Q1. (i) Prepared / kept in unhygienic conditions,  
(ii) Meat obtained from animal who is suffering from disease.  
(iii) Mutton is insect infected. {Any two} [½x2=1]
- Q2. Khichri, custard, porridge. any other. {Any two} [½x2=1]
- Q3. (i) At 1 yr- 9 kg./ weight triples  
(ii) 2 yrs- 12 kg (weight quadruple) [½x2=1]
- Q4. (i) one word sentence  
(ii) points to things he wants (uses gestures) [½x2=1]
- Q5. i Hydrocarbon from petroleum  
ii Sulphuric acid  
iii Sodium hydroxide. {Any two} [½x2=1]
- Q6. Emphasis:  
i. Embroider along the neckline — to shift attention from stomach/do not place decorations/ contrasting colours / belt in waist area.

- ii. Make high waist bodice/ high yoke with gathers.
- iii. Kameez should not be tight
- iv. Any other [  $\frac{1}{2} \times 2 = 1$  ]

**Harmony:**

- i. Use duppatta with same print and colours as the shirt and salwar.
- ii. Align print of sleeves and bodice.
- iii. Any other [  $\frac{1}{2} + 2 = 1$  ] [  $1 + 1 = 2$  ]

**Q7. Check the following areas ANY TWO OF THE FOLLOWING**

- i. Hem does not ride up/even, flat hem
- ii. It fits on the shoulders.
- iii. Darts/ scams fall evenly/put seams, darts at right place.
- iv. Pattern is in centre./ not off grain, /place pattern at right place
- v. No puckering at joints/ armhole
- vi. Remove starch from fabric
- vii. Put lining.
- viii. Any other, (any two) [  $1 \times 2 = 2$  ]

**Q8. i Test the chemical in hidden corner of the fabric to check effect of chemical**

- i Work in a circular movement starting from outer towards centre.
- iii Do not use one strong application of chemical/ Use several weak applications.
- iv Use the right chemical suitable for fabric or stain.
- v Neutralize acid reagents with an alkaline rinse and all alkaline reagents with acidic rinse.
- vi Rinse all traces of chemicals immediately after removing the stains
- vii Remove all traces of one reagent before using other. {Any four} [  $\frac{1}{2} \times 4 = 2$  ]

**Q9. Skills learnt in Home science**

- i Cooking - make nutritious / low cost meals.
- i Stitching/ repairing / decorating.

- iii Care or clothes
- iv Interior decoration
- v Taking care of home.
- vi Wise buying / consumer awareness.
- vii Time and money management.
- viii Any other {Any four} [½x4 = 2]

- Q10. i. Remove starch.
- ii. Remove all pins, stains etc.
  - iii. Wash them before storing.
  - iv. Moisture free / keep them dry.
  - v. Keep moth proof balls.
  - vi. Spray boxes with insecticide {Any four} [½x4 = 2]

**Q11. Reasons:**

- i. Arrival of new born
- ii. Feeling neglected
- iii. Parents favouritism
- iv. Envied possessions {Any two}

**Reactions:**

- i. Tries to hurt new born
- ii. Bed wetting
- iii. Thumb sucking
- iv. Tries to win parents attention
- v. Does not listen to parents
- vi. Any other {Any two} [½x4 = 2]

- Q12. i. Away from main road
- ii. All boundaries, balcony/ pools are fenced

- iii. Railings on stairs, grills on windows
- iv. No sharp cornered toys / provide safe non toxic toys
- v. Even ground/ no potholes
- vi. Staff trained to handle emergencies.
- vii. Any other {Any four} [  $\frac{1}{2} \times 4 = 2$  ]

- Q13. i. Pregnant women are given supplementary foods and nutrition supplements
- ii. Prenatal monitoring and care provided to pregnant women.
- iii. Postnatal care provided to lactating
- iv. Breast feeding is promoted
- v. Mobile creche provided
- vi. Provided knowledge about balanced diet, weaning foods, child spacing and immunization {Any four} [  $\frac{1}{2} \times 4 = 2$  ]

#### **Q14. INSTEAD OF FOUR, WRITE TWO POINTS**

- i Age- if elderly and infants- plan meals which are soft to chew, easy to digest
  - ii Sex- add foods which has satiety- for boys
  - iii Physiological state- if some one is sick will plan meals according to his illness
  - iv activity- will plan meals which have higher satiety for heavy workers
- [1/2 mark each for listing,  $\frac{1}{2}$  mark each for example] [  $\frac{1}{2} \times 4 = 2$  ]

#### **Q15. Diseases**

- i Cholera,
- ii Diarrhoea,
- iii Typhoid,
- iv Hepatitis.
- v Any other { Any two }

#### **Alum-**

- i Use in appropriate proportions

- i Let suspended particles settle before pouring it out
- iii Carefully pour clean water without disturbing the base. {Any two}

### **Chlorine tabs**

- i Use according to dirt and amount of water / in proportionate amounts.
- i Allow 10 minutes per tablet to react before using water { Any two} [  $\frac{1}{2} \times 6 = 3$  ]

### **Q16. Adulterants-**

- i Turmeric - metanil yellow
- ii Peanut oil.-mineral oil

### **III effect of metanil yellow**

- i Cancer
- i Abnormalities in skin, eyes lungs and bones.
- iii Degeneration of reproductive organs
- iv Sterility
- v Abnormalities in foetus
- vi Anaemia
- vii Accumulation of lead in body and blood {Any two}

### **ill effects of mineral oil**

- i Gastro intestinal disturbances
- i Diarrhoea
- iii Interferes in absorption of fat soluble vitamins {Any two} [  $\frac{1}{2} \times 6 = 3$  ]

- Q17.
- i Keep wire mesh windows closed
  - ii Fit cockroach traps on drains
  - iii Spray insecticides periodically
  - iv Use insect/ fly trap/ pest of flash.
  - v Do not leave dirty utensils at night in the sink
  - vi Store ingredients in air tight boxes
  - vii Keep food covered in refrigerator./ outside

- viii cover and line dustbins
- ix empty dustbins daily/ keep clean.
- x Ensure proper light and ventilation
- xi Keep kitchen and storage place clean
- xii If possible allow sunlight to enter kitchen (**any six**)
- xiii **any other** [  $\frac{1}{2} \times 6 = 3$  ]

**Q18. Reasons for supplementing your family income**

- i Inflation
- ii Increase in demands of family
- iii Increase in standard of living
- iv For secure future
- v To achieve family goals.
- vi Any other {Any three}

**Three ways to increase psychic income-**

- i Buy from reputed and fixed price shop.,/ Manage to bargain prices and get heavy discounts
- iii Buy a good quality machine which lasts a long time/ buy products from reputed reliable shops.
- iv Get television repaired after which it is working perfectly/ Get goods serviced from reliable service centers.
- v Any other example. {Any three} [  $\frac{1}{2} \times 6 = 3$  ]

**Q19. i Will not know exact amount of money available to family.**

- i Leads to wasteful expenditures
- iii May get overcharged.
- iv Money may not last throughout the month.
- v Money may be spent unsystematically
- vi No records - will not have anything to refer from the past.
- vii Any other [  $\frac{1}{2} \times 6 = 3$  ]

- Q20. i. Shopkeepers charge highest MRP (maximum retail price)  
ii. They sell loose items without labels or packages and charge any price for that.  
iii. Poor quality goods are sold for the price of good quality popular brands.  
iv. Prices are not fixed./Prices in two shops also vary. [  $\frac{1}{2} \times 4 = 2$  ]

Rights::

- i. Right to information:
- ii. Right to redressal.
- iii. Right to consumer education {Any two} [  $\frac{1}{2} \times 2 = 1$  ] [2+1=3]

- Q21. i. Good conductivity.  
ii. Air permeability,  
iii. Absorbent,  
iv. Stretchability,  
v. Stain resistant,  
vi. Non crushable/wrinkle resistant,  
vii. Easily washable,  
viii. Dry quickly.  
ix. Not too tight {Any six} [  $\frac{1}{2} \times 6 = 3$  ]

## **Q22 Motor:**

- i) Sits with support
- ii) Rolls from back to side.
- iii) Reaches for dangling objects. {any two}

## **Social**

- i. Responds to talking with smile / social smile.
- ii. Can distinguish between voice and noise
- iii. Recognizes familiar faces {any two}

**Cognitive:**

- i) Repeats pleasurable behaviour.
- ii) Varies behaviour according to stimuli
- iii) Anticipates events in limited way. {any two} [  $\frac{1}{2} \times 6 = 3$  ]

**Q23. Disease**

Diphtheria OR Mumps OR Tetanus

**Symptoms of Diphteria**

- i.. Loss or appetite
- ii.. Bull neck appearance
- iii.. tonsils get inflammed.
- iv.. May choke the patient.
- v.. Difficulty in breathing
- vi.. Grey white film on tonsils {Any two}

**Care of Diphteria**

- i. Bed rest
- ii. Fluid diet
- iii. Isolation
- iv. Immediately consult doctor {Any one}

**Reasons:**

Disease can be fatal / can develop complications/ disease is contagious/ any other {Any one}

**OR**

**Symptoms of Tetanus**

- i. Difficulty in swallowing and opening mouth( lock jaw)
- ii. Restlessness and irritability
- iii. Arched back
- iv. Convulsions
- v. Stiffness {Any two}

### **Care of Tetanus**

- i Maintain hygiene
- ii All wounds to be washed
- iii Protect tongue bite during convulsions
- iv Immediately consult doctor {Any one}

### **Reasons**

Disease can be fatal/can develop complications/disease is contagious/any other

**OR**

### **Symptoms of Mumps**

- ii Enlargement or one or both salivary / Parotid gland
- iii Swelling at base of ear.
- iv Ear ache
- v Mouth feels dry
- vi Whimsical appearance of face

### **Care of Mumps**

- i Complete rest
- ii Hot fomentation
- iii Wash mouth with saline water.
- iv Consult doctor {Any one}

### **Reasons**

Disease can be fatal / can develop complications Any other

**[1 mark for disease + 1 mark for symptoms + ½ + ½ mark for care and reason] [3 marks]**

### **Q24. Emotional needs:**

- i Teach the child to accept their disability/ provide counseling.
- ii Show Love and affection not sympathy
- iii Motivate the child through praise and appreciation.
- iv Keep a positive attitude/ help him develop self confidence.

- v encourage to pursue hobbies.
- vi Develop independence.
- vii Provide opportunities /activities which involves the child - develop sense of achievement.
- viii Involve him in group activities so that he develops feeling of belongingness.
- ix Any other. {Any eight} [  $\frac{1}{2} \times 8 = 4$  ]

#### **Q25. Calories**

- i Increased physical activity
- ii Increase in basal metabolic rate

#### **Calcium**

- iii Development of bones
- iv Permanent teeth replaces temporary Teeth
- v Mineralization of bones (any two)

#### **Protein**

- vi Development of muscles
- vii Increase in height and weight

#### **Vitamin A**

- viii For healthy skin
- ix Healthy eyes/ susceptibility of eye diseases. [  $\frac{1}{2} \times 8 = 4$  ]

- Q26.**
- i Draw an outline of sweaters on paper.
  - ii Use mild liquid soap or reetha nut solution.
  - iii Do not soak.
  - iv Use lukewarm water.
  - v Use light pressure (kneading and squeezing)
  - vi Rinse all water, do not wring.
  - vii Place on outline, pull to shape and leave dry on flat surface in shade.
  - ix Do not iron by sliding / use press and lift method.

(Any eight) [  $\frac{1}{2} \times 8 = 4$  ]

- Q27. i. Name and description, address of complainant  
ii. Name and description, address of opposite party/ company  
iii. Facts relating to complaint - when, where it arose  
iv. Bills, copy of registered AD sent to opposite party conveying the complaint  
v. Relief sought by complainant  
vi. Affidavit stating contents to be true.  
vii. Any other. (any six)

**Time for filing**

- viii. Within two years of purchase  
ix. Case to settle- 3 months/ 90 days. [  $\frac{1}{2} \times 8 = 4$  ]

LIC	NSC
Low interest rate in LIC	Higher rate of interest
Amount of investment depends on the scheme offered	No limit of investment
May mature after death/ more than 6 yrs	Matures after 6 years
Investment / premium payment to be done periodically every year/ quarterly	Investment to be done once in lump sum in the beginning.
Interest is tax free	Interest taxable
Have to invest continuously till the stipulated period.	Need not invest in it again.

(Any four differences) [  $\frac{1}{2} \times 8 = 4$  ]

**QUESTION PAPER CODE 69  
EXPECTED ANSWERS/VALUE POINTS**

- Q1. i Contains unpermitted colours.  
ii Prepared/ kept in unhygienic conditions.  
iii Made from stale khoya

- iv Made from adulterated khoya / milk used
- v Made from synthetic khoya/milk {Any two} [½x2=1]

Q2. Clear soups. egg nog, lassi/butter milk. nimbu pani, whey water, any other. {Any two} [½x2=1]

Q3. i) At 5 months -4 kg / doubles at five months  
 ii) at 2 yrs- 8 kg / 4 times at 2 yrs. [½x2=1]

Q4. i Uses telegraphic speech / two word sentences  
 ii) Uses nouns and verb. [½x2=1]

Q5. i Alkali/caustic potash, caustic soda.  
 ii) Animal/ vegetable fat./mahua/ coconut or any other oil  
 iii) Sodium/potassium salts or fatty acids.  
 iv Starch {Any two} [½x2=1]

#### **Q6. Emphasis**

- i. Embroider along the hem/ neck - to shift attention away from arms
- ii. Do not embroider in arms
- iii. Full Sleeves
- iv. Use combination colours in sleeves and bodice so that arms do not get emphasized./do not use contrasting colours on arms and bodice
- v. Any other {Any two} [½+½=1]

#### **Harmony :**

- i. Use duppata with same print and colours as the shirt and salwar.
- ii. Align print of sleeves and bodice.
- iii. Any other {Any two} [½x2=1]

Q7. Check the following:-

- i. It does not ride up.
- ii. It fits on the shoulder.
- iii. Darts/seams fall evenly.

- iii. Pattern is in centre./ not off grain.
- iv. No puckering at joints / armhole {Any four} [½x4=2]

- Q8. i Test the chemical in hidden corner of the fabric to check effect of chemical
- i Do not use one strong application of chemical/ Use several weak applications..
  - iii Use the right chemical suitable for fabric / stain
  - iv Rinse one chemical completely before using another..
  - v Neutralize acid reagents with an alkaline rinse all alkaline reagents with acidic rinse.
  - vi Rinse all traces of chemicals immediately after removing the stains {Any four} [½x4=2]

Q9. Skills learnt in Home science

- i Cooking - make nutritious / low cost meals.
- i Stitching / repairing / decorating.
- iii Taking care of clothes
- iv Interior decoration
- v Taking care of home.
- vi Wise buying / consumer awareness.
- vii Time and money management.
- viii Any other {Any four} [½x4=2]

- Q10. i Wash/dry clean them before storing.
- ii. Box should be dry
  - iii. Empty all pockets.
  - iv. Spray boxes / cupboards with insecticide
  - v. Line cupboards with newspaper.
  - vi. Put naphthalene balls or any other insect repellent .
  - vii. Any other. {Any four} [½x4=2]

**Q11. Reasons:**

- i. Dark room
- ii. Left alone
- iii. Sudden displacement
- iv. Loud noises
- v. Lightening
- vi. Seeing strangers
- vii. Sudden -appearance of any object / animal {Any two}

**Reactions:**

- i. Cries
- ii. Hides face.
- iii. Tries to pull as far as possible from source
- iv. May get rooted to spot. {Any two} [½x4=2]

**Q12. i. Fence the boundary**

- iii. Put railing on balcony and stairs
- iii. Put grill on the windows
- iv. Provide safe toys
- v. Cover pot holes
- vi. Have even ground
- vii. Have trained staff to handle emergency. {Any four} [½x4 = 2]

**Q13. i. Supplementary feeding**

- ii. Vaccinations
- iii. Growth monitoring
- iv. De worming
- v. Promoting breast feeding
- vi. Mother educated for child care [½x4 = 2]

- Q14. i If have less money plan low cost dishes
- ii If less time- plan dishes which can be prepared quickly
  - iii If less energy- plan meals which are easy and quick to make.
  - iv Use seasonal vegetables
  - v Equipment- if have an oven will plan baked dishes
  - vi Skills - if know how to prepare tandoori chapatti will include it in the meal planning to have variety
- (Any other example for each resource) {Any four} [½x4 = 2]

### **Q15. Diseases**

- i Cholera.
- ii Diarrhoea.
- iii Typhoid
- iv Hepatitis
- v Any other {Any two}

### **Alum**

- i Use in appropriate proportions
- ii Let suspended particles settle before pouring it out/Carefully pour clean water without disturbing the base.

### **Chlorine tabs**

- i Keep in cool place away from moisture.
- ii Use according to dirt and amount of water in proportionate amounts.
- iii Allow 10 mins per tablet to react before using water {Any two} [½x6 =3]

### **Q16. Adulterants-**

- i.. Mustard seeds-argemone seed
- ii. Sunflower oil.-mineral oil [½ mark each]

### **III effect of argemone-**

- i Gastro intestinal disturbance.

- i Swollen hands and feet.
  - iii Liver gets enlarged.
  - iv Kidney/renal failure.
  - v Blindness.
  - vi Heart failure
  - vii Dropsy {Any two}

### **III effects of mineral oil-**

- i Gastro intestinal disturbances  
ii Diarrhoea  
iii Interferes in absorption of fat soluble vitamins {Any two} [½x6 = 3]

- Q17. i. Put wire mesh at windows  
ii. Fit cockroach traps on drains  
iii. Spray insecticides periodically  
iv. Use Insect/ fly trap/ pest of flash.  
v. Do not leave dirty utensils at night in the sink  
vi. Store ingredients in air tight boxes  
vii. Keep cooked food covered  
viii. Cover and line dustbins  
ix. Empty dustbins daily/ keep clean,  
x. Ensure proper light and ventilation  
xi. Keep kitchen clean  
xii. Any other {Any six} [½x6 = 3]

### **Q18. Reasons for supplementing your family income**

- i. Inflation
  - ii. Increase in demands of family
  - iii. Increase in standard of living
  - iv. For secure future

- v. To achieve family goals, {Any three}

**Three ways to increase psychic income-**

- i. Manage to bargain prices and get heavy discounts,
- ii. Buy from reputed and fixed price shop,
- iii. Buy a good quality machine which lasts a long time/ buy products from reputed reliable shops..
- iv. Get television repaired after which it is working perfectly / Get goods serviced from reliable service centres.
- v. Any other example {Any three} [½ x 6 = 3]

Q19. i Will not know exact amount of money available to family

- i Leads to wasteful expenditures
- iii May get overcharged,
- iv Money may not last throughout the month,
- v Money may be spent unsystematically
- vi No records -do not have anything to refer from the past.
- vii Any other {Any six} [½ x 6 = 3]

Q20. i Labels may not give complete information on all the above aspects.

- ii. Leaflets are not always available
- iii. The print may be blurred, very small or overlapping.
- iv. The leaflets are mostly out of print. If available at all, they are not written in local language or has crammed information which make it impossible to read them
- v. Misleading advertisements.
- vi. Any other {Any four}

**RIGHTS:**

- 1. Right to information:
- 2. Right to consumer education
- 3. Right to redressal {Any two} [½ x 6 = 3]

- Q21. i. Good conductivity.  
ii. Air permeability.  
iii. Absorbent.  
iv. Stretchability,  
v. Stain resistant,  
vi. Easily washable.  
vii. Light weight  
viii. Any other
- $[1/2 \times 6 = 3]$

**Q22. Social**

- i. Attached to mother,
- ii. Pulls hair / becomes more aggressive.
- iv. Differentiate angry /friendly voices,
- v. Stranger anxiety. (any two)

**Motor:**

- i) Stand upright with support.
- ii) Crawl on stomach, hands and feet.
- iii) Grasp things. (any two)

**Cognitive:**

- i) Actions more purposeful
  - ii) Enjoys games like peek a boo
  - iii) Solve simple problems
  - iv) Anticipates events
  - v) Imitates behaviour
- $[1/2 \text{ mark each}] \quad [1/2 \times 6 = 3]$

**Q23. Disease**

- i. Measles
- [1 mark]

### **Symptoms**

- ii. Sneezing/running nose
- iii. Photophobia
- iv. Rash is small white spots over red base
- v. Rash appears on forehead and allover the body.
- vi. Rash turns blotchy/ brownish (any two) [1/2x2 = 1]

After care with Reasons:

- 1. Care and proper rest so that there is no complication.
- 2. Isolate so that others do not catch the disease.
- 3. Keep dim light as it irritates the eyes.
- 4. Give light and less spicy food so that food is easy & digest and does not irritate the system.
- 5. Any other {Any one} [1 mark]

(1/2 mark for Care and 1/2 mark for Reason) [1+1+1 = 3]

### **Q24. Educational needs:**

**Teacher can:**

- i. Teacher should talk facing the whole class /she should not turn her back and talk.
- ii. Provide hearing aids.
- iii. Speak normally not use exaggerated mouth movements
- iv. Make the child sit in the front seat.
- v. Write instructions on board clearly,/ use projectors,/ attractive charts.
- vi. Should maintain six feet distance from the child.
- vii. Introduce new vocabulary both in writing and orally.
- viii. Sensitise other children.
- ix. Organise activities in which he can participate.
- x. Any other {Any eight} [1/2 x 8 = 4]

**Q25. Calories**

- i. Period of rapid growth
- ii. Involved in strenuous exercise
- iii. Greater metabolic rate {Any two}

**Proteins**

- iv. Increase in height and weight
- v. Development of body mass
- vi. Sexual maturation
- vii. Hormonal changes {any two}

**Calcium**

- viii Development of skeletal system
- ix For good appetite
- x For even development of body {any two}

**Iron**

- xi Increase in blood volume
- xii Monthly blood loss due to menstrual cycle. [½x8 = 4]

**Q26. Outline eight steps of washing silk.**

- i. Do not soak
- ii. Use only mild soap/detergent or reetha nut solution
- iii. Use cold water.
- iv. Use only light pressure (kneading and squeezing)
- v. Rinse all traces of soap with cold water.
- vi. Add vinegar drops in last rinse for shine and gum for stiffness.
- vii. Squeeze gently/ wrap in towel and press to drain water.
- viii. Dry in shade.
- ix. Iron with moderate hot iron when still damp dry. {Any eight} [½x8 = 4]

**Q27. i. Name and description, address of complainant**

- ii. Name and description, address of opposite party/ company

- iii. Facts relating to complaint - when, where it arose
- iv. Bills, copy of registered AD sent to opposite party conveying the complaint
- v. Relief sought by complainant
- vi. Affidavit stating contents to be true.

**Time for filing**

- viii. Within two years of purchase
- ix. Case to settle- 3 months/ 90 days.

[  $\frac{1}{2} \times 8 = 4$  ]

Q28.

<b>Public Provident Fund</b>	<b>Employees Provident Fund</b>
i) Anyone can invest in it	i) Only salaried persons can invest
ii) Rate of interest is 8%	ii) Rate of interest is 8.5%
iii) Flexibility in depositing 70000/per annum in not more than 12 installments or can invest in lump sum spread over a year	iii) Every month cut from salary
iv) Limit is 70,000/-	iv) 12% of basic salary, more amount can be deducted from salary, if requested
v) Whole amount contributed by person	v) Partly contributed by employer towards the fund.

[Any four differences - 1 mark each]

[  $\frac{1}{2} \times 8 = 4$  ]

## संस्कृतम् (केन्द्रिकम्)

निर्धारित समय : 3 घंटे

अधिकतम अंक : 100

### निर्देशा :

सङ्केताभावे सर्वेषां प्रश्नानामुत्तराणि संस्कृतेनैव लेखनीयानि ।  
उत्तराणि पृथक् दत्तायाम् उत्तरपुस्तिकायाम् एव लेखनीयानि ।  
अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः सन्ति ।

खण्डः क	अपठितांश-अवबोधनम्	10 अङ्काः
खण्डः ख	संस्कृतेन रचनात्मककार्यम्	15 अङ्काः
खण्डः ग	अनुप्रयुक्त व्याकरणम्	30 अङ्काः
खण्डः घ	भाग । - पठितांश - अवबोधनम्	35 अङ्काः
	भाग ॥ - सामान्यः संस्कृतसाहित्यपरिचयः	10 अङ्काः

**प्रश्नपत्र संख्या 22/1**

खण्डः क

अपठितांश - अवबोधनम्

10 अङ्काः

1. अधोलिखितं गद्यांशं पठित्वा प्रदत्तप्रश्नानाम् उत्तराणि संस्कृतेन लिखतः

संस्कृतसाहित्ये भारतवर्षस्य गौरवं स्थाने स्थाने वर्णितम् । एषा तु कर्मभूमिः । देवाः अपि अस्य गीतानि गायन्ति । भारतीयसंस्कृते: आधारभूतं गुणद्वयम् अस्ति, त्यागः सेवा च । वर्यं संग्रहे विश्वासं न कुर्मः । अस्माकं श्रद्धा तु त्यागे एव । सर्वे मनुष्येषु एकः एव आत्मा । विविध-जातिषु विभक्ताः जनाः भारते निवसन्ति । यदि सर्वे स्वार्थभावनायाः त्यागं कुर्यात्, सेवाभावनां स्वीकुर्यात्, तदा अस्माकं देशः पुनः स्वप्राचीनं गौरवपदं प्राप्नुयात् । देशे ऐक्यभावं वर्धयितुं श्रीशंकराचार्यः देशस्य चतुर्षु कोणेषु चत्वारि मठानि स्थापितवान् । एतानि मठानि भारते सांस्कृतिकचेतनायाः प्रसारम् अकुर्वन् । नूनम् आध्यात्मिकता एव अस्य देशस्य अमूल्या सम्पत्तिः । यदि एषा सम्पत्तिः विनश्यति तर्हि मानवतायाः एव विनाशः भविष्यति ।

### प्रश्नाः

- (अ) एकपदेन उत्तरत ।  $\frac{1}{2} \times 4 = 2$
- (i) श्रीशंकराचार्यः कति मठानि स्थापितवान्?  
(ii) का खलु अस्य देशस्य अमूल्या सम्पत्तिः?

(iii)	अस्माकं श्रद्धा कस्मिन् गुणे वर्तते?	
(iv)	वयं कस्मिन् विश्वासं न कुर्यात्?	
(ब)	पूर्णवाक्येन उत्तरत ।	1x2 = 2
(i)	भारतीयसंस्कृते: आधारभूतं गुणद्वयं किम्?	
(ii)	अस्माकं देशवासिनः कस्याः भावनायाः त्यागं कुर्यात्?	
(स)	यथानिर्देशम् उत्तरत ।	1x4 = 4
(i)	‘देवाः अपि <u>अस्य</u> गीतानि गायन्ति’ इति वाक्ये ‘अस्य’ इति सर्वनामपदं कस्मै प्रयुक्तम्?	
(ii)	‘निवसन्ति’ इति क्रियापदस्य कर्तृपदं किम्?	
(iii)	‘सर्वेषु’ इति विशेषणस्य विशेष्यपदं किम्?	
(iv)	‘संयुक्ताः’ इति पदस्य किं विलोमपदम् अत्र प्रयुक्तम्?	
(द)	अस्य अनुच्छेदस्य कृते समुचितं शीर्षकं संस्कृतेन लिखत ।	2

खण्डः ख

15 अङ्काः

### संस्कृतेन रचनात्मककार्यम्

2.	भवान् राकेशः । भवतः अनुजः सुरेशः नवमकक्षायां संस्कृतं पठितुं न इच्छति । तं प्रेरयितुं स्वभावे लिखिते पत्रे मञ्जूषापदसहायतया रिक्तस्थानानि पूरयित्वा उत्तरपुस्तिकायां पुनः लिखत ।	1/2x10 = 5
	छात्रावासतः, प्रतिभा विकास विद्यालयः,	

(i)

प्रिय ----- (ii)

सर्वदा ----- (iii) अस्तु । मया पितुः पत्रात् ज्ञातम् यत् भवान् अष्टमकक्षायां  
प्रथमस्थानं प्राप्तवान् । मम वर्धापनं ----- (iv) । मया एतदपि ज्ञातं यत् ----- (v) इदानीं  
नवमकक्षायां संस्कृतविषयं स्वीकर्तुं न इच्छति । प्रिय ----- (vi)! अद्य विश्वे संस्कृतसाहित्यमेव  
मूल्यरहितां मानवताम् उन्नतेः मार्गम् ----- (vii) समर्थम् । अस्य विज्ञानशास्त्राणि  
अनुसन्धानस्य ----- (viii) मार्गान् प्रशस्तान् कुर्वन्ति । अतः यदि भवान् किमपि नूतनं कार्यं  
कर्तुम् इच्छति तर्हि अवश्यमेव संस्कृतमेव स्वीकरोतु ।

पित्रोः चरणेषु मम ----- (ix) निवेदयतु ।

भवताम् अग्रजः,  
----- (x) ।

### मञ्जूषा

अनेकान्, प्रदर्शयितुम्, दिल्लीतः, सुरेशः भवान्, भ्रातः, प्रणामाञ्जलिं, राकेशः  
कल्याणम्, स्वीकरोतु ।

3. मञ्जूषाप्रदत्तशब्दानां सहायतया अधोलिखितां कथां पूरयित्वा कथां पुनः लिखत ।  $\frac{1}{2} \times 10 = 5$

महर्षिः भारद्वाजः अध्ययने दत्तचित्तः आश्रमे अतीव श्रमेण ----- (i) पाठ्यति स्म । त्यः वृद्धः जातः । एकस्मिन् दिने ----- (ii) आगत्य महर्षिम् अवदत् - ‘भवान् लोकोपकारी, अतः अहम् भवन्तं पुनः ----- (iii) इति करोमि । पुनः शतं वर्षाणि जीवतु । ‘महर्षिः पूर्वप्रेक्षया ----- (iv) अध्ययनं कृत्वा अधिकया निष्ठ्या शिष्यान् ----- (v) । भगवान् पुनः आगत्य अपृच्छत् - ‘पुनः ‘युवा’ इति करोमि चेत्, किं करिष्यति? ‘महर्षिः अवदत् - ‘पुनः अधीत्य ज्ञानस्य सम्प्रेषणं ----- (vi) करिष्यामि । ‘भगवान् अपृच्छत् - किं विवाहादिकं ----- (vii) सुखादिकं नेच्छति भवान्?’ महर्षिः भारद्वाजः उक्तवान् - ‘----- (viii)! अध्ययनात् अध्यापनात् च अधिकः आनन्दः ----- (ix)?’ भगवान् अवदत् - ‘धन्यः भवान्’ ----- (x) भारतीया संस्कृतिः ।

### मञ्जूषा

भगवन्, शिष्येभ्यः, शिष्यान्, युवा, कुतः, अधिकाधिकम्, कृत्वा, भगवान्,  
अध्यापितवान्, धन्या ।

4. सङ्केतपदसूचीसाहाय्येन संस्कृतेन पञ्च वाक्येषु वर्षाधिक्येन आगतस्य जलौघस्य वर्णनं कुरुत ।  $1 \times 5 = 5$

### सङ्केतपदसूची

अहोरात्रम्, त्रिदिवसपर्यन्तम्, सर्वत्र, मार्गाः, अवरुद्धाः, नौकाः, नागरिकाणां सुरक्षाकृते, पशवः  
मृताः, वृक्षारुद्धाः, केचन, चलन्ति, जलमेव दृश्यते, कृषिः, नष्टा इत्यादयः ।

खण्डः ग

30 अङ्ककाः

### अनुप्रयुक्त व्याकरणम्

5. अधोलिखितेषु वाक्येषु रेखांडिकतपदानां सन्धिच्छेदं कुरुत ।  $1 \times 6 = 6$

- (i) सा मा शान्तिरेधि ।
- (ii) एते स्वाध्ययनस्य अंशान् प्रस्तोष्यन्ति ।
- (iii) मिहिरेण बहुमूल्या सामग्री सङ्कलिता परन्तु समयाभावात् तस्याः प्रस्तुतिः न भविष्यति ।

- (iv) सुश्रुतसंहितायां नासिकायाः प्रत्यारोपणं वर्णितम् ।
- (v) आधुनिकैः वैज्ञानिकैरपि एवम् मन्यते ।
- (vi) अद्य ममोपवासः ।
6. अधोलिखितेषु वाक्येषु रेखाडिकतसमस्तपदानां विग्रहान् लिखत : 1x6 = 6
- (i) वयम् उत्तमशल्यचिकित्सकाः भवितुम् इच्छामः ।
- (ii) तत्र अष्टविधं शल्यकार्यं वर्णितम् ।
- (iii) सुश्रुतसंहिता अवश्यमेव पठनीया ।
- (iv) द्वितीयभागः जलस्य अन्तः बहिः च विहरति ।
- (v) तालिकावादनेन सभागारः पूर्यते ।
- (vi) अस्य त्रिपुरस्य यथाक्रमम् भागत्रयं भवेत् ।
7. अधोलिखितेषु वाक्येषु कोष्ठकान्तर्गतप्रकृतिं प्रत्ययं च योजयित्वा रिक्तस्थानानि पूरयत : 1x8 = 8
- (i) हुतं च ----- च सदैव तिष्ठति । (दा + क्त)
- (ii) इषवः असंवृत्ताङ्गान् ----- धन्ति । (प्र + विश + ल्यप्)
- (iii) अलम् इदानीं भवान् अतिमात्रम् ----- । (सम् + तप् + तुमुन्)
- (iv) यावद् गेहं ----- जानामि । (गम् + कृत्वा)
- (v) सम्पन्नम् अशनम् ----- । (अश् + तव्यतु)
- (vi) क्षीणा चन्द्रकला इव चारुदत्तस्य ---- शोभते । (दरिद्र + तल्)
- (vii) ----- अपि तथैव मन्यन्ते । (विज्ञान + ठक्)
- (viii) मत्स्यजीविभिः सरः ----- नीतम् । (निर्मत्स्य + तल्)
8. कोष्ठकात् चित्वा कर्तृपदानुसारं क्रियापदं योजयत । 1x5 = 5
- (i) शठाः तथाविधान् ----- । (हन्ति/धन्ति)
- (ii) किमेतत् सर्वम् अस्माकं गेहे ----- । (सन्ति/अस्ति)
- (iii) अहं पर्वतात् दूरम् आरोप्य पातितः ----- । (अस्मि/अस्ति)
- (iv) कुत्र नु खलु अहं दरिद्रं योग्यं जनं ----- । (लभेय/लभेत)
- (v) अन्यम् अन्यं ----- भवान् । (निमन्त्रय/निमन्त्रयतु)

### अथवा

अधोलिखितेषु वाक्येषु विशेष्यैः सह मञ्जूषायाः विशेषणपदानि योजयतः :

1x5 = 5

- (i) न खल्वहं ----- श्रियम् अनुशोचामि ।
- (ii) दारिद्र्यं खलु नाम ----- पुरुषस्य सोच्छ्वासं मरणम् ।
- (iii) तदैव ----- चारुदत्तस्य दैवकार्यकारणात् गृहीतानि सुमनसः अन्तरीयवासः च ।
- (iv) ----- तु पुरुषस्य व्यसनं दारुणतरं मां प्रतिभाति ।
- (v) तत्र ----- शत्यकार्य वर्णितम् ।

### मञ्जूषा

तत्रभवतः, अष्टविधं, नष्टां, मनस्विनः गुणरसज्जस्य ।

9. अधोलिखितेषु वाक्येषु कोष्ठके प्रदत्तशब्दैः सह उपयुक्तविभक्तिं प्रयुज्य रिक्तस्थानानि पूरयतः 1x5 = 5

- (i) राक्षस! विरम अस्मात् ----- । (दुर्व्यसन)
- (ii) अस्मिन् समये किं -----? (कौमुदीमहोत्सव)
- (iii) कथं स्पर्धते ----- सह दुरात्मा राक्षसः । (अस्मद्)
- (iv) अये! ----- अध्यास्ते वृष्टलः । (सिंहासन)
- (v) न ----- अन्तरा चाणक्यः स्वप्नेऽपि चेष्टते । (प्रयोजन)

खण्डः (घ)

35 अङ्ककाः

### भाग I

#### पठितांश - अवबोधनम्

10. अधोलिखितं गद्यांशं, पद्यांशं, नाट्यांशं च पठित्वा तदाधारितान् प्रश्नान् संस्कृतेन उत्तरतः :

(क) गद्यांशः

तेषां तत् कुलिशपातोपमं वचः समाकर्ण्य अनागतविधाता सर्वान् मत्स्यान् आहूय इदम्  
अवदत्-अहो! श्रुतं भवद्रभिः यत् मत्स्यजीविभिः अभिहितम्? तद् रात्रावपि गम्यतां  
किञ्चित् निकटं सरः । उक्तं च-

अशक्तैर्बलिनः शत्रोः कर्तव्यं प्रपलायनम् ।

**प्रश्नाः**

- (अ) एकपदेन उत्तरत ।  $\frac{1}{2} \times 2 = 1$
- (i) कः सर्वान् मत्स्यान् आहूय अवदत्?
  - (ii) बलिनः शत्रोः अशक्तैः किं कर्तव्यम्?
- (आ) पूर्णवाक्येन उत्तरत । 1
- मत्स्यजीविनां वचः कीदृशम् आसीत्?
- (इ) यथानिर्देशम् उत्तरत । 1
- (i) ‘उक्तम्’ इति स्थाने किं पदमत्र प्रयुक्तम्?
  - (ii) ‘सरः’ इति अस्य पदस्य विशेषणं किम्?
  - (iii) ‘शक्तैः’ इत्यस्य किं विलोमपदमत्र प्रयुक्तम्?
- (ख) पद्यांशः 1
- सत्यमेव जयति नानृतम्,  
 सत्येन पन्थाः विततो देवयानः।  
 येनाक्रमन्त्यृषयो ह्याप्तकामाः,  
 यत्र तत् सत्यस्य परमं निधानम् ॥
- प्रश्नाः**
- (अ) एकपदेन उत्तरत ।  $\frac{1}{2} \times 2 = 1$
- (i) देवयानः पन्थाः केन विततः?
  - (ii) किम् एव जयति?
- (आ) पूर्णवाक्येन उत्तरत । 1
- कीदृशाः ऋषयः सत्यस्य मार्गेण गच्छन्ति?
- (इ) यथानिर्देशम् उत्तरत । 1
- (i) ‘निधिः’ इति स्थाने किं पदमत्र प्रयुक्तम्?
  - (ii) ‘देवयानः’ इति पदं कस्य विशेषणम्?
  - (iii) ‘आक्रमन्ति’ इति क्रियापदस्य कर्तृपदं किम्?

(ग) नाट्यांशः

राजा- (स्वगतम्) अहो राज्यं हि नाम धर्मवृत्तिपरकस्य नृपस्य कृते महत् कष्टदायकम्।  
दुराराध्या हि राजलक्ष्मीः। (प्रकाशम्) आर्य वैहीनरे! सुगाङ्गामार्गम् आदेशय।

कञ्चुकी- इत इतो देवः। (नाट्येन परिक्रम्य) अयं प्रासादः। शनैः आरोहतु देवः।

राजा - (नाट्येन आरुह्य) आर्य! अथ अस्मद्वचनात् आघोषितः कुसुमपुरे  
कौमुदीमहोत्सवः?

कञ्चुकी- अथ किम्?

राजा - तत्कथं कौमुदीमहोत्सवः न प्रारब्धः?

कञ्चुकी- अथ प्रतिषिद्धः कौमुदीमहोत्सवः?

**प्रश्नाः**

- |  |                            |
|--|----------------------------|
| (अ) एकपदेन उत्तरत ।  | $\frac{1}{2} \times 2 = 1$ |
| (i) राजलक्ष्मीः कीदृशी भवति?   |                            |
| (ii) कुसुमपुरे आघोषितस्य महोत्सवस्य किं नाम?   |                            |
| (आ) पूर्णवाक्येन उत्तरत ।  |                            |
| धार्मिकनृपस्य किं महत्कष्टदायकम्?  | 1                          |
| (इ) यथानिर्देशम् उत्तरत ।  | $1 \times 3 = 3$           |
| (i) ‘आर्य’ इति पदं कस्य विशेषणम्?  |                            |
| (ii) ‘अस्मद्’ इति सर्वनामपदं कस्मै प्रयुक्तम्?   |                            |
| (iii) ‘आरोहतु’ इति क्रियापदस्य कर्तृपदं किम्?  |                            |
| 11. निर्देशानुसारं उत्तरत :  |                            |
| (i) ‘किं भवान् अर्थविभवं चिन्तयति?’ इदं वाक्यं कः कं प्रति कथयति?                              | 1+1 = 2                    |
| (ii) ‘वृषल! किमर्थं वयम् आहूताः?’ अस्याः पड्कत्तेः सन्दर्भग्रन्थस्य लेखकस्य च नाम्नी<br>लिखत । | 1+1 = 2                    |
| 12. प्रत्येकम् अंशस्य कृते प्रदत्तभावार्थत्रयात् शुद्धं भावार्थं चिनुत ।                       | 2+2 = 4                    |
| (अ) हुतं च दत्तं च सदैव तिष्ठति ।  |                            |

**भावार्थः**

- (i) यत्किमपि यज्ञाग्नौ आहुतिरूपेण दानरूपेण च दत्तम्, तत् सर्वदा स्थायि भवति ।
  - (ii) यत्किमपि दीनेभ्यः दत्तम् तत् कदापि न नश्यति ।
  - (iii) यत् यज्ञाग्नौ दत्तम् तदैव स्थिरं भवति ।
- (आ) एको हि दोषो गुणसन्निपाते निमज्जतीन्द्रोः किरणेष्विवाङ्कः ।

**भावार्थः**

- (i) एकः गुणः दोषसमूहे तथा नश्यति यथा चन्द्रस्य किरणेष्विवाङ्कः ।
- (ii) एकः दोषः गुणानां समूहे तथैव अन्तर्हितः भवति यथा चन्द्रस्य किरणेषु कलाङ्कः ।
- (iii) एकः दोषः गुणानां समूहे तथैव अन्तर्हितः भवति यथा चन्द्रस्य प्रकाशे अङ्कसंख्या ।

**अथवा**

अधोलिखितस्य श्लोकस्य प्रदत्तं भावार्थं मञ्जूषाप्रदत्तपदैः पूरयित्वा पुनः लिखतः  $\frac{1}{2} \times 8 = 4$

यथा चतुर्भिः कनकं परीक्ष्यते,  
निघर्षणच्छेदनतापताङ्गैः ।

तथा चतुर्भिः पुरुषः परीक्ष्यते,  
त्यागेन शीलेन गुणेन कर्मणा ॥

**भावार्थः**

यथा सुवर्णस्य ----- (i) पुनः पुनः घर्षणेन, ----- (ii) उष्णीकरणेन, ----- (iii)  
च क्रियते ----- (iv) मनुष्यस्य परीक्षा अपि जीवने परार्थ ----- (v) शिष्टेन -----  
(vi) करुणामुदितामैत्रीत्यादिभिः ----- (vii) शुभैः ----- (viii) च भवति ।

**मञ्जूषा**

त्यागेन, गुणैः, ताडनेन, परीक्षणम्, तथैव, छेदनेन, कर्मभिः, स्वभावेन ।
--

13. अधोलिखितस्य श्लोकद्वयस्य प्रदत्तान्वये रिक्तस्थानपूर्ति कृत्वा पुनः लिखतः  $2+2=4$
- (अ) अशक्तैर्बलिनः शत्रोः कर्तव्यं प्रपलायनम् ।
- आश्रितव्योऽथवा दुर्गः नान्या तेषां गतिर्भवेत् ॥

अन्वयः

अशक्तैः ----- (i) शत्रोः प्रपलायनं कर्तव्यम् । ----- (ii) दुर्गः -----  
 (iii) तेषाम् ----- (iv) गतिः न भवेत् ।

(आ) निर्वेगः विमुखीभवन्ति सुहृदः स्फीताभवन्त्यापदः ।

पापं कर्म च यत् परैरपि कृतं तत्स्य सम्भाव्यते ॥

अन्वयः

निर्वैरा: ----- (i) विमुखीभवन्ति, ----- (ii) स्फीताः भवन्ति, च ----- (iii) अपि यत् पापम् कर्म कृतं ----- (iv) तस्य सम्भाव्यते ।

14. ‘क’ स्तम्भस्य वाक्यांशानां ‘ख’ स्तम्भस्य वाक्यांशैः सह सार्थकमेलनं कृत्वा वाक्यानि पुनः लिखत ।

$$\frac{1}{2} \times 4 = 2$$

क	ख
(i) उत्तुङ्गपर्वतानाम् उपत्यकाभूमिम्	क. प्रख्याताः बौद्धमठाः सन्ति ।
(ii) लेहनगरस्य दक्षिणपूर्वभागे	ख. आर्यभटेन स्पष्टीकृतम् ।
(iii) तत्र तु एकं शून्यज्य	ग. लद्धाख इति वदन्ति ।
(iv) ‘पाई’ इत्यस्य मूल्यम्	घ. द्वे एव संख्ये महत्त्वपूर्णे ।

15. अधोलिखितेषु वाक्येषु रेखांडिकतशब्दानां प्रसङ्गानुसारं सार्थकम् अर्थं चित्वा लिखतः

$$1 \times 4 = 4$$

(अ) ‘अनेन एव सम्पादिताः यगभेदाः।’

- (i) कलियुगस्य भेदः
  - (ii) चत्वारः गुणाः
  - (iii) चतुर्युगाणं भेदाः

(आ) ‘दीपकः ब्रह्माण्डभाण्डस्य ।’

- (i) विश्वसदनस्य
  - (ii) विश्वे स्तुतिगायकानाम्
  - (iii) नक्षत्रगणस्य ।

(इ) एष एव अङ्गीकरोति उत्तरं दक्षिणं चायनम् ।

(i) सूर्यदिशा

(ii) सूर्यमार्गः

(iii) चरित्रम् ।

(ई) सूत्रधारः सर्वव्यवहारस्य ।

(i) नटः

(ii) नाटकस्य पात्रम्

(iii) प्रबन्धकः ।

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10 अङ्काः

## भाग II

सामान्यः संस्कृतसाहित्यपरिचयः

16. (अ) अधोलिखितकवीनाम् एकैकस्याः कृतेः नाम लिखतः  $\frac{1}{2} \times 5 = 2\frac{1}{2}$

भारविः, वराहमिहिरः, कौटिल्यः, बौद्धायनः, भासः ।

(आ) अधोलिखितकृतीनां लेखकानां नामानि लिखतः  $\frac{1}{2} \times 5 = 2\frac{1}{2}$

कर्णभारम्, पञ्चतन्त्रम्, आर्यभटीयम्, मुद्राराक्षसम्, मनुस्मृतिः ।

17. अधोलिखितकथनेषु मञ्जूषातः पदानि चित्वा रिक्तस्थानपूर्तिः क्रियताम् :  $1 \times 5 = 5$

(i) मन्वन्तराणि ----- पञ्चलक्षणेषु एकं लक्षणम् ।

(ii) नाटकं ----- एव एकः भेदः ।

(iii) नाट्यशास्त्रस्य रचयिता ----- आसीत् ।

(iv) व्यावहारिकशिक्षाप्रदानार्थ----- रचना अभवत् ।

(v) ----- सर्गाणं संख्या अष्टतः अधिका भवेत् ।

मञ्जूषा

भरतः, पुराणस्य, महाकाव्ये, पञ्चतन्त्रस्य, रूपकस्य ।

## प्रश्नपत्र संख्या 22

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अपठितांश - अवबोधनम्

10 अङ्ककाः

1. अधोलिखितं गद्यांशं पठित्वा प्रदत्तप्रश्नानाम् उत्तराणि संस्कृतेन लिखतः

मनुष्यः खलु सामाजिकः प्राणी । मनुष्यैः एव समाजस्य निर्माणं भवति । मनुष्याणां सद्व्यवहारेण एव समाजे सुखस्य शान्तेः च स्थापना भवति, सामाजिकं वातावरणं च सौहार्दपूर्णं भवति । अस्माकं वेदेषु उपदिष्टम् —

संगच्छध्वं संवदध्वं सं वो मनांसि जानताम् ।

अस्य अयम् अभिप्रायः यत् समाजे सर्वे जनाः मिलित्वा चलन्तु, मिलित्वा एकस्वरेण वदन्तु, सर्वे परस्परं जानन्तु, सर्वत्र प्रेमपूर्णः व्यवहारः भवेत् । यजुर्वेदे कथितम् — ‘मित्रस्य चक्षुषा सर्वाणि मित्राणि समीक्षेः’ अर्थात् अहम् सर्वान् जनान् मैत्रीभावेन पश्येयम् इति । कुत्रापि हिंसायाः भावना न भवेत् । कस्यचित् आत्मनः प्रतिकूलम् आचरणं न कर्तव्यम् । अनया भावनया पूर्णः समाजः एव आदर्शसमाजः इति कथ्यते । येषां जीवने परोपकारादयः गुणाः विलसन्ति, तेषां जीवनम् एव जीवनम् उच्यते ।

**प्रश्नाः**

- (अ) एकपदेन उत्तरत ।  $\frac{1}{2} \times 4 = 2$
- (i) समाजे कुत्रापि कस्याः भावना न भवेत्?
  - (ii) मनुष्यः कीदृशः प्राणी?
  - (iii) मनुष्याणां सद्व्यवहारेण सामाजिकं वातावरणं कीदृशं भवति?
  - (iv) समाजे सर्वत्र कीदृशः व्यवहारः भवेत्?
- (ब) पूर्णवाक्येन उत्तरत ।  $1 \times 2 = 2$
- (i) यजुर्वेदे किं कथितम्?
  - (ii) केषां जीवनम् एव जीवनम् उच्यते?
- (स) यथानिर्देशम् उत्तरत ।  $1 \times 4 = 4$
- (i) ‘चलन्तु’ इति क्रियापदस्य कर्ता कः?
  - (ii) ‘अनुकूलम्’ इति पदस्य किं विलोमपदम् अत्र प्रयुक्तम्?
  - (iii) ‘सर्वाणि’ इति पदस्य विशेष्यं किम्?
  - (iv) ‘दृष्ट्या’ इति अर्थे किं पदमत्र प्रयुक्तम्?

(द) अस्य अनुच्छेदस्य कृते समुचितं शीर्षकं संस्कृतेन लिखत ।

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15 अङ्काः

संस्कृतेन रचनात्मककार्यम्

2. भवतां पितृमहोदयैः संस्कृतभाषायां लिखितस्य बालनाटक-संग्रहस्य लोकार्पणसमारोहे उपस्थातुं प्रधानाचार्य प्रति लिखिते प्रार्थनापत्रे मञ्जूषाप्रदत्तपदानां सहायतया रिक्तस्थानानि पूरयित्वा पत्रं पुनः लिखत ।

$\frac{1}{2} \times 10 = 5$

सेवायाम्

श्रीमन् प्रधानाचार्यमहोदय,

सर्वोदयविद्यालयः,

(i) ----- ।  
(ii) -----

भवतां (iii) ----- निवेदनमस्ति यत् मम पितृमहोदयैः संस्कृतभाषायां बालनाटकसंग्रहः इति पुस्तकं (iv) ----- । श्रावणमासस्य पूर्णिमायां संस्कृतदिवसे (v) ----- राष्ट्रियसंग्रहालये समायोजिते समारोहे तस्य पुस्तकस्य (vi) ----- भविष्यति । कृपया तस्मिन् समारोहे उपस्थातुं (vii) ----- दिनद्वयस्य अवकाशार्थम् अनुमतिं (viii) ----- अनुगृह्णणन्तु ।

(ix) -----

भवताम् आज्ञाकारी शिष्यः,

(x) ----- ,

कक्षा द्वादशी ‘अ’,

अनुक्रमांकः 15 ।

जयपुरम् ।

20 जुलाई 2009.

मञ्जूषा

सेवायाम्, सधन्यवादम्, प्रदाय, दिल्लीनगरस्थे, लिखितम्, जयपुरम्,  
महोदय, लोकार्पणम्, महाम्, सुवासः ।

3. मञ्जूषा-प्रदत्त-शब्दसूचीसाहाय्येन लघुकथायां रिक्तस्थानानि पूरयित्वा पुनः लिखत ।  $\frac{1}{2} \times 10 = 5$

नागार्जुनः प्रसिद्धः रसायनशास्त्रज्ञः सुख्यातः प्रसिद्धः (i) ————— अपि । देशविदेशेषु तस्य (ii) ————— प्रसृता । एकदा तस्य समीपे (iii) ————— युवकौ आगच्छताम् । तौ तस्य सहायकौ भवितुम् इच्छतः स्म । नागार्जुनः उभाभ्याम् अपि एकम् एकं वस्तु (iv) ————— उक्तवान् - श्वः अनेन रसायनं निर्माय (v) ————— । तेनैव भवतोः परीक्षा भविष्यति, एकस्य चयनमपि (vi) ————— । अन्यस्मिन् दिने एकः रसायनं (vii) ————— आनीतवान् । द्वितीयः अवदत् - कृपया क्षम्यताम् । मया मार्गे एकः वृद्धः रोगी (viii) ————— । तं चिकित्सालयं नीत्वा सेवां कृतवान् । अतः (ix) ————— समय एव न लध्यः । स रुणः नागार्जुनेन एव मार्गे (x) ————— स्थापितः आसीत् । अतः द्वितीयः एव युवकः परीक्षायां सफलः जातः ।

### मञ्जूषा

रसायननिर्माणार्थं, निर्माय, वैद्यः, दत्त्वा, आनेतव्यम्, कीर्तिः, करिष्यामि,  
दृष्टः, द्वौः, परीक्षायै ।

4. अधोलिखितसंकेतपदानां सहायतया पञ्चवाक्येषु संस्कृतेन पुस्तक-मेलकस्य वर्णनं कुर्वन्तु :  $1 \times 5 = 5$

### मञ्जूषा

द्रष्टुम्, विविधविषयाणाम्, चित्रकथापुस्तकानि, शताधिकाः आपणाः, दिल्लीनगरे, ‘प्रगति मैदान’ इति स्थाने, मेलकम्, प्रदर्शनी, क्रीतानि, ज्ञानवर्धकम्, प्रेरकम्, भोज्यपदार्थ अपि ।

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30 अङ्ककाः

### अनुप्रयुक्त व्याकरणम्

5. अधोलिखितेषु वाक्येषु रेखाडिकतपदानां सन्धिच्छेदं कुरुत ।  $1 \times 6 = 6$

- (i) विद्यमाना गतिः येषाम् अन्यत्रापि सुखावहा ।
- (ii) जीवत्यनाथः अपि वने विसर्जितः ।
- (iii) अशक्तैर्बलिनः शत्रोः कर्तव्यं प्रपलायनम् ।
- (iv) किं लदाखशब्दस्य विशिष्टोऽर्थः?
- (v) अहं पर्वताद्वारमारोप्य पातितः अस्मि ।
- (vi) एतदस्माकं गृहम् ।

6. अधोलिखितेषु वाक्येषु रेखांडिकतसमस्तपदानां विग्रहान् लिखतः : 1x6 = 6
- (i) ते न पश्यन्ति विद्वांसो देहभङ्गं कुलक्षयम् ।
  - (ii) अरक्षितं तिष्ठति दैवरक्षितम् ।
  - (iii) अहो! बहुमत्स्योऽयं ह्वदः ।
  - (iv) येन आक्रमन्त्यृषयो हि आप्तकामाः ।
  - (v) दीपकः ब्रह्माण्डभाण्डस्य ।
  - (vi) अयमेव अहोरात्रं जनयति ।
7. अधोलिखितेषु वाक्येषु कोष्ठकान्तर्गतप्रकृतिं प्रत्ययं च योजयित्वा रिक्तस्थानानि पूरयतः 1x8 = 8
- (i) तं जलाशयं ----- मत्स्यजीविभिः । (दृश् + क्त्वा)
  - (ii) किम् एतत् सरः ----- युज्यते । (त्यज् + तुमुन्)
  - (iii) छात्राः लेहलदाखनगरं ----- । (प्र + या + क्त)
  - (iv) सा उपत्यकां ----- सिन्धुनदी अस्ति । (वि + भज् + शतृ स्त्री.)
  - (v) ----- अयं दरिद्रभावः । (रम् + अनीयरु)
  - (vi) एषः ----- मणिः आकाशमण्डलस्य । (भग् + मतुप्)
  - (vii) वेदाः एतस्य एव ----- । (वन्द् + इन्)
  - (viii) अहो! एषा हि ----- विभूतिः । (राजमन्त्र + इन्)
8. कोष्ठकात् चित्वा कर्तृपदानुसारं क्रियापदं योजयत । 1x5 = 5
- (i) आर्य वैहीनरे! सुगाङ्गमार्गम् ----- । (आदेशयत/आदेशय)
  - (ii) वृष्टल! किमर्थं वयम् ----- । (आहूताः/आहूतः)
  - (iii) अनागतविधाता प्रत्युत्पन्नमतिश्च परिजनेन सह ----- । (निष्कान्ता/निष्कान्तौ)
  - (iv) अहं प्रक्षेपकेण ----- । (दर्शयति/दर्शयामि)
  - (v) एते प्रख्याता बौद्धमठाः ----- । (अस्ति/सन्ति)

#### अथवा

- अधोलिखितेषु वाक्येषु विशेष्यैः सह मञ्जूषायाः विशेषणपदानि योजयतः 1x5 = 5
- (i) तृणानि भूमिरुदकं वाक् चतुर्थी च ----- ।

- (ii) ----- पथस्तत् कवयो वदन्ति ।
- (iii) किन्तु न कदाचित् आर्यस्य ----- प्रवृत्तिः ।
- (iv) सर्वत्र ----- मे बन्धनमिव राज्यम् ।
- (v) ----- समये राष्ट्रचिन्ता ननु गरीयसी ।

### मञ्जूषा

निरुद्धचेष्टस्य, सूनृता, दुर्गम्, अस्मिन्, निष्प्रयोजना ।

9. अधोलिखितेषु वाक्येषु कोष्ठकपदैः सह उपयुक्त-विभक्तिं प्रयुज्य रिक्तस्थानानि पूरयतः  $1 \times 5 = 5$

- (i) अथ तैः जालैः जलाशयम् आलोड्य ----- सह सरः निर्मत्स्यतां नीतम् ।  
(यद्भविष्य)
- (ii) ----- यत् प्रतिभाति, तत् कर्तव्यम् । (भवद्)
- (iii) ----- पूर्वतः प्रख्याताः बौद्धमठाः सन्ति । (सिन्धुनदी)
- (iv) एतानि ग्रीष्मपर्वाणि ----- प्रति भक्तिभावं दर्शयन्ति । (बुद्ध)
- (v) इदं ‘लेह’ इति ----- प्रसिद्धं पर्यटनस्थलम् । (अभिधान)

खण्डः (घ)

35 अङ्ककाः

### भाग I

#### पठितांश - अवबोधनम्

10. अधोलिखितं गद्यांशं, पद्यांशं, नाट्यांशं च पठित्वा तदाधारितान् प्रश्नान् संस्कृतेन उत्तरतः :

##### (क) गद्यांशः

कस्मैश्चित् जलाशये अनागतविधाता, प्रव्युत्पन्नमतिः, यद्भविष्यश्च इति त्रयो मत्स्याः प्रतिवसन्ति स्म । अथ कदाचित् तं जलाशयं दृष्ट्वा गच्छदिभः मत्स्यजीविभिः उक्तम् - अहो, बहुमत्स्योऽयं ह्लदः, कदापि न अस्माभिः अन्वेषितः अद्य तु आहारवृत्तिः सञ्जाता । ततः प्रभाते अत्र आगन्तव्यम् इति निश्चयः ।

##### प्रश्नाः

- (अ) एकपदेन उत्तरत ।  $\frac{1}{2} \times 2 = 1$
- (i) जलाशये कति मत्स्याः प्रतिवसन्ति स्म?
- (ii) मत्स्यजीविनः किं दृष्ट्वा प्रभाते आगमनाय चिन्तयन्ति?

- (ब) पूर्णवाक्येन उत्तरत । 1  
 कस्यचिदेकस्य मत्स्यस्य नाम लिखत ।
- (स) यथानिर्देशम् उत्तरत ।  $\frac{1}{2} \times 2 = 1$
- (i) ‘गच्छदिभः’ इति कस्य पदस्य विशेषणम्?
  - (ii) ‘भोजनप्रबन्धः’ इति स्थाने किं पदं प्रयुक्तम्?
- (द) (i) ‘प्रतिवसन्ति स्म’ इति क्रियापदस्य किं कर्तृपदम्?  
 (ii) ‘तत्र’ इति अव्ययस्य किं विलोमपदम् अनुच्छेदे प्रयुक्तम्?  $1+1 = 2$
- (ख) पदांशः
- उत्तिष्ठत, जाग्रत, प्राप्य वरान् निबोधत ।  
 क्षुरस्य धारा निशिता दुरत्यया,  
 दुर्ग पथस्तत् कवयो वदन्ति ॥
- प्रश्नाः
- (अ) एकपदेन उत्तरत ।  $\frac{1}{2} \times 2 = 1$
- (i) के तत् पथः दुर्ग वदन्ति?
  - (ii) कान् प्राप्य निबोधत?
- (ब) पूर्णवाक्येन उत्तरत । 1  
 क्षुरस्य धारा कीदृशी भवति?
- (स) यथानिर्देशम् उत्तरत ।  $\frac{1}{2} \times 2 = 1$
- (i) ‘दुःखेन गम्यम् इति स्थाने किं पदमत्र प्रयुक्तम्?
  - (ii) ‘वदन्ति’ इति क्रियापदस्य कर्तृपदं किम्?
- (द) (i) ‘छुरिका’ इति स्थाने किं पदमत्र प्रयुक्तम्?  
 (ii) ‘त्यक्त्वा’ इत्यस्य किं विलोमपदम् अत्र प्रयुक्तम्?  $1+1 = 2$
- (ग) नाट्यांशः
- कञ्चुकी- (प्रविश्य), (परिक्रम्य अवलोक्य च) इदम् आर्यचाणक्यस्य गृहम् । अहो?  
 राजाधिराजमन्त्रिणो विभूतिः । तथाहि गोमयानाम् उपलभेदकम् एतत्

प्रस्तरखण्डम्, अत्र शुष्यमाणैः समिदिभः अतिनमितः छदिप्रान्तः । जीर्णाः  
भित्तयः । (भूमौ निपत्य) जयतु आर्यः ।

चाणक्यः- वैहीनरे! किम् आगमनप्रयोजनम्?

कञ्चुकी- आर्य! देवः चन्द्रगुप्तः आर्य शिरसा प्रणम्य विज्ञापयति - यदि कार्ये बाधा न  
स्थात् तर्हि आर्य द्रष्टुम् इच्छामि ।

**प्रश्नाः**

- |   |                            |
|---|----------------------------|
| (अ) एकपदेन उत्तरत ।   | $\frac{1}{2} \times 2 = 1$ |
| (i) चाणक्यस्य गृहे भित्तयः कीदृश्यः आसन्?   |                            |
| (ii) शुष्यमाणैः समिदिभः कः अतिनमितः?  |                            |
| (ब) पूर्णवाक्येन उत्तरत ।   | 1                          |
| देवःचन्द्रगुप्तः कं द्रष्टुम् इच्छति?   |                            |
| (स) यथानिर्देशम् उत्तरत ।   | $1 \times 3 = 3$           |
| (i) ‘उपलभेदकम्’ इति पदं कस्य पदस्य विशेषणम्?  |                            |
| (ii) ‘विज्ञापयति’ इति क्रियापदस्य कर्तृपदं किम्?  |                            |
| (iii) ‘पृथिव्याम्’ इति स्थाने किं पदमत्र प्रयुक्तम्?  |                            |
| 11. यथानिर्देशम् प्रश्नान् उत्तरत :   | 2+2 = 4                    |
| (i) ‘सौहदानि सुजने शिथिलीभवन्ति’ अस्याः पड्क्तेः सन्दर्भग्रन्थस्य लेखकस्य च नामनी<br>लिखत । |                            |
| (ii) ‘शोभनानां भोजनानां दात्री भव’ इति कः कां कथयति?  |                            |
| 12. प्रत्येकम् अंशस्य प्रदत्तभावार्थत्रयात् शुद्धभावार्थस्य चयनं कुरुत ।                    | 2+2 = 4                    |
| (अ) स किं सखा साधु न शास्ति योऽधिपम् ।  |                            |
| <b>भावार्थः</b>   |                            |
| (i) सः किमपि मित्रं नास्ति यःराज्ये शासनं न करोति ।   |                            |
| (ii) सः कुत्सितः सखा यः राज्ञे सदसद्-ज्ञानं न ददाति ।                                       |                            |
| (iii) सः उत्तमः जनः यः राजानं न शास्ति ।  |                            |

(ब) सद्विद्या यदि किं धनैरपयशो यद्यस्ति किं मृत्युना ।

**भावार्थः**

- (i) विदुषः कृते विद्या एव धनम् यशः एव जीवनम् ।
- (ii) विदुषः कृते विद्यया धनं प्राप्यते, निन्दा एव मृत्युः ।
- (iii) विद्यया धनं प्राप्यते, यशः प्राप्यते, मृत्युना तेन किम्?

**अथवा**

अधोलिखितस्य पद्यस्य प्रदत्तं भावार्थं मञ्जूषाप्रदत्तपदैः पूरयित्वा पुनः लिखतः

$\frac{1}{2} \times 8 = 4$

शिक्षा क्षयं गच्छति कालपर्ययात्,

सुबद्धमूला निपतन्ति पादपाः ।

जलं जलस्थानगतं च शुष्यति,

हुतं च दत्तं च सदैव तिष्ठति ॥

**भावार्थः**

कालः सदा (i) ----- । कालेन प्राप्ता विद्या अपि शनैः शनैः (ii) ----- ।  
कालेन एव (iii) ----- वृक्षाः अपि जीर्णाः भूत्वा (iv) ----- पतन्ति ।  
जलस्य गन्तव्यस्थानमपि (v) ----- जायते परन्तु नरेण (vi) -----  
प्रदत्तं (vii) ----- प्रदत्तं धनादिकं सदैव (viii) ----- भवति ।

**मञ्जूषा**

यज्ञाग्नौ, स्थिरं, भूमौ, दृढाः, विस्मर्यते, परिवर्तते, शुष्कं, दीनेभ्यः ।

13. अधोलिखितस्य श्लोकद्वयस्य प्रदत्तान्वये रिक्तस्थानपूर्ति कृत्वा पुनः लिखतः

(अ) सत्यं न मे धनविनाशगता विचिन्ता,

भाग्यक्रमेण हि धनानि पुनर्भवन्ति ।

एततु मां दहति नष्टधनश्रियो मे,

यत् सौहृदानि सुजने शिथिलीभवन्ति ॥

**अन्वयः**

सत्यम् मे धनविनाशगता (i) ----- न (वर्तते) हि भाग्यक्रमेण धनानि

(ii) ----- भवन्ति । एतत् तु माम् दहति यत् (iii) ----- मे  
 (iv) ----- सुजने शिथिलीभवन्ति ।

(ब) अरक्षितं तिष्ठति दैवरक्षितं,

सुरक्षितं दैवहतं विनश्यति ।

जीवत्यनाथोऽपि वने विसर्जितः,

कृतप्रयत्नोऽपि गृहे न जीवति ॥

अन्वयः

अरक्षितं (i) ----- तिष्ठति । सुरक्षितम् (ii) ----- विनश्यति । अनाथः वने  
 (iii) ----- अपि जीवति । (iv) ----- गृहे अपि न जीवति ।

14. अधोलिखितानां 'क' स्तम्भस्य वाक्यांशानां 'ख' स्तम्भस्य वाक्यांशैः सह सार्थकसम्मेलनं कृत्वा पुनः लिखतः

$$1 \times 4 = 4$$

‘କ’

‘ख’

- |       |                            |     |                                   |
|-------|----------------------------|-----|-----------------------------------|
| (i)   | यदि स्वर्णम् अशुद्धं भवेत् | (अ) | जलस्यान्तर्बहिः क्रमात् ।         |
| (ii)  | द्वितीयभागस्सञ्चारो        | (ब) | तिब्बतशैल्याः परिचायकाः ।         |
| (iii) | एषः बौद्धधर्मस्य           | (स) | तर्हि चतुर्गुणेन सीसेन शोधयेत् ।  |
| (iv)  | मठेष उत्कीर्णाः लेखाः      | (द) | प्रसिद्धः प्राचीनश्च श्वेतस्तपः । |

15. अधोलिखितेषु वाक्येषु रेखांकितशब्दानां प्रसङ्गानुसारं सार्थकम् अर्थं चित्वा लिखतः

$$1 \times 4 = 4$$

(अ) वेदाः एतस्य एव वन्दिनः ।

- (i) पराधीना:
  - (ii) वन्द्या
  - (iii) स्तुतिगाया

(ब) इनश्च दिनस्य ।

- (i) सूर्यः  
(ii) स्वार्म  
(iii) राजा

(स) प्रणम्यः एषः विश्वेषाम् ।

- (i) विश्वस्य
- (ii) नक्षत्राणाम्
- (iii) सर्वेषाम्

(द) अवलम्बो रोलम्बकदम्बस्य ।

- (i) भ्रमरसमूहस्य
- (ii) कम्पमानकदम्बवृक्षस्य
- (iii) भ्रमरपूर्णवृक्षस्य

खण्डः घ

भाग I

सामान्यः संस्कृतसाहित्यपरिचयः

10 अङ्काः

16. अधोलिखितानां कवीनां देश-काल-कृतीनां यथानिर्देशं नामानि लिखत : 3+3+4 = 10

कवयः

- |                         |   |               |
|-------------------------|---|---------------|
| (अ) (i) विष्णु शर्मा    | } | कालः          |
| (ii) चाणक्यः            |   |               |
| (iii) अम्बिकादत्तव्यासः |   |               |
| (ब) (i) भर्तृहरिः       | } | देशः          |
| (ii) वराहमिहिरः         |   |               |
| (iii) कालिदासः          |   |               |
| (स) (i) आर्यभटः         | } | काचिदेकाकृतिः |
| (ii) मनुः               |   |               |
| (iii) भारविः            |   |               |
| (iv) सुश्रुतः           |   |               |

अथवा

(अ) निम्नलिखितावक्येषु मञ्जूषायाः पदानि चित्वा रिक्तस्थानपूर्तिः क्रियताम् :  $\frac{1}{2} \times 10 = 5$

- (i) सर्गबन्धरचना ----- उच्यते ।
- (ii) संस्कृतगद्यस्य प्रारम्भः ----- मन्यते ।
- (iii) संस्कृतवाङ्मये विशालतमः ग्रन्थः ----- अस्ति ।
- (iv) पुराणानां पञ्चलक्षणेषु एकं ----- अपि अस्ति ।
- (v) सप्तकाण्डेषु विभक्तम् आदिकाव्यं ----- अस्ति ।
- (vi) नाटकस्य प्रारम्भे ----- भवति ।
- (vii) कालिदासः ----- क्षेत्रे प्रसिद्धः ।
- (viii) छन्दोरहितरचना ----- कथ्यते ।
- (ix) मेघदूतम् ----- सर्वोत्तमं खण्डकाव्यम् अस्ति ।
- (x) नाटकस्य अन्ते ----- भवति ।

### मञ्जूषा

वंशानुचरितम्, रामायणम्, महाभारतम्, महाकाव्यम्, उपनिषत्कालात्, कालिदासस्य,  
उपमा, भरतवाक्यम्, नान्दी, गद्यम् ।

(ब) संस्कृतनाटकानां कान्यपि पञ्चशिष्ठ्यानि लिखत ।

5

## अंक योजना - संस्कृतम् (केन्द्रिकम्)

निर्धारित समय : 3 घण्टे

अधिकतम् अंक : 100

### ध्यातव्यम्

- त्रुटिपूर्ण वर्तनी अथवा व्याकरणात्मक प्रयोगों के लिए अङ्क अनुपाततः काटे जाएँ अन्यथा पूर्ण अङ्क दिए जाएँ।
- आंशिक दृष्टि से सही उत्तरों के लिए अंशतः अङ्क अवश्य दिए जाएँ।
- यहाँ दिए गए उत्तर निर्दर्शनात्मक हैं। अन्य विकल्पात्मक उत्तर हो सकते हैं, अतः अङ्क दिए जाएँ।
- इस बार बच्चों को पृथक् उत्तर पुस्तिका में उत्तर लिखने थे। बच्चे आगे-पीछे उत्तर लिख सकते हैं, अतः ध्यान से देखकर उत्तरों के अङ्क दिए जाएँ।

### प्रश्न पत्र संख्या 22/1

अपेक्षित उत्तर-संकेत एवं मूल्य-बिन्दु

खण्ड : 'क' (अपठितांश-अवबोधनम्)

1. (अ) (i) चत्वारि (ii) आध्यात्मिकता (iii) त्यागे (iv) संग्रहे।  $\frac{1}{2} \times 4 = 2$
- (ब) (i) भारतीयसंस्कृते: आधारभूतं गुणद्वयम्, अस्ति, त्यागः सेवा च।  $1 \times 2 = 2$
- (ii) अस्माकं देशवासिनः स्वार्थभावनायाः त्यागं कुर्यात्।
- (स) (i) भारतवर्षाय/भारतवर्षस्य कृते/भारतवर्षम् (भारतवर्षः) इति पदाय (ii) जनाः  $1 \times 4 = 4$
- (iii) मनुष्येषु (iv) विभक्ताः।
- (द) भारतीयसंस्कृतिः/भारतवर्षस्य गौरवम्/श्रीशंकराचार्यः।  $1 \times 2 = 2$

खण्ड : ख

संस्कृतेन रचनात्मककार्यम्

2. (i) दिल्लीतः (ii) सुरेश!//भ्रातः! (iii) कल्याणम् (iv) स्वीकरोतु (v) भवान् (vi) सुरेश!//भ्रातः!  $\frac{1}{2} \times 10 = 5$
- (vii) प्रदर्शयितुम् (viii) अनेकान् (ix) प्रणामाङ्गलिं (xi) राकेशः।

3. (i) शिष्यान् (ii) भगवान् (iii) युवा (iv) अधिकाधिकम् (v) अध्यापितवान् (vi) शिष्येभ्यः  $\frac{1}{2} \times 10 = 5$   
 (vii) कृत्वा (viii) भगवन् (ix) कुतः (x) धन्या ।

4. निर्दिष्टं विद्ययम् अधिकृत्य यथेच्छं पञ्च वाक्यानि ।  $\frac{1}{2} \times 10 = 5$

**खण्डः ग**

### अनुप्रयुक्त व्याकरणम्

5. (i) शान्तिः+ एधि (ii) स्व + अध्ययनस्य (iii) समय + अभावात् ।  $1 \times 6 = 6$   
 (iv) प्रति +आरोपणं (v) वैज्ञानिकैः + अपि (vi) मम + उपवासः ।
6. (i) उत्तमाः शल्यचिकित्सकाः (ii) शल्यस्य कार्य/शल्यं कार्य (iii) सुश्रुतस्य संहिता/सुश्रुता  
 संहिता (iv) द्वितीयः भागः (v) तालिकायाः वादनेन (vi) क्रमम् अनतिक्रम्य ।  $1 \times 6 = 6$
7. (i) दत्तं (ii) प्रविश्य (iii) सन्तप्तुम् (iv) गत्वा (v) अशितव्यम् (vi) दरिद्रता (vii) वैज्ञानिकाः  
 (viii) निर्मत्स्यताम् ।  $1 \times 8 = 8$

**नोट -** केवल प्रत्यय जोड़ने पर आधा अंक दिया जाए ।

8. (i) घन्ति (ii) अस्ति (iii) अस्मि (iv) लभेय (v) निमन्त्रयतु ।  $1 \times 5 = 5$

**अथवा**

- (i) नष्टां (ii) मनस्विनः/गुणरसज्जस्य/तत्रभवतः (iii) गुणरसज्जस्य/मनस्विनः/ तत्रभवतः  
 (iv) तत्रभवतः/मनस्विनः/गुणरसज्जस्य (v) अष्टविधं ।

9. (i) दुर्व्यसनात् (ii) कौमुदीमहोत्सवेन (iii) मया (iv) सिंहासनम् (v) प्रयोजनं/प्रयोजनेन ।  $1 \times 5 = 5$

**खण्डः घ**

**भाग-I**

### पठितांश अवबोधनम्

10. (क) अ (i) अनागतविधाता (ii) प्रपलायनम्  $\frac{1}{2} \times 2 = 1$   
 आ मत्यजीविनां वचः कुलिशपातोपमम् आसीत् ।  $1 \times 1 = 1$   
 इ (i) अभिहितम् (ii) निकटम् (iii) अशक्तैः ।  $1 \times 3 = 3$

(ख)	अ	(i) सत्येन (ii) सत्यम्।	$\frac{1}{2} \times 2 = 1$
	आ	आप्तकामा: ऋषयः सत्यस्य मार्गेण गच्छन्ति ।	$1 \times 1 = 1$
	इ	(i) निधानम् (ii) पथः/पन्थाः इति पदस्य (iii) ऋषयः ।	$1 \times 3 = 3$
(ग)	अ	(i) दुराराध्या (ii) कौमुद्रीमहोत्सवः/ कौमुदी ।	$\frac{1}{2} \times 2 = 1$
	आ	धार्मिकनृपस्य राज्यम् महत्कष्टदायकम् ।	$1 \times 1 = 1$
	इ	(i) कञ्चुकिनः/ वैहीनरे इति पदस्य (ii) राज्ञे/राज्ञः कृते/राजा इति पदाय (iii) देवः/नृपः/राजा ।	$1 \times 1 = 1$
11.	(i)	विदूषकः/मैत्रेयः, चारुदत्तम् ।	$1+1 = 2$
	(ii)	मुद्राराक्षसम्, विशाखदत्तः ।	$1+1 = 2$
12.	(अ)	(i) यत्किमपि यज्ञाग्नौ आहुतिरूपेण- - - - - ।	$2+2 = 4$
	(आ)	एकः दोषः गुणानां समूहे तथैव अन्तर्हितः भवति यथा चन्द्रस्य किरणेषु कलड़कः	
		<b>अथवा</b>	
	(i)	परीक्षणम् (ii) छेदनेन/ताडनेन (iii) छेदनेन/ताडनेन (iv) तदैव (v) त्यागेन (vi) स्वभावेन (vii) गुणैः/कर्ममिः (viii) गुणैः/कर्मभिः ।	
13.	(अ)	(i) बलिनः (ii) अथवा (iii) आश्रितव्यः (iv) अन्या ।	$\frac{1}{2} \times 4 = 2$
	(आ)	(i) सुहृदः (ii) आपदः (iii) परैः (iv) तत् ।	$\frac{1}{2} \times 4 = 2$
14.	(i)	ग (ii) क (iii) घ (iv) ख ।	$1 \times 4 = 4$
15.	(अ)	(iii) चतुर्युगानां भेदाः । (आ) (i) विश्वसदनस्य (इ) चरित्रम्/सूर्यमार्गः/सूर्यदिशा (ई) प्रबन्धकः/नाटकस्य पात्रम्/नटः	$1 \times 4 = 4$
		<b>खण्डः घ</b>	
		<b>भाग- II</b>	
		<b>सामान्यः सांस्कृतसाहित्यपरिचयः</b>	
16.	(अ)	किरातार्जुनीयम्, बृहत्साहिंता, अर्थशास्त्रम्, धर्मसूत्रम्, कर्णभारम् ।	$\frac{1}{2} \times 5 = 2\frac{1}{2}$
	(आ)	भासः, विष्णुशर्मा, आर्यभटः, विशाखदत्तः, मनुः ।	$\frac{1}{2} \times 5 = 2\frac{1}{2}$

17. (i) पुराणस्य (ii) रूपकस्य (iii) भरतः (iv) पञ्चतन्त्रस्य (v) महाकाव्ये । 1x5 = 5

### प्रश्न पत्र संख्या 22

खण्डः - क

अपठितांश् -अवबोधनम्

10

1. (अ) (i) हिंसायाः (ii) सामाजिकः (iii) सौहार्दपूर्णम् (iv) प्रेमपूर्णः ।  $\frac{1}{2} \times 4 = 2$
- (ब) (i) यजुर्वेदे कथितम्- मित्रस्य चक्षुषा सर्वाणि मित्राणि समीक्षे इति  
(ii) येषां जीवने परोपकारादायः गुणाः विलसन्ति, तेषां जीवनम् एव जीवनं उच्यते । 1x2 = 2
- (स) (i) जनाः (ii) प्रतिकूलम् (iii) मित्राणि (iv) चक्षुषा । 1x4 = 4
- (द) सामाजिकः प्राणी, आदर्शजीवनम्, सद्व्यवहारः इत्यादयः । 2x1 = 2

खण्डः ख

15

संस्कृतेन रचनात्मककार्यम्

2. (i) जयपुरम् (ii) महोदय (iii) सेवायाम् (iv) लिखितम् (v) दिल्लीनगरस्थे  
(vi) लोकार्पणम् (vii) मद्यम् (viii) प्रदाय (ix) सधन्यवादम् (x) सुवासः ।  $\frac{1}{2} \times 10 = 5$
3. (i) वैद्यः (ii) कीर्तिः (iii) द्वौ (iv) दत्त्वा (v) आनेतव्यम् (vi) करिष्यामि (vii) निर्माय  
(viii) दृष्टः (ix) रसायननिर्माणार्थम् (x) परीक्षायै ।  $\frac{1}{2} \times 10 = 5$
4. निर्दिष्टं विषयं अधिकृत्य पञ्चवाक्येषु लेखनं अपेक्षितम् ।  
मञ्जूषायाम् प्रदत्तानां पञ्चशब्दानां प्रयोगः अनिवार्यः । 1x5 = 5

खण्डः ग

30

अनुप्रयुक्त व्याकरणम्

5. (i) अन्यत्र + अपि (ii) जीवति + अनाथः (iii) अशक्तैः + बलिनः (iv) विशिष्टः + अर्थः  
(v) पर्वतात्+ दूरम्/पर्वताद्+ दूरमारोप्य (vi) एतत् + अस्माकं/एतद् + अस्माकम् । 1x6 = 6
6. (i) कुलस्य क्षयम् (ii) न रक्षितम् (iii) बहवः मत्स्याः यस्मिन् सः (iv) आप्ताः कामाः  
यैः ते/आप्तः कामः यैः ते (v) ब्रह्माण्डम् एव भाण्डम् तस्य (vi) अहः च रात्रिः च तयोः  
समाहारः । 1x6 = 6

7. (i) दृष्ट्वा (ii) त्वक्तुम् (iii) प्रयातः (iv) विभजन्ती (v) रमणीयः (vi) भगवान्  
 (vii) वन्दिनः (viii) राजमन्त्रिणः । 1x8 = 8

8. (i) आदेशय (ii) आहूताः (iii) निष्क्रान्तौ (iv) दर्शयामि (v) सन्ति । 1x5 = 5

### अथवा

(i) सूनृता (ii) दुर्गम् (iii) निष्प्रयोजना (iv) निरुद्धचेष्टस्य (v) अस्मिन् । 1x5 = 5

9. (i) यद्भविष्येण (ii) भवते/भवद्भ्याम्/भवद्भ्यः । (iii) सिन्धुनद्याः । 1x5 = 5  
 (iv) बुद्धं (v) अभिधानेन/अभिधानं ।

### खण्ड : घ

#### पठितांश - अवबोधनम्

10. (क) गद्यांशः 5

(अ) (i) त्रयः (ii) जलाशयं । ½x2 = 1  
 (ब) एकस्य मत्स्यस्य नाम अस्ति-अनागतविधाता/प्रत्युत्पन्नमतिः, यद्भविष्यः । 1x1 = 1  
 (स) (i) मत्स्यजीविभिः (ii) आहारवृत्तिः । ½x2 = 1  
 (द) (i) मत्स्याः (ii) अत्र । 1x2 = 2

(ख) पद्यांशः 5

(अ) (i) कवयः (ii) वरान् । ½x2 = 1  
 (ब) क्षुरस्य धारा निशिता दुरत्यया भवति । 1x1 = 1  
 (स) (i) दुर्गम्/दुरत्यया (ii) कवयः । ½x2 = 1  
 (द) (i) क्षुरः/क्षुरस्य (ii) प्राप्य । 1x2 = 2

(ग) नाट्यांशः 5

(अ) (i) जीर्णाः (ii) छदिप्रान्तः । ½x2 = 1  
 (ब) देवः चन्द्रगुप्तः चाणक्यं/मन्त्रिणं/अमात्यं-द्रुष्टुम् इच्छति । 1x1 = 1  
 (स) (i) प्रस्तरखण्डम् (ii) देवः चन्द्रगुप्तः (iii) भूमौ । 1x3 = 3

11.	(i) सन्दर्भग्रन्थस्थ नाम- चारुदत्तम्	2
	लैखकस्य नाम - भासः	
	(ii) कः कथयति - सूत्रधारः	2
	काम् कथयति - नटीं प्रति	= 4
12.	(अ) (ii)	2
	(ब) (iii)	2 = 4
	अथवा	
	<b>भावार्थः :</b>	
	(i) परिवर्तते (ii) विस्मर्यते (iii) दृढ़ाः (iv) भूमौ (v) शुष्कं (vi) यज्ञाग्नौ/दीनेभ्यः (vii) दीनेभ्यः/ यज्ञाग्नौ (viii) स्थिरं।	$\frac{1}{2} \times 8 = 4$
13.	<b>अन्वयः</b>	4
	(अ) (i) विचिन्ता (ii) पुनः (iii) नष्टधनश्रियः (iv) सौहृदानि	$\frac{1}{2} \times 4 = 2$
	(ब) (i) दैवरक्षितं (ii) दैवहत्तम् (iii) विसर्जितः (iv) कृतप्रयत्नः	$\frac{1}{2} \times 4 = 2$
14.	(i) - (स)	1x4 = 4
	(ii) - (अ)	
	(iii) - (द)	
	(iv) - (ब)	
15.	(अ) (iii)   (ब) - (ii)   (स) - (iii)   (द) - (i)	1x4 = 4

खण्डः - घ

सामान्यः संस्कृतसाहित्यपरिचयः

16.	<b>कवयः</b>	10
अ	(i) चतुर्थशताब्दी (ii) चतुर्थशताब्दी (iii) विंशतिशताब्दी	1x3 = 3
ब	(i) उज्जयिनी (ii) दक्षिणभारतं (iii) उज्जयिनी	1x3 = 3
स	(i) आर्यभट्टीयम् (ii) मनुस्मृतिः (iii) किरातार्जुनीयम् (iv) सुश्रुतसंहिता।	1x4 = 4

**अथवा**

17. (अ) (i) महाकाव्यम् (ii) उपनिषद्कालात् (iii) महाभारतम्। (iv) वंशानुचरितम्  
(v) रामायणम् (vi) नान्दी (vii) उपमा (viii) गद्यम् (ix) कालिदासस्य  
(x) भरतवाक्यम्।  $\frac{1}{2} \times 10 = 5$
- (ब) कान्यपि पञ्चवैशिष्ट्यानिः-  
दृश्यम्, अभिनेयं, सप्ताङ्गेषु विभक्तं, नान्दीयुक्तं, भरतवाक्ययुक्तं च नाटकं भवतु।  $1 \times 5 = 5$

## संस्कृतम् (ऐच्छिकम्)

निर्धारित समय : 3 घंटे

अधिकतम अंक : 100

### निर्देशा :

उत्तराणि उत्तरपुस्तिकायाम् एव लेखनीयानि ।  
संकेताभावे सर्वेषां प्रश्नानामुत्तराणि संस्कृतेनैव लेखनीयानि ।  
अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः सन्ति ।

खण्डः क	अपठितांश-अवबोधनम्	15 अङ्काः
खण्डः ख	संस्कृतेन रचनात्मककार्यम्	20 अङ्काः
खण्डः ग	पठितांश - अवबोधनम् एवं संस्कृत साहित्यस्य परिचयः	40+10 = 50 अङ्काः
खण्डः घ	छन्दोऽलङ्काराः	20 अङ्काः

### प्रश्नपत्र संख्या 49/1

खण्डः क

अपठितांश - अवबोधनम्

15 अङ्काः

1. निम्नलिखितम् अनुच्छेदद्वयं पठित्वा प्रदत्तप्रश्नान् संस्कृतेन उत्तरतः

(क) प्रथमः अनुच्छेदः

शिष्यः गुरुम् अपृच्छत् - “महोदय! सुखसुविधयोः को भेदः ?” गुरुः अवदत् - “अहम् एकदा एकस्य धनिनो गृहे अतिथिः अभवम् । तस्य आतिथ्यगृहं दृष्ट्वा मनसि अतिव्यथितः आसम् । तत्र सर्वतः बहुमूल्यानि उपकरणनि आसन्, भ्रमणेऽपि अवधानतायाः आवश्यकता अभवत्, कदाचित् किमपि उपकरणं त्रुटिं न स्यात् । आसीत् तत्र सर्वा सुखसामग्री परम् आनन्दस्य न अवर्तत कोऽपि उपभोक्ता । आतिथ्यस्थानं नासीद् उपवेष्टुं योग्यम् ।” एवमुक्त्वा गुरुः शिष्यं समबोधयत् - “उपकरणैः प्राप्यते नैव सुखम् । तत् तु मनसः आनन्देन एव जायते ।”

प्रश्नाः

$1/2 \times 2 = 1$

(अ) एकपदेन उत्तरत ।

(i) शिष्यः कयोः भेदम् अपृच्छत्?

(ii) गुरुः कस्य गृहे अतिथिः अभवत्?

(ब) पूर्णवाक्येन उत्तरत । **1 x 2 = 2**

(i) कस्य केन सुखं जायते?

(ii) सुखसामग्र्याः आनन्दस्य कः न आसीत्?

(स) यथानिर्देशम् उत्तरत । **½ x 4 = 2**

(i) 'तत् तु मनसः .....।' अत्र 'तत्' इति सर्वनामपदं कस्मै प्रयुक्तम्?

(ii) 'अभवम्' इति क्रियापदस्य किं कर्तृपदम्?

(iii) 'अनवधानता' अस्य विलोमपदं किम्?

(iv) 'सुखसामग्री' अस्य पदस्य विशेषणं किम्?

(ख) द्वितीयः अनुच्छेदः

एकदा भीमरावः अम्बेडकरमहोदयः उच्चशिक्षार्थ लन्दननगरं गतः। तत्र स साधारणं शाकादिभोजनम् अकरोत् अल्पमूल्यानि वस्त्राणि च अधारयत्। यच्च धनं शिष्टमभवत् तेन पुस्तकानि अक्रीणात्। एकदा तस्मै अर्थशास्त्रपुस्तकस्य आवश्यकता अभवत् तत् च बहुमूल्यम् आसीत्। अतः स पुरातनपुस्तक-विक्रेतुः विपणिं गतवान्। तत् पुस्तकं तत्र अवलोक्य स भृशं प्रासीदत्। स्वसमीपवर्ति सर्वं धनं दत्त्वा स तत् क्रीतवान्। पुस्तकं पठन् स भोजनालये आसन्धाम् उपविष्टः। यदैव स भोजनदातारं दृष्टवान् तर्हि ध्यातवान् धनं तु तत्समीपे नास्ति। झटिति उत्थाय तं कथितवान् क्षम्यतां तावदय तु मम ब्रतमस्ति। भोजनालयाद् निर्गत्य स्वप्रकोष्ठमधिगतवान्। सप्ताहैकं यावद् अल्पाहारमेवाकरोत् यतो हि सप्ताहैकं भोजनमूल्येन स पूर्वमेव क्रीतवान् अर्थशास्त्रस्य पुरातनपुस्तकम्।

**प्रश्नाः** **1 x 2 = 2**

(अ) एकपदेन उत्तरत ।

(i) अर्थशास्त्रस्य पुस्तकं कीदृशम् आसीत्?

(ii) किं दत्त्वा डॉ. अम्बेडकरमहोदयः पुस्तकं क्रीतवान्?

(ब) पूर्णवाक्येन उत्तरत । **2 x 1 = 2**

डॉ. भीमरावः अम्बेडकरमहोदयः सप्ताहैकं कथम् अल्पाहारमकरोत्?

(स) यथानिर्देशम् उत्तरत । **1 x 4 = 4**

(i) 'झटिति उत्थाय तं कथितवान्' इत्यत्र 'तम्' इति सर्वनामपदं कस्मै प्रयुक्तम्?

(ii) 'क्रीतवान्' इति क्रियापदस्य कर्तृपदं किम्?

- (iii) 'क्रेतुः' इति पदस्य विलोमपदं किमत्र प्रयुक्तम्?
- (iv) 'वस्त्राणि' इत्यस्य विशेषणं किम्?
- (द) अस्य अनुच्छेदस्य कृते समुचितं शीर्षकं संस्कृतेन लिखते।

2

खण्डः ख

### संस्कृतेन रचनात्मककार्यम्

15 अङ्काः

2. मञ्जूषातः उचितसङ्केतान् गृहीत्वा निम्नलिखितां कथां पूरयित्वा लिखते :

**1 x 10 = 10**

#### कथा

समाट् अवरङ्गजीवः सूफीसाधवे शाहलतीफनिकटे (1) ----- प्रेष्य तस्मै भूर्मि दातुं (2) ----- च तत्र आगन्तुं याचनामकरोत् । साधुः दूतम् अकथयत् 'मह्यं (3)----- का उपयोगिता? सप्राजं तावत् कथय (4)----- दास्यामि प्रार्थनाया उत्तरम् । एते सप्राजः चिन्तयन्ति न खलु (5)----- सप्राजः प्रासादः सेवनीयः । परमेश्वरः (6)----- प्रति सानुग्रहं भूमिदानं कृतवान् । चेत् तदेव (7) ----- दास्यते तर्हि स कस्य स्वामी भविष्यति?" साधुस्तु लिखितवान् 'यः खलु भवति (8)----- अनुग्रहपात्रं स प्रभुदासो न भवति । नाहं स्पृहयामि (9)-----, अतः अहम् प्रभोः (10)----- एव सदैव भवितुम् इच्छामि ।'

#### मञ्जूषा

साधवे, सेवकः, दूतम्, साधुना, भूमिखण्डाय, दर्शनाय, भूमेः, समस्तम्, लिखित्वा, सप्राजः ।

3. मञ्जूषातः पदानि गृहीत्वा महानगरस्य सन्ध्यासम्मर्दस्य वर्णनं संस्कृतेन दशवाक्येषु कुरुते :

**1/2x10 = 5**

#### मञ्जूषा

वाहनानि, कारयानानि, पदातयः, राजपुरुषाः, विद्युतः, प्रकाशः, आक्रोशः, चीत्कारः, बसयानानि, खाद्यपदार्थविक्रेतारः, स्यूतविक्रेतारः, पथि, चतुष्पथे, पक्षिणः, सूर्यः, मेघेषु, आच्छादितः, धावन्ति, गच्छन्ति ।

खण्डः ग

**40+10=50 अङ्काः**

#### पठितांश - अवबोधनम् एवं संस्कृत साहित्यस्य परिचयः

4. अधोलिखितं गद्यांशं, पद्यांशं, नाट्यांशं च पठित्वा प्रदत्तप्रश्नान् संस्कृतेन उत्तरते :

#### (क) गद्यांशः

अधुना मम गमनसमयः समुपागत एव । मम दायित्वहस्तान्तरणपत्रकं सञ्जीकुरु । अहमधुना द्वित्राणां दिवसानां सकारणमवकाशां स्वीकरिष्यामि पुनः तदनु स्वीकरिष्यामि

दीर्घावकाशम् । यदि कस्मैचिद् अज्ञातेन मया रुक्षो व्यवहारः प्रदर्शितः स्यात् तदर्थं ते  
मह्यमुदारचित्तेन क्षमां प्रदास्यन्ति, इति सर्वेभ्यो निवेदयतु । अनन्तरं सर्वे अशुलहृदयैः  
सौप्रस्थानिकीं ज्ञापितवन्तः ।

**प्रश्नाः**

- (अ) एकपदेन उत्तरत ।  $\frac{1}{2} \times 2 = 1$
- (i) कः दीर्घावकाशं स्वीकरिष्यति?
  - (ii) कीदृशेन चित्तेन क्षमां प्रदास्यन्ति?
- (ब) पूर्णवाक्येन उत्तरत ।  $1 \times 2 = 2$
- (i) श्रीनायारः कतीनां दिवसानां कीदृशमवकाशं ग्रहीष्यति?
  - (ii) सर्वे कथं सौप्रस्थानिकीं ज्ञापितवन्तः?
- (स) यथानिर्देशम् उत्तरत ।  $\frac{1}{2} \times 4 = 2$
- (i) ‘प्रदर्शितः’ इति क्रियापदस्य कर्तृपदं किम्?
  - (ii) ‘कठोरः’ इत्यर्थे किं पदमत्र प्रयुक्तम्?
  - (iii) ‘दिवसानाम्’ इति पदस्य किं विशेषणम्?
  - (iv) ‘कदा’ इत्यस्य किं विलोमपदमत्र प्रयुक्तम्?

**(ख) पद्यांशः**

प्रातः प्रयाणाभिमुखाय तस्मै  
सविस्मयाः कोषगृहे नियुक्ताः ।  
हिरण्मयीं कोषगृहस्य मध्ये  
वृष्टिं शशंसुः पतितां नभस्तः ॥

**प्रश्नाः**

- (अ) एकपदेन उत्तरत ।  $\frac{1}{2} \times 2 = 1$
- (i) कस्य मध्ये वृष्टिं शशंसुः?
  - (ii) कीदृशीं वृष्टिं शशंसुः?
- (ब) पूर्णवाक्येन उत्तरत ।  $2 \times 1 = 2$
- के नभस्तः वृष्टिं शशंसुः?

(स) यथानिर्देशम् उत्तरत । **1 x 2 = 2**

(i) ‘शशंसुः’ अस्य कर्तृपदं किम्?

(ii) ‘वृष्टिम्’ अस्य विशेषणं किम्?

(ग) नाट्यांशः

लवः : (सकौतुकोपरोधविनयम्) आर्याः! पश्यत ।

एभिर्नीतोऽस्मि । (इति त्वरितं परिक्रामति)

अरुन्धतीजनकौ : महत्कौतुकं वत्सस्य ।

कौसल्या : अरण्यगर्भस्तुपालापैर्यूयं तोषिता वयं च । भगवति! जानामि तं पश्यन्ती वच्चितेव ।

तस्मादितोऽन्यतो भूत्वा प्रेक्षामहे तावत् पलायमानं दीर्घायुषम् ।

अरुन्धती : अतिजवेन दूरमतिक्रान्तः, स चपलः कथं दृश्यते? (प्रविश्य)

बटवः : पश्यतु कुमारस्तावदाश्चर्यम् ।

लवः : दृष्टमवगतं च । नूनमाश्वमेधिकोऽयम् अश्वः ।

प्रश्नाः

(अ) एकपदेन उत्तरत । **1/2 x 2 = 1**

(i) अश्वः कीदृशः अस्ति?

(ii) कः दूरमतिक्रान्तः?

(ब) पूर्णवाक्येन उत्तरत । **2 x 1 = 2**

कथं पश्यन्ति कौसल्यादयः लवम्?

(स) यथानिर्देशम् उत्तरत । **1 x 2 = 2**

(i) ‘तं पश्यन्ती वच्चितेव’ अत्र ‘तम्’ इति सर्वनापदं कस्मै प्रयुक्तम्?

(ii) ‘दीर्घायुषम्’ अस्य पदस्य विशेषणं किम्?

5. शब्दार्थान् मेलयित्वा लिखत **1/2 x 4 = 2**

शब्दाः अर्थाः

(i) अर्षत् (i) प्राप्नोति

(ii) वर्णा (ii) गच्छत्

- |   |                      |                    |
|---|----------------------|--------------------|
| (iii) अशुते   | (iii) तिरस्कुर्वन्तः |                    |
| (iv) अवधीरयन्तः   | (iii) ब्रह्मचारी ।   |                    |
| 6. रेखांडिक्तपदानि आधृत्य प्रश्ननिर्माणं कुरुत ।  |                      | <b>1 x 4 = 4</b>   |
| (i) हयेन पर्वतश्रेणीरूपर्युपरि गच्छति स्म ।   |                      |                    |
| (ii) लोकानां कार्यसिद्धेभवसरः समुपतिष्ठते ।   |                      |                    |
| (iii) योगः कर्मसु कौशलम् ।  |                      |                    |
| (iv) सर्वक्षत्रपरिभावी महान् उत्कर्षनिकषः ।   |                      |                    |
| 7. अथोलिखितभावार्थयोः रिक्तस्थानपूर्ति मञ्जूषापदसहायतया कुरुतः ।  |                      | <b>3 + 3 = 6</b>   |
| (अ) यद्यदाचरति श्रेष्ठस्तत्तदेवेतरो जनः ।   |                      |                    |
| <b>भावार्थः</b>   |                      |                    |
| भगवान् श्रीकृष्णः अर्जुनम् उपदिशति (i)----- अस्मिन् (ii)----- जनः यादृशां (iii)----- करोति (iv)----- जनाः तादृशम् (v)----- कुर्वन्ति, लोकाः च तस्य वचनं (vi)----- मत्वा तदेव आचरन्ति ।                  |                      |                    |
| (ब) न किञ्चिदपि कुर्वाणः सौख्यैर्दुःखान्यपोहति ।  |                      |                    |
| तत्स्य किमपि द्रव्यं यो हि यस्य प्रियो जनः ॥  |                      |                    |
| <b>भावार्थः</b>   |                      |                    |
| महाकविः भवभूतिः उत्तररामचरिते सीतारामयोः पारस्परिकमनुरागं वर्णयति-यः यस्य (i)----- जनः भवति स (ii)----- कमपि (iii)----- न करोति परं स्वकृत्यैः (iv)----- सर्वाणि (v)----- सदैव स्वव्यवहारेण (vi)----- । |                      |                    |
| <b>मञ्जूषा</b>  |                      |                    |
| <p>प्रियः, स्नेहप्रकाशम्, दुःखानि, दूरीकरोति, सुहृदे, तस्य, श्रेष्ठः, संसारे,</p> <p>कर्म, आचरणम्, प्रमाणं, साधारणाः ।</p>  |                      |                    |
| 8. अथोलिखितयोः श्लोकयोः अन्वययोः रिक्तस्थानपूर्ति कुरुतः  |                      | <b>1½ x 1½ = 3</b> |
| (अ) ईशावास्यमिदं सर्वं यत्किञ्च जगत्यां जगत् ।  |                      |                    |
| तेन त्यक्तेन भूजीथा मा गृधः कस्यस्विद् धनम् ॥   |                      |                    |

**अन्वयः**

जगत्यां यत् किम् च (i)----- इदम् सर्वम् (ii)----- तेन त्यक्तेन भुञ्जीथाः;  
कस्यस्ति धनं मा (iii) ----- ।

(ब) तावत् कोकिल विरसान् यापय दिवसान् वनान्तरे निवसन् ।

यावन्मिलदलिमालः कोऽपि रसालः समुल्लसति ॥

**अन्वयः**

कोकिल! वनान्तरे (i) ----- तावत् विरसान् दिवसान् (ii)----- यावत् मिलदलिमालः  
कोऽपि (iii)---- समुल्लसति ।

9. यथानिर्देशम् उत्तरत ।

(अ) कर्तृपदं क्रियापदं च चिनुत ।

**1 x 2 = 2**

कर्ता एवं क्रियापद चुनिए ।

(i) परमेश्वरो यथा सप्तगगनानि तद्बत् पृथिव्याः सप्तविभागान् कृतवान् ।

(ii) मनुजन्मानः किल प्रतिक्षणं स्वार्थसाधनाय सर्वात्मना प्रवर्तन्ते ।

(ब) विशेषणपदं चिनुत ।

**1 x 2 = 2**

(i) योऽहर्निशं विगतान्यकर्तव्यःस्तौति ।

(ii) भगवतः सुगृहीतनामधेयस्य वात्मीकेः ।

(स) अधोलिखितपंक्तिषु रेखांडिकतसर्वनामपदानि केभ्यः प्रयुक्तानि?

**1 x 2 = 2**

(i) कौसल्या - निपुणं निरूप्यमाणो वत्साया मे वध्वा मुखचन्द्रेणापि संवदत्येव ।

(ii) विक्रमार्को राजा यज्ञं करोति, तेन प्रेषितोऽहं त्वामाहवातुं समागतः ।

(द) अधोलिखितपंक्तिभ्यां ‘अन्धकारः’ तथा ‘क्षिपति’ इति पदयोः समानार्थके पदे चित्वा  
लिखतः

**1 x 2 = 2**

(i) ‘ततो भूय इव ते तमो य उ विद्यायां रत्ताः ।’

(ii) ‘प्रकिरति शकृत्पिण्डकानाम्रमात्रान् ।’

(य) कः कं वदति?

**1 x 2 = 2**

(i) “यद्रलं चतुरङ्गबलं ददाति तद् ग्रहीष्यामः ।”

(ii) “राजन्! यस्त्वर्थिनां पूरयति, तस्येष्यितं देवः सम्पादयति ।”

10.	(क) अधोलिखितलेखकानाम् एकस्य-एकस्य काव्यस्य नाम लिखतः	<b>1 x 5 = 5</b>
	भवभूतिः, माघः, व्यासः, बाणः, कालिदासः।	
(ख)	अधोलिखितकाव्यानां लेखकानां नामानि लिखतः	<b>1 x 5 = 5</b>
	समुद्रसङ्गमः, कादम्बरी, रामायणम्, किरातार्जुनीयम्, पाषाणीकन्या।	
	खण्डः घ छन्दोऽलङ्काराः	<b>20 अङ्काः</b>
11.	(अ) प्रश्नान् उत्तरत ।	<b>1 x 4 = 4</b>
	(i) सगणस्य उदाहरणं लिखत ।	
	(ii) ‘सङ्गमे’ इति पदे को गणः?	
	(iii) ‘मन्दाक्रान्ता’ इति पदे ‘म’ लघुः गुरुः वा?	
	(iv) वसन्ततिलकाछन्दसि अन्तिमः वर्णः गुरुः लघुः वा?	
(ब)	अधोलिखितपरिभाषाः पूरयत ।	<b>1 x 3 = 3</b>
	(i) ननमययुतेयं..... भोगिलोकैः।	
	(ii) जतौ तु ..... जरौ।	
	(iii) श्लोके षष्ठं ..... सर्वत्र लघु पञ्चमम्।	
	द्विचतुष्पादयोः..... ॥	
(स)	अधोलिखितचरणे किं छन्दः?	<b>1 x 1 = 1</b>
	किं व्याख्यानैर्वजति स पुनर्दूरमेह्येहि यामः।	
(द)	अधोलिखितयोः कस्यचिदेकस्य छन्दसः उदाहरणं लिखतः	<b>1 x 2 = 2</b>
	शार्दूलविक्रीडितम्, उपजातिः।	
12.	(अ) अधोलिखितानाम् अलङ्काराणां परिभाषाःपूरयत ।	<b>1 x 4 = 4</b>
	(i) भवेदथान्तरन्यासो.....।	
	(ii) भवेत् सम्भावनो .....।	
	(iii) ..... अनुप्रासः।	
	(iv) साम्यं वाच्यमवैधर्म्यं .....।	

- (ब) अधोलिखितयोः कस्यचिदेकस्य अलंकारस्य उदाहरणं लिखत । 3
- श्लोषः, रूपकम् ।
- (स) अधोलिखितपंक्तिषु के अलङ्काराः?  $1 \times 3 = 3$
- (i) तटाकोदरसंस्थानां परीवाह इवाम्भसाम् ।
  - (ii) सन्दीप्ते भवने च कूपखननं प्रत्युद्यमः कीदृशः ।
  - (iii) निजहृदि विकसन्तः सन्ति सन्तः कियन्तः ।

### प्रश्नपत्र संख्या 49

खण्डः क

अपठितांश - अवबोधनम्

15 अङ्काः

1. अधोलिखितम् अनुच्छेदद्वयं पठित्वा प्रदत्तान् प्रश्नान् संस्कृतेन उत्तरत :

(क) प्रथमः अनुच्छेदः

अयम् अस्माकं देशः, वयम् अस्य पुत्राः । अतो वयं परस्परं भ्रातरः । एकम् अस्माकं शासनम् । एकोऽस्मद्ग्राष्ट्रपतिः, एकश्चैव प्रधानमंत्री । संविधानमप्येकं येन शासनयन्त्रं चाल्यते । यदि देशोऽस्माकं समृद्धो भविष्यति तर्हि सर्वे देशीयाः समृद्धा भविष्यन्ति । यदि अस्मद्देशः सम्मानं लप्यते तर्हि निवासिनोऽत्रत्याः सम्मानिता भविष्यन्ति । यदि कश्चिद् वैदेशिकः समागमिष्यति तर्हि स सम्प्रदाय-जाति-प्रदेशभाषादिकारणान्न परिचेष्यति कमपि ।

**प्रश्नाः**

- (अ) एकपदेन उत्तरत ।  $\frac{1}{2} \times 2 = 1$
- (i) वयं परस्परं के?
  - (ii) देशो सम्मानिते के सम्मानिता भविष्यन्ति?
- (ब) पूर्णवाक्येन उत्तरत ।  $2 \times 1 = 2$
- यदि कश्चिद् वैदेशिकः समागमिष्यति तर्हि स किं करिष्यति?
- (स) यथानिर्देशम् उत्तरत ।  $\frac{1}{2} \times 4 = 2$
- (i) ‘अपमानिताः’ इति पदस्य विलोमपदं किमत्र प्रयुक्तम्?
  - (ii) ‘देशीयाः’ इति पदस्य विशेषणं किम्?

(iii) ‘यदि देशोऽस्माकं समृद्धो भविष्यति’ अस्मिन् वाक्ये ‘अस्माकम्’ इति सर्वनामपदं केभ्यः प्रयुक्तम्?

(iv) ‘लप्स्यते’ इति क्रियायाः कर्तृपदं किम्?

(ख) द्वितीयः अनुच्छेदः

विद्वलभाईपटेलमहोदयः वाक्कीलतां व्यवसायं न अमन्यत परं सामाजिकसेवाम् अजानात्। एकदा पटेलो मुम्बईनगरे कस्यापि अभियोगस्य पक्षे स्वकार्यम् अकरोत्। फौजदार्याः महान् अभियोग आसीत्। लेशमात्र-त्रुट्या स मृत्युदण्डं प्राप्तुं विवशः अभवत्। पटेलो उभियोगे स्वपक्षमस्थापयत् तदैव कोऽपि जनः तस्मै पत्रमेकमयच्छत्। पटेलः पत्रं पठिला वादे लीनः संजातः। कमपि भावं न प्रकटिवान्। स्वतर्कशक्त्या साक्षेण च सः स्पष्क्षमजयत्। न्यायालयाद् बहिः आगतं तं यदा तस्य मित्रं पत्र-विषयेऽपृच्छत् तदा सोऽसूचयत् यत् पत्रे तस्य पत्न्याः मृत्योः सूचनाऽस्ति। तन्मित्रमपृच्छत् पत्न्याः मृत्योः सूचनां प्राप्यापि भवता न्यायालये वादो न त्यक्तः, कथमपि कष्टभावो न लब्धः। गभीरवचसा पटेलः प्रत्युत्तरं ददौ- ‘पत्नी तु गता परं कर्थ मेऽभियोज्योऽपि मृत्युमान्युयात्’? पटेलस्य मित्रम् अवाक् अभवत्।

प्रश्नाः

(अ) एकपदेन उत्तरत ।

**1 x 2 = 2**

(i) पटेलो वाक्कीलतां काममन्यत ?

(ii) पटेलः कुत्र अभियोगस्य व्यवसायमकरोत्?

(ब) पूर्णवाक्येन उत्तरत ।

**2 x 1 = 2**

पटेलः मित्रं किमुत्तरम् अयच्छत्?

(स) यथानिर्देशम् उत्तरत ।

**1 x 4 = 4**

(i) ‘अभ्यन्तर’ - पदस्य विलोमपदं किमत्र प्रयुक्तम्?

(ii) ‘अधिगत्य’ - अस्य कः पर्यायः अत्र प्रयुक्तः?

(iii) ‘तस्य मित्रं पत्र-विषयेऽपृच्छत्’ - अत्र ‘तस्य’ इति सर्वनामपदं कस्मै प्रयुक्तम्?

(iv) ‘महान् अभियोगः आसीत्’ - अत्र विशेषणं किम्?

(द) अस्य अनुच्छेदस्य कृते उपयुक्तं शीर्षकं संस्कृतेन लिखत ।

**2**

खण्डः ख

**संस्कृतेन रचनात्मककार्यम्**

15 अङ्काः

2. मञ्जूषातः उचितसङ्केतान् गृहीत्वा अधोलिखितां कथां पूरयित्वा लिखत :

**1 x 10 = 10**

**कथा**

वाराणस्यां कर्पूरपटको नाम रजकः अवस्त् । एकदा रात्रौ स गाढं प्रसुप्तः अभवत् । तस्य गृहे कश्चित् (i) ----- प्रविष्टः । रजकस्य प्रांगणे एकः गर्दभः, एकः कुक्कुरः चोपविष्टौ स्तः । गर्दभः (ii) ----- अवदत् - ‘सखे! उच्चैः शब्दं कृत्वा (iii) ----- जागरय’ श्वा अवदत् - ‘मम (iv) ----- चर्चा मा कुरु । कथं न जानासि त्वम् मया (v) ----- रक्षितोऽपि एष मह्यं भोजनदाने (vi) ----- ।’ गर्दभः अवदत् --- कार्यकाले मा याच । (vii)----- अवदत् - ‘स्वामिना अपि (viii) -----कार्यकाले एव न भाषयितव्यः ।’ गर्दभः सकोपम् अब्रवीत् - ‘भवतु तावत्, अहमेव स्वामिनं जागरयामि ।’ रजकस्तु गर्दभस्य चीक्कारं श्रुत्वा (ix) ----- तथा अताडयत् यत् स मृतः । सत्यमेव कथितम् ---- (x)----- न कदापि अन्येन कर्तव्या ।

**मञ्जूषा**

पराधिकारचर्चा, कुक्कुरः, चौरः, गर्दभम्, सेवकः, भृशम्, कृपणः, श्वानम्, कर्मणः, स्वामिनम् ।

3. मञ्जूषातः पदानि गृहीत्वा स्वन्तत्रतादिवससमारोहस्य वर्णनम् संस्कृतेन पञ्चसु वाक्येषु कुरुत ।

**1 x 5 = 5**

**मञ्जूषा**

पराधीनः, स्वतन्त्रः, रक्तदुर्ग, प्रधानमन्त्री, अगस्तमासस्य पञ्चदशतारिकायाम्, स्वाधीनता-संग्रामः, सन्देशम्, विभाजनम्, प्रतिज्ञा, राष्ट्रध्वजस्य, उत्तोलनम् ।

**खण्डः ग**

**पठितांश - अवबोधनम् संस्कृतसाहित्यस्य व परिचयः**

**40+10=50 अङ्काः**

4. अधोलिखितं गद्यांशं, पद्यांशं, नाट्यांशं च पठित्वा प्रदत्तप्रश्नान् संस्कृतेन उत्तरत :

**(क) गद्यांशः :**

ततो राजाऽवदत् - “भो ब्राह्मण! भवान् यज्ञदक्षिणाकालं व्यतिक्रम्य समागतः । मया सर्वोऽपि ब्राह्मणसमूहो दक्षिणया तोषितः । तर्हि त्वमेतेषां रलानां मध्ये यत्तुभ्यं रोचते तद् गृहणेति । ब्राह्मणेनोक्तम् - ‘गृहं गत्वा गृहिणीं पुत्रं स्नुषां च पृष्ठ्वा सर्वेभ्यो यद्रोचते तद् ग्रहीष्यामीति’ । राजोक्तं - ‘तथा कुरु’ । ब्राह्मणोऽपि स्वगृहमागत्य सर्वं वृत्तान्तं तेषामग्रेऽकथयत् ।

**प्रश्नाः**

- (अ) एकपदेन उत्तरत ।

**1/2 x 2 = 1**

- (i) ब्राह्मणः कं व्यतिक्रम्य समागतः?
- (ii) राजा दक्षिणया कः तोषितः?
- (ब) पूर्णवाक्येन उत्तरत । **1 x 2 = 2**
- (i) राजा ब्राह्मणः किमुक्तः?
- (ii) ब्राह्मणः राजानं किमुक्तवान्?
- (स) यथानिर्देशम् उत्तरत ।  **$\frac{1}{2} \times 4 = 2$**
- (i) ‘समागतः’ इति क्रियापदस्य कर्ता कः?
- (ii) ‘पुत्रवधूम्’ इति स्थाने किं पदं प्रयुक्तम्?
- (iii) ‘प्रसादितः’ अस्य कः पर्यायः अत्र प्रयुक्तः?
- (iv) ‘गत्वा’ अस्य किं विलोमपदमत्र प्रयुक्तम्?
- (ख) पद्यांशः
- गिरौ कलापी गगने पयोदो लक्षान्तरेऽकर्शच जले च पद्मम्।  
इन्दुद्विलक्षे कुमुदस्य बन्धुर्यो यस्य मित्रं न हि तस्य दूरम् ॥
- प्रश्नाः
- (अ) एकपदेन उत्तरत ।  **$\frac{1}{2} \times 2 = 1$**
- (i) कलापी कुत्र भवति?
- (ii) किं कस्माद् दूरं न भवति?
- (ब) पूर्णवाक्येन उत्तरत । **2 x 1 = 2**
- इन्दुः कियद्दूरे भवति?
- (स) यथानिर्देशम् उत्तरत । **1 x 2 = 2**
- (i) द्विलक्षयोजनस्थाने किं पदमत्र प्रयुक्तम्?
- (ii) इन्दुः कस्य बन्धुः कथितः?
- (ग) नाट्यांशः

पुरुषः - धिक् चपल! किमुक्तवानसि? तीक्ष्णतरा ह्यायुधश्रेणयः शिशोरपि दृप्तां वाचं न  
सहन्ते। राजपुत्रश्चन्द्रकेतुर्दर्तान्तः, सोऽप्यपूर्वारण्यदर्शनाक्षिप्तहृदयो न यावदायाति,  
तावत् त्वरितमनेन तरुगहनेनापसर्पत।

बटवः - कुमार! कृतं कृतमश्वेन । तर्जयन्ति विस्फारितशरासनाः कुमारमायुधीयश्रेणयः ।  
द्वे चाश्रमपदम् । इतस्तदेहि । हरिणप्लुतैः पलायामहे ।

लवः - किं नाम विस्फुरन्ति शस्त्राणि ?

प्रश्नाः

- |   |                    |
|---|--------------------|
| (अ) एकपदेन उत्तरत ।   | $1/2 \times 2 = 1$ |
| (i) कुमार! इति सम्बोधनं कस्मै प्रयुक्तम्?                       |                    |
| (ii) कुमारं के तर्जयन्ति?                                       |                    |
| (ब) पूर्णवाक्येन उत्तरत ।                                       | $2 \times 1 = 2$   |
| कीदृशः चन्द्रकेतुः न आयाति?                                     |                    |
| (स) यथानिर्देशम् उत्तरत ।                                       | $1 \times 2 = 2$   |
| (i) ‘दृप्ताम्’ अस्य विशेष्यपदं किम्?                            |                    |
| (ii) ‘पलायामहे’ अस्याः क्रियायाः कर्तृपदं किम्?                 |                    |
| 5. शब्दार्थान् मेलयित्वा लिखत ।                                 | $1/2 \times 4 = 2$ |
| शब्दाः  |                    |
| अर्थाः  |                    |
| (अ) विटपिनाम्   | (i) धारयन्ति       |
| (ब) चिबुकम्   | (ii) प्रेक्ष्यमाणः |
| (स) कलयन्ति   | (iii) वृक्षाणाम्   |
| (द) निरूप्यमाणः   | (iv) हनुः          |
| 6. रेखाङ्कितपदानि आधृत्य प्रश्ननिर्माणं कुरुत :                 | $1 \times 4 = 4$   |
| (i) विश्वविजयिनां क्षत्रियाणामूर्जस्वलः ।                       |                    |
| (ii) सौख्यैः दुःखान्यपोहति ।                                    |                    |
| (iii) ब्राह्मणाय चत्वार्यपि रत्नानि ददौ ।                       |                    |
| (iv) शिववीरचरः निजकार्यात् न विरमति ।                           |                    |
| 7. अधोलिखितभावार्थयोः रिक्तस्थानपूर्ति मञ्जूषापदसहायतया कुरुत : | $3 + 3 = 6$        |
| (अ) अस्ति यद्यपि सर्वत्र नीरं नीरजराजितम् ।                     |                    |
| रमते न मरालस्य मानसं मानसं विना ॥                               |                    |

भावार्थः

पण्डितराजजगन्नाथः अस्मिन् श्लोके हंसस्य वैशिष्ट्यं वदति ----- यद्यपि सर्वत्र (i) ----- शोभितं जलं (ii) ----- भवति, तथापि (iii) ----- चितं (iv) ----- विना कुत्रापि (v)----- न (vi) ----- ।

- (ब) उपार्जितानां वित्तानां त्याग एव हि रक्षणम् ।

तटाकोदरसंस्थानां परीवाह इवाभ्यसाम् ॥

भावार्थः

विक्रमो नाम राजा दानस्य महत्वं प्रकटयन् एव ब्रवीति - जनः स्वजीवने यद् (i) ----- अर्जति तस्य रक्षा तेषां (ii) ----- एव भवति । यतो हि (iii) ----- यदि जलम् (iv) ----- भवति तर्हि तेषां (v) ----- एव रक्षायाः (vi) ----- भवति ।

**मञ्जूषा**

सरोवरेषु, तडागेषु, धनम्, अधिकं, मानसरोवरम्, कमलैः, अन्यत्र, दानेन, निष्कासनम्,  
हंसस्य, रमते, उपायः ।

8. अधोलिखितयोः श्लोकयोः अन्वययोः रिक्तस्थानपूर्ति कुरुत :  **$1\frac{1}{2} + 1\frac{1}{2} = 3$**

- (अ) न बुद्धिभेदं जनयेदज्ञानां कर्मसङ्ग्नाम् ।  
जोषयेत्सर्वकर्माणि विद्वान्युक्तः समाचरन् ॥

अन्वयः

विद्वान् (i) ----- अज्ञानां कर्मसङ्ग्नाम् बुद्धिभेदम् न (ii) ----- सर्वकर्माणि (iii) ----- ।

- (ब) स्वायत्तमेकान्तगुणं विधात्रा विनिर्मितं छादनमज्जतायाः ।  
विशेषतः सर्वविदां समाजे विभूषणं मौनमपण्डितानाम् ॥

अन्वयः

विधात्रा अपण्डितानाम् (i) ----- छादनं विशेषतः सर्वविदां (ii) ----- मौनं स्वायत्तम् एकान्तगुणं (iii) ----- ।

9. यथानिर्देशम् उत्तरत ।

- (अ) कर्तृपदं क्रियापदं च विनुत ।

**$1 + 1 = 2$**

(i)	बुद्धियुक्तो जहातीह उभे सुकृतदुष्कृते ।	
(ii)	अज्ञातेन मया रूक्षो व्यवहारः प्रदर्शितः ।	
(ब)	विशेषणपदं चिनुत ।	<b>1 + 1 = 2</b>
(i)	जिजीविषेच्छतं समाः ।	
(ii)	ये के चात्महनो जनाः ।	
(स)	अधोलिखितपंक्तिषु रेखाङ्कित-सर्वनामपदानि केभ्यः प्रयुक्तानि ?	<b>1 + 1 = 2</b>
(i)	उपदिश्यमानमपि ते न श्रृण्वन्ति ।	
(ii)	विक्रमार्को राजा यज्ञं करोति । तेन प्रेषितोऽहं त्वामाहातुं समागतः ।	
(द)	अधोलिखितपंक्तिभ्यां ‘दुष्कर्मसु’ तथा ‘नीचैः’ इति पदयोः समानार्थकपदे चित्वा लिखतः	<b>1 + 1 = 2</b>
(i)	क्रियाविधिज्ञं व्यसनेष्वसक्तम् ।	
(ii)	समुद्रेभ्योऽधोभागे तिष्ठन्ति ।	
(य)	कः कं कथयति ?	<b>1 + 1 = 2</b>
(i)	यद्रत्नं रत्नाभरणादिकं सूते तद् ग्राह्यम् ।	
(ii)	अधुना मम गमनसमयः आगत एव ।	
10. (अ)	अधोलिखितलेखकानाम् एकस्य एकस्य काव्यस्य नाम लिखत :	<b>1 x 5 = 5</b>
	पण्डितराजजगन्नाथः, अम्बिकादत्तव्यासः, भर्तृहरिः, भारविः, कालिदासः ।	
(ब)	अधोलिखितरचनानां लेखकानां नामानि लिखत :	<b>1 x 5 = 5</b>
	प्रबन्धपारिजातः, पाषाणीकन्या, समुद्रसङ्गमः, किरातार्जुनीयम्, महाभारतम् ।	
	खण्डः घ छन्दोऽलङ्काराः	<b>20 अङ्काः</b>
11. (अ)	प्रश्नान् उत्तरत ।	<b>1 x 4 = 4</b>
(i)	रगणस्य उदाहरणं लिखत ।	
(ii)	‘संशये’ इति पदे को गणः?	
(iii)	‘वंशस्थम्’ इति पदे ‘श’ वर्णो गुरुः लघुः वा?	
(iv)	शार्दूलविक्रीडितच्छन्दसि प्रतिचरणं कति वर्णाः?	

(ब) अधोलिखितपरिभाषा: पूरयत :	<b>1 x 3 = 3</b>
(i) रसै रुद्रैश्छिन्ना -----	
(ii) अनन्तरोदीरितलक्ष्मभाजौ -----	
(iii) उक्ता वसन्ततिलका -----	
(स) अधोलिखितचरणे किं छन्दः?	<b>1</b>
मनसि वचसि काये पुण्यपीयूषपूर्णः	
(द) कस्यचिदेकस्य छन्दसः उदाहरणं लिखत	<b>2 x 1 = 2</b>
उपजातिः, वंशस्थम्	
12. (अ) अधोलिखितानाम् अलङ्काराणां परिभाषा: पूरयत :	<b>1 x 4 = 4</b>
(i) रूपकं रूपितारोपो -----	
(ii) ----- प्रकृतस्य परात्मना	
(iii) ----- अनेकार्थाभिधाने श्लेष इष्यते	
(iv) ----- वाक्यैव्य उपमा द्वयोः	
(ब) कस्यचिदेकस्य अलङ्कारस्य उदाहरणं लिखत	<b>3 x 1 = 3</b>
अर्थान्तरन्यासः, यमकम्	
(स) अधोलिखितपंक्तिषु के अलङ्कारः?	<b>1 x 3 = 3</b>
(i) यावन्मिलदलिमालः कोऽपि रसालः समुल्लसति	
(ii) विरला हि तेषामुपदेष्टारः	
(iii) दिग्नन्तदन्तावलभ्यानकाकाराः	

## अंक योजना - संस्कृत (ऐच्छिक)

निर्धारित समय : 3 घण्टे

अधिकतम अंक : 100

### ध्यातव्यम्

- त्रिपूर्ण वर्तनी अथवा व्याकरणात्मक प्रयोगों के लिए अङ्ग अनुपाततः काटे जाएँ अन्यथा पूर्ण अङ्ग दिए जाएँ।
- आंशिक दृष्टि से सही उत्तरों के लिए अंशतः अङ्ग अवश्य दिए जाएँ।
- यहाँ दिए गए उत्तर निर्दर्शनात्मक हैं। अन्य विकल्पात्मक उत्तर हो सकते हैं, अतः अङ्ग दिए जाएँ।
- इस बार बच्चों को पृथक् उत्तर पुस्तिका में उत्तर लिखने थे। बच्चे आगे-पीछे उत्तर लिख सकते हैं, अतः ध्यान से देखकर उत्तरों के अङ्ग दिए जाएँ।

### प्रश्न पत्र संख्या 49/1

अपेक्षित उत्तर-संकेत एवं मूल्य-विन्दु

खण्ड : ‘क’ (अपठितांश-अवबोधनम्)

1.	(क) अ	(i) सुखसुविधयोः (ii) धनिनः ।	½x2=1
	ब	(i) मनसः आनन्देन सुखं जायते ।	1x2=2
		(iii) सुखसामग्र्याः आनन्दस्य उपभोक्ता न आसीत् ।	
	स	(i) सुखाय/सुखस्य कृते/सुखम् इति पदाय (ii) अहम्/गुरुः	½x4=2
		(iii) अवधानता (iv) सर्वा ।	
	(क) अ	(i) बहुमूल्यम् (ii) भोजनमूल्यम् ।	1x2=2
	ब	डाँ. भीमरावः अम्बेडकरमहोदयः सप्ताहैकं बहुमूल्यं पुस्तकं क्रेतुम् अल्पाहारमकरोत् ।	
	स	(i) भोजनदात्रे/भोजनदातारम् इति पदस्य कृते	2x1=2
		(ii) सः/भीमरावः/अम्बेडकरमहोदयः (iii) विक्रेतुः (iv) अल्पमूल्यानि ।	
	द	भीमरावः अम्बेडकरमहोदयः / कौटिल्य-अर्थशास्त्रम् / कर्मणः निष्ठा / सत्यस्य निष्ठा / निष्ठा ।	1x4=4

**खण्डः ख**

**संस्कृतेन रचनात्मकार्यम्**

2. (i) दूतम् (ii) दर्शनाय (iii) भूमे: (iv) लिखिता (v) साधुना  
 (vi) समस्तम् (vii) साधवे (viii) सम्राजः (ix) भूमिखण्डाय (x) सेवकः। 1x10=10

3. निर्दिष्टम् विषयम् अधिकृत्य दशवाक्येषु लेखनम् अपेक्षितम्। ½x10=5  
 मञ्जूषायां प्रदत्तानां शब्दानां प्रयोगः अनिवार्यः।  
 प्रतिशुद्धवाक्यम् एकः अङ्कः।

**खण्डः ग**

**पठितांश- अवबोधनम् एवं संस्कृत- साहित्यस्य परिचयः**

4. (क) अ (i) श्रीनायारः (ii) उदारेण/उदारचित्तेन। ½x2=1  
 ब (i) श्रीनायारः द्वित्राणां दिवसानां सकारणमवकाशं ग्रहीष्यति / स्वीकरिष्यति  
 (ii) सर्वे अश्रुलह्वदयैः सौप्रस्थानिर्कीं ज्ञापितवन्तः। 1x2=2  
 स (i) मया (ii) रुक्षः (iii) द्वित्राणां (iv) अधुना। ½x4=2
- (ख) अ (i) कोषगृहस्य (ii) हिरण्यमयीम्। ½x2=1  
 ब कोषगृहे नियुक्ताः नभस्तः वृष्टिं शशंसुः। 2x1=2  
 स (i) कोषगृहे नियुक्ताः/ ते (ii) हिरण्यमर्यी/पतितां। 1x2=2
- (ग) अ (i) चपलः (ii) अश्वः। ½x2=1  
 ब कौसल्यादयः पलायमानं लवं पश्यन्ति। 2x1=2  
 स (i) लवाय/लवम् इति पदाय/ लवस्य कृते। (ii) पलायमानम्। 1x2=2
5. (i) - (ii) गच्छत् (ii) - (iv) ब्रह्मचारी (iii) - (i) प्राप्नोति (iii) तिरस्कुर्वतः: ½x4=2
6. (i) केन (ii) कः (iii) केषु/कुत्र (iv) कः/कीदृशः। 1x4=4
7. अ (i) संसारे (ii) श्रेष्ठः (iii) आचरणम्/कर्म (iv) साधारणाः  
 (v) कर्म/आचरणम् (vi) प्रमाणं। ½x6=3

		ब (i) प्रियः (ii) सुहृदे (iii) स्नहेप्रकाशम् (iv) तस्य (v) दुःखानि (vi) दूरीकरोति ।	½x6=3
8.	अ	(i) ईशावास्यम् (ii) जगत् (iii) गृथः ।	½x3=1½
	ब	(i) निवसन् (ii) यापय (iii) रसालः ।	½x3=1½
9.	अ	(i) परमेश्वरः, कृतवान् । (ii) मनुजन्मानः, प्रवर्तन्ते ।	½x4=2
	ब	(i) विगतान्यकर्तव्यः (ii) भगवतः/सुगृहीतनामधेयस्य ।	1x2=2
स	(i) कौशल्यायै/कौशल्या इति पदाय / कौशल्यायाः कृते । (ii) राज्ञे/विक्रमार्को इति पदाय ।	1x2=2	
	द	(i) तमः (ii) प्रकिरति ।	1x2=2
य	(i) पुत्तलिका, भोजम्/राजानम् ।	1x2=2	
10.	क	उत्तररामचरितम्, शिशुपालवधम्, महाभारतम्, हर्षचरितम्, अभिज्ञानशाकुन्तलम् ।	1x5=5
	ख	दाराशिकोहः, बाणभट्टः बाल्मीकिः, भारविः, चन्द्रशेखरदासवर्मा ।	1x5=5
11.	अ	(i) सगणस्य किमपि उदाहरणम् (ii) रणः (iii) गुरुः/ (iv) गुरुः/	1x4=4
	ब	(i) मालिनी (ii) वंशस्थमुदीरितम् । (iii) गुरुज्ञेयम्, हस्वं, सप्तमं दीर्घमन्ययोः ।	1x3=3
		नोट प्रत्येक पांक्ति के लिए ½ अंक दिया जाए ।	
	स	मन्दाक्रान्ता ।	1x1=1
	द	शुद्ध उदाहरण के लिए पूर्णाङ्क दिए जाएँ ।	1x2=2
12.	अ	(i) अनुषक्तार्थान्तराभिधा (ii) त्रेक्षा प्रकृतस्य परात्मना । (iii) वर्णसाम्यम् (iv) वाक्यैक्य उपमा द्वयोः ।	1x4=4
	ब	शुद्ध उदाहरण लिखने पर पूर्णाङ्क दिए जाएं ।	3x1=3
	स	(i) उपमा (ii) अर्थान्तरन्यासः (iii) यमकम् ।	1x3=3

**प्रश्न पत्र संख्या 49**  
**अपेक्षित उत्तर-संकेत एवं मूल्य-विन्दु**  
**खण्ड : ‘क’ (अपठितांश-अवबोधनम्)**

1.	(क) अ	(i) भ्रातरः (ii) निवासिनः ।	½x2=1
	ब	यदि कश्चिद् वैदेशिकः ----- परिचेष्यति कमपि ।	2x1=2
	स	(i) सम्मानिताः (ii) सर्वे (iii) देशीयेभ्यः/भारतीयेभ्यः (iv) देशः/अस्मद्देशः ।	½x4=2
	(ख) अ	(i) सामाजिकसेवाम् (ii) मुम्बईनगरे ।	1x2=2
	ब	पटेलः मित्रम् इति उत्तरम् अयच्छत् यत्-पत्नी तु गता परं कथं मेऽभियोज्योऽपि मृत्युमाप्नुयात् ।	2x1=2
	स	(i) बहिः (ii) प्राप्य (iii) बिठ्ठलभाईपटेलस्य (iv) महान् ।	1x4=4
	द	बिठ्ठलभाईपटेलः/कर्तव्यनिष्ठा/ईश्वरे विश्वासः ।	2

**खण्डः- ख**

**संस्कृतेन रचनात्मकलेखनम्**

2.	(i) चौरः (ii) श्वानम् (iii) स्वामिनम् (iv) कर्मणः (v) भृशम् (vi) कृपणः (vii) कुक्कुरः (viii) सेवकः (ix) गर्दभम् (x) अधिकारस्य / पराधिकारचर्चा ।	1x10=10
3.	निर्दिष्टम् विषयम् अधिकृत्य पञ्चवाक्येषु लेखनम् अपेक्षितम् । मञ्जूषायां प्रदत्तानां शब्दानां प्रयोगः अनिवार्यः । प्रतिशुद्धवाक्यम् एकः अङ्कः ।	1x5=5

**खण्डः ग**

**पठितांश - अवबोधनम् संस्कृतसाहित्यस्य परिचय :**

4.	(क) अ	(i) यज्ञदक्षिणाकालम् (ii) ब्राह्मणसमूहः ।	½x2=1
	ब	(i) तर्हि त्वमेतेषां रत्नानां मध्ये यनुभ्यं रोचते तद् गृहाणेति । तथा कुरु । (ii) गृहं गत्वा गृहिणीं पुत्रं सुषां च पृष्ठवा सर्वेभ्यो यद्रोचते तद् ग्रहीष्यामीति ।	1x2=2
	स	(i) भवान्/ब्राह्मणः (ii) सुषां (iii) तोषितः (iv) आगत्य ।	½x4=2

(ख)	अ	(i) गिरौ (ii) मित्रम् ।	½x2=1
	ब	इन्दुः द्विलक्षे दूरे भवति ।	1x2=2
	स	(i) द्विलक्षे (ii) कुमुदस्य ।	2x1=2
(ग)	अ	(i) लवाय (ii) आयुधीयश्रेण्यः ।	½x2=1
	ब	अपूर्वारण्यदर्शनाक्षिप्तहृदयः चन्द्रकेतुः न आयति ।	2x1=2
	स	(i) वाचम् (ii) वयम्/ बटवः ।	1x2=2
5.	अ	(iii) वृक्षाणाम्, ब (iv) हनुः, स (i) धारयन्ति, द (ii) प्रेक्ष्यमाणः ।	½x4=2
6.	(i)	केषाम् (ii) कैः (iii) कानि (iv) कस्मात् ।	1x4=4
7.	अ	(i) कमलैः (ii) तडागेषु/सरोवरेषु (iii) हंसस्य (iv) मानसरोवरम् (v) अन्यत्र/अधिकं (vi) रमते ।	½x6=3
	ब	(i) धनम् (ii) दानेन (iii) सरोवरेषु/तडागेषु (iv) अधिकं (v) निष्कासनम् (vi) उपायः ।	½x6=3
8.	अ	(i) युक्तःसमाचरन् (ii) जनयेत् (iii) जोषयेत् ।	½x3=1½
	ब	(i) अज्ञातायाः (ii) समाजे (iii) विनिर्मितम् ।	½x3=1½
9.	अ	(i) बुद्धियुक्तः, जहाति । (ii) मया, प्रदर्शितः ।	½x4=2
	ब	(i) शतम् (ii) आत्महनः ।	1+1=2
	स	(i) नृपेभ्यः/जनेभ्यः (ii) राज्ञे/विक्रमार्को इति पदाय ।	1+1=2
	द	(i) व्यसनेषु (ii) अधः/अधोभागे ।	1+1=2
	य	(i) स्नुषा, श्वशुरम्/पितरम्/ब्राह्मणम् । (ii) श्रीनायारः, श्रीदासम् ।	½x4=2
10.	अ	सौन्दर्यलहरी, शिवराजविजयः, नीतिशतकम्, किरातार्जुनीयम्, रघुवंशम्/किमपि एकं काव्यम् ।	1x5=5
	ब	भट्टमथुरानाथशास्त्री, चन्द्रशेखरदासवर्मा, दाराशिकोहः, भारविः, वेदव्यासः/व्यासः ।	1x5=5

**खण्डः घ- छन्दोडलङ्काराः**

11.	अ	(i) रगणस्य किमपि उदाहरणाम्   (ii) रगणः   (iii) गुरुः/   (iv) नवदश/ एकोनविंशतिः/19 ।	1x4=4
	ब	(i) ----- यमनसभलागः शिखरिणी । (ii) ----- पादौ यदीयावुपजातयस्ताः । (iii) ----- तभजा जगौ गः ।	1x3=3
	स	मालिनी ।	1x1=1
	द	शुद्ध उदाहरण के लिए पूर्णाङ्क दिए जाएँ ।	2x1=2
12	अ	(i) -- - - - विषये निरपह्वे । (ii) भवेत्संभावनोत्प्रेक्षा-- - - -   (iii) शिलष्टैः पदैः - - - -  (iv) साम्यं वाच्यमवैधर्म्य-----	1x4=4
	ब	शुद्ध उदाहरण लिखने पर पूर्णाङ्क दिए जाएँ ।	3x1=3
	स	(i) अनुप्रासः (ii) अर्थान्तरन्यासः (iii) यमकम्/अनुप्रासः ।	1x3=3

Candidates must write the Code on  
the title page of the answer-book.

Roll No. 

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رول نمبر

- Please check that this question paper contains **5** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **11** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the student will read the question paper only and will not write any answer on the answer script during this period.

- برائے مہربانی چیک کیجئے کہ اس سوال کے پرچے میں چھپے ہوئے صفحات 5 ہیں۔
- سوال کے پرچے کے وہی طرف کوڈ نمبر لکھا ہے جو طالب علم کو اپنی جواب کی کاپی پر لکھتا ہے۔
- برائے مہربانی چیک کیجئے کہ اس سوال کے پرچے میں 11 سوالات ہیں۔
- برائے مہربانی سوال کا جواب لکھنے سے پہلے سوال کا سیریل نمبر ضرور لکھئے۔
- سوال کا پرچہ پڑھنے کے لیے 15 منٹ کا وقت دیا گیا ہے۔ پرچہ 10.15 منٹ پر تقسیم کیا جائے گا۔ 10.15 منٹ سے 10.30 تک طالب علم صرف پرچہ پڑھنے کا اور اس وقٹے کے دوران وہ جواب کی کاپی پر کچھ نہیں لکھے گا۔

### **URDU (Core)**

أردو (کور)

*Time allowed : 3 hours*

*Maximum Marks : 100*

وقت: 3 گھنٹے

کل نمبر: 100

#### حصہ (الف)

1. درج ذیل عبارت کو غور سے پڑھئے اور دیے گئے سوالوں کے جواب لکھئے:  
 ”اتر پردیش کی راجدھانی لکھنؤ میں ایک ہر ابھرا پارک ہے جسے حضرت محل پارک کہا جاتا ہے۔

انگریزوں نے اس مقام کو اپنی فتح کی یادگار قرار دیتے ہوئے وکٹوریہ پارک کہا تھا اور جس جگہ سنگ مرمر کے گنبد کے نیچے اودھ کی سلطنت کا طغرا نصب ہے ایک زمانے میں انگلستان کی ملکہ وکٹوریہ کا ایک مجسمہ لگا ہوا تھا۔ چاہئے تو یہ تھا کہ وکٹوریہ کے مجسمے کی جگہ ہندوستان کی اولواعزم ملکہ کا مجسمہ ہی نصب کیا جاتا جس کے نام بڑی سے یہ پارک منسوب ہے لیکن مسلمانوں کے مذہبی عقائد کا لحاظ کرتے ہوئے اس پر چمکے نشان کو ہی مناسب سمجھا گیا جس کے سامنے میں ارض ہند کی اس غیرت دار خاتون نے بدیکی جرو استبداد کا دوڑھائی برس، جی داری سے مقابلہ کیا اور بجائے ہتھیار ڈالنے کے نیپال کی دشوار گزار گھائیوں میں جلاوطنی کی زندگی کو ترجیح دی۔

(i) حضرت محل پارک کہاں ہے؟

(ii) انگریزوں نے حضرت محل پارک کو کیا نام دیا تھا؟

(iii) ملکہ وکٹوریہ کا مجسمہ کہاں لگا تھا؟

(iv) حضرت محل کون تھیں؟

(v) حضرت محل نے ہتھیار ڈالنے کے بجائے کس چیز کو ترجیح دی؟

2. درج ذیل عنوانات میں سے کسی ایک پر مضمون لکھیے:

(i) میرا اسکول

(ii) تعلیمی میلے کی سیر

(iii) کمپیوٹر

(iv) میرا پسندیدہ کھیل

3. پرنسپل صاحب کے نام اسکول کی لامبریری میں نئی کتابیں خریدنے کی درخواست لکھیے:

**یا**

اپنے دوست کو خط لکھ کر چھینلوں میں سیر و تفریح کا پروگرام بنائیے۔

4. درج ذیل عبارت کا خلاصہ لکھیے اور ایک مناسب عنوان بھی تجویز کیجیے:

”جو لوگ اپنے تین اردو زبان کا مالک سمجھتے ہیں یعنی اہل ولی یا اہل لکھتو ان کو اس بات پر فخر نہیں کرنا چاہیے کہ ہماری زبان کا لوگ ابتداء کرتے ہیں اور ہمارے روزمرہ کی پیروی کی جاتی ہے۔ ان کو

یاد رکھنا چاہیے کہ اگر وہ اپنی زبان کی خبر نہ لیں گے، اس کے محفوظ رکھنے کے وسائل بھی نہ پہنچائیں گے۔ اس کے الفاظ و محاورات کو نہایت احتیاط کے ساتھ فراہم اور مرتب نہ کریں گے اور اس کی لفظ و نثر کو زمانے کے مزاج کے موافق ترتیب نہ دیں گے تو ان کی زبان کا وہ حصہ جس پر ان کو فخر ہے اور جوان کی اور تمام ہندوستان کی ابروہ میں مابہ الاتیاز ہے، وہ حرف غلط کی طرح روزگار سے محو ہو جائے گا اور یہی بری بھلی اردو جو عام اخبارات اور چدید تصنیفات کے ذریعے ملک میں پھیل رہی ہے اور جس کو وہ اب تک خارت کی نظر سے دیکھتے رہے ہیں، زیادہ سے زیادہ نصف صدی میں یہی ملک کی تکالی اور فتح زبان قرار پائے گی۔

5. درج ذیل محاوروں میں سے صرف پانچ (5) کے معنی لکھیے اور انھیں اپنے جملوں میں استعمال کیجیے:

- |        |                    |
|--------|--------------------|
| (i)    | پانی پانی ہونا     |
| (ii)   | آسان پر دماغ ہونا  |
| (iii)  | باغ باغ ہونا       |
| (iv)   | پھولے نہ کھانا     |
| (v)    | خاطر میں نہ لانا   |
| (vi)   | سین باغ دکھانا     |
| (vii)  | جنگل میں منگل ہونا |
| (viii) | پاپڑ بیلانا        |

6. کسی کتاب کو فروخت کرنے کے لیے اس کا اشتہار بنائیے۔

### حصہ (ب)

7. درج ذیل اقتباس کو غور سے پڑھیے اور اس سے متعلق سوالوں کے جواب دیجیے:

”ہاتھی جب ایک جگہ سے دوسری جگہ سفر کرتے ہیں تو عموماً پورا قبیلہ آگے پیچھے ایک لائن بناتے ہیں۔ سب سے آگے کوئی بزرگ نہیں، اس کے پیچھے بچوں والی ماں میں، ماڈوں کے دامیں باکیں چھوٹے پیچے لگتے ہوئے۔ ان کے پیچھے قبیلے کا سردار کسی بھی خطرے کا سامنا کرنے کے لیے پوری طرح چوکس اور سردار ہاتھی کے پیچھے کچھ فاصلے کے ساتھ نوجوان اور نو عمر ہاتھیوں کی نوی۔ پیچھے اس لیے کہ کہیں لئے حضور ناراض ہو کر خواہ نواہ کسی کے گھونسہ نہ جڑ دیں۔ اگر منزل پر پہنچنے کی جلدی نہ ہو تو رفتار دس (10) کلومیٹر فی گھنٹہ سے زیادہ نہیں لیکن ہنگامی حالات میں ایک گھنٹے میں پہنچنے کلو میٹر آسانی سے طے کر لیں۔“

(i) ہاتھی ایک جگہ سے دوسری جگہ کس طرح سفر کرتے ہیں؟

(ii) سفر کے دوران سب سے آگے کون سا ہاتھی چلتا ہے؟

- (iii) سفر میں قبیلے کا سردار کس جگہ رہتا ہے؟
- (iv) ہاتھیوں کے قافلے کے سفر کی عمومی رفتار کتنی ہوتی ہے؟
- (v) ہنگامی حالات میں ہاتھیوں کا قبیلہ کس رفتار سے چلتا ہے؟

### ب

”بجھت تیتر کے مقابلے کالے اور بھورے تیتروں کے جسم گدرے اور ڈمیں چھوٹی ہوتی ہیں۔ تیتروں کی ٹانگیں ٹیزروی یا کرماں کی ٹانگوں کی طرح لمبی نہیں ہوتیں اس کے باوجود وہ اپنی چھوٹی چھوٹی ٹانگوں سے کافی تیز بھاگ لیتا ہے۔ خطرے کا احساس ہونے پر وہ گھاس کے میدان اور کھیت میں اس طرح دبا دبا بھاگتا ہے کہ پاس ہوتے ہوئے دکھائی نہیں دیتا۔ معمولی آڑ کے پیچھے اپنے آپ کو چھایتے میں تیتروں کو خاص مہارت حاصل ہے۔ اگر ہوئے کھیت کی بات تو الگ رہی وہ بخت ہوئے کھیت میں جس میں نام کے لیے بھی پودا نہ ہوئی کے ڈلوں میں اس طرح چھپ جاتا ہے کہ لاکھ کوشش پر بھی دکھائی نہیں دیتا۔“

- (i) بجھت تیتر اور کالے تیتر میں کیا فرق ہے؟
- (ii) خطرے کا احساس ہونے پر تیتر کس طرح بھاگتا ہے؟
- (iii) تیتر کو کس چیز میں مہارت حاصل ہے؟
- (iv) بخت ہوئے کھیتوں میں تیتر کہاں چھپ جاتا ہے؟
- (v) جنگل میں پاس ہوتے ہوئے بھی تیتر کیوں دکھائی نہیں دیتا؟

5. 8. ”جنگل کی ایک رات“ میں ریچہ کے بارے میں کیا بتایا گیا ہے؟ آدھے صفحے کے اندر لکھیے:

8. 9. درج ذیل سوالوں میں سے صرف چار (4) کے منحصر جواب لکھیے:
- (i) گرے ہاؤٹ کتے کیسے ہوتے ہیں؟
- (ii) شیر نے ٹکار کے لیے کیسی بھینس کو نشانہ بنایا؟
- (iii) ہاتھی ڈاک بیٹھے میں کس طرح آئے؟
- (iv) گھوڑے کے بارے میں کون سی کہاوت مشہور ہے؟
- (v) جنگل میں کس پرندے کی آواز سے ارتعاش پیدا ہو جاتا ہے؟

کس جانور کو بہت جلدی غصہ آ جاتا ہے؟ (vi)

10. "ہیرون کی تلاش" کے پلاٹ کی خصوصیات بیان کیجیے۔

### ب

مسز مہرا کے کردار پر مفصل روشنی ڈالیے۔

10. درج ذیل میں سے چار سوالوں کے مختصر جواب لکھیے:

(i) جیوتی پر کاش کیسی ہیرون چاہتے ہیں؟

(ii) ڈرامہ میں ہیرون کی تلاش کا کیا طریقہ اختیار کیا گیا؟

(iii) شیوچن اینٹنگ کے کن اصولوں کی بات کرتے ہیں؟

(iv) لالہ سروپ چند کس قسم کا کردار ہے؟

(v) کیلاش ناتھ کے کردار پر روشنی ڈالیے۔

(vi) آپ کے خیال میں ڈرامہ "ہیرون کی تلاش" کا سب سے اچھا کردار کون سا ہے اور کیوں؟

• • •

Candidates must write the Code on  
the title page of the answer-book.

Roll No. 

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- Please check that this question paper contains **5** printed pages.
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### URDU (Core)

اردو (کور)

Time allowed : 3 hours

Maximum Marks : 100

وقت: 3 گھنٹے

کل نمبر: 100

حصہ (الف)

10

.1 درج ذیل عبارت کو غور سے پڑھیے اور دیے گئے سوالوں کے جواب لکھیے:

”ہمارے ملک ہندوستان میں الگ الگ مذہبوں کے مانے والے رہتے ہیں۔ ہندو، مسلمان، سکھ، بیساکی بھی لوگ اپنے مذہبی تہوار مجھے ہوئی، عید، گروپر ب اور کرسی بڑے جوش و خروش سے مناتے ہیں۔ اگر ہندوستان کی گنجائی جنمی تہذیب اور ہندو مسلم بھائی چارے کو کسی تہوار کی کھل میں دیکھنا ہوتا تو دہلی کے مشہور میلے ”پھول والوں کی سیر“ کا میلہ دیکھنا چاہیے۔ یہ دلی کا سب سے مشہور میلہ ہے۔ اس میلے یا تہوار کی ابتداء تقریباً ڈھائی سو سال پہلے مغل بادشاہ اکبر شاہ ثانی کے زمانے میں ہوئی تھی۔ یہ وہ زمانہ تھا جب انگریز ہندوستان کی حکومت میں داخل دینے لگے تھے۔ انگریز ہمارے ملک میں تجارت کی

غرض سے آئے تھے لیکن یہاں آ کر انہوں نے ہندوستان کے لوگوں میں پھوٹ ڈالی اور انھیں آپس میں لڑا کر کمزور کیا پھر بہت سے علاقوں پر قابض ہو گئے۔

(i) ہندوستان میں کس مذہب کے ماننے والے رہتے ہیں؟

(ii) ہندوستان کی گنجائی جنمی تہذیب اور بھائی چارہ کس میلے میں نظر آتا ہے؟

(iii) ”پھول والوں کی سیر“ کی ابتداء کب ہوئی؟

(iv) انگریز ہندوستان میں کس غرض سے آئے تھے؟

(v) انگریزوں نے ہندوستان پر کس طرح قبضہ کیا؟

15

درج ذیل عنوانات میں سے کسی ایک پر مضمون لکھیے:

(i) میں نے چھٹیاں کیے گزاریں

(ii) موبائل فون

(iii) دوستی کے تقاضے

(iv) بد کی صحبت میں مت بیخواہی کا ہے انجام بُرا

بد نہ بنے تو بد کہلانے بد اچھا بدنام بُرا

10

اپنے پُرچل صاحب کے نام دو روز کی چھٹی کی درخواست لکھیے:

یا

اپنے والد صاحب کو خط لکھ کر کتابیں خریدنے کے لئے روپے مانگوایے۔

10

درج ذیل عنوانات کا خلاصہ لکھیے اور ایک مناسب عنوان بھی جو بین کیجیے:

”انگریزوں کا وظیرہ ہے کہ وہ کسی عمارت کو اس وقت تک خاطر میں نہیں لاتے جب تک وہ حکمران نہ ہو جائے اسی طرح ہمارے ہاں بعض مقامی حضرات کسی کے حق میں کہہ خیر کہنا رواضیں سمجھتے تا وہ تکہ محدود کا چہلم نہ ہو جائے۔ آغا کو بھی مااضی بجید سے خواہ اپنا ہو یا پر ایا والہاں والیں تھیں جس کا ایک ثبوت ان کی 1927 مازل کی فورڈ کار تھی جو انہوں نے ایک ضعیف العر پاری سے تقریباً مفت لی تھی۔ اس کی سب سے بڑی خوبی یہ تھی کہ چلتی بھی تھی اور وہ بھی اس میانہ روی کے ساتھ کے محلے کے لوڈے مخلوے جب اور جہاں چاہتے چلتی گاڑی میں کو دکر بینہ جاتے، آغا نے بھی تعریض نہیں کیا کیونکہ اگلے چوراہے پر جب یہ دھکر دھکر کر کے دم توڑ دیتی تو یہی سواریاں دھلنے لگا کر منزل مقصود تک پہنچا آتیں۔ اس صورت

میں پیروں کی بچت تو خیر تھی ہی لیکن بڑا فائدہ یہ تھا کہ انہیں بند ہو جانے کے سبب کار زیادہ تر  
چلتی تھی۔“

10 درج ذیل محاوروں میں سے صرف پانچ (5) کے معنی لکھیے اور اُسیں جملوں میں استعمال کیجیے:

- |       |                     |        |                     |
|-------|---------------------|--------|---------------------|
| (i)   | اپنا آتو سیدھا کرنا | (ii)   | آسمان سے باٹنی کرنا |
| (iii) | ہات کا بتکڑ بنا     | (iv)   | پاپڑ بنانا          |
| (v)   | جگل میں منگل ہونا   | (vi)   | شیشے میں اُتارنا    |
| (vii) | جان میں جان آنا     | (viii) | ٹس سے مس نہ ہونا    |

5 6 کسی مشاعرے کی تسلیم کے لیے اشتہار بنائے۔

### حصہ (ب)

7 درج ذیل اقتباس کو غور سے پڑھیے اور اس سے متعلق سوالوں کے جواب دیجیے:

”بھینس کی گردن خون سے لال ہو رہی تھی۔ وہ اس وقت سخت بے جیلن اور گھبرائی ہوئی تھی۔ اس کی یہ حالت دیکھ کر ایک بوڑھے نے بڑھ کر پہلے تو کمر تھپٹھاتے ہوئے اسے پکارا پھر اس کے سینگوں میں رستی باندھ دی کہ اسے قابو میں کر کے کچھ دوا دی جاسکے۔ اس وقت ان لوگوں کے پاس دوا کے نام پر ایک ہی چیز تھی اور وہ تھی پوتاشیم پرمیکنیٹ یعنی وہی لال رنگ کی دوا جسے پتکی بھی کہتے ہیں اور جو عموماً نینک اور کنوں میں بھی ڈالی جاتی ہے جس سے پانی میں موجود جراشیم ختم ہو جاتے ہیں۔ کسی کے کہنے پر ایک عورت دوڑی گئی اور کاغذ کی ایک پوچھ لے آئی جس میں پوتاش تھی۔ اس بوڑھے نے جلدی سے اپنے ہاتھ کرتے کے دامن سے پوچھے اور پھر پتکی میں پوتاش کے ذرات لے کر ان زخموں پر چھڑکنے شروع کر دیے جو شیر کے نکلیے دانت لگنے سے بھینس کی گردن پر پڑ گئے تھے اور جن سے خون رس رہا تھا۔“

(i) بھینس کی گردن خون سے کیوں لال ہو رہی تھی؟

(ii) بھینس کی یہ حالت دیکھ کر بوڑھے نے کیا کیا؟

(iii) اس وقت ان لوگوں کے پاس دوا کے نام پر کیا چیز تھی؟

(iv) عورت دوڑی جا کر کیا چیز لے آئی؟

(v) بوڑھے نے کیا کیا؟

ب

”ہاتھی بیگلے پر کب اور کیسے آئے اس کی پوری تفصیل چوکیدار سے معلوم ہوئی۔ ہوا یہ کہ جنگل میں جب ندی والوں کے چڑھنے کی وجہ سے آنے جانے کے راستے بند ہو گئے اور جنگل میں انسانوں کی آمد و رفت تقریباً ختم ہو گئی تو جانوروں نے بھی سکھ کا سانس لیا اور وہ زیادہ بے فکری سے جنگل میں گھونٹنے پھرنے لگے۔ ایسے میں کچھ ہاتھی بھی ترک میں آ کر ایک رات گھونٹنے گھانتے بیگلے کی طرف نکل آئے اس وقت بیگلے میں سنا تھا۔ وہاں نہ تو کوئی سرکاری افسر پھر اہوا تھا اور نہ ہی کوئی شکاری پارٹی تھیم تھی۔ ڈاک بیگلے کا چوکیدار وہاں سے تھوڑے فاصلے پر اپنی کوٹھری میں سورہ تھا۔ اس کی بُو یا تو بارش کی وجہ سے ہاتھی محسوس نہیں کر سکے یا اگر محسوس بھی کی تو طاقت کے زعم میں یہ سوچ کر اس کی پرواہ نہ کی کہ اس وقت تو جنگل پر ہمارا راج ہے، جہاں چاہیں گھومیں پھریں، مجال ہے جو کوئی ہمارے سامنے آئے۔“

- (i) جنگل میں آنے کا راستہ کیوں بند ہو گیا تھا؟
- (ii) جانوروں نے کب سکھ کا سانس لیا؟
- (iii) ہاتھیوں نے ترک میں آ کر کیا کیا؟
- (iv) جب ہاتھی بیگلے میں آئے تو چوکیدار کیا کر رہا تھا؟
- (v) ہاتھیوں نے چوکیدار کی پرواہ کیوں نہیں کی؟

5. 8. ”جنگل کی ایک رات“ میں جب شیر نے ایک بھینس پر حملہ کر دیا تو بھینسوں نے کیا کیا؟

8. درج ذیل سوالوں میں سے صرف چار (4) کے مختصر جواب لکھیے:
- (i) دیہاتی نوجوان کتوں کے ساتھ کیوں گھوم رہے تھے؟
  - (ii) خرگوش کے دوڑنے کا انداز کیا تھا؟
  - (iii) ماڈہ خرگوش ایک جھول میں کتنے بچے دیتی ہے؟
  - (iv) انسانوں نے ہاتھیوں کو اپنے بس میں کرنا کب سے شروع کیا؟
  - (v) ہاتھیوں کو چڑیا گھروں یا سرسوں میں کیوں پالتے ہیں؟
  - (vi) جدید تحقیق کے مطابق ہاتھی کتنے سال جیتا ہے؟

10. ڈرامہ ”ہیر و کن کی تلاش“ میں کردار نگاری کا جائزہ پیش کیجیے۔

لالہ سروپ چند کے کردار پر روشنی ڈالیے۔

10. درج ذیل میں سے صرف چار (4) سوالوں کے مختصر جواب لکھیے:

- (i) ”ہیرون کی تلاش“ میں ہیرون تلاش کرنے کا کیا طریقہ اختیار کیا گیا ہے؟
- (ii) ڈرامہ نویس کے خیال میں ایک اچھی ہیرون میں کن خوبیوں کا ہونا ضروری ہے؟
- (iii) رگھورام نے ہیرون کی تلاش میں کیا تعاون دیا؟
- (iv) کنور رانی صاحب کی ”ہیرون کی تلاش“ میں کیا اہمیت ہے؟
- (v) پورنما ڈرامے کی ہیرون کیوں نہیں بن سکی؟
- (vi) رام رتن کس حیثیت کا آدمی ہے؟

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## مارکنگ اسکیم اردو

(Marking Scheme Urdu)

سینٹر سینڈری اسکول امتحان

ما�چ 2010

اردو (کور) (Core)

### محض حضرات کے لئے عام ہدایات:

(General Instruction)

امتحان کی کاپیوں کی چائج کے لئے یکسوئی کے ساتھ ساتھ صبر و تحمل کی ضرورت ہوتی ہے۔ سرسری انداز سے کاپیوں کی چیلنج کرونا خود ہماری دیانت داری اور خلوص کو بخوبی کرتا ہے۔ اس طرح کی چیلنج میں بہت سی ناہمواریاں بھی رہ جاتی ہیں۔ دوران چیلنج کچھ اساتذہ نزدیک انتخاب کرتے ہیں تو کچھ خاص سے سخت ہو جاتے ہیں۔ دونوں ہی صورتوں میں طلباء کے نتائج متأثر ہوتے ہیں۔ چنانچہ اس طرح کی ہاہمواریوں سے بچتے کے لئے کافی غور و خوض کے بعد ان نکالت کا تقسیم کیا گیا ہے۔ جس پر عمل درآمد کر کے ہم معیاری انداز سے کاپیوں کی چائج کر پائیں گے۔ کاپیوں کی چیلنج کے سلسلے میں رہنمائی کے جو نکالتیں ہیں کے جا رہے ہیں ضروری نہیں کہ طلباء کے جوابات نہونے کی تفسیر اور توقع ہی کے انداز پر ہوں۔ اشعار کی تفسیر، مرکزی خیال و الے سوالات کے جوابات میں انداز بدل سکتا ہے۔ لیکن ہمارا خیال ہے کہ نہروں کی تقسیم پر اس سے کوئی خاص اثر نہیں پڑے گا۔ آپ کو ہر حال میں مارکنگ اسکیم کے دائرے میں رہ کر ہی چیلنج کا عمل انجام دینا ہے تاکہ ماضی میں ہوتی رہی ناہمواریوں کو دور کیا جاسکے۔

امید ہے کہ اس صبر آزمایا کام کو آپ اپنا فرض بھجو کر انجام دیں گے۔

محض حضرات کارویہ مشخصات ہونا چاہئے تو اعداد اور املا کی معمولی خلطیوں کا نظر انداز کرو جائے تو بہتر ہو گا۔

صدر محض (Head Examiner) اس بات کو ہر طرح سے تینی ہائیس کے مارکنگ اسکیم پر بختی سے عمل ہو رہا ہے یا نہیں۔ کچھ اساتذہ مارکنگ اسکیم (Marking Scheme) کو نظر انداز کرتے ہیں ہوئے اپنے روایتی انداز سے مارکنگ کرتے ہیں جس سے طلباء کے نتائج متأثر ہوتے ہیں۔ اس طرف صدر محض کو خصوصی توجہ دینی ہے۔

(1) صدر محض اس بات کا اطمینان کرنے کے لئے کاپیوں کی چائج مارکنگ اسکیم (Marking Scheme) کے مطابق ہو رہی ہے، وہ محض کی چائج ہوئی ابتدائی پاچ کاپیوں کا ہر یک ہی سے جائزہ لے گا۔ جائزہ لینے اور یہ اطمینان کرنے کے بعد ہی کہ کاپیوں کی چائج مارکنگ اسکیم کے مطابق ہو رہی ہے محض کو مزید کاپیاں جائیجے کے لیے دے گا۔

(2) محض حضرات کو کاپیاں چائج کے لئے صرف اسی وقت دی جائیں جب پہلے دن محض اجتنامی یا انفرادی طور پر مارکنگ اسکیم پر تذاہر خیال کر چکے ہوں۔

(3) کاپیوں کی چائج مارکنگ اسکیم میں دی ہوئی ہدایت کے مطابق ہی کی جائے گی۔ یہ چائج محض کے اپنے روایتی انداز مکار پر تحریکے اور کسی دیگر بات کو مد نظر رکھ کر نہیں بلکہ صرف مارکنگ اسکیم کو ہن میں رکھتے ہوئے کی جائے۔

(4) اگر کسی سوال کے کئی جز ہیں تو ہر جز کے نمبر باہمیں ہاتھ کے حاشیے میں الگ الگ دیے جائیں اور پھر تمام اجزاء میں حاصل نمبروں کو جمع کر کے

سوال کے آخر میں حاشیے میں لکھ کر اس کے گرد اڑہ بنا دیا جائے۔

(5) اگر کوئی طالب علم اپنے جواب لکھتا ہے جو مارک اسکیم میں موجود نہیں ہے لیکن وہ جواب صحیح ہے تو صدر متحن سے مشورہ کے بعد نمبر دیے جائیں۔

(6) اگر کوئی طالب علم دریافت کیے گئے جوابات سے زیادہ یعنی ایکسٹرا جواب لکھتا ہے تو اسکی مطابق ہی نمبر دیے جائیں۔

(7) اگر کوئی طالب علم مقررہ الفاظ سے زیادہ الفاظ میں لکھتا ہے تو اس کے نمبر کم نہ کے جائیں۔

(8) مختصر سوالات کے جواب میں اگر کوئی طالب علم صرف ایک لفظ کا جواب لکھتا ہے اور صحیح ہے اور اس لفظ سے جواب ظاہر ہو چاتا ہو تو اسے پورے نمبر دیے جائیں گے۔

(9) اگر کوئی طالب علم دیے ہوئے اقتباس یا اس کے کسی حصے کو اپنے جواب کے لئے استعمال کرتا ہے مثلاً اقتباس میں دی ہوئی معلومات کو اپنے مضمون کے لئے استعمال کرتا ہے تو اس کے نمبر نہیں کائے جائیں گے۔ سوائے اس کے کہ اس کا جواب دریافت کے گئے سوالات سے مطابقت نہ رکھتا ہو۔

(10) تبادل سوالات کے جواب لکھنے میں اگر کوئی طالب علم دونوں تبادل کے جواب لکھتا ہے اور دونوں ہی صحیح ہیں اور کسی ایک کو کہ اس نہیں کیا ہے یا غلطی سے دونوں کو کہ اس کر دیا ہے تو اسی صورت حال میں جو جواب زیادہ صحیح ہے اس پر نمبر دیے جائیں گے۔

(11) اگر کسی سوال میں دو خصوصیات دریافت کی گئی ہیں اور ایک طالب علم نے دونوں خصوصیات صحیح لکھ دی ہیں تو اسے پورے نمبر دیے جائیں اور اگر کوئی طالب علم پانچ خصوصیات لکھتا ہے جن میں سے خصوصیات نمبر 1 صحیح ہے اور نمبر 2 غلط پھر خصوصیات نمبر 3 صحیح ہے اور باقی دو خصوصیات غلط ہیں اسے بھی پورے پورے نمبر دیے جائیں۔

(12) متحن حضرات اس بات کا خاص خیال رکھیں کہ کامیون کی جانشینی مارک اسکیم میں تائی گئی نمبروں کی تقسیم کے مطابق ہی ہو۔

(13) متحن حضرات کو یہ بات ذہن نشین کر لیجی چاہئے کہ ان کے پاس ایک نمبر (1) سے لے کر (100) نمبر تک کا پیاس ہے۔ برائے کرم اگر کسی سوال کا جواب درست ہے تو صدقی صد (100%) نمبر دینے میں گزرنہ کریں۔

(14) صدر متحن اور متحن حضرات یہ بات ذہن نشین کر لیں کہ اگر طالب علم نے مجموعی طور پر 30 نمبر حاصل کر لیے ہیں تو 33 نمبر دے کر پاس کرنے میں گزرنہ کریں۔

(15) زبان و ادب کی کامیاں جانچنے والے اکٹھ حضرات یہ خیال کرتے ہیں کہ کسی طالب علم کو صدقی صد نمبر دیا نا ممکن ہے۔ یہ خیال روایتی اور رجحت پسند نہ ہے۔ اس عمل سے گزرنہ کیا جانا اشد ضروری ہے۔

(16) جب طلبہ تلقینی اعلیٰ کرتے ہوں تو ان کی خوش خانہ اور الملا پر بھی نمبر دینے کا خیال رکھیں۔

## مارک ۱۰

### اردو (کور)

مقرر و وقت: 3 گھنے

کل نمبر: 100

#### حصہ اف

سوال نمبر 1: درج ذیل چارت کو خوب سے پڑھئے اور پیچھے لیے گئے سوالوں کے جواب لکھیے۔  
 10  
 ”اترپردیش کی راجدھانی لکھوٹ میں ایک ہر ابھر پارک ہے جسے حضرت محل پارک کہا جاتا ہے۔ انگریزوں نے اس مقام کو اپنی فوج کی یادگار قرار دیتے ہوئے دکنوریہ پارک کہا تھا اور جس جگہ سنگ مرمر کے گنبد کے پیچے اور وہی سلطنت کا طفر انصب ہے ایک زمانے میں انگلستان کی ملکہ دکنوریا کا ایک بھروسہ لگا ہوا تھا۔ چاہیے تو یہ تھا کہ دکنوریہ کے بھروسے کی جگہ ہندوستان کی اولو العزم ملکہ کا بھروسہ ہی نصب کیا جاتا۔ جس کے نام سے یہ پارک منسوب ہے لیکن مسلمانوں کے ذمیں عقائد کا لحاظ کرتے ہوئے اس پر تم کے نشان کو ہی مناسب سمجھا گیا جس کے ساتھ میں ارض ہند کی اس غیرت دار خاتون نے بدیں جبر و استبداد کا دوڑھائی ہر سوچی داری سے مقابلہ کیا اور بجائے تھیار ڈالنے کے نیپال کی دشوار گز ارگھانیوں میں جلاوطنی کی زندگی کو ترجیح دی۔“

- (i) حضرت محل پارک کہاں ہے؟
- (ii) انگریزوں نے حضرت محل پارک کو کیا نام دیا تھا؟
- (iii) ملکہ دکنوریا کا بھروسہ کہاں لگا تھا؟
- (iv) حضرت محل کون تھیں؟
- (v) حضرت محل نے تھیار ڈالنے کے بجائے کس چیز کو ترجیح دی؟

جواب:

- (i) حضرت محل پارک اترپردیش کی راجدھانی لکھوٹ میں ہے۔
- (ii) انگریزوں نے حضرت محل پارک کو ”دکنوریہ پارک“ کا نام دیا تھا۔
- (iii) ملکہ دکنوریا کا بھروسہ سنگ مرمر کے گنبد کے پیچے لگا تھا۔
- (iv) حضرت محل ہندوستان کی اولو العزم ملکہ اور نواب و اجدعلی شاہ کی بیگم تھیں۔
- (v) حضرت محل نے تھیار ڈالنے کے بجائے نیپال کی دشوار گز ارگھانیوں میں جلاوطنی کی زندگی کو ترجیح دی۔

نمبروں کی تقسیم

$2 \times 5 = 5$

15

سوال نمبر 2: درج ذیل عنوانات میں سے کسی ایک پر مضمون لکھیے۔

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>(ii) تعلیمی میلے کی سیر</li> <li>(iv) میرا اسکول</li> </ul> | <ul style="list-style-type: none"> <li>(i) میرا پسندیدہ کھیل</li> <li>(iii) کپیور</li> </ul> |
|--|--|

جواب:

- (i) میر اسکول
- (a) تمہید و تعارف
- (b) نفس مضمون
- (c) انداز بیان
- (d) اختتام
- (ii) تعلیمی میلے کی سیر
- (a) تمہید و تعارف
- (b) نفس مضمون

(الف) طلباء کے لیے اسکول کی اہمیت

(ب) اسکول کی موجودہ صورت حال اور مزید بہتری کے مشورے

- (c) انداز بیان
- (d) اختتام

(الف) تعلیمی میلے کی سیر کی اہمیت

(ب) تعلیمی میلے کی سیر کا اثر (علمی شوق کو بڑھانا)

10

سوال نمبر 4: درج ذیل عبارت کا خلاصہ لکھیے اور ایک مناسب عنوان بھی تجویز کیجیے۔

”بیو لوگ اپنے تین اردو زبان کا مالک سمجھتے ہیں لیکن اہل دہلی یا اہل لکھنؤ اون کو اس بات پر فخر نہیں کرتا چاہیے کہ ہماری زبان کا لوگ اتنا جائز کرتے ہیں اور ہمارے روزمرہ کی بحیرہ روم کی جاتی ہے۔ ان کو یاد رکھنا چاہئے کہ اگر وہ اپنی زبان کی خبر نہیں گے، اس کے محفوظ رکھنے کے وسائل بہم نہ پہنچائیں گے، اس کے الفاظ و محاورات کو نہیں استعمال کے ساتھ فراہم اور مرتب نہ کریں گے اور اس کی قلم و نشر کو زمانے کے مراجع کے موافق ترقی نہیں گے تو ان کی زبان کا وہ حصہ جس پر ان کو فخر ہے اور جوان کی اور تماں ہندوستان کی اردو میں ماب الامتیاز ہے، وہ حرف غلط کی طرح روزگار سے محو ہو جائے گا اور یہی بری بھلی اردو جو عام اخبارات اور جدید تقسیمات کے ذریعہ ملک میں پھیل رہی ہے اور جس کو وہ اب تک خارت کی نظر سے دیکھتے رہے ہیں، زیادہ سے زیادہ نصف صدی میں یہی ملک کی تکالی اور فتح زبان قرار پائے گی۔“

جواب:

عنوان: اردو زبان / ہماری زبان / فتح زبان

(طالب علم اسکے علاوہ بھی کوئی مناسب عنوان قائم کرتا ہے تو اس پر بھی نمبر دیجیے جائیں)

خلاصہ: اہل دہلی اور اہل لکھنؤ کو اس بات پر فخر نہیں کرتا چاہیے کہ ہماری زبان کی بحیرہ روم کی جاتی ہے بلکہ ان کو یہ بھی سوچنا چاہیے کہ اگر وہ اپنی زبان کے الفاظ و محاورات جن پر اٹھیں ہاڑ ہے اپنی قلم و نشر کو زمانے کے مراجع کے موافق نہیں ہاڑیں گے تو ان کی زبان فتح ہو جائے

گی۔ اگر وہ زبان کو مختواڑ رکھیں گے تو اردو جو عام اخبارات اور جدید تصنیفات کے ذریعہ ملک میں پھیل رہی ہے ملک کی لکسالی اور فوجی زبان بن جائے گی۔

### نمبروں کی تقسیم

عنوان 3

خاصہ 7

کل نمبر 10

7

سوال نمبر 5: درج ذیل محاوروں میں سے صرف پانچ کے معنی لکھیے اور اُسیں جملوں میں استعمال کیجیے۔

- |                         |                          |
|-------------------------|--------------------------|
| (ii) آسمان پر دماغ ہونا | (i) پانی پانی ہونا       |
| (iv) پھولے نہ سانا      | (iii) باش باغ ہونا       |
| (vi) سبز باغ دکھانا     | (v) خاطر میں سلا نا      |
| (viii) پاپڑ بیلنا       | (vii) جنگل میں منگل ہونا |

جواب:

معنی	محاورے	جملوں میں استعمال
شرمندہ ہونا	پانی پانی ہونا	(i) تقیم کو پاپڑ نے چوری کرتے پکڑا اور جب اس کے گھر خبر ہوئی تو اس کے والد شرم سے پانی پانی ہو گئے۔
مغروہ ہونا	آسمان پر دماغ ہونا	(ii) منصور کی توکری کیا گئی اس کا تو دماغ ہر وقت آسمان پر رہتا ہے۔
بہت خوش ہونا	باش باغ ہونا	(iii) اپنے پیچے کو دیکھ کر ماں کا دل باش باغ ہو گیا۔
بہت خوش ہونا	پھولے نہ سانا	(iv) جب اس نے اپنی کامیابی کی خبر سنی تو پھولہ نہ سایا۔
کوئی اہمیت نہ دینا	خاطر میں سلا نا	(v) غزال کی جب سے توکری گئی ہے وہ کسی کو خاطر میں نہیں لاتی
دھوکا دینا	سبز باغ دکھانا	(vi) کہتے ہی بیز باغ دکھاؤ میں آپ کے دام میں نہ محسوس گا۔
دیرانے میں رفت ہونا	جنگل میں منگل ہونا	(vii) جتنا کے کارے دکانداروں کی وجہ سے جنگل میں منگل رہتا ہے۔
سخت محنت کرنا	پاپڑ بیلنا	(viii) اس گرانی میں بڑے پاپڑ بخیل کر روزی میسر ہوتی ہے

### نمبروں کی تقسیم

معنی = 5  
1x5

جملوں میں استعمال = 5  
1x5

کل نمبر = 10

5

سوال نمبر 6: کسی کتاب کو فروخت کرنے کے لیے اس کا اشتہار ہائے۔

جواب: پیچوں کا پرانہ ساتھی

## بیامِ تعیم تی دلی

- دچھپ جربت انگریز اور پراسرار کہانیاں ☆
- سائنسی اور نمایمی معلومات ☆
- کارروں، لیٹنے اور مزاجیہ مضامین ☆
- تاریخ، جغرافیہ ☆
- شہریت کے آداب ☆

دچھپ انداز میں بہترین موارد پیش کرتا ہے

## ماہنامہ بیامِ تعیم جامعہ نگر، دہلی

نوٹ: یہ اشتہار کا خاکر ہے اس کے علاوہ دیگر طریقہ بھی عنوان کے تحت استعمال کیا جاسکتا ہے بشرطیکہ جائز باظ نظر اور دلکش ہو۔

نمبروں کی تقسیم

- اشتہار کا خاکر = 2
- اشتہار کا متن = 2
- کل نمبر = 5

## حصہ

سوال نمبر 7: درج ذیل اقتباس کو نظر سے پڑھئے اور اس سے متعلق سوالوں کے جواب دیجئے۔  
 ”ہاتھی جب ایک جگہ سے دوسرا جگہ سفر کرتے ہیں تو عموماً پر اقبلیہ آگے پیچھے لاکن ہاکر چلتا ہے۔ سب سے آگے کوئی بزرگ ہاتھی، اس کے پیچھے بچوں والی ماں، ماوس کے دائیں، باسیں، چھوٹے پیچے لگتے ہوئے۔ ان کے پیچھے قبیلے کا سردار کسی بھی خطرے کا سامنا کرنے کے لیے پوری طرح چوکس اور سردار ہاتھی کے پیچھے کچھ فاصلے کے ساتھ تو جوان اور نو عمر ہاتھیوں کی نوی۔ پیچھے اس لیے کہ کہیں اپا حضور ناراض ہو کر خواہ مخواہ کسی کے گھونسہ نہ جزوں۔ اگر منزل پر ہاتھی کی جلدی نہ ہو تو رفتار دس (10) کلومیٹر فی گھنٹے سے زیادہ نہیں لیکن ہنگامی حالات میں ایک گھنٹے میں پہچیں کلومیٹر آسانی سے طے کر لیں۔“

- (i) ہاتھی ایک جگہ سے دوسرا جگہ کس طرح سفر کرتے ہیں؟
- (ii) سفر کے دوران سب سے آگے کون سا ہاتھی چلتا ہے؟
- (iii) سفر میں قبیلے کا سردار کس جگہ رہتا ہے؟
- (iv) ہاتھیوں کے ٹالے کے سفر کی عمومی رفتار کتنی ہوتی ہے؟
- (v) ہنگامی حالات میں ہاتھیوں کا قبیلہ کس رفتار سے چلتا ہے؟

یا

"بہت تیر کے مقابلے کا لے اور بھورے تیروں کے جسم گدرے اور دمیں چھوٹی ہوتی ہیں۔ تیروں کی ناگلوں نیز ہمی یا کرماں کی ہاگلوں کی طرح لمبی نہیں ہوتیں اس کے باوجود اپنی چھوٹی چھوٹی ہاگلوں سے کافی تیز بھاگ لیتا ہے۔ خطرے کا احساس ہونے پر وہ گھاس کے میدان اور کھیت میں اس طرح دادا بھاگتا ہے کہ پاس ہوتے ہوئے بھی دکھائی نہیں دیتا۔ معمولی آڑ کے پیچھے اپنے آپ کو چھپا لینے میں تیروں کو گھاس مہارت حاصل ہے۔ اگر ہوئے کھیت کی بات تو الگ رہی وہ جتنے ہوئے کھیت میں جس میں ہام کے لیے بھی پوداں ہوئی کے ڈلوں میں اس طرح چھپ جاتا ہے کہ لاکھ کوشش پر بھی دکھائی نہیں دیتا۔"

(i) بہت تیر اور کا لے تیر میں کیا فرق ہے؟

(ii) خطرے کا احساس ہونے پر تیر کس طرح بھاگتا ہے؟

(iii) تیر کو کس تیزی میں مہارت حاصل ہے؟

(iv) جتنے ہوئے کھیتوں میں تیر کیا چھپ جاتا ہے؟

(v) جنگل میں پاس ہوتے ہوئے ہوئے بھی تیر کیوں دکھائی نہیں دیتا؟

جواب:

(i) ہاتھی ایک جگ سے دوسرا جگ سفر کرتے ہیں تو پورا قبیلہ پیچھے ایک لائن بن کر چلتا ہے۔

(ii) سفر کے دوران سب سے آگے کوئی بزرگ ہتھی چلتی ہے۔

(iii) سفر میں قبیلے کا سردار اس سے پیچھے رہتا ہے۔

(iv) ہاتھیوں کے قافلے کے سفر کی عمومی رفتاروں کو میسر فی مکھنہ ہوتی ہے۔

(v) ہنگامی حالات میں ایک گھنٹہ میں بھیس کلو میٹر کی رفتار سے قبیلہ سفر طے کرتا ہے۔

یا

(i) بہت تیر کے مقابلے کا لے تیروں کے جسم گدرے اور دمیں چھوٹی ہوتی ہیں۔

(ii) خطرے کا احساس ہونے پر وہ گھاس کے میدان اور کھیت میں اس طرح دادا بھاگتا ہے کہ پاس ہوتے ہوئے بھی دکھائی نہیں دیتا۔

(iii) تیر کو معمولی آڑ کے پیچھے اپنے آپ کو چھپا لینے میں گھاس مہارت حاصل ہے۔

(iv) جتنے ہوئے کھیتوں میں تیر میٹی کے ڈلوں میں چھپ جاتا ہے۔

(v) جنگل میں پاس ہوتے ہوئے بھی تیر میٹی کے ڈلوں میں اپنے آپ کو اس طرح چھپاتا ہے کہ لاکھ کوشش کرنے پر بھی دکھائی نہیں دیتا۔

نمبروں کی تفہیم

$$2+2=4 = (iv), (i)$$

$$1+1+1=3=(v), (iii), (ii)$$

کل نمبر = 7

5

سوال نمبر 8: "جنگل کی ایک رات" میں ریچھ کے ہارے میں کیا بتایا گیا ہے؟

جواب: ریچہ کا جسم بھاری ہوتا ہے۔ جسم پر لبے لبے کالے بال ہوتے ہیں۔ ریچہ گھاس پھوس، یہ اور پودوں کی جڑیں کھاتا ہے ریچہ مورتوں اور پھوٹ کی طرح رہتا ہے، چلاتا ہے۔ ایک ریچہ کو روتا دیکھ کر یا اس کی آواز سن کر دوسرا ریچہ اس کے پاس آتا ہے اور پھر غصہ میں پھر جاتا ہے اور اس کی چلاش کرتا ہے جس کی وجہ سے ریچہ رورہا تھا۔ ریچہ کو غصہ بہت جلد آتا ہے۔ ریچہ اپنے دُٹن پر ایک دم حملہ کرتا ہے۔ ریچہ کو ذرا سی بات بری لگتے پر مر نے مارنے کے لیے تیار ہو جاتا ہے۔ ریچہ کا ملک گلی محلوں میں ریچہ کو لاتا ہے اور اس کا تماشہ دکھاتا ہے۔ سچے اور بڑے اس کا ناق دیکھ کر بہت لطف اندوڑ ہوتے ہیں۔ یوں تو ریچہ جنگل کا جانور ہے لیکن جو اس کا تماشا دکھاتے ہیں وہ اس کو پالتے ہیں اور اس کو سرحدیتیتے ہیں۔ وہ پانور ریچہ کھلاتے ہیں۔

### ثبوتوں کی تقسیم

$$1 \times 5 = 5$$

8

سوال نمبر 9: درج ذیل سوالوں میں سے صرف چار کے فخر جواب لکھئے۔

(i) گرے ہاؤٹ کتے کیسے ہوتے ہیں؟

(ii) شیر نے شکار کے لیے کیسی بھیس کو نشانہ طیا؟

(iii) ہاتھی ڈاک بیٹھے میں کس طرح آئے؟

(iv) گھوڑے کے بارے میں کون سی کہاوت مشہور ہے؟

(v) جنگل میں کس پرندے کی آواز سے ارتعاش پیدا ہو جاتا ہے؟

(vi) کس جانور کو بہت جلدی غصہ آ جاتا ہے؟

جواب:

(i) دبليے پتے کتے ہڈیوں کا ڈھانچہ چھریے بدن کے کتوں کو گرے ہاؤٹ کھا جاتا ہے۔ یہ بہت پھر تیل، چست اور تیز دوزنے والے ہوتے ہیں۔

(ii) شیر نے اسی بھیس کو نشانہ ہایا تھا جو طاقت اور پانچھی اور گھاس چرتے چرتے اکیلی اس طرف آنکھی تھی۔ جہاں گھاس اوپری تھی اور جہاڑیاں بھی ذرا قریب اگی ہوئی تھیں۔

(iii) برسات کی وجہ سے آنے جانے کے راستے بند ہو گئے اور ڈاک بیٹھے کے گھن میں گھاس اگ آئی اور بیٹھے کے قرب بانس کے درخت تھے جن میں کوٹیں اگ آئی تھیں جن کی وجہ سے ہاتھی بیٹھے میں آ گئے۔

(iv) گھوڑوں کے بارے میں یہ کہاوت مشہور ہے کہ ان کی سواری کریں رکھ یا سائیکس یعنی تو مالدار لوگ گھوڑوں کی سواری کرتے ہیں یا پھر ان کی دیکھ بھال کرنے والے غریب طازم۔

(v) جنگل میں صبح و شام بتخ کافی دیریک آوازوں کا مقابلہ کر کے ارتعاش پیدا کرتے ہیں۔

(vi) ریچہ کو بہت جلدی غصہ آ جاتا ہے۔ ذرا سی بات بری لگی تو مر نے پر تیار ہو جاتا ہے۔

### ثبوتوں کی تقسیم

$$2 \times 4 = 8$$

سوال نمبر 10: "ہیر و ان کی خلاش" کے پلاٹ کی خصوصیات بیان کیجیے۔

۴

مسز مہر اکے کروار پر مفصل روشنی ڈالیے۔

جواب:

- (i) تمہید اتعارف / مصنف کا نام
- (ii) نفس مضمون
- (الف) ڈرامہ کا مرکزی خیال
- (ب) واقعات کی ترتیب و ترتیب
- اسلوپ بیان (iii)

۵

تمہید اتعارف (مصنف کا نام، ڈرامہ کا نام)

نفس مضمون

(الف) ڈرامہ کا مرکزی خیال، اہم کرواروں کے نام

(ب) مسز مہر اکے کروار کی خوبیاں اور خامیاں

اسلوپ بیان (iii)

نمبروں کی تقسیم

تمہید = 2

نفس مضمون = 6

اختتام = 2

کل نمبر = 10

10

سوال نمبر 11: درج ذیل میں سے چار سوالوں کے مختصر جواب لکھیے۔

- (i) جیوئی پر کاش کیسی ہیر و ان چاہتے ہیں؟
- (ii) ڈرامہ میں ہیر و ان کی خلاش کا کیا طریقہ اختیار کیا گیا؟
- (iii) شیوچن ایکٹنگ کے کن اصولوں کی بات کرتے ہیں؟
- (iv) الالہ سروپ چند کس حجم کا کروار ہے؟
- (v) کیلاش ناتھ کے کروار پر روشنی ڈالیے۔
- (vi) آپ کے خیال میں ڈرامہ "ہیر و ان کی خلاش" کا سب سے اچھا کروار کون سا ہے اور کیوں؟

جواب:

- (i) روپ متنی کا پارٹ کرنے کے لیے جیتوی پر کاش ہیر و نک کی ٹکل میں بہت ہی شریف گھرانے کی، بہت ہی شریف گورت چاہئے ہیں۔
- (ii) ڈرامہ میں ہیر و نک کی ٹلاش کا یہ طریقہ اختیار کیا جاتا ہے کہ سب مل کر مختلف لاکیوں اور گورتوں کے نام کیے بعد مگرے تجویز کرتے ہیں اور پھر فرہ دل ملاقات کر کے ان میں بجوزہ خوبیاں ٹلاش کرتے ہیں لیکن ان سب میں کچھ نہ کچھ کمی رہ جاتی ہے اور کوئی ان کے معیار پر پوری نہیں اترتی۔
- (iii) شیوچن اکٹھنگ کے اصول یہ ہتھے ہیں کہ ہادث بالکل نہ ہو آدمی بس جیسا ہے دیسا ہی رہے۔ اسی طرح بولے، اسی طرح چلے پھرے۔
- (iv) (الف) تمہید و تعارف (ڈرامہ کا نام، مصنف کا نام، کرواروں کے نام)  
 (ب) السر و پ چند کے کروار کی خوبیاں / خامیاں  
 (ج) السر و پ چند کے کروار کے بارے میں رائے۔
- (v) (الف) تمہید و تعارف (ڈرامہ کا نام، مصنف کا نام، کرواروں کے نام)  
 (ب) کیلاش ناتھ کے کروار کی خوبیاں  
 (ج) کیلاش ناتھ کے کروار کی خامیاں  
 (د) ڈرامہ میں کیلاش ناتھ کے کروار کی اہمیت
- (vi) (الف) تمہید و تعارف (ڈرامہ کا نام، مصنف کا نام، کرواروں کے نام)  
 (ب) کروار کی پسندیدگی کے اسباب (کوئی بھی کروار پسندیدہ ہو سکتا ہے گر جواب مل ہونا چاہئے)  
 (ج) پسندیدہ کروار کی ڈرامہ میں اہمیت

نبروں کی قسم

21/2+21/2+21/2+21/2= 10

**مارکنگ اسکیم اردو**  
**(Marking Scheme Urdu)**  
**سینئر سینڈری اسکول امتحان**  
**2010**  
**اردو (کور) (Core) Urdu**

**متحن حضرات کے لئے عام ہدایات:**

(General Instruction)

امتحان کی کاپیوں کی جائیجی کے لئے یکمیوں کے ساتھ ساتھ صبر و تحمل کی ضرورت ہوتی ہے۔ سرسری انداز سے کاپیوں کی چیکنگ کرو دینا خود ہماری دیانت داری اور خطبوص کو محروم کرتا ہے۔ اس طرح کی چیکنگ میں بہت سی ناہمواریاں بھی رہ جاتی ہیں۔ دوران چیکنگ کچھ اساتذہ نزدیک اگر اخیر کرتے ہیں تو کچھ خاص سے سخت ہو جاتے ہیں۔ دونوں ہی صورتوں میں طلباء کے نتائج متاثر ہوتے ہیں۔ چنانچہ اس طرح کی ناہمواریوں سے بچنے کے لئے کافی غور و خوض کے بعد ان نکات کا تھیں کیا گیا ہے۔ جس پر عمل درآمد کر کے ہم معیاری انداز سے کاپیوں کی جائیجی کر پائیں گے۔ کاپیوں کی چیکنگ کے سلسلے میں رہنمائی کے جو نکات پیش کئے چاہئے ہیں ضروری نہیں کہ طلباء کے جوابات نہونے کی تشریح اور توUGHی کے انداز پر ہوں۔ اشعار کی تشریح، مرکزی خیال و اعلیٰ سوالات کے جوابات میں انداز بدل سکتا ہے۔ لیکن ہمارا خیال ہے کہ نمبروں کی تھیم پر اس سے کوئی خاص اثر نہیں پڑے گا۔ آپ کو ہر حال میں مارکنگ اسکیم کے دائرے میں رہ کر ہی چیکنگ کا عمل انجام دینا ہے تاکہ ماٹھی میں ہوتی رہی ناہمواریوں کو دور کیا جاسکے۔

امید ہے کہ اس مبر آزمائام کو آپ اپنا فرض بھجو کر انجام دیں گے۔

متحن حضرات کارویہ مشقانہ ہونا چاہئے تو اعدا اور اہل ایک معمولی غلطیوں کو نظر انداز کر دیا جائے تو بہتر ہو گا۔

صدر متحن (Head Examiner) اس بات کو ہر طرح سے لیتی ہے اس کے مارکنگ اسکیم پر بختی سے عمل ہو رہا ہے یا نہیں۔ کچھ اساتذہ مارکنگ اسکیم (Marking Scheme) کو نظر انداز کرتے ہیں ہوئے اپنے روایتی انداز سے مارکنگ کرتے ہیں جس سے طلباء کے نتائج متاثر ہوتے ہیں۔ اس طرف صدر متحن کو خصوصی توجہ دینی ہے۔

(1) صدر متحن اس بات کا اطمینان کرنے کے لئے کہ کاپیوں کی جائیجی مارکنگ اسکیم (Marking Scheme) کے مطابق ہو رہی ہے، وہ متحن کی جائیجی ہوئی ابتدائی پاٹی کاپیوں کا ہاریک ہمیں سے جائزہ لے لے گا۔ جائزہ لینے اور یہ اطمینان کرنے کے بعد ہمیں کہ کاپیوں کی جائیجی مارکنگ اسکیم کے مطابق ہو رہی ہے متحن کو مزید کاپیاں جائیجی کے لیے دے گا۔

(2) متحن حضرات کو کاپیاں جائیجی کے لئے صرف اسی وقت دی جائیں جب پہلے دن متحن اجتماعی یا انفرادی طور پر مارکنگ اسکیم پر تجدید خیال کر چکے ہوں۔

(3) کاپیوں کی جائیجی مارکنگ اسکیم میں دی ہوئی ہدایت کے مطابق ہی کی جائے گی۔ یہ جائیجی متحن کے اپنے روایتی انداز مکار پنے تجویز ہے اور کسی دیگر بات کو نظر رکھ کر نہیں بلکہ صرف مارکنگ اسکیم کو ہم میں رکھتے ہوئے کی جائے۔

(4) اگر کسی سوال کے کوئی جز ہیں تو ہر جز کے نمبر ہائیں ہاتھ کے حاشیہ میں الگ الگ دیے جائیں اور پھر تمام اجزاء میں حاصل نمبروں کو جمع کر کے

سوال کے آخر میں حاشیے میں لکھ کر اس کے گرد اڑہ ہنادیا جائے۔

(5) اگر کوئی طالب علم ایسا جواب لکھتا ہے جو مارکگ ایکم میں موجود نہیں ہے لیکن وہ جواب صحیح ہے تو صدر متحن سے مشورہ کے بعد نمبر دیے جائیں۔

(6) اگر کوئی طالب علم دریافت کیے گئے جوابات سے زیادہ یعنی ایکشہ ایسا جواب لکھتا ہے تو مارکگ ایکم کے مطابق ہی نمبر دیے جائیں۔

(7) اگر کوئی طالب علم مقررہ الفاظ سے زیادہ الفاظ میں لکھتا ہے تو اس کے نمبر کم نہ کے جائیں۔

(8) مختصر سوالات کے جواب میں اگر کوئی طالب علم صرف ایک لفظ کا جواب لکھتا ہے اور اس لفظ سے جواب ظاہر ہو جاتا ہو تو اسے پورے نمبر دیے جائیں گے۔

(9) اگر کوئی طالب علم دیے ہوئے اقتضاس یا اس کے کسی حصے کو اپنے جواب کے لئے استعمال کرتا ہے خلا اقتضاس میں دی ہوئی معلومات کو اپنے مضمون کے لئے استعمال کرتا ہے تو اس کے نمبر نہیں کاٹے جائیں گے۔ سوائے اس کے کہ اس کا جواب دریافت کئے گئے سوالات سے مطابقت نہ رکھتا ہو۔

(10) تبادل سوالات کے جواب لکھنے میں اگر کوئی طالب علم دونوں تبادل کے جواب لکھتا ہے اور دونوں ہی صحیح ہیں اور کسی ایک کو کہ اس نہیں کیا ہے یا لفظی سے دونوں کو کہ اس کر دیا ہے تو اسی صورت حال میں جو جواب زیادہ صحیح ہے اس پر نمبر دیے جائیں گے۔

(11) اگر کسی سوال میں دو خصوصیات دریافت کی گئی ہیں اور ایک طالب علم نے دونوں خصوصیات صحیح لکھ دی ہیں تو اسے پورے نمبر دیے جائیں اور اگر کوئی طالب علم پانچ خصوصیات لکھتا ہے جن میں سے خصوصیات نمبر 1 صحیح ہے اور نمبر 2 ملکہ پھر خصوصیات نمبر 3 صحیح ہے اور باقی دو خصوصیات ملکہ ہیں اسے بھی پورے پورے نمبر دیے جائیں۔

(12) متحن حضرات اس بات کا خاص خیال رکھیں کہ کاپیوں کی جانشی مارکگ ایکم میں بتائی گئی نمبروں کی تفہیم کے مطابق ہی ہو۔

(13) متحن حضرات کو یہ بات ذہن نشین کرنے لیتی چاہئے کہ ان کے پاس ایک نمبر (1) سے لے کر (100) نمبر تک کا پیاس ہے۔ برائے کرم اگر کسی سوال کا جواب درست ہے تو صدقی صد (100%) نمبر دینے میں گزرنہ کریں۔

(14) صدر متحن اور متحن حضرات یہ بات ذہن نشین کر لیں کہ اگر طالب علم نے مجموعی طور پر 30 نمبر حاصل کر لیے ہیں تو 33 نمبر دے کر پاس کرنے میں گزرنہ کریں۔

(15) زبان و ادب کی کاپیاں جانچنے والے اکثر حضرات یہ خیال کرتے ہیں کہ کسی طالب علم کو صدقی صد نمبر دینا ناممکن ہے۔ یہ خیال روایتی اور رجعت پسندانہ ہے۔ اس میں سے گزرنہ کیا جانا اشد ضروری ہے۔

(16) جب طلبہ تلقی اظہار کرتے ہوں تب ان کی خوشخبری اور املا پر بھی نمبر دینے کا خیال رکھیں۔

## مارکگ ایکم اردو (کور)

مقررہ وقت: 3 گھنٹے

کل نمبر: 100

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سوال نمبر 1: درج ذیل عبارت کو فور سے پڑھئے اور یقین دیے گئے سوالوں کے جواب لکھئے۔

”ہمارے ملک ہندوستان میں الگ الگ مذہبوں کے ماننے والے رہتے ہیں۔ ہندو، مسلم، سکھ، عیسائی بھی لوگ اپنے اپنے نہایت تہوار جیسے ہوئی، عید، گروپر ب اور کرس ب پرے جوش و خروش سے مناتے ہیں۔ اگر ہندوستان کا گنجائی تہذیب اور ہندو مسلم بھائی چارے کو کسی تہوار کی شکل میں دیکھنا ہو تو دہلی کا مشہور میلہ ”پھول والوں کی سیر“ دیکھنا چاہئے۔ یہ دلی کا سب سے مشہور میلہ ہے۔ اس میلے پا تہوار کی ابتداء تقریباً ڈھائی سو سال پہلے مغل بادشاہ اکبر شاہ ٹانی کے زمانے میں ہوئی تھی۔ یہ وہ زمانہ تھا جب اگر یہ ہندوستان کی حکومت میں داخل ہونے لگے تھے۔

اگر یہ ہمارے ملک میں تجارت کی غرض سے آئے تھے لیکن یہاں آ کر انہوں نے ہندوستان کے لوگوں میں پھوٹ ڈالی اور انھیں آپس میں لڑا کر کمزور کیا پھر بہت سے علاقوں پر قابض ہو گئے۔“

(i) ہندوستان میں کس مذہب کے ماننے والے رہتے ہیں؟

(ii) ہندوستان کی گنجائی تہذیب اور بھائی چارہ کس میلے میں نظر آتا ہے؟

(iii) ”پھول والوں کی سیر“ کی ابتداء کب ہوئی؟

(iv) اگر یہ ہندوستان میں کس غرض سے آئے تھے؟

(v) اگر یہ لوں نے ہندوستان پر کس طرح بقد کیا؟

جواب:

(i) ہمارے ملک ہندوستان میں ہندو، مسلم، سکھ اور عیسائی مذہب کے ماننے والے رہتے ہیں۔

(ii) ہندوستان میں گنجائی تہذیب اور بھائی چارہ دہلی کے مشہور میلے ”پھول والوں کی سیر“ میں نظر آتا ہے۔

(iii) ”پھول والوں کی سیر“ کی ابتداء تقریباً ڈھائی سو سال قبل مغل بادشاہ اکبر شاہ ٹانی کے زمانے میں ہوئی تھی۔

(iv) اگر یہ ہندوستان میں تجارت کی غرض سے آئے تھے۔

(v) اگر یہ لوں نے ہندوستان میں آ کر لوگوں میں پھوٹ ڈالی اور انھیں آپس میں لڑا کر کمزور کیا پھر بہت سے علاقوں کو اپنے قبضے میں کر لیا۔

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سوال نمبر 2: درج ذیل عنوانات میں سے کسی ایک پر مضمون لکھئے۔

(i) میں نے چھیاں کیسے گزاریں

(ii) موبائل فون

(iii) دوستی کے قضاۓ

(iv) بد کی محبت میں مت بخواں کا ہے انجام برنا  
بد شہر نے تو بد کھلانے پر اچھا بدنام برنا

جواب:

میں نے چھپیاں کیے گزاریں

(الف) تمہید و تعارف

(ب) نفس مضمون

(ج) اندازیابان

(د) اختتام

(ii) موبائل فون

(الف) تمہید و تعارف

(ب) نفس مضمون

موباکل فون کی اہمیت

موباکل فون کے فائدے اور نقصان

(ج) اندازیابان

(د) اختتام

(iii) دوستی کے تقاضے

(الف) تمہید و تعارف

(ب) نفس مضمون

دوست کی پیچوان اور اس کی اہمیت

ایک اچھے دوست کی خصوصیات

(ج) اندازیابان

(د) اختتام

(iv) بد کی محبت میں مت بخواں کا ہے انجام برنا

بد شہر نے تو بد کھلانے پر اچھا بدنام برنا

(الف) تمہید و تعارف

(ب) نفس مضمون

اچھی محبت کے فائدے اور بری محبت کے نقصانات

(ج) اندازیابان

(و) اختام

نمبروں کی تفہیم  
تمہید = 3  
نفس مضمون = 6  
اندازہ بیان = 4  
اختام = 2  
کل نمبر = 15  
10

سوال نمبر 3: اپنے پہلے صاحب کے نام دو روز کی چھٹی کی درخواست لے گئے۔

اپنے والد صاحب کو خط لکھ کر کتا ہیں خریدنے کے لیے روپے مکوائیے۔

جواب:

- |       |              |
|-------|--------------|
| (i)   | پڑھ          |
| (ii)  | القاب و آداب |
| (iii) | نفس مضمون    |
| (iv)  | زبان و بیان  |
| (v)   | اختام        |

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- |       |              |
|-------|--------------|
| (i)   | پڑھ          |
| (ii)  | القاب و آداب |
| (iii) | نفس مضمون    |
| (iv)  | زبان و بیان  |
| (v)   | اختام        |

نمبروں کی تفہیم  
1 = پڑھ  
القاب و آداب = 1  
نفس مضمون = 4  
زبان و بیان = 2  
اختام = 2  
کل نمبر 10

سوال نمبر 4: درج ذیل عبارت کا خلاصہ لکھیے اور ایک مناسب عنوان بھی تجویز کیجیے۔

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"اگر چیز دل کا وظیرہ ہے کہ وہ کسی عمارت کو اس وقت تک خاطر میں نہیں لاتے جب تک کہ وہ کھنڈرنہ ہو جائے اسی طرح ہمارے ہاں بعض ہی طبقات کی کے حق میں بھگتی خیر کہنا رواں ہنس کیجئے تو فیکٹری مددوں کا چہلم نہ ہو جائے۔ آغا کو بھی یادی سے خواہ اپنا ہو یا پر ایسا والہانہ واپسی تھی جس کا ایک ثبوت ان کی 1927 ماڈل کی فورڈ کار تھی جو انہوں نے ایک ضعیف العرض پاری سے تقریباً منت لی تھی۔ اس کی سب سے بڑی خوبی یہ تھی کہ چلتی بھی تھی اور وہ بھی اس میان روی کے ساتھ کہ محلے کے لوڑے ٹھلوے جب اور جہاں چاہتے چلتی گاڑی میں کو دکر پہنچ جاتے، آگا نے کبھی تعریض نہیں کیا کیونکہ اگلے چورا ہے پر جب یہ حکم دھکر کر کے دم توڑ دیتی تو یہی سوار پاں دھکے لگا کر منزل مقصود تک پہنچا آتیں۔ اس صورت میں پہنچ دل کی پچت تو خیر تھی ہی لیکن بڑا فائدہ یہ تھا کہ اُبھیں بند ہو جانے کے سب کار زیادہ تیز چلتی تھی۔"

جواب:

عنوان: ماضی سے والہانہ واپسی (عبارت کی نمائندگی کرنے والے درسے عنوان بھی ہو سکتے ہیں)

خلاصہ: پچھلے لوگوں کو ماضی سے بہت زیادہ واپسی ہوتی ہے انھیں پرانی چیزوں سے بڑا لگاؤ ہوتا ہے۔ آقا صاحب کو بھی پرانی چیزوں سے بڑی واپسی تھی جس کی مثال ان کی 1927 ماڈل کی فورڈ کار تھی جو انہیں بہت عزیز تھی کیونکہ اس کی سب سے بڑی خوبی یہ تھی کہ وہ بہت آہستہ چلتی تھی اور محلے کے لڑکے اس میں کو دکر پہنچ جاتے اور جب آگے جا کر یہ گاڑی رک جاتی تھی تو یہی لڑکے دھکے لگا کر اسے منزل تک پہنچاتے تھے جس سے دو ہر افائدہ ہوتا تھا پہنچ دل بھی پہنچاتا ہوا رگاڑی بھی تیز چلتی تھی۔

نمبروں کی تفہیم

عنوان = 1

خلاصہ = 6

کل نمبر = 10

سوال نمبر 5: درج ذیل مخادروں میں سے صرف پانچ کے معنی لکھیے اور انھیں جملوں میں استعمال کیجیے۔

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- |                         |                          |
|-------------------------|--------------------------|
| (i) آسمان سے باتمی کرنا | (ii) اپنا الو سیدھا کرنا |
| (v) پاپڑ بیلنا          | (iii) بات کا بیکھڑ بیانا |
| (vi) شنے میں متغل ہونا  | (v) جگل میں متغل ہونا    |
| (viii) س سے مس نہ ہونا  | (vii) جان میں جان ڈالنا  |

جواب:

محارے	معنی	جلوں میں استعمال
-1	اپنا الحسید حاکرنا	حسین کی سے کوئی تصریحی نہیں تم تو صرف نہ اخوبی حاکرے ہو۔
-2	آسان سے باش کرنا	ہالیکی ایوریست چولی آسان سے بات کر رہی ہے۔
-3	بہت بلند ہونا	ذیشان کی پیغمادت اجھی نہیں کہ راسی بات کا بلکہ نہاد دنتا ہے۔
-4	چھوٹی یا معمول بات کو بڑھاچھ حاکر کرنا	حسین اس بلند مقام تک لانے کے لیے ہم نے بہت پانچھلے ہیں۔
-5	پانچھل ہونا	جن کے کنارے دکانوں کی وجہ سے جگل میں پانچھل رہتا ہے۔
-6	ویرائے میں روانی ہونا	مز بے صاحب ہر کسی کو شیشے میں اتارتے کافی جانتے ہیں۔
-7	شیشے میں اکارنا	گشہ پیچ کر کجھ سلامت دیکھ کر ماں کی جان میں جان آگئی۔
-8	جان میں جان آنا	میری تمام کوششوں کے باوجود وہ نہ سے مس نہ ہوا
	اپنے نیٹ پر اُل رہنا	

نمبروں کی تفہیم

معنی = 5

جلوں میں استعمال = 5

کل نمبر = 10

5

سوال نمبر 6: کسی مشاعرے کی تشبیر کے لیے اشتہار ہایے۔

جواب:

کل ہند مشاعرہ

مقام: ایوان غالب، ما تا سندھی روڈ، ٹیلی

وقت: ۸ بجے شب

تاریخ: ۲۳ جنوری ۱۹۴۵ء

ایک کل ہند مشاعرہ منعقد کیا جا رہا ہے جس میں ملک کے نامور شعرا کرام کی شرکت متوقع ہے۔

داخلہ پذیریہ پاس ہو گا جو درج بالا پذیرے حاصل کیے جاسکتے ہیں۔

نوٹ: براہ کرم کیسرے، موبائل فون، بیگ وغیرہ ساتھ دلاجیں

نوٹ: اشتہار کا خاکہ مندرجہ بالا ہے اس کے علاوہ بھی طلب کوئی اور ملٹا جلا ناکہ بھی لکھ سکتے ہیں۔ اُنھیں پورے نمبر دیے جائیں۔

نمبروں کی تفہیم

اشتہار کا خاکہ = 2

اشتہار کا متن = 3

کل نمبر = 5

### حصہ ب

سوال نمبر 7: درج ذیل اقتباس کو خور سے پڑھئے اور اس سے متعلق سوالوں کے جواب لکھئے۔

”بھینس کی گردن خون سے لال ہو رہی تھی۔ وہ اس وقت سخت بے بھین اور گھبرائی ہوئی تھی۔ اس کی یہ حالت دیکھ کر ایک بوڑھے نے بوڑھ کر پہلے تو کمر تھپتھاتے ہوئے اسے پچکارا پھر اس کے سینگوں میں رسی ہاندھدی کر کے کچھ دادی جائے۔ اس وقت ان لوگوں کے پاس دوا کے نام پر ایک ہی چیز تھی پوچھا شیم پر مکدیٹ یعنی وہی لال رنگ کی دوا ہے ہلکی بھی کہتے ہیں اور جو عموماً نیک اور کتوں میں بھی ڈالی جاتی ہے جس سے پانی میں موجود جرا شکم ہوجاتے ہیں۔ کسی کے کہنے پر ایک عورت دوڑی گئی اور کاغذ کی ایک پنیا لے آئی جس میں پوٹاش ٹھی۔ اس بوڑھے نے جلدی سے اپنے ہاتھ کرتے کے دامن سے پوچھے اور پھر چکلی میں پوٹاش کے ذرات لے کر ان زخموں پر چھڑ کئے شروع کر دیے جو شیر کے نکلیے دانت لگنے سے بھینس کی گردن پر پڑ گئے تھے۔ اور جن سے خون رس رہا تھا۔“

(i) بھینس کی گردن خون سے کیوں لال ہو رہی تھی؟

(ii) بھینس کی یہ حالت دیکھ کر بوڑھے نے کیا کیا؟

(iii) اس وقت ان لوگوں کے پاس دوا کے نام پر کیا چیز تھی؟

(iv) وہ عورت دوڑ کر کیا چیز لے آئی؟

(v) بوڑھے نے کیا کیا؟

### ب

”ہاتھی بیٹھلے پر کب اور کیسے آئے اس کی پوری تفصیل چوکیدار سے معلوم ہوئی۔ ہوایہ کوچھلی بر سات میں جب بندی ہالوں کے چڑھنے کی وجہ سے آنے جانے کے راستے بند ہو گئے اور جنگل میں انسانوں کی آمد و رفت تقریباً ختم ہو گئی تو جانوروں نے بھی سکھ کا سانس لیا اور زیادہ بے قدری سے جنگل میں گھومنے پھرنے لگے۔ ایسے میں کچھ ہاتھی بھی تر گک میں آکر ایک رات گھومنے گھاٹت بیٹھلے کی طرف تکل آئے اس وقت بیٹھلے میں سننا تھا۔ وہاں نہ تو کوئی سرکاری افسر ٹھہر اہوا تھا اور نہ ہی کوئی شکاری نیپارٹی میتم تھی۔ ڈاک بیٹھلے کا چوکیدار وہاں سے تھوڑے فاصلے پر اپنی کوٹھری میں سورہا تھا۔ اس کی بویا تو بارش کی وجہ سے ہاتھی محسوس خیس کر کے یا اگر محسوس بھی کی تو طاقت کے زخم میں یہ سوچ کر اس کی پرواہ نہ کی کہ اس وقت تو جنگل پر ہمارا راجح ہے، جہاں چاہیں، گھومنے پھریں، بحال ہے جو کوئی ہمارے سامنے آئے۔“

(i) جنگل میں آنے کا راستہ کیوں بند ہو گیا تھا؟

(ii) جانوروں نے کب سکھ کا سانس لیا؟

(iii) ہاتھیوں نے تر گک میں آکر کیا کیا؟

(iv) جب ہاتھی بیٹھلے میں آئے تو چوکیدار کیا کر رہا تھا؟

(v) ہاتھیوں نے چوکیدار کی پرواہ کیوں نہیں کی؟

جواب:

(i) بھینس کی گردن خون سے لال اس لیے ہو رہی تھی کہ شیر نے بھینس پر حملہ کر دیا تھا اور اپنے نکلیے دانت اسکی گردن میں گڑا دیے تھے۔

- (ii) بھینس کی حالت دیکھ کر بوڑھے نے بڑھ کر پہلے تو اس کی کمر چھپاتے ہوئے اس پیکارا پھر اس کے سینگوں میں رہی باندھ دیتا کہ اسے تابو میں کر کے پکھو دوادی جائے۔
- (iii) اس وقت ان لوگوں کے پاس دوا کے نام پر پوٹاشیم پرمیکنیٹ تھا۔
- (iv) عورت دوڑ کا نذر کی ایک پڑیا لے آئی جس میں پوٹاش تھی۔
- (v) بوڑھے نے جلدی سے اپنے ہاتھ کرتے کے دام سے پوٹچے اور چکلی میں پوٹاش کے ذرات لے کر ان زخموں پر چھڑ کنے شروع کر دیے جو شیر کے نکلے دانت لگنے سے بھینس کی گردان پر پڑ گئے تھے اور جس سے خون رس رہا تھا۔

ب

- (i) برسات کی وجہ سے ندی ہالوں کا پانی چڑھ گیا اور جنگل کے راستے ہو گئے۔
- (ii) جنگل کے راستے بند ہونے کی وجہ سے انسانوں کی آمد و رفت ختم ہو گئی تو جانوروں نے سکھا سانس لیا۔
- (iii) ہاتھی بے کفری کی وجہ سے ترگ میں آ کر گھومنے لگا تھے جنگل کی طرف لکھ آئے۔
- (iv) چوکیداروں ہاں سے تھوڑے فاصلے پر اپنی کفری میں سورہا تھا۔
- (v) چوکیدار (انسانی بو) کو یا تو بارش کی وجہ سے ہاتھی گھوسنے لیں کر سکے یا طاقت کے زخم میں اس کی پرواہ نہ کی۔

نمبروں کی تقسیم

سوال نمبر 1 = 1

سوال نمبر 2 = 2

سوال نمبر 3 = 1

سوال نمبر 4 = 2

سوال نمبر 5 = 1

کل نمبر = 7

سوال نمبر 8: ”جنگل کی ایک رات“ میں جب شیر نے ایک بھینس پر حملہ کر دیا تو باقی بھینسوں نے کیا کیا؟

جواب: دوسری بھینسوں نے جب دیکھا کہ شیر نے ان کی ایک ساتھی کو کھلایا ہے تو وہ اپنے سے کہیں زیادہ طاقتور خونخوار درندے سے مقابلہ کرنے پر آمادہ ہو گئیں اور جیسے کسی کماڈر نے اُسیں ایک ساتھ جنگل میں کوڈ پڑنے کا حکم دیا ہو۔ انھوں نے اپنی دمین اور پنجی کر لیں اور تھنوں سے پھوٹ پھوٹوں کی آوازیں نکلتیں سردوں کا جھکا کر ایک ساتھ تیزی سے اس طرف دوڑ پڑیں جس طرف شیر والی بھینس بھاگی جا رہی تھی ان کے انداز سے ایسا لگ رہا تھا جیسے انھوں نے تھی کر لیا ہے کہ اپنے مضبوط سینگوں اور بھاری بھر کم سردوں کی تکریں مار مار کر شیر کا بھر کس نکال دیں گی۔

نمبروں کی تقسیم

$1 \times 5 = 5$

سوال نمبر 9: درج ذیل سوالوں میں سے صرف چار کے خطر جواب لکھیے۔

8

- (i) دیہاتی نوجوان کتوں کے ساتھ کیوں گھوم رہے تھے؟
- (ii) خرگوش کے دوڑنے کا انداز کیسا تھا؟
- (iii) ماڈہ خرگوش ایک جھول میں کتنے بچے دیتی ہے؟
- (iv) انسانوں نے ہاتھیوں کو اپنے بس میں کرنا کب شروع کیا؟
- (v) ہاتھیوں کو چڑیا گھروں یا سرسکوں میں کیوں پالتے ہیں؟
- (vi) جدید تحقیقیں کے مطابق ہاتھی کتنے سال جیتا ہے؟

جواب:

- (i) دیہاتی نوجوان کتوں کے ساتھ اس لیے گھوم رہے تھے کہ یونکھوہ کتوں سے خرگوش کا شکار کر رہے تھے۔
- (ii) خرگوش کے دوڑنے کا انداز اس طرح تھا جیسے کوئی گیند پے کھاتی چارہ ہو۔ خرگوش اس وقت ہرن کی طرح لمبی لمبی چھلانگیں لگاتا ہوا دامیں باکسیں رخ بھی بدلتا چارہ تھا۔
- (iii) ماڈہ خرگوش ایک جھول میں دس دس بارہ بارہ بچے دیتی ہے۔
- (iv) انسانوں نے ہاتھیوں کو اپنے بس میں کرنا کب شروع کیا اس کی صحیح تاریخ تو کوئی نہیں بتا سکتا۔ ایک خیال یہ کہ خلکی کے سب سے ہرے اور بھاری بھر کم چانور کو اپنی مرضی پر چلانے کا سلسلہ ہزاروں سال سے چلا آ رہا ہے۔ کسی زمانے میں اُجیس لڑائیوں میں بھی استعمال کیا جاتا تھا۔ سامان ڈھونے اور شادیوں میں بھی استعمال کیا جاتا ہے۔
- (v) ہاتھیوں کو چڑیا گھروں یا سرسکوں میں پالنے کا مقصد نمائش، تفریخ اور پیسے کیا جاتا ہے۔
- (vi) جدید تحقیقیں کے مطابق ہاتھی زیادہ سے زیادہ سانچھ سال تک جیتا ہے۔

نمبروں کی تفہیم

$2 \times 4 = 8$

10

سوال نمبر 10: ڈرامہ "ہیر و آن کی جلاش" میں کردار نگاری کا جائزہ ٹھیک کیجیے۔

ب

لالہ سروپ چھوڑ کے کردار پر روشنی ڈالیے۔

جواب:

- (i) تمہید اتحارف امصنف کا نام
- (ii) نفس مخصوص
- لف: ڈرامہ کی کہانی
- ب: ڈرامہ کے اہم کرداروں کے نام

ج: ڈرامے کی زبان، مکالمے، کردار نگاری کی خصوصیات

انتحام (iii)

ب:

- (i) تہبید اتعارف / مصنف کا نام، ڈرامہ کا نام  
 (ii) نفس مضمون

السرد پ چند (ادب دوست یوپاری) کے کردار کی خوبیاں، ان کے کردار کی اہمیت  
 انتحام (iii)

نمبروں کی تسمیں

- تہبید = 2  
 نفس مضمون = 6  
 انتحام = 2  
 کل نمبر = 10

10

سوال نمبر 11: درج ذیل میں سے صرف چار سوالوں کے مختصر جواب لکھیے۔

(i) ”ہیر و ن کی حلاش“ میں ہیر و ن کی حلاش کرنے کا کیا طریقہ اختیار کیا گیا ہے؟

(ii) ڈرامہ نویس کے خیال میں ایک اچھی ہیر و ن میں کن خوبیوں کا ہوتا ضروری ہے؟

(iii) رخورام نے ہیر و ن کی حلاش میں کیا تعاون دیا؟

(iv) کنورانی صاحب کی ”ہیر و ن کی حلاش“ میں کیا اہمیت ہے؟

(v) پورنما ڈرامے کی ہیر و ن کیوں نہیں بن سکی؟

(vi) رام رتن کس حیثیت کا آدمی ہے؟

جواب:

(i) سب مل کر مختلف لذکیوں اور عورتوں کے نام تجویز کرتے ہیں اور پھر فردا فردا ملاقات کر کے ان میں بھوزہ خوبیاں حلاش کرتے ہیں لیکن ان سب میں کچھ نہ کچھ کی رہ جاتی ہے اور کوئی ان کے معیار پر پوری نہیں اترتی۔

(ii) ڈرامہ نویس کے خیال میں ایک اچھی ہیر و ن میں درج ذیل خوبیاں ہوتا ضروری ہے۔

(الف) جود نیا و کچھ بھی ہو گزر عزم زیادہ نہ ہو

(ب) جس کے دل میں درد ہو گرے بغروں کی طرح نہیں بول سکے

(ج) جس کی شکل اچھی ہو

(د) جس کی آواز اچھی ہو

(iii) رجھوام نے ہیر و کن کے لیے کئی لاکیوں کے نام بتائے جیسے پندت دیب چند کی لاکی اوسا، دوسرا کیلاش جو گاتی ہے، بہت اچھا ہے، تیر سی کنور رانی سندھر سمجھ، پچھی کیسو داس آئی۔ اے۔ ایس کی بیوی پورنا جو فل میں اچھی تھی۔ آوازِ حال اچھا پرانے شریف خاندان کی لاکی تھی۔

(iv) کنور رانی ترقی پسند اور ماڈرن خاتون ہیں۔ ان کی نظر میں ہیر و کن ایکٹگ کم عمر میں ہی سمجھ سکتی ہے پسند عمر میں ایکٹگ مشکل ہوتی ہے۔

(v) پورنا اگر چکانج کے دلوں میں ڈراموں میں حصہ لیا کرتی تھیں اور ان کی ایکٹگ بہت پسند کی جاتی تھی۔ مگر وہ ڈرامہ کی ہیر و کن اس لیے نہیں بن سکیں کہ ان کے شوہر کیسو داس آئی۔ اے۔ ایس افسر تھے اور ان کو یہ بات پسند نہیں تھی کہ ان کی بیوی ڈرامہ میں حصہ لے کر نکل ڈرامہ ہر طرح کے لوگ دیکھتے ہیں اور سرکاری ملازموں کو اپنی حضرت کا خیال رکھنا ہوتا ہے۔

(vi) رام رتن ایک مالدار بیو پاری ہے۔ اس کی بیوی نرملہ کانج کی استاد ہے اور ہر وقت اپنے کانج اور کانج کے استاذہ کا ذکر کرتی رہتی ہے جس سے چڑک رام رتن کانج کی تعلیم کے خلاف ہو گیا ہے۔ اس کا خیال ہے کہ ماشروں کو چاہیے کہ لاکیوں کو گھر جا کر پڑھا دیا کریں۔ نمبروں کی تقسیم

کل نمبر 10  
 $2 \frac{1}{2} + 2 \frac{1}{2} + 2 \frac{1}{2} + 2 \frac{1}{2} = 10$

Candidates must write the Code on  
the title page of the answer-book.

Roll No. 

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 رول نمبر

- Please check that this question paper contains **6** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **10** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the student will read the question paper only and will not write any answer on the answer script during this period.

- برائے مہربانی چیک کیجئے کہ اس سوال کے پرچے میں چھپے ہوئے صفحات 6 ہیں۔
- سوال کے پرچے کے وارثی طرف کوڈ نمبر لکھا ہے جو طالب علم کو اپنی جواب کی کاپی پر لکھتا ہے۔
- برائے مہربانی چیک کیجئے کہ اس سوال کے پرچے میں 10 سوالات ہیں۔
- برائے مہربانی سوال کا جواب لکھنے سے پہلے سوال کا سیریل نمبر ضرور لکھئے۔
- سوال کا پرچہ پڑھنے کے لیے 15 منٹ کا وقت دیا گیا ہے۔ پرچہ 10.15 منٹ پر تقسیم کیا جائے گا۔ 10.15 سے 10.30 تک طالب علم صرف پرچہ پڑھنے گا اور اس واقعے کے دوران وہ جواب کی کاپی پر کچھ نہیں لکھے گا۔

### **URDU (Elective)**

اُردو (ایکٹو)

Time allowed : 3 hours

Maximum Marks : 100

وقت: 3 گھنٹے

کل نمبر: 100

#### **حصہ (الف)**

- 10 درج ذیل میں سے کسی ایک عمارت کو پڑھیے اور اس سے متعلق سوالوں کے جواب لکھیے:  
 ”اور تم تو ناچ گزتے ہو اور خواہ مخواہ اپنا دشمن تصور کئے لیتے ہو۔ میں تمھارا مختلف نہیں ہوں۔“

اگر تم کو یقین نہ آئے تو اپنے کسی شب بیدار صوفی بھائی سے دریافت کرو۔ دیکھو وہ میری شان میں کیا کہے گا۔ کل ایک شاہ صاحب عالم ذوق میں اپنے ایک مرید سے فرم رہے تھے کہ میں پھر کی زندگی کو دل سے پسند کرتا ہوں۔ دن پھر یہ بے چارہ خلوت خانہ میں رہتا ہے۔ رات کو، جو خدا کی یاد کا وقت ہے، باہر لکھا ہے اور پھر تمام شب تسبیح و تقدیس کے ترانے کا یا کرتا ہے۔ آدمی غفلت میں پڑے سوتے ہیں تو اس کو ان پر غصہ آتا ہے۔ چاہتا ہے کہ یہ بھی بیدار ہو کر اپنے مالک کے دیے ہوئے اس سہانے خاموش وقت کی قدر کرے اور حمد و شکر کے گیت گائے۔ اس لیے پہلے ان کے کان میں جا کر کہتا ہے اٹھومیاں اٹھو جاؤ جانے کا وقت ہے۔ سونے کا اور ہمیشہ سونے کا وقت ابھی نہیں آیا جب آئے گا تو بے گلر ہو کر سوتا۔ اب تو ہوشیار رہنے اور کچھ کام کرنے کا موقع ہے۔ مگر انسان اس سریلی صیحت کی پرواہ نہیں کرتا اور سوتا رہتا ہے تو مجبور ہو کر غصہ میں آ جاتا ہے اور اس کے چہرے اور ہاتھ پاؤں پر ڈنک مارتا ہے۔ پرواہ رے انسان، آنکھیں بند کئے ہوئے ہاتھ پاؤں مارتا ہے اور بے ہوشی میں بدن کھجا کر پھر سو جاتا ہے اور جب دن کو بیدار ہوتا تو بے چارے پھر کو صلوٰتیں سناتا ہے کہ رات پھر سونے نہیں دیا۔ کوئی اس دروغ گو سے پوچھے کہ جناب عالیٰ کے سینڈ جا گے تھے جو ساری رات جا گتے رہنے کا شکوہ ہو رہا ہے۔“

(i) یہ عبارت کس سبق سے لی گئی ہے اور اس کا مصنف کون ہے؟

(ii) ناقچ گز نے پر کون کس سے کیا کہتا ہے؟

(iii) پھر کی زندگی کو دل سے کون پسند کرتا ہے اور کیوں؟

(iv) پھر نے انسان کو کیا صیحت کی؟

(v) ان لفظوں کے معنی لکھیے:

دریافت کرنا، صلوٰتیں سنانا، دروغ گو، شکوہ

## ب

”یورپ میں جب ادیب زندہ ہوتا ہے تو اس کی قدر ہوتی ہے۔ ہندوستان میں مرنے کے بعد اسے پوچھا جاتا ہے۔ چنانچہ آج پر یم چند سو سال کی افتتاح تھا۔ قاضی عبد الغفار تقریر کر رہے تھے اور مرغیں کھانے دعوت میں شامل تھے۔ جیبل کے مظفر سے ادیب لطف اندوز ہو رہے تھے۔ قاضی عبد الغفار کی شخصیت پر ممتازت کا ایک دیزیر پرده پڑا ہوا ہے لیکن اتنا دیزیر بھی نہیں کہ ان کی جلتی خوش طبی اس ممتازت کے اندر سے جھلک نہ اٹھے۔ ممتازت ہے لیکن بوجھل نہیں ہے۔ خوش طبی ہے لیکن کھل کر نہیں ہے۔ ایسا معلوم ہوتا ہے، کسی چیز نے، کسی خاص واقعے نے، یا کسی خاص ماحول نے، ان کی ذہن کے، ان کی گلر

کے، ان کی فطری صلاحیت کے دو لکڑے کر دیے ہیں۔ وہ اس پر بھی مجبور ہیں۔ اس پر بھی دونوں رنگ آیک ہی شخصیت میں جھلکتے نظر آتے ہیں۔ پیرس کی رنگینی بھی ہے، عالمانہ زہد بھی ہے، شفقت اتنا پردازی بھی ہے اور فکری تھہراو بھی۔ لباس میں امارت کی جھلک ہے اور گفتگو میں حلم کی چاشنی۔ تیور جا گیر دارانہ ہیں اور ذہن با غیانت، قاضی صاحب اک ایسے نوجوان ہے عرصے سے کسی نے گدگدایا نہ ہو یعنی خود اس کے دل میں شوخیاں چکلیاں لے رہی ہوں۔ کاش کوئی مصنف "لیلی کے خطوط" کو گدگدادے۔ اس طرح کہ وہ بھری محفل میں، یاروں کی محفل میں نہیں، ہزاروں لاکھوں معمولی آدمیوں کی محفل میں کھلھلا کر پس بڑے۔ یہ گدگدی ایک بہت بڑے شاہکار کا پیش خیس ہو گی۔

- (i) یہ عبارت کس سبق سے لی گئی ہے اور اس کا مصنف کون ہے؟

(ii) زندہ رہنے اور مر جانے کے بعد ایک ادیب کا کیا حال ہوتا ہے؟

(iii) قاضی عبد الغفار کی شخصیت کیسی تھی؟

(iv) مصنف ”لیلی کے خطوط“ کے حوالے سے کس خواہش کا اظہار کرتا ہے؟

(v) ان لفظوں کے معنی لکھیے:

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متات، دیز،

2. درج ذمل میں سے کسی ایک کا جواب لکھیے:

- (i) احمد جمال پاشا کے خاکے "کلیم الدین احمد" میں طزو و ظرافت کے ساتھ ساتھ تنقیدی نقطہ نظر کو بھی روارکھا گیا ہے، آپ کا کیا خیال ہے؟

(ii) ایک اچھے سفر نامے کی خوبیاں بیان کیجئے اور بتائیے کہ رام اعلیٰ کا سفر نامہ "زرد چتوں کی بہار" ان کرکتنا پورا اترتا ہے؟

درج ذمل میں سے کسی دو (2) کے مختصر جواب لکھئے:

- (i) قرۃ الحسین حیدر کی افسانہ نگاری

(ii) خورشید الاسلام کا تحریکی اسلوب

(iii) غالب پہ حیثیت مکتب نگار

(iv) کرشن چندر کی رپورٹ اسٹ نگاری

4 درج ذیل میں سے کسی ایک حصے کی تشریع کیجیے اور شاعر کا نام بھی لکھیے:

- (i) دلکش ہر ایک قطعہ صرا ہے راہ میں  
ملتے ہیں جا کے دیکھنے کب کارواں سے ہم
- (ii) حسن و مشق کی لाग میں اکثر چھپر ادھر سے ہوتی ہے  
شمع کا شعلہ جب لہرایا آڑ کے چلا پروانہ بھی
- (iii) دل اگر دل ہے تو جس راہ پے لے جائے گا  
درودندوں کی وہی راہ گزر بھی ہو گی
- (iv) ہم سے پوچھو کہ غزل کیا ہے، غزل کافن کیا  
چند لفظوں میں کوئی آگ چھپا دی جائے
- (v) شعلے میں ہے ایک رنگ تیرا  
باقی ہی تمام رنگ میرے

### ب

کھول آنکھ، زمیں دیکھ، فلک دیکھ، فضا دیکھ مشرق سے ابھرتے ہونے سورج کو ذرا دیکھ  
اس چلوہ بے پرداہ کو پردوں میں چھپا دیکھ یامِ جدائی کے ستم دیکھ، جنا دیکھ  
بے تاب نہ ہو، معزکہ نیم و رجا دیکھے

یہ تیرے تصرف میں یہ بادل، یہ گھٹائیں یہ سعدیہ افلاؤں، یہ خاموش فضا کیں  
یہ کوہ، یہ صرا، یہ سمندر، یہ ہوا کیں تمیں پیش نظر کل تو فرشتوں کی ادا کیں  
آئینہ یام میں آج اپنی ادا دیکھے

5 درج ذیل میں سے کسی ایک پرسو (100) لفظوں میں اپنے خیال کا اظہار کیجیے:

- (i) علی حیدر لظم طبا طبائی کی لظم "گور غربیاں"
- (ii) جیل مظہیر کی لظم "ارقا" کا مرکزی خیال

8. درج ذیل میں سے صرف دو (2) کے جواب لکھیے:
- میمن احسن جذبی کی شاعری کی خصوصیات
  - الاطاف حسین حالی پر حیثیت غزل گو
  - نظم چاڑی اور عمیق حنفی
  - شفیق فاطمہ شعری کی نظم "یادگر" کا مرکزی خیال
4. درج ذیل میں سے کسی ایک پر نوٹ لکھیے:
- چے خف کی کہانی "کلرک کی موت" کا مختصر خلاصہ
  - پھرس بخاری کے انشائیہ "مرحوم کی یاد میں" کی مقبولیت کے اساب مختصر لکھیے۔
6. درج ذیل میں سے صرف دو (2) کے مختصر جواب لکھیے:
- ناول "بیوہ" کے ذریعے پر یعنی چند کیا پیغام دینا چاہتے ہیں؟
  - "جنم دن" افسانے کا خلاصہ لکھیے۔
  - نزل و رما کے افسانے "جلتی جھاڑی" میں بوڑھے مچھوارے کی تصویر کیسی کس انداز میں کی گئی ہے؟
  - ڈرائے کی تعریف اور اس کے اجزاء ترکیبی کی وضاحت کیجیے۔
20. درج ذیل میں سے کسی دو (2) پر مفصل اظہار خیال کیجیے:
- اُردو کی ابتداء سے متعلق لسانی نظریات
  - فورج ولیم کالج کے قیام کے مقاصد
  - دبستان لکھنؤ کی شاعری کی خصوصیات
  - ترقی پسند ادبی تحریک
20. درج ذیل میں سے صرف چار (4) پر مختصر تعارفی نوٹ لکھیے:
- اُردو میں افسانہ نگاری
  - اُردو میں نظم گوئی
  - اُردو میں نثر کا ارتقاء

- (iv) اردو میں رپورٹاٹ کی ابتدا
- (v) اردو میں ناول کی ابتدا اور اس کے اجزاء ترکیبی
- (vi) دہستانِ دہلی کے نمائندو شاعر اور آن کی شاعری کی خصوصیات
- (vii) غالب کا خط "مشی ہر گو پال تفتہ کے نام" کی روشنی میں غالب کا زمانہ۔

• • •

Candidates must write the Code on  
the title page of the answer-book.

Roll No. 

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- Please check that this question paper contains **5** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **10** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the student will read the question paper only and will not write any answer on the answer script during this period.

### **URDU (Elective)**

اردو (ایکیو)

Time allowed : 3 hours

Maximum Marks : 100

وقت: 3 گھنٹے

کل نمبر: 100

#### **حصہ (الف)**

10 .1 مندرجہ ذیل میں سے کسی ایک عبارت کو پڑھیے اور اس سے متعلق سوالوں کے جواب لکھیے :

”اب بھی ان کا خیال آتا ہے اور یاد آتا ہے کہ عالمی ادب یا انگریزی ادب پر میں نے انھیں چھپیر دیا ہے اور وہ سلسل بولے چلے جا رہے ہیں اور محبوں ہوتا ہے کہ علم و دانش کا ایک سمندر اہل رہا ہے۔ ان کی ہمارے لئے اس وجہ سے بھی ہمیشہ ایک اہمیت رہے گی کہ بھار کی شاخات ہمارے جن جواہر سے اردو دنیا کے خزانے میں ہوتی ہے ان میں کلیم الدین احمد کی حیثیت کو نور کی ہے۔ کلیم صاحب اصول تنقید پر زور دیتے تھے۔ متن اور شخصیت کے مطالعے پر ان کا زور تھا جس سے ہم بہت کچھ حاصل کر سکتے تھے۔ ان کی تنقید کان انداز کچھ Demolition Expert کا تھا جس کی ادب میں ضرورت بھی ہے اور اہمیت بھی۔ بت سازی سب کچھ نہیں، بت لٹکنی بھی ادبی اور تاریخی سائیکل کا جزو لا یا نک ہے۔ احتساب

اور گرفت کافن ان پر ختم ہو گیا۔ اب ضرورت یہ ہے کہ ان کے کارناموں کی ایڈیشنگ اور تخصیص کی جائے تاکہ کام کی باتیں ہم گردہ میں باندھ سکیں اور بقیہ کی حیثیت تاریخی رہ جائے۔“

(i) یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟

(ii) مصنف کو کس کا خیال آتا ہے اور کیوں؟

(iii) وہ کون ہے جس کی شخصیت کو وفور کی ہے اور اس کی وجہ کیا ہے؟

(iv) ان لفظوں کے معنی لکھیے:

علم و دانش، بُتْ شکنی، جزو لا یتفک، احصاب

(v) اس اقتباس کے مرکزی خیال پر چند جملوں میں لکھیے۔

## ب

”نقیل مکانی مجھے وراشت ہی میں ملی ہے۔ اب میں عارضی طور پر اس جگہ کی طرف لوٹ رہا ہوں جہاں میرے کئی بزرگوں اور عزیزوں نے آخری سائیں لی تھیں۔ جس مکان میں میری ماں نے جان دی تھی اور جس کی خلکل مجھے یاد نہیں ہے کیونکہ تب میں صرف دواڑھائی سال کا تھا۔ اسی مکان میں اسے پھر سے خلاش کروں گا۔ میں بھی اسی مکان میں پیدا ہوا تھا۔ لاہور میں جوان ہوا تھا اور وہاں سے میں جوان ہو کر ہی آیا تھا۔ اب تھجپن برس کی عمر میں وہاں لوٹ رہا ہوں۔ میرے بچپن اور بڑھاپے کے درمیان عمر کا یہ فاصلہ کس قدر طویل ہو گیا تھا، جواب ریل کی رفتار کے ساتھ لمحہ پر لمحہ سنتا جا رہا ہے، کم ہوتا جاتا ہے، اسی فاصلے کو میں بے شمار بار خوابوں کی مدد سے آنا گانا لائ گیا۔ خوابوں کے سامنے سرحدیں اور فاصلے کوئی اہمیت نہیں رکھتے۔ میں اپنے ماپی کے ساتھ اس لئے ابھی تک خوارہا ہوں کہ وہ میرے خوابوں میں اپنی اصلی حالت میں ابھی تک موجود رہا ہے۔ میں نے اتنا عرصہ خوابوں کے ساتھ جینا سیکھا ہے۔ میں نے اپنے ماپی کو بخلا نے کی کبھی کوشش کی تو یہ اچاک میری کسی نہ کسی کہانی میں گھس کر بینچ گیا۔ ماپی انسان کی بیچان بن جاتا ہے۔ یہ نہ ہو تو وہ بالکل انجی بی بن جائے۔ کسی دوسرا ہی دنیا کا انسان جس کے پاؤں زمین کے ساتھ نہیں لگے ہوں گے۔ ماپی ہماری زمین ہے اور زمین ہی کے ساتھ ہم نے ہمیشہ گھبرا شتہ قائم رکھا ہے۔“

(i) یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟

(ii) نقیل مکانی کے بارے میں مصنف کیا کہتا ہے؟

(iii) ”میرے بچپن اور بڑھاپے کے درمیان عمر کا یہ فاصلہ کس قدر طویل ہو گیا تھا۔“ اس جملے کا مطلب لکھیے۔

خوابوں کے سامنے سرحدیں اور فاصلے کوئی اہمیت نہیں رکھتے، مصنف نے یہ کیوں کہا ہے؟ (iv)

ماضی کے بارے میں مصنف کا کیا خیال ہے؟ (v)

7. مندرجہ ذیل میں سے کسی ایک پر اپنے خیالات کا اظہار کیجیے:

(i) شفیع چاویدہ کے افسانے "میں، وہ" میں بوڑھے کے کروار کی تصور کشی کس طرح کی گئی ہے؟ اپنے لفظوں میں لکھیے۔

(ii) اقبال مجید کے افسانے "سکون کی نیند" میں کس قسم کے سائل بیان کے گئے ہیں؟ مختصر ارشاد ڈالیے۔

8. درج ذیل میں سے کسی دو (2) کے مختصر جواب لکھیے:

(i) کہیا لال کی طوف مزاح نگاری

(ii) اختر الایمان کے سبق "اس آباد خرابے میں" کی روشنی میں بتائیے کہ ایک اچھی آپ ہمی میں کن باتوں کا بیان ہوتا ہے؟

(iii) کرشن چندر کے روپ رتاڑ "پودے" کی خصوصیات۔

(iv) خواجہ حسن نقاہی کی "انشائیہ نگاری" کی خصوصیات۔

9. درج ذیل میں سے کسی ایک حصے کی تشریح کیجیے اور شاعر کا نام بھی لکھیے:

(i) عجب نظارہ تھا بستی کا اس کنارے پر  
سبھی پھر گئے دریا سے پار اترتے ہوئے

(ii) آنکھوں میں چھپائے پھر رہا ہوں  
یادوں کے بھگے ہوئے سویرے

(iii) جب لگیں زخم تو قائل کو ڈعا دی جائے  
ہے سہی رسم تو یہ رسم انداخا دی جائے

(iv) منزلِ عشق پر یاد آئیں گے کچھ راہ کے غم  
مجھ سے لپٹی ہوئی کچھ گردش سفر بھی ہوگی

(v) اول شب وہ بزم کی رونق، شمع بھی تھی پروانہ بھی

رات کے آخر ہوتے ہوتے ختم تھا یہ افسانہ بھی

**بیا**

تو نے لاکھوں بھاریں دیکھیں ہیں  
اپ کی اس ملک کی بھار ہے اور  
وادیاں گونجتی ہیں نعروں سے  
ساز و آہنگ آبشار ہے اور  
قاصلہ انقلاب کا ہے رواں  
نج رہی ہے خوشی کی شہنائی  
زلزالوں سے دل رہی ہے زمیں  
لے رہے ہیں پھاڑ اگڑائی  
سلگ اٹھی ہے انقام کی آگ  
برف کی چونیاں دیکھیں ہیں  
قلم اور جر کے اندر میرے میں  
سیکروں بجلیاں چکتی ہیں

5. مندرجہ ذیل میں سے کسی ایک پر سو (100) لفظوں میں اپنے خیال کا اظہار کیجیے:

(i) شفیق قادر کی نظم "یا وگر" کا مرکزی خیال اپنے لفظوں میں لکھیے۔

(ii) عمیق خنی کی نظم "ملک بے سحر و شام" کا خلاصہ اپنی زبان میں لکھیے۔

6. درج ذیل میں سے صرف دو (2) کے جواب لکھیے:

(i) علی سردار جعفری کی شاعرانہ خصوصیات

(ii) ن.م. راشد کی نظم "زندگی سے ڈرتے ہو" کی روشنی میں اُن کی نظم نگاری کی خصوصیات بیان کیجیے۔

(iii) جدید غزل کے نمائندہ شاعر کی حیثیت سے راجندر مخند ابھی کی شاعری کی خصوصیات پر روشنی ڈالیے۔

(iv) ناصر کاظمی اور جدید اردو غزل

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7. درج ذیل میں سے کسی ایک پر نوٹ لکھیے:

- (i) مشی پر یہم چند کے ناول "بیوہ" کا مرکزی خیال مختصر لکھیے۔  
(ii) آغا حشر کا شیری کے ذریعے "بیوہی کی بڑکی" کا قصہ مختصر آپا ان سمجھیے۔

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8. مندرجہ ذیل میں سے صرف دو (2) کے مختصر جواب لکھیے:

- (i) موڑ کو دیکھ کر مصنف کو کیا خیال آیا اور وہ کیا سوچنے لگا؟  
(ii) نزل و رمانے سے رہ سیاحت کے دوران مسافر کی جن کیفیات کا ذکر کیا ہے اُنہیں اپنے لفظوں میں بیان کیجیے۔  
(iii) "جنم دن" افسانے کے مرکزی کروار کی معاشری تجھدی کا حال اپنے لفظوں میں لکھیے۔  
(iv) چیر و یا کوف کو ایک صاحب اخلاق انسان کیوں کہا گیا ہے؟

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9. درج ذیل میں سے کسی دو (2) پر مفصل اظہار خیال کیجیے:

- (i) اردو کی ابتداء سے متعلق اولین نظریات  
(ii) نورث ولیم کا لج اور ولیم کا لج کی ادبی خدمات کا بنیادی فرق  
(iii) سرسید تحریک  
(iv) انہیں کے حوالے سے دبتان لکھو کی شاعری کی خصوصیات

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10. مندرجہ ذیل میں سے صرف چار مختصر تعاریق نوٹ لکھیے:

- (i) اردو میں بچوں کے ادب کی افسوناں کی  
(ii) غالب کے خطوط کی خصوصیات  
(iii) اردو غزل ہمیشہ زندہ والی صنف ہے، کیوں؟  
(iv) سفر نامہ کی تعریف اور اس کی خصوصیات  
(v) اردو میں افسانہ نگاری کا فن  
(vi) نظم اور طویل نظم کا بنیادی فرق  
(vii) اردو میں انشائی کی ابتداء اور اس کی خصوصیات

• • •

مارکنگ اسکیم اردو  
(Marking Scheme Urdu)  
سینئر سینڈری اسکول امتحان  
ماہ جنور 2010  
اردو (الیکٹیو) (Urdu (Elective))

محض حضرات کے لئے عام بدلیات:

(General Instruction)

امتحان کی کاپیوں کی جائیج کے لئے یکسوئی کے ساتھ ساتھ صبر و تحمل کی ضرورت ہوتی ہے۔ سرسری انداز سے کاپیوں کی چیلنج کر دینا خود ہماری دیانت داری اور خلوص کو بھروسہ کرتا ہے۔ اس طرح کی چیلنج میں بہت سی ناہمواریاں بھی رہ جاتی ہیں۔ دوران چیلنج کچھ اساتذہ نزدیک اکارخ اختیار کرتے ہیں تو کچھ خاص سے سخت ہو جاتے ہیں۔ دونوں ہی صورتوں میں طلباء کے نتائج متاثر ہوتے ہیں۔ چنانچہ اس طرح کی ناہمواریوں سے بچنے کے لئے کافی غور و خوض کے بعد ان نتائج کا تحسین کیا گیا ہے۔ جس پر عمل درآمد کر کے ہم معیاری انداز سے کاپیوں کی جائیج کر پائیں گے۔ کاپیوں کی چیلنج کے سلسلے میں رہنمائی کے جو نتائج پیش کئے جا رہے ہیں ضروری نہیں کہ طلباء کے جوابات ممونے کی تشریح اور توصحیحی کے انداز پر ہوں۔ اشعار کی تشریح ہر کمزی خیال والے سوالات کے جوابات میں انداز بدل سکتا ہے۔ لیکن ہمارا خیال ہے کہ نمبروں کی تحسیم پر اس سے کوئی خاص ارشاد نہیں پڑے گا۔ آپ کو ہر حال میں مارکنگ اسکیم کے دائرے میں رہ کر ہر چیلنج کا عمل انعام دینا ہے تاکہ ماضی میں ہوتی رہی ناہمواریوں کو دور کیا جاسکے۔

امید ہے کہ اس صبر آزمائام کو آپ اپنا فرض سمجھ کر انجام دیں گے۔

محض حضرات کارویہ مشغقات ہوتا چاہئے تو اعادہ اور املا کی معمولی غلطیوں کو نظر انداز کر دیا جائے تو بہتر ہو گا۔

صدر محض (Head Examiner) اس بات کو ہر طرح سے بیقیٰ نہیں کہ مارکنگ اسکیم پر بختنی سے عمل ہو رہا ہے یا نہیں۔ کچھ اساتذہ مارکنگ اسکیم (Marking Scheme) کو نظر انداز کرتے ہیں ہوئے اپنے روایتی انداز سے مارکنگ کرتے ہیں جس سے طلباء کے نتائج متاثر ہوتے ہیں۔ اس طرف صدر محض کو خصوصی توجہ دیتی ہے۔

(1) صدر محض اس بات کا اطمینان کرنے کے لئے کاپیوں کی جائیج مارکنگ اسکیم (Marking Scheme) کے مطابق ہو رہی ہے، وہ محض کی جائیج ہوئی ابتدائی پائیج کا پہلی کاپیوں کا ہاریک ہی سے جائز ہے۔ جائز ہی لینے اور یہ اطمینان کرنے کے بعد ہی کہ کاپیوں کی جائیج مارکنگ اسکیم کے مطابق ہو رہی ہے۔ میکن کو مزید کاپیاں جائیج کے لیے دے گا۔

(2) محض حضرات کو کاپیاں جائیج کے لئے صرف اسی وقت دی جائیں جب پہلے دن محض انتہائی یا انفرادی طور پر مارکنگ اسکیم پر جاواہر خیال کر چکے ہوں۔

(3) کاپیوں کی جائیج مارکنگ اسکیم میں دی ہوئی بدلیات کے مطابق ہی کی جائے گی۔ یہ جائیج محض کے اپنے روایتی انداز مکار پر بختر بے اور کسی دیگر بات کو نظر رکھ کر نہیں بلکہ صرف مارکنگ اسکیم کو ہم میں رکھتے ہوئے کی جائے۔

(4) اگر کسی سوال کے کئی جزیں تو ہر جز کے نمبر ہائیں ہاتھ کے حاشیہ میں الگ الگ دیے جائیں اور پھر تمام اجزاء میں حاصل نمبروں کو جمع کر کے

سوال کے آخر میں حاشیے میں لکھ کر اس کے گرد وائرہ بنادیا جائے۔

(5) اگر کوئی طالب علم اسجا ب لکھتا ہے جو مارکگ ایکم میں موجود نہیں ہے لیکن وہ جواب صحیح ہے تو صدر متحن سے مشورہ کے بعد نمبر دیے جائیں۔

(6) اگر کوئی طالب علم دریافت کیے گئے جوابات سے زیادہ یعنی ایکشرا جواب لکھتا ہے تو مارکگ ایکم کے مطابق ہی نمبر دیے جائیں۔

(7) اگر کوئی طالب علم مقررہ الفاظ سے زیادہ الفاظ میں لکھتا ہے تو اس کے نمبر کم نہ کے جائیں۔

(8) مختصر سوالات کے جواب میں اگر کوئی طالب علم صرف ایک لفظ کا جواب لکھتا ہے اور اس لفظ سے جواب ظاہر ہو جاتا ہو تو اسے پورے نمبر دیے جائیں گے۔

(9) اگر کوئی طالب علم دیے ہوئے اقتباس یا اس کے کسی حصے کو اپنے جواب کے لئے استعمال کرتا ہے مثلاً اقتباس میں دی ہوئی معلومات کو اپنے مضمون کے لئے استعمال کرتا ہے تو اس کے نمبر نہیں کالئے جائیں گے۔ سوائے اس کے کہ اس کا جواب دریافت کے گئے سوالات سے مطابقت نہ رکھتا ہو۔

(10) تبادل سوالات کے جواب لکھنے میں اگر کوئی طالب علم دونوں تبادل کے جواب لکھتا ہے اور دونوں ہی صحیح ہیں اور کسی ایک کو کہ اس نہیں کیا ہے یا لفظی سے دونوں کو کہ اس کر دیا ہے تو اسی صورت حال میں جو جواب زیادہ صحیح ہے اس پر نمبر دیے جائیں گے۔

(11) اگر کسی سوال میں دو خصوصیات دریافت کی گئی ہیں اور ایک طالب علم نے دونوں خصوصیات صحیح صحیح لکھ دی ہیں تو اسے پورے نمبر دیے جائیں اور اگر کوئی طالب علم پانچ خصوصیات لکھتا ہے جن میں سے خصوصیات نمبر 1 صحیح ہے اور نمبر 2 غلط پھر خصوصیات نمبر 3 صحیح ہے اور باقی دو خصوصیات غلط ہیں اسے بھی پورے نمبر دیے جائیں۔

(12) متحن حضرات اس بات کا خاص خیال رکھیں کہ کہیوں کی چانچ مارکگ ایکم میں ہائی گنی نمبروں کی تقسیم کے مطابق ہی ہو۔

(13) متحن حضرات کو یہ بات ذہن نشین کر لئی چاہئے کہ ان کے پاس ایک نمبر (1) سے لے کر (100) نمبر تک کا پیاہ ہے۔ برائے کرم اگر کسی سوال کا جواب درست ہے تو صدقی صد (100%) نمبر دینے میں گریز نہ کریں۔

(14) صدر متحن اور متحن حضرات یہ بات ذہن نشین کر لیں کہ اگر طالب علم نے بھوئی طور پر 30 نمبر حاصل کر لیے ہیں تو 33 نمبر دے کر پاس کرنے میں گریز نہ کریں۔

(15) زبان و ادب کی کاپیاں جانچنے والے اکٹھ حضرات یہ خیال کرتے ہیں کہ کسی طالب علم کو صدقی صد نمبر دینا ممکن ہے۔ یہ خیال روایتی اور رجعت پسندانہ ہے۔ اس میں سے گریز کیا جانا اشد ضروری ہے۔

(16) جب طلب تحقیقی اعلہار کرتے ہوں تو ان کی خوشحالی اور املا پر بھی نمبر دینے کا خیال رکھیں۔

## مارکگ ایکس اروڈ (الٹیکچر)

مقرر وقت: 3 گھنٹے

کل نمبر: 100

سوال نمبر 1: درج ذیل میں سے کسی ایک عبارت کو پڑھیے اور اس سے متعلق سوالوں کے جواب لکھیے  
 10  
 "اور تم ناچ گزتے ہو اور خواہ بخواہ اپنا دشمن تصور کے لیتے ہو۔ میں تمہارا خلاف نہیں ہوں۔ اگر تم کو یقین نہ آئے تو اپنے کسی شب بیدار صوفی بھائی سے دریافت کرو۔ دیکھو وہ میری شان میں کیا کہے گا۔ کل ایک شاہ صاحب عالم ذوق میں اپنے ایک مرید سے فرمائے تھے کہ میں پھر کی زندگی کو دل سے پسند کرتا ہوں۔ دن بھر یہ بے چارہ خلوت خانہ میں رہتا ہے۔ رات کو، جو خدا کی یاد کا وقت ہے، باہر نکلا ہے اور پھر تمام شب تھیج و تقلیل کے ترانے کیا کرتا ہے۔ آدمی غفلت میں پڑے سوتے ہیں تو اس کو ان پر غصہ آتا ہے۔ چاہتا ہے کہ یہ بھی بیدار ہو کر اپنے مالک کے دیے ہوئے اس سہانے خاموش وقت کی قدر کرے اور حمد و شکر کے گیت گائے۔ اس لیے پہلے ان کے کان میں جا کر کہتا ہے اٹھومیاں اٹھو جا گو جائے کا وقت۔ سونے کا اور ہمیشہ سونے کا وقت ابھی نہیں آیا جب آئے گا تو بے قدر ہو کر سونا باب تو ہوشیار رہنے اور کچھ کام کرنے کا موقع ہے۔ مگر انسان اس سر لیلی صحیحت کی پر واہ نہیں کرتا اور سوتا رہتا ہے تو بھروسہ ہو کر غصہ میں آ جاتا ہے اور اس کے پھرہ اور ہاتھ پاؤں پر ڈک کر مارتا ہے۔ پر واہ رے انسان، آنکھیں بند کیے ہوئے ہاتھ پاؤں مارتا ہے اور بے ہوشی میں بدن کو کھجا کر پھر سو جاتا ہے اور جب دن کو بیدار ہوتا ہے تو بے چارے پھر کو صلوٰتیں سناتا ہے کہ رات پھر سونے نہیں دیا۔ کوئی اس دروغ گو سے پوچھئے کہ جناب عالیٰ کے سینکڑا جا گے تھے جو ساری رات جاتے رہنے کا ٹکھو ہو رہا ہے۔"

- (i) یہ عبارت کس سبق سے لی گئی ہے اور اس کا مصنف کون ہے؟
- (ii) ناچ گزنے پر کون کس سے کیا کہتا ہے؟
- (iii) پھر کی زندگی کو دل سے کون پسند کرتا ہے اور کیوں؟
- (iv) پھر نے انسان کو کیا صحیحت کی؟
- (v) ان لفظوں کے معنی لکھیے:
- دریافت کرنا، صلوٰتیں سنانا، دروغ گو، ٹکھو

یا

"یورپ میں جب ادیب زندہ ہوتا ہے تو اس کی قدر ہوتی ہے۔ ہندوستان میں مرنے کے بعد اسے پوچھا جاتا ہے۔ چنانچہ آج پر یہم چند سو سال کی انتقالی تھا۔ قاضی عبدالغفار تقریر کر رہے تھے اور مرغ من کھانے دعوت میں شامل تھے۔ ٹھیل کے مختار سے ادیب لطف انداز ہو رہے تھے۔ قاضی عبدالغفار کی شخصیت پر ممتاز کا ایک دین پر دہڑا ہوا ہے لیکن اخاذ بیڑ بھی نہیں کہ ان کی جملی خوش طبی اس ممتاز کے اندر سے جملک داشتے۔ ممتاز ہے لیکن بوجمل نہیں ہے۔ خوش طبی ہے لیکن محل کر نہیں ہے۔ ایسا معلوم ہوتا ہے، کسی چیز نے، کسی خاص واقعے نے یا کسی خاص ماحول نے ان کے ذہن کے، ان کے ٹکرے، ان کی فطری صلاحیت کے دو بلکے کردیے ہیں۔ وہ اس پر بھی بھروسہ ہیں۔ اس پر بھی دونوں رنگ ایک ہی شخصیت میں جملکے نظر آتے ہیں۔ جو اس کی رسمیتی بھی ہے، عالمانہ زندگی ہے، ملکت

انٹ پردازی بھی ہے اور فکری خبراؤ بھی۔ بس میں امارت کی بحکم ہے اور انگلکوں میں علم کی چاہی۔ تیرجا کیردارانہ ہیں اور ذہن پا غیاث، قاضی صاحب ایک ایسے نوجوان ہے جس سے کسی نے گدگدایا۔ ہو یعنی خود اس کے دل میں شوخیاں پچکیاں لے رہی ہوں، کاش کوئی مصنف ”لعلیٰ کے خطوط“ کو گدگداوے۔ اس طرح کہ وہ بھری محفل میں یاروں کی محفل نہیں ہزاروں لاکھوں معمولی آدمیوں کی محفل میں کھل کھلا کر خس پڑے۔ یہ گدگدی ایک بہت بڑے شاہکار پیش خیز ہو گی۔

- (i) یہ عبارت کس سبق سے لی گئی ہے اور اس کا مصنف کون ہے؟
- (ii) زندہ رہنے اور مر جانے کے بعد ایک ادیب کا کیا حال ہوتا ہے؟
- (iii) قاضی عبد الغفار کی شخصیت کیسی تھی؟
- (iv) مصنف ”لعلیٰ کے خطوط“ کے حوالے سے کس خواہش کا اظہار کرتا ہے؟
- (v) ان انکتوں کے معنی لکھیے:
- (vi) ممتاز، دیپز، زہد، حلم

جواب:

- (i) یہ عبارت سبق ”پھر“ سے لی گئی ہے اور اس کے مصنف ہیں خوب پڑھنے والا۔
- (ii) حق بگز نے پر پھر ان سے کہتا ہے کہ میں تمہارا مختلف نہیں ہوں اگر لیقین نہ آئے تو اپنے کسی شب بیدار صوفی بھائی سے معلوم کرو اور دیکھو وہ میرے بارے میں کیا کہتا ہے۔
- (iii) پھر کی زندگی کو شاد صاحب دل سے پسند کرتے ہیں کیونکہ پھر دن کو غلوت خانہ میں رہتا ہے اور رات کو تسبیح و نفلتیں کے تزانے گایا کرتا ہے۔
- (iv) پھر نے انسان کو یہ نصیحت کی کہ انہوں نا اخو جا گو جانے کا وقت ہے۔ سونے کا اور ہمیشہ سونے کا وقت ابھی نہیں آیا جب آئے گا تو بے فکر ہو کر سونا۔ ابھی تو ہوشیار رہنے اور کچھ کام کرنے کا موقع ہے۔

معنی	لفاظ	(v)
معلوم کرنا	دریافت کرنا	
برائماں سانا	صلواتیں سانا	
جوہنا	دروغ کو	
شکایت، مگر	شکوہ	

یا

- (i) یہ عبارت سبق پودے سے لی گئی ہے جس کے مصنف ”کرشن چندہ ہیں“۔
- (ii) یورپ میں زندہ رہنے پر ادیب کی قدر ہوتی ہے اور ہندوستان میں مرنے کے بعد اسے یاد کیا جاتا ہے۔
- (iii) قاضی عبد الغفار کی شخصیت پر ممتاز کا دیپز پرده پڑا ہوا ہے لیکن اتنا دیپز بھی نہیں کہ ان کی جلی خوش طبی ممتاز کے اندر سے بحکم نہ اٹھے۔

مصنف "سلیل کے خلوط" کے حوالے سے یہ خواہش ظاہر کرتا ہے کہ قاضی عبدالغفار سلیل کے خطوط جیسا کوئی اور شاہکار تخلیق کریں۔	(IV)
محتوى	الغاظ
سبحانی	محتانت
سچیدگی	دینیز
موانا (کسی کپڑے یا کاغذ کے لیے بولا جاتا ہے)	زمہ
تقویٰ۔ پرہیز گاری	حلم
برداشت	برداشت

کل نمبر 10x5 = 50

سوال نمبر 2: درج ذیل میں سے کسی ایک کا جواب لکھیے۔

(i) "احمد جمال پاشا کے خاکے "کلیم الدین احمد" میں طفو و ظرافت کے ساتھ ساتھ تخفیدی نقطہ نظر کو بھی روک رکھا گیا ہے۔ آپ کا کیا خیال ہے؟

(ii) ایک اچھے سفر نامے کی خوبیاں بیان کیجیے اور بتائیے کہ رام اعل کا سفر نامہ "زرد چیزوں کی بہار" ان پر کتنا پورا اترتا ہے؟

جواب:

(i) احمد جمال پاشا نے اپنے خاکے "کلیم الدین احمد" میں طفو و ظرافت کے ساتھ ساتھ تخفیدی نقطہ نظر کو بھی روک رکھا ہے۔ پروفیسر احتشام حسین کے کلیم الدین احمد پر بیمار کس ان کی تخفیدی صلاحیت کا پیدا دیتے ہیں اسی طرح آل احمد سرور کلیم الدین احمد پر ت Mahmood یہ بتاتا ہے کہ احمد جمال پاشا تخفید پر بھی گہری نظر رکھتے ہیں اور لطف یہ کہ ان دونوں چیزوں کو چیزوں کر کے انہوں نے خاکے میں طفو و ظرافت کے خوبصورت رنگ بھرے ہیں۔ خاک میں احمد جمال پاشا احتشام حسین کے بیمار کس کے بارے میں لکھتے ہیں۔ ساری کتاب پر معلوم ہوتا تھا کہ پہل سے چاند ماری کر کے گود دیا گیا تھا۔ کچھ اس قسم کے سوالات اٹھائے گئے تھے۔ آخر کلیم الدین چاہئے کیا ہیں؟ بات تو سمجھ ہے کوئی سوال ہی پیدا نہیں ہوتا، مخالفت تو آسان ہے گمراہ کرم سمجھنا بہت مشکل ہے۔ بات تو سیدھی ہے گمراہ میں برہنی یا طفری کیا گنجائش تھی وغیرہ وغیرہ۔ اسی طرح آل احمد سرور کے انداز بیان پر ان کا یہ جملہ "میزان قدر کے دونوں پلڑے برادر کرتے رہے" بظاہر ایک چھوٹا سا جملہ ہے مگر کتنا بیان ہے یہ جملہ ان کی ناقدانہ بصیرت اور ذہانت کا غافر ہے۔ اس طرح کے معنی اور طفو و ظرافت کے حال جملے پورے خاکے میں بکھرے ہوئے ہیں جس سے ظاہر ہوتا ہے کہ اروادوب اور اس کی مثالاً بیرخیزیات پر کتنی گہری نظر ہے۔ لہذا ہم کہہ سکتے ہیں کہ احمد جمال پاشا کے خاکے کلیم الدین احمد میں طفو و ظرافت کے ساتھ ساتھ تخفیدی نقطہ نظر کو بھی روک رکھا گیا ہے۔

سفر نامہ کی خوبیاں

(ii) اچھے سفر نامے میں انداز بیان دواں اور دلکش ہوتا چاہیے اور سفر کی واضح تفصیلات، مصنف کے تاثرات اور دیگر معلومات متوڑ انداز میں پیش کی گئی ہوں۔ اس کے علاوہ جعفر اخیانی، تہذیبی اور تاریخی معلومات بھی ہوتی چاہیں کیونکہ سفر نامہ کے ذریعہ ہم مصنف کے ساتھ ایک نئی دنیا کی سیر کرتے ہیں۔ اگر مصنف میقتے سے ساری باتیں بتاتا ہے تو ہم بھی ان مقامات کی سیر کر لیتے ہیں۔

رام اعل کا سفر نامہ "زرد چیزوں کی بہار" اونکا ہے یہ سفر مصنف نے نئی دنیا کی دریافت کے لیے نہیں بلکہ اپنی پرانی یادوں کو تازہ کرنے کے لیے کیا تھا۔ اس سفر نامہ میں مااضی اور حال ایک دوسرے سے گلے ملنے نظر آتے ہیں۔ اس میں انداز بیان رواں دواں اور دلکش

ہے۔ اس میں پاکستان کے جغرافیائی حالات اور واقعات کا ذکر تھا ہے بلکہ اپنے ذاتی تاثرات اور احساسات کا ذکر ہے۔ اس سفر نامہ سے پچھلے چلتا ہے کہ بھارت کی طویل صوبت کے بعد جب ایک دوسرے ملک کی سرحدیں کھل جاتی ہیں جہاں اس کا گشیدہ ماہی ہے تو کیا احساس ہوتا ہے۔

رام محل میں نزدیکیوں کی بہاریں یہ سب کچھ نظر نہیں آتا جو جغرافیائی حالات ہیں مگر تاریخی عمارتیں ہیں نہ ثقافتی سرگرمیاں ہیں۔ صرف اس سفر نامہ میں بھرپوری ہوئی یادوں ہیں اور مصنف ان یادوں کو حوال کے آئینہ میں دیکھتا ہے۔

کل نمبر 7 = 1x7

سوال نمبر 3: درج ذیل میں سے کسی دو کے مختصر جواب لکھیے۔

8

(i) قرۃ اصین حیدر کی افسانہ نگاری

(ii) خورشید الاسلام کا نشری اسلوب

(iii) غالب پر جیشیت مکتب نگار

(iv) کرشن چندر کی افسانہ نگاری

جواب: **قرۃ اصین حیدر کی افسانہ نگاری**

قرۃ اصین حیدر کا آبائی وطن نہ پورا ضلع بکنور ہے۔ ان کی پیدائش 1927 کو ہوئی ان کے والد سید سجاد حیدر یلدزم کا شمارہ روا افسانے کے بنیادگر زادروں میں کیا جاتا ہے۔ قرۃ اصین حیدر رسول اللہ کی فضائل اور کافوئیت کا ماحول لے کر ردا و افسانوں ادب میں شامل ہوئیں۔ قدیم ہندوستانی تہذیب اور قلمخانہ ان کے نثری اسلوب میں داخل جاتا ہے تاریخ تہذیب اور زبانوں پر گہری گرفت نے ان کے افسانوں میں نیا انداز پیدا کیا۔ قرۃ اصین حیدر ان افسانہ نگاروں میں سے ایک ہیں جن کے افسانے بہت چدید ہونے کے باوجود بے حد پر کثشتیں ایسے افسانوں میں اجتہادی شعور کی پازیافت کرتی ہیں۔ ہزار چھلی ہوئی زندگی ان کے چند صفات میں سوت آتی ہے۔ وہی فہادی پیش کش اور کرداروں نے تفصیلی درج کی تصور کشی میں انھیں بڑی مہارت حاصل ہے۔ ان کے کوشاںہ روکے سہارے ماضی کی بے کراں و سعتوں میں ستر کرتے ہیں۔ ان کے بیہاں بھکنیک کا تنویر بھی ہے اور انداز یہاں میں تکھنگی بھی۔ زندگی پر ایک بصر کی جیش سے تبرہ بھی ہے تھیق میں معنویت سے فکر اور قلمخانہ کی چاشنی لیے جعلے بھی۔ کہیں کہیں لطیف طور و مراوح کی آمیزش سے افسانے کی روائی میں اضافہ ہی ہوتا ہے۔ مکالمے بڑے بر جتہ لمحتی ہیں۔ ان کے افسانوں کی سب سے بڑی خوبی ان کا بھرپور بھوگی تاثر ہوتا ہے۔

قرۃ اصین حیدر کے افسانوں کا کیوس خاص و سعیت ہے۔ ان کے بیہاں موضوع اور موداد و نوں ہی میں تنویر نظر آتا ہے۔ ان کے افسانوں میں تھیم وطن کا درود کرب، بھارت کی افزیت، جلاوطنی کا احساس، سرحد کے دونوں طرف کے انسانوں کی وہی تکھنگ اقدار و روابیات کی پامالی، سیاسی اور سماجی قدروں کا کھوکھلا پین، طبقاتی تکھنگ، بہتر زندگی کی خواہش، رومانیت سے گرین، وقت کا جبرا، انسان دوستی، برگ و سل، زندہ بہب اور قویت کا احساس ان کے افسانوں کو عظمت اور آنکیت عطا کرتا ہے۔

اس جائزے کے بعد ہم یہ کہنے میں تھے جن بجانب ہوں گے کہ قرۃ اصین حیدر اردو کی ایک قد آور افسانہ نگار ہیں۔

(ii) خورشید الاسلام کا نشری اسلوب

مرحوم خورشید الاسلام بکپن سے ہی ذہین تھے۔ وہ ایک اچھے مقرر اور اچھے نثر نگار اور تخفید نگار تھے۔ ان کے علاوہ ان میں ایک اچھے

انسان ہونے کی خوبی بھی موجود تھی۔ یعنی ملساں، ہمدرد، طالب علموں کے مدھگار اور خوش اخلاق تھے۔ خورشید الاسلام نہایت لفظت اور تخلیقی انداز کی نشر لکھتے تھے۔ ان کی نثری تصانیف میں ” غالب اینڈ ای کلام“ اور مضامین کا جمیع ”تغییریں“ ہیں۔ مرزا ہادی رسوائے مشہور ناول ”مراد جان ادا“ پر نئے تغییری زاویے سے لٹاہ ڈالی گئی ہے۔ اور یہ ان کے اسلوب بیان کا انوکھا انداز ہے۔

(iii) غالب نے نظر ثانی کی شروعات اگرچہ قاری سے کی گئی ان کی شہرت اردو خطوط ثانیاری اور اردو غزل سے ہوئی۔ اردو میں خطوط ثانیاری جو کہ قاری القاب و آداب کے الفاظ سے بوجھل تھی اس کو آسان سے آسان تر بنایا گیا۔ القاب و آداب کو مشکل الفاظ سے آزاد کیا اور کہیں کہیں برآہ راست مخاطب ہو گئے۔ خط کا اختتام بھی نزال انداز میں کیا اور خط کو گنگوہ کا بدل بتایا یعنی انھوں نے ”مرا سل کو مکالہ بنادیا“۔ ان کے اردو خطوط کے دو بھروسے عود ہندی، اردو یعنی معلی ہیں۔ ان کے خطوط میں بھی زندگی کے حالات، سیاسی سماجی حالات، واقعات ثانیاری، جذبات ثانیاری کی غیر معمولی مثالیں موجود ہیں۔ ان کی تحریریں پرکش ہیں۔

(iv) کرشن چندر کی روپتاڑ ثانیاری کرشن چندر کی روپتاڑ اس کا اصلی هقدار بھی کرشن چندر ہی قرار پاتا ہے۔ کرشن چندر کا شمار اردو کے بڑے افسانہ نگاروں میں ہوتا ہے۔ کرشن چندر اردو کے افسانوی ادب میں ایک ممتاز مقام رکھتے ہیں۔ ایک طرف انھوں نے افسانہ نگاری میں نام لکھا اور افسانہ نگاری کی روایت میں زندگی کے موڑ پر، بالکوئی، ان دناتا، دو فرلاںگ بھی سڑک ہیتے خوبصورت افسانوں کا اضافہ کیا ہے تو دوسری طرف ”نگست“ ہمیسے ہاول لکھ کر ناول نگاری میں بھی ممتاز حیثیت حاصل کی۔

جہاں تک روپتاڑ نگاری کی اویت کے تاج کا سوال ہے اس کا اصلی هقدار بھی کرشن چندر ہی قرار پاتا ہے۔

کرشن چندر بسیار نویں رہے ہیں ان کے بیان تکنیک اور موضوع دونوں ہی کا تنویر نظر آتا ہے۔ ان کے ہاتھ میں قلم ہوتا ہو کسی بھی طرح سے نظر میں شاعری کر سکتے ہیں۔ ماحول کے کیف و کم کو صفحہ قرطاس پر اتارتے ہیں۔ اردو کے پہلے روپتاڑ کی تکنیک بھنس حادھاتی طور پر ہوئی۔ ”لاہور سے بہرام گلہ تک“ نہ صرف کرشن چندر کا بلکہ اردو کا پہلا روپتاڑ قرار پاتا ہے۔ کرشن چندر نے ایک طرف مناظر کے سینے نثاروں کی عکاسی کی ہے تو دوسری طرف تاریخ پر پڑی دھنڈ کو بھی ہٹایا ہے۔ ان کا اسلوب ماحول کے سن کوئی اسیں نہیں کرتا پونچھ کے قلم، نوری چھپ کی تاریخ، چندی بری کے خوفی پہاڑ کے پس مظہر پر بھی روشنی ڈالتے ہیں۔ کرشن چندر نے اپنے کرداروں کی نسبیات کی بھی عکاسی اپنے اس روپتاڑ میں کی ہے۔

اس صفت روپتاڑ کو سب سے زیادہ مقبولیت اس وقت حاصل ہوئی جب کرشن چندر نے اپنا مشہور روپتاڑ ”پودے“ لکھا۔ اپنی تکنیقات میں وہ بہت خوبصورت شاعرانہ زبان استعمال کرتے تھے۔ ان کے بیان مظہر نگاری کے اعلیٰ نمونے بھی پائے جاتے ہیں۔ انھوں نے بیت اور تکنیک کے بہت سے تحریر بھی کیے ہیں۔

کل نمبر = 8x2 = 16

سوال نمبر 4: درج ذیل میں سے کسی ایک حصے کی تشریع کیجیے اور شاعر کا نام بھی لکھیے۔

10

(i) دلکش ہر ایک قلعہ صحراء ہے راہ میں

ملتے ہیں جا کے دیکھیے کب کاروائی سے ہم

(ii) حسن و عشق کی لاگ میں اکٹھ چھپیں اور ہر سے ہوتی ہے

شمع کا شعلہ جب اہر لایا اڑ کے چلا پر دان بھی

- (iii) دل اگر دل ہے تو جس راہ پر لے جائے گا  
درود مددوں کی وہی راہ گزر بھی ہو گی
- (iv) ہم سے پوچھو کر غزل کیا ہے، غزل کافن کیا  
چند لفظوں میں کوئی آگ چھاپا دی چائے
- (v) شعلے میں ہے ایک رنگ تیرا  
باتی ہیں تمام رنگ میرے

۶

مشرق سے ابھرتے ہوئے سورج کو زرا دیکھ  
تایامِ جدائی کے تم دیکھ، جھاد دیکھ  
بے تاب نہ ہو، معرکہ نیم در جاد دیکھ  
یہ گنبد افلاک، یہ خاموشِ نھا کیں  
قصیں پیش نظر کل تو فرشتوں کی ادا کیں  
آئینہ تایام میں آج اپنی ادا دیکھ

کھول آنکھ، بزم دیکھ، ملک دیکھ، فضاد دیکھ  
اس جلوہ بے پرده کو پردوں میں چھپا دیکھ  
یہ تیرے سترے میں یہ ہادل یہ گناہ کیں  
یہ کوہ، یہ صحراء، یہ سمندر یہ ہوا کیں

جواب:

- (i) دلکش ہر ایک ..... کارروائی سے ہم  
شاعر کا نام ..... مولانا الطاف حسین حاتی

ترجمہ: زیر بحث شعر میں حالی کہتے ہیں کہ جگل یا ریگستان کا ہر گھر اس قدر دلکش اور دل فریب ہے کہ ہم اسی میں کھوجاتے ہیں۔ ہمارے قدم آگے بڑھنی نہیں پاتے اب دیکھیے ہم کب کارروائی سے جا کر ملتے ہیں مراد یہی ہے کہ ہماری ست رفتاری یا راہ کی دلکشی ہمیں کبھی بھی کارروائی سے مٹنے ہی نہیں دے گی۔

- (ii) حسن و عشق ..... اڑ کے چلا پر واند بھی  
شاعر کا نام ..... آرزو دلکھنی

ترجمہ: آرزو دلکھنی کہتے ہیں کہ عشق میں پہلی محبوب کی طرف سے ہی ہوتی ہے جب اس کی لگائیں دوستی کی دعوت دیتی نظر آتی ہیں تو عاشق را عشق میں قدم رکھتا ہے۔ یعنی شمع کا لہر اتنا ہی پروانہ کو دعوت عشق رکھتا ہے۔ شمع کے لہراتے ہی پروانہ پے ساختہ اس کی طرف اڑ کر چلا جاتا ہے اور اس پر ثار ہونے کی کوشش کرتا ہے۔

- (iii) دل اگر دل ہے ..... راہ گزر بھی ہو گی  
شاعر کا نام ..... محسن حسن جذبی

ترجمہ: زیر بحث شعر میں درد کے رشتے کو جذبی نے انتہائی موثر انداز میں اس طرح پیش کیا ہے کہ دل اگر واقعی دل ہے تو انسان میں درمندی کا وصف ضرور پیدا کرے گا یعنی انسان کو اس راستے پر لے جائے گا جہاں وہ دردوں کے دکھدار کو کبھی سکے ان کا مدعا کر سکے۔

ہم سے پوچھو کر ..... آگ چھپا دی جائے ..... (iv)

شاعر کا نام ..... جاں شاراخز

تشریح: اس شعر میں جاں شاراخز نے غزل کے ایجاد و اختصار کے متعلق بتایا ہے۔ غزل کی اس سے بہتر اور سیدھی سادی تعریف ممکن نہیں ہے۔ شاہر نے کے زدیک غزل کا فن بھی ہے کہ غزل گو شاعر چند لفکوں میں ایک آگ ہی چھپا کر رکھ دیتا ہے لیکن غزل کے شعروں میں بلا کی تاثیر ہوتی ہے۔

شعلے میں ..... رنگ میرے ..... (v)

شاعر کا نام ..... ناصر کاظمی

تشریح: شاعر کہتا ہے کہ شعلہ میں جونور ہے وہ محبوب کا نور بھی ہو سکتا ہے یا نور ازال بھی ہو سکتا ہے۔ شاعر کہتا ہے کہ شعلہ میں جو چک ہے اس سے تم انور ظاہر ہوتا ہے اور اس کے علاوہ باقی تمام رنگ میرے ہیں لیکن کوئلہ اور راکھ دغیرہ۔

شاعر کا نام .. 2 1/2  
1/2+1/2+1/2+1/2+1/2= 2 1/2

تشریح ... 7 1/2  
1 1/2+ 1 1/2+ 1 1/2+ 1 1/2+ 1 1/2= 7 1/2

کل 10

کھول آنکھ میں دیکھ ..... صدر کریم و رجاد یکجہ

مندرجہ ذیل اشعار اقبال کی نظم روح ارضی آدم کا استقبال کرتی ہے لیے گئے ہیں۔

تشریح: روح ارضی (زمین کی روح) آدم کا زمین پر بڑی گرم جوشی سے استقبال کرتی ہے اور کہتی ہے اے آدم آنکھیں کھول کر دیکھو اس کا نات کے حسین مختار دیکھو اس زمین میں نیلے آسان کو دیکھو، ان فضاوں کا نظارہ کرو اور مشرق سے طلوع ہونے والے سورج کو دیکھو، خدا کے چلوں کو دیکھو تم عتاب میں ہو یہ تھماری جداگانی کے دن یہی بنے تابی کا انتہا رہ کرو اس میں امید اور نامیدی کی کشاکش کو دیکھو میں تیرے تصرف میں ..... آج اپنی اداود دیکھ

تشریح: یہ حسین پاول اور مست گھٹائیں یہ سب تھمارے استعمال کے لیے بنائی گئی ہیں۔ یہ بیلا آسان یہ خوبصورت اور دلکش فضا کیں یہ اوپنے اوپنے پیہاڑی یہ جنگل یہ صحرائی خنثی خنثی ہوائیں ان سب کو دیکھو۔ اس سے پہلے تو تم فرشتوں کے ساتھ تھے اور ان کی ادائیں دیکھا کرتے تھے مگر آج وقت کے آئینہ میں اپنی اداوں کا چائزہ لو۔

شعروں کی تقسیم

شاعر کا نام = 1

نظم کا نام = 1

تشریح = 4+4

کل نمبر = 10

سوال نمبر 5: درج ذیل میں سے کسی ایک پرسو (100) لفکوں میں اپنے خیال کا اظہار کیجیے۔

(i) علی حیدر نظم طبا طبائی کی نظم "گورنریاں"

(ii) جیل مظہری "ارقا" کا مرکزی خیال

جواب:

(i) علی حیدر نظم طباطبائی کی نظم "گور غربیا"

گور غربیا مقصوس گرے کی نظم (Elegy Written in a country church yard) کا منظوم ترجمہ ہے۔ یہ نظم بندوں پر مشتمل ایک مشہور ترجمہ ہے۔ نظم "گور غربیا" کی سب سے بڑی خوبی یہ ہے کہ نظم طباطبائی نے جس ہمدردی اور فی اہتمام سے یہ ترجمہ کیا ہے وہ حیرت انگیز ہے۔ نظم طباطبائی نے تجھے میں اصل نظم کا سوز اور روانگیزی کی کیفیت کو برقرار رکھا ہے۔ عام طور پر ترجمہ تخلیق سے خاص مخفف ہو جاتا ہے لیکن نظم طباطبائی نے اس نظم میں خصوصی اہتمام کیا اور نظم کو مسدس یا ٹنگس کی ٹکل میں نہ لکھ کر نظم کی بیت کا ایک نیا تحریر کیا ہے۔ نظم کا ہر بند اگریزی Stanza کی بیت میں لکھا ہے، لیکن چار مصروفے ہی لیے ہیں۔ اس اعتبار سے نظم طباطبائی نے قافیہ بندی کا یہ نیا طرز اختیار کیا ہے۔

نظم میں سوز و گداز کے علاوہ قبرستان کا مظہر، درس عبرت، بے شانی دنیا اور قاتا کا احساس پوری طرح جلوہ گر ہے اور اردو کا دامن کہیں ہاتھ سے جانے نہیں پایا۔ محاذرات، انداز بیان، مصرعوں کی ساخت غرض کے پورا ماحول اردو کا ہے۔

(ii) جمیل مظہری کی نظم "ارتفا" کا مرکزی خیال

جمیل مظہری نے اپنی اس نظم میں انسانی ارتقا کو بیان کیا ہے اور بتایا ہے کہ دنیا میں انسان کے اعتیار میں کیا چیزیں ہیں اور انسان نے ابتداء سے اب تک کا سفر اچھی طرح طے کیا ہے۔ اور کس طرح انسان نے کامیابی کی منزلیں طے کی ہیں اور ان کا میا بیوں کے حصول میں کیا کیا دشواریاں پیش آئیں اور کس طرح لٹک اور شیریں تحریکات سے گز نہ پڑا ہے اور اس ارتقا میں انسان کی راہ میں آنے والی دشواریوں کا انسان نے کس ہمت اور حوصلہ مندی سے مقابلہ کیا ہے۔ اس سفر میں کبھی انسان کو کامیابی ملی اور کبھی ناکامی سے واسطہ پڑا۔ لیکن انسان کے جذبہ شوق میں کبھی کبھی نہیں آئی اور برابر آگے بڑھنے کے لیے جدوجہد کرتا رہا۔

جمیل مظہری ہمیں یہ پیظام دینا چاہتے ہیں کہ کامیابی کی منزلیں ہماری بختر ہیں، مایوسی کوئی وجہ نہیں ہے صرف ہمت اور حوصلہ برقرار رہنا چاہیے۔ ہمیں حوصلہ کا دامن نہیں چھوڑنا چاہیے بلکہ اپنی عقل و فہم کے سہارے ایک کے بعد ایک کامیابی کا مرکزی خیال ٹھہر لٹے کرنی چاہئے۔

کل نمبر 7 = 1x7 = 7

8

سوال نمبر 6: درج ذیل میں سے صرف دو کے جواب لکھیے۔

(i) میمن احسن جذبی کی شاعری کی خصوصیات

(ii) الطاف میمن جذبی پر حیثیت غزل گو

(iii) نظم نگاری اور عمق حنفی

(iv) شفیق فاطر شعری کی نظم یادگر، کا مرکزی خیال

جواب:

(i) میمن احسن جذبی کی شاعری کی خصوصیات

جذبی ترقی پسند دور کے اہم غزل گویوں میں شمار کیے جاتے ہیں۔ جذبی کی شاعری کی خوبی اس کا دھیما پن اور درودمندی ہے۔ جذبی

اوپ برائے زندگی کے ترجمان ہیں۔ سرمایہ داری کے خلاف اور مزدوروں کی حمایت کا جذبہ ان میں موجود ہے۔ ان کا درود مددول غریبین، مظلوموں کو دیکھ کر رحمہ رہتا ہے۔ اسی ناٹر نے ان کے کلام میں گھر اُنی اور دعست پیدا کر دی ہے۔ وہ گرجے نہیں ہیں بلکہ ان کے اشعار ان کی غزلیں بہت سبک ہیں جو دھیرے دھیرے اڑ کرتی ہیں جو دل پر قش ہو جاتا ہے۔ ان کی غزلوں میں فونگی ہے اور کسک بھی ہے۔ ان کا کامیاب سمجھیدہ ہے اس میں پھر اُوچے۔ وہ اپنی بات کو بہت ای فناکارانہ انداز میں کہہ جاتے ہیں اور وہ سیدھی دل میں اتر جاتی ہے۔

جدبی کا خاص موضوع غم ہے وہ غلوں سے گھبراٹے نہیں ہیں بلکہ انھیں سازگار بنا لیتے ہیں۔ وہ عام سی بات میں اپنی ہماریکے نگاہوں سے شعریت کے جواہر خلاش کر لیتے ہیں۔

(ii) الطاف حسین حالی پر حیثیت غزل کو

خوبیجہ الطاف حسین حالی 1837 میں پائی پت میں پیدا ہوئے۔ ابتدائی تعلیم کے بعد فکر معاش دلیل کھنچی لائی۔ یہاں نواب مصطفیٰ خاں شیخوت سے ملاقات ہوئی۔ نواب صاحب بہت اچھے شاعر تھے۔ ان کی محبت میں مذاق ان کو جلاٹی۔ یہاں غالب سے بھی ملاقات ہوئی اور حالی اپنے کلام کی اصلاح لینے لگے۔

حالی چدیدہ اردو شاعری کے امام اور بڑے محسن ہیں۔ ان کے یہاں روایتی شاعری کی زبردستی کی پرواز تخلیل اور دور از کار تشبیہات واستعارات کی بھرمار نہیں ہے۔ آپ جو کچھ کہتے ہیں نہایت صاف اور سادہ طریق سے کہتے ہیں گو کہ سادگی کی وجہ سے ان کا کلام جوش سے خالی ہے لیکن تاثیر سے خالی نہیں ہے۔ اردو شاعری میں آج جو نظری سادگی اور سیدھا حاپن ہے وہ ان ہی کی دین ہے۔ حالی نے گل و بلل کی داستانوں سے نہال کر اردو شاعری کو ایک نئے جہان سے روشناس کرایا۔ حالی نے غزل، تصیدہ، رباعی، هرشیہ، ترکیب بند، مسدس، اور قطع وغیرہ میں طبع آزمائی کی ہے۔

(iii) نظم حسینی اور عینت حقی

عینت حقی 1928 میں مہوچھاونی اندرور (مدحیہ پر دلش) میں پیدا ہوئے۔ ان کا پورا نام عینت احمد حسینی تھا۔ ان کی ابتدائی تعلیم مہربان ہوئی۔ عینت حقی نے موسیقی کا علم حاصل کیا تھا۔ اس فن کی بار بکیوں پر انہوں نے بہت عمہ مہماں لکھے ہیں۔ اردو کے ملاواہ انگریزی اور دیگر بندوستانی زبانوں کے ادب پر بھی ان کی گہری نظر تھی۔ "شعلے کی شاخت" اور "شعر جیزے دیگراست" ان کی تختیدی کتابیں ہیں۔ عینت حقی نے اپنا ادبی سفر ترقی پر تحریک کے عروج کے دور سے شروع کیا ان کا پہلا مجموعہ کلام "سگ سی جہاں" اسی دور سے تعلق رکھتا ہے۔ اس کے بعد وہ چدیدہ بہت کے زیر اڑ آگے۔ کئی شعری تحریر ہے کیے، متعدد طویل نظمیں بھی لکھیں جیسیں غیر معمولی شہرت حاصل ہوئی۔

(iv) شفیق قاطرہ شعری کی نظم دیا گھر کا مرکزی خیال

ہمارے ملک میں آئے دن فسادات ہوتے ہیں ایسے ہی فسادات کی کچھ تلخ یادیں شفیق قاطرہ شعری کے ذہن میں قش ہیں۔ ان ہی بھولی بسری ہوئی یادوں کو انہوں نے نظم "یاد گز" میں پیش کیا ہے۔ یاد گز شاعر کی وہ بھولی بسری یادیں ہیں جو اسے وطن سے دور بری طرح ستاری ہیں اور اسے یاد آ رہے ہیں اپنے وطن کے شب و روز، وطن کی مٹی، اس میں مکھتے زرد پھول، وطن کے کھیت، کنوں، ندیاں، مارکات، خون، جنگ پکار، آہ و غفاں، منت سماجت، فسادات کا منظرا اور اس کی ہولناکی کو اس نظم میں مؤثر بیانیہ انداز میں پیش کیا

گیا ہے۔ فسادات کی ہولناکی یہ اس نظم کا مرکزی خیال ہے۔ نظم میں دکھایا گیا ہے کہ فساد فراد کے لیے کتنے تکلیف وہ ہوتے ہیں اور کس طرح پل بھر میں فساد متنازعہ مقصود لوگوں کی دینا بدل جاتی ہے۔

کل نمبر = 8  
 $4 \times 2 = 8$

سوال نمبر 7: درج ذیل میں سے کسی ایک پر نوٹ لکھیے۔

(i) پچھے خف کی کہانی "کلرک کی موت" کا مختصر ملasmus

(ii) پھر بخاری کے انشائیہ "مرحوم کی یاد میں" کی مقبولیت کے اسہاب مختصر لکھیے۔

جواب:

پچھے خف شاعی کوہ قاف کی سرحدوں کے نزدیک روس کی ایک نسبتاً گستاخ بند رگاہ ہگان روگ میں پیدا ہوئے۔ یہ انسان نویسی میں ایک نئے اور زارے طرز کے موجود مانے جاتے ہیں جیسے دیا کوف ایک معنوی کلرک تھا۔ ایک مرتبہ وہ دور میں کی مدد سے "لے گلوش دے کار فوبیل" نام کا کھیل دیکھ رہا تھا کہ اچاکم چھینک آگئی۔ آگے والی قطار میں بیٹھے افسر کے سر پر چھینکیں پڑیں۔ افسر نے اپنے دستانے سے سر کو صاف کیا۔ پچھے خوف یہ دیکھ کر بہت شرمدہ ہوا اور افسر سے معافی مانگی۔ افسر نے خاموش رہنے کا اشارہ کیا۔ پچھے خف بار بار معافی مانگتا رہا۔ گھر جا کر بیوی سے ذکر کیا۔ بیوی نے بھی معافی مانگتے کا مشورہ دیا جیسے دیا کوف اس کے دفتر پہنچا اور مخذالت چاہی۔ جرل نے اسے چلے جانے کا اشارہ کیا وہ نہیں گیا۔ افسر غصہ سے نیلا پڑ گیا اور اسے باہر نکال دیا۔ جیسے دیا کوف احساس شرمدگی کی وجہ سے پریشان ہوا تھا۔ لڑکھڑا، ہانپاً گھر پہنچا اور اپنی سرکاری درودی پہنچنے صوفے پر لیت گیا اور مر گیا۔

(iii) "مرحوم کی یاد میں" مقبولیت کے اسہاب

"مرحوم کی یاد میں" پھر کاشاہ کار ہے۔ اس میں انہوں نے اپنے ایک دوست کی پرانی سائکل کا انتش کھینچا ہے۔ اس پر انی سائکل پر سوار ہو کر اپنے سفر کرنے کی رو دادتے دلچسپ ہو رہے میں بیان کی ہے کہ بار بار پڑھنے کو دل چاہتا ہے۔ پھر کے مزاج میں شانگی اور خوش مذاق کا انداز بہت نمایاں ہے۔ اپنے فطری مزاج کی وجہ سے پھر کی تحریریں بیش شوق سے پڑ گی جاتی ہیں۔

کل نمبر  
 $4 \times 1 = 4$

6

سوال نمبر 8: درج ذیل میں سے صرف دو (2) کے مختصر جواب لکھیے۔

(i) ناول "بیوہ" کے ذریعہ پر یہ چند کیا پیغام دینا چاہتے ہیں؟

(ii) "جمیون" افسانے کا ملasmus ہے۔

(iii) نزل درما کے افسانے "جلتی جہاڑی" میں بڑھے چھوڑے کی تصویر کشی کس انداز میں کی گئی ہے؟

(iv) ڈرامے کی تحریف اور اس کے اجزاء ترکیبی کی وضاحت کیجیے۔

جواب:

(i) ناول بیوہ میں ہندوستان کے پرانے رسم و رواج کو دکھایا گیا ہے۔ کیونکہ ہندوستانی سماج میں بیوہ کا برا حالت تھا۔ بیوہ کو سماج سے باہر سمجھا جاتا تھا۔ اسے اچھوت کا درجہ دیا جاتا تھا۔ اسکی دوسری شادی کے بارے میں سوچنا بھی ایک گناہ سمجھا جاتا تھا۔ کچھ تو انگریزی قلمیں کے

اڑ سے، کچھ مسلمانوں اور بیساکیوں سے اٹ لے کر ہندوؤں میں بھی سماج سدھارک و دھواوواہ (شادی) کی حمایت کرنے لگے۔ اسی کو بنیاد پر کر پرم چند نے اپنا ناول ”بیوہ“ لکھا جس میں بیوہ کی شادی کی حمایت کی گئی ہے۔ پرم چند نے یہ ناول لکھ کر بیوہ کی شادی کی حمایت کی ہے۔ انہوں نے خود ایک بیوہ شیورانی دیوبی سے دوسرا شادی کی تھی اس کے ذریعہ انہوں نے یہ پیغام دیا کہ بیوہ کو بھی سماج میں عزت ملی چاہیے۔

(ii) ”جنم دن“ افسانے کا خلاصہ

اس کہانی میں صحف نے اپنے جنم دن کا ذکر کیا ہے۔ اس جنم دن پر وہ صحیح جلدی احتاہے، پڑوی کے پوچھنے پر وہ بتاتا ہے کہ آج اس کا جنم دن ہے۔ پڑوی مبارکہا دیتا ہے۔

صحف اپنے گھر سے دور ہے اس کے پاس پیسہ نہیں یہاں تک کہ اس نے جو کپڑے پہنے ہیں وہ بھی اس کے اپنے نہیں بلکہ دوست کے ہیں۔ بھوکا پیاسا یہاں تک کر جائے پہنے کے لیے بھی کوئی پیسہ نہیں، قرض اگلنا بھی ممکن نہیں۔ عمر تقریباً ۴۵ کے الگ بھگ تھی۔ وہ آرام کری پر بینجا اپنے ماہنی کے بارے میں سوچ رہا تھا وہ جگ جگ جاتا ہر جگدا پہنے دوست ہنا تا۔ اس طرح اسے اپنے بچھے واقعات یاد آتے رہے۔

آج وہ سارا دن کا بھوکا ٹھیک سے چائے تک نصیب نہیں ہوئی۔ جیب میں پیسہ نہیں۔ انھا ایک دوست کے یہاں گیا لیکن قسمت کرد دوست بھی گھر پر شطا ادا س لازم رہتے قدموں سے گھروں اپس آگیا۔ اسی طرح تمنٹ جاتے ہیں ایک ملازم آتا ہے ماچس مالگتے، جب وہ اس کی یہ حالت دیکھتا ہے تو اس کی جیب میں دور دپے ہوتے ہیں ایک روپے سے وہ چائے بیڑی ملگاتا ہے۔ پڑوں کے گھر سے کھانے کی خوشبو آرہی ہوتی ہے۔ میتوخو کھانے کا آفرید دیتا ہے گریا انکار کر دیتا ہے۔ میتوخو گذشت کہہ کر چلا جاتا ہے۔

(iii) نزل و رما

افسانہ لگار نے بوزھے مچھوارے کی تصویر کی اس طرح کی ہے ”وہ بوزھا آدمی تھا۔ ایک چھوٹی سی کرسی پر بیٹھا تھا۔ بالکل خاموش، بے حس و حرکت، منہ میں پا سپ دبی تھی۔ ہاتھ میں بھیل کپڑے کا کامنا تھا اور کوٹ پہنے ہوئے تھا لیکن اس کا دھیان کانے کی طرف نہیں تھا۔ وہ جزیرے سے پرے شہر کے پلوں کی طرف دیکھ رہا تھا۔ وہ کر منہ میں دبی پا سپ مل اٹھتی تھی۔“

(iv)

ڈرائے کی تعریف اور اس کے اجزاء ترکیبی ڈرائے میں کسی قدر یا واقعہ کو ادا کاروں کے ذریعہ ناظرین کے سامنے عملاً پیش کرنے کا نام ڈرامہ ہے۔ ناول یا افسانے کی طرح یہ صرف پڑھنے یا لکھنے کی چیز نہیں بلکہ اس میں طریق پیش کش بھی اہم ہوتی ہے بلکہ حقیقت تو یہ ہے کہ ڈرامہ کامل تب ہوتا ہے جب اسے عمل اٹھپیش کر دیا جائے اور یہی چیز ڈرائے کو افسانے یا ناول سے الگ کرتی ہے۔

اجزاء ترکیبی

1- پلاٹ 2- کردار 3- مکالمے 4- مرکزی خیال 5- طریقہ پیش کش

کل نمبر 3x2 = 6

20

سوال نمبر 9: درج ذیل میں سے کسی دو مفصل اظہار خیال کیجئے۔

(i) اردو کی ابتداء متعلق سائنسی نظریات

- (ii) فورٹ ولیم کالج کے قیام کے مقاصد  
 (iii) دہستان لکھنؤ کی شاعری کی خصوصیات  
 (iv) ترقی پسند ادبی تحریک  
 جواب:

(i) اردو کی ابتداء سے متعلق سائنسی نظریات

اردو کی ابتداء سے متعلق سائنسی نظریات کو دوز مردوں میں تفہیم کیا جاسکتا ہے۔ ایک وہ اولین نظریات جو غیر اسلامی بنیادوں پر وضع کیے گئے دوسرے سائنسیک سوچ والے نظریات یعنی سائنسیک نظریات۔ اردو کی ابتداء کے پارے میں ڈاکٹر گنجی الدین قادری زور، شوکت بزرگواری، گیان چند بیجن، مسعود حسین خاں اور غیرہ کے نظریات قابل ذکر ہیں یہ بھی لوگ اردو کو کھڑی بوی کی ترقی یا فتح مکمل تصور کرتے ہیں۔ اردو ایک جدید ہند آرائی زبان ہے۔ جس کی ساخت اگرچہ ہندوستانی ہے گرائس پر عربی، فارسی، انگریزی اور ہندوستان کی علاقائی زبانوں کے نمایاں اثرات بھی ہیں۔ رفتارِ فتوح اس زبان میں اظہار کی وسعت پیدا ہوئی اور یہ ہماری قومی اور اسلامی تہذیب کی علامت بن گئی۔

(ii) فورٹ ولیم کالج کے قیام کے مقاصد

فورٹ ولیم کالج ایسٹ انڈیا کمپنی نے اپنے انگریز ملازمین کو ہندوستان میں زبانگ و لکی زبانوں اور اردو، فارسی زبانوں کی تعلیم دینا تھا کہ وہ ہندوستانیوں کو اور ان کے رسم و رواج کو سمجھ سکیں۔ اس کے لیے پروفیسر گلفرست کی قیادت میں ہندوستان کے ہر بڑے ہر بڑے دانش ورکر زبانوں سے اردو میں ترجیح کرنے کے لیے اکٹھا کیے گئے اور فورٹ ولیم کالج اردو زبان کی ترقی کا ایک شاندار مرکز ہن گیا۔ اس کالج کی نشری تصانیف پر نظر ڈالنے سے معلوم ہوتا ہے اس کالج کے ذریعہ شکریت، ہندی، فارسی اور اردو بھی زبانوں کو فروغ ملا۔ لیکن اردو زبان کو نمایاں کامیابی اور تقویت ملی ہے اور اس کے ذریعہ انگریزوں کو ہندوستان میں قدم جمانے میں بھی بے حد و می ہے اور سبکی اس کالج کے قیام کا خاص مقصود تھا۔

(iii) دہستان لکھنؤ کا قیام اور اس کی خصوصیات

دہستان لکھنؤ کی شاعری کی خصوصیات  
 دہستان لکھنؤ کے مشہور شاعروں کے نام  
 دہستان لکھنؤ کی ادبی زبان کی خصوصیات  
 اردو ادب پر لکھوی زبان کے اثرات

اختام

(iv) ترقی پسند ادبی تحریک

ترقی پسند تحریک کا آغاز

ترقی پسند تحریک سے دامت ادیبوں اور شاعروں کے نام اور ان کی خدمات  
 اردو ادب پر ترقی پسند تحریک کا اثر

سوال نمبر 10: درج ذیل میں سے صرف چار (4) پر مختصر تعارفی نوٹ لکھیے۔

- (i) اردو میں افسانہ نگاری
- (ii) اردو میں نظم گوئی
- (iii) اردو نثر کا ارتقا
- (iv) اردو میں روپ تاثر کی ابتدا
- (v) اردو میں ناول کی ابتدا اور اس کے اجزاء ترکیبی
- (vi) دبستانی و بیلی کے نمائندہ شاعر اور ان کی شاعری کی خصوصیات
- (vii) غالب کا خط مذشی ہر گوپاں تفتہ کے نام کی روشنی میں غالب کا زمانہ

جواب:

(i) اردو افسانہ جدید دور کی اہم نثری صنف ہے اس کے ذریعہ کسی شخص کی زندگی کے ایک پہلویاً کسی واقعہ کا بیان اس طرح کیا جاتا ہے جو دل دو ماخ پر پڑ کرے۔  
اس میں پلاٹ، کروار اور زمان و مکان لازمی انجامیں۔

1936 میں ترقی پسند تحریک کا آغاز ہوا (1980-1936) تک اردو افسانہ عروج پر پہنچا۔  
پریم چندر، سعادت حسن منشو، کرشن چندر، راجندر سنگھ بیدی، عصمت چنانی، حیات اللہ انصاری، احمد مدیم قاسمی، بیونت سنگھ کے ہاتھوں اردو افسانے نے بہت ترقی کی۔

آزادی کے بعد کے افسانہ نگاروں میں قرۃ الہمن حیدر، انتظار حسین، سریندر پرکاش، انور سجاد، رام محل، جوگندر پال قائل ذکر ہیں۔  
اردو میں نظم گوئی

نظم عربی زبان کا لفظ ہے اس کے لغوی معنی ہیں "لڑی میں موٹی پر ونا" مجازی معنی ہیں انتظام، بتیب، آرائش۔ ہر وہ کلام جو نثر ہو نظم کہلاتا ہے۔ نظم شاعری کی اس صنف کو کہتے ہیں جس میں کسی خاص موضوع پر تسلیل کے ساتھ اظہار خیال کیا جائے۔  
ہیئت کے اعتبار سے نظم کی تین قسمیں

-1 پابند نظم: جس میں بحر کا استعمال اور قافیوں کی ترکیب میں مقررہ اصولوں کی پابندی کی گئی ہو۔

-2 مزاج نظم: جس کے تمام مصروفے وزن کے لحاظ سے برابر ہوں مگر قافیہ نہ ہو۔

-3 آزاد نظم: جس میں نہ تو قافیہ کی پابندی کی گئی ہو اور بحر کے استعمال میں مروج اصولوں کا لحاظ رکھا گیا ہو۔

نظم کا ایک مرکزی خیال ہوتا ہے جس کے اردوگرد پوری نظم کا نہایہ ہوتا ہے۔ غزل کے علاوہ اردو میں ساری شعری اصناف نظم میں داخل ہیں۔

اردو میں ابتداء ہی سے شاعری کے ایسے نمونے ملتے ہیں جس کو قلم کہا جاسکتا ہے۔ مگر باقاعدہ طور پر قلم حالی اور آزاد کی نیچرل شاعری تحریک سے شروع ہوتی ہے۔ اور 1936 کے بعد ایک مشہور مقبول صنف ختن بن کر بھرتی ہے۔

اردو شتر کا ارتقا

(iii)

اردو میں نظر کی ابتدائیم کے بعد ہوئی۔ صوفیاء کرام اور منتوں نے خواہم تک اپنی بات پہنچانے کے لیے نظر کا سہارا لیا۔ تصوف کا پہلا رسالہ معراج العاشقین ہے۔ پرانی نظری داستان ملاؤ ہجتی کی "سب رس" ہے۔ شالی ہند میں 1731 میں فضل علیؑ فضیل کی "کربل کھنا" جس کے بعد باقاعدہ اردو نظر کا آغاز ہوا۔ فورٹ ولیم کالج کے قیام سے پہلے "قصہ سہر افز و زو دلیر" سے داستانی سلسہ شروع ہوا۔ اس کے بعد عطا حسین خاں عطا کا فارسی قصہ "چہار درویش" کا اردو ترجمہ "نوطر زمر صع" ملتا ہے۔ 1800 میں فورٹ ولیم کالج کا قیام ہوا جہاں مختلف ادیبوں نے تصنیف و تالیف کے اور تراجم کے ذریعہ کام شروع کیا۔ "باغ و پھار" سہرا من نے لکھی۔ اس کے علاوہ حیدر بخش حیدری کی "طوطا کہانی" اور آرائش محلول کو بہت شہرت ملی اور بہت نظری کتابیں فورٹ ولیم کالج میں لکھی گئیں۔

1863 میں سب سے اہم داستان "رائی کھنکھی کی کہانی" انشاء اللہ خاں انشاء نے اردو شتر کو بیان کیا۔ اور 1824 میں رجب علی بیگ سرور نے فسانہ باب لکھی جس میں لکھنؤی تہذیب کو جاگر کیا۔

1872 میں اردو کا پہلا اخبار جہان ناٹش ہوا 1835 میں اردو کو عدالتی زبان کا درجہ دیا گیا۔ اسی زمانے میں غالب نے خلوط غالب کے ذریعہ اردو شتر کو سادگی میں پر کاری کا انداز عطا کیا۔

1857 کے بعد سید احمد خاں، شبلی نعمانی، نذری احمد، حالی اور محمد حسین آزاد نے اردو شتر کو اس قابل نہادیا کہ اردو میں خیات و کائنات کے تمام مسائل کو بیان کیا جاسکے۔

اردو میں رپورٹاژ کی ابتداء

(iv)

تعریف: رپورٹاژ کو انگریزی میں (Reportage) کہتے ہیں۔ ادبی صنف کے اعتبار سے رپورٹاژ کو تاثراتی رواداد کا نام دیا جاتا ہے۔ رپورٹاژ میں کسی تقریب، ادبی کافرنس، مذاکرے یا جلسے کی کارروائی کی رواداد کی بیان کی جاتی ہے۔

ابتداء: اردو میں باقاعدہ رپورٹاژ نگاری کی ابتداء ترقی پسند تحریک کے ذریعہ ہوئی جو ادیبوں نے یادیں کے عنوان سے اپنے تاثرات پیش کیے تو کرشن چندر نے "پودے" کے نام سے ترقی پسند تحریک کی کاظنسوں کی رواداد کو رپورٹاژ کو اردو میں مقبول ہیا۔ کرشن چندر کے علاوہ دیگر کئی ادیبوں نے ترقی پسند تحریک کی مختلف کاظنسوں کی رواداد رپورٹاژ کے انداز میں لکھی ہیں۔ غرض ہم کہہ سکتے ہیں کہ ترقی پسند تحریک کے طفیل میں ہی اردو میں رپورٹاژ نگاری کی ابتداء ہوئی اور اس کو استحکام ملا۔

اردو میں ناول کی ابتداء اور اس کے اجزاء ترکیبی

(v)

اردو زبان میں ناول نگاری کا آغاز انیسویں صدی کے نصف آخر میں ہوا۔ یہ دور دو تہذیبیوں کے تصادم کا دور تھا جس پر بڑی شدت کے ساتھ انگریزی زبان کے اثرات بھی پڑ رہے تھے۔ پہلی نذری احمد، درجنہ تھہر شار، عبدالحیم شریڑا اور مرزہ الہادی رسول اردو کے اہم ناول نگار کہے جاسکتے ہیں۔ بیسویں صدی میں اردو ناول نے بڑی ترقی کی اس عہد کے ناول نگاروں میں پریم چند، عزیز احمد، حیات اللہ انصاری، کرشن چندر، عصمت چھاتا اور قرۃ احسین حیدر وغیرہ کے نام کافی اہم ہیں۔

اجزائے ترکیبی: عام طور پر روایتی ناول کے اجزاء ترکیبی میں پلاٹ، کروا نگاری، مظہر نگاری، مکالہ نگاری اور مرکزی خیال کو شامل کیا جاتا ہے۔

(vi)

دہستانِ دہلی کے نمائندہ شاعر اور ان کی شاعری کی خصوصیات  
دہستانِ دہلی سے مراد ایک خاص رنگ شاعری ہے۔ اس خاص رنگ شاعری یعنی دہستانِ دہلی کی خصوصیات، داخلیت، آمد،  
سوز و گذار، تصوف اور سادگی سے عبارت ہیں۔ دہستانِ دہلی کے نمائندہ شاعر ہیں: نیر قمی میر، خواجہ میر درد، مرزا غائب وغیرہ۔  
ان میں سے کسی ایک یا ایک سے زائد شاعر کی شاعری کی خصوصیات طالب علم کوہ کلہ ہے۔

(vii)

**” غالب کا خط منشی ہر کوپال تفت کے نام“ کی روشنی میں غالب کا زمانہ**  
مرزا غائب کے خط منشی ہر کوپال تفت کے نام کی روشنی میں ہم کہہ سکتے ہیں کہ مرزا غائب کا زمانہ 1857ء کی بغاوت یا غدر کے آس پاس کا  
زمانہ ہے۔ کیونکہ اس خط میں مرزا غالب نے 1857ء میں دہلی کے مسلمانوں پر جو قیامتِ ثوئی تھی اس کا ذکر کیا ہے۔

کل نمبر 20      5x2= 20

**مارکنگ اسکیم اردو**  
**(Marking Scheme Urdu)**  
**سینئر سینڈری اسکول امتحان**  
**ما�چ 2010**  
**اردو (الکٹوی) (Urdu (Elective))**

محض حضرات کے لئے عام ہدایات:

(General Instruction)

امتحان کی کاپیوں کی جائیگی کے لئے یہ کوئی کے ساتھ ساتھ صبر و حمل کی ضرورت ہوتی ہے۔ سرسری انداز سے کاپیوں کی چینگ کر دینا خود ہماری دیانت داری اور ظلوم کو بخوبی کرتا ہے۔ اس طرح کی چینگ میں بہت سی ناہمواریاں بھی رہ جاتی ہیں۔ دوران چینگ کچھ اساتذہ نزی کا رخ انقیار کرتے ہیں تو کچھ خاص سے سخت ہو جاتے ہیں۔ دونوں ہی صورتوں میں طلباء کے نتائج ممتاز ہوتے ہیں۔ چنانچہ اس طرح کی ناہمواریوں سے بچنے کے لئے کافی غور و خوض کے بعد ان نکات کا تعین کیا گیا ہے۔ جس پر عمل درآمد کر کے ہم معیاری انداز سے کاپیوں کی جائیگی کر پائیں گے۔ کاپیوں کی چینگ کے سلسلے میں رہنمائی کے جو نکات ہیں کے جا رہے ہیں ضروری نہیں کہ طلباء کے جوابات نمونے کی تشریح اور توضیح ہی کے انداز پر ہوں۔ اشعار کی تشریح، مرکزی خیال و ایسے سوالات کے جوابات میں انداز بدل سکتا ہے۔ لیکن ہمارا خیال ہے کہ نبوروں کی تقسیم پر اس سے کوئی خاص ارتضیہ پڑے گا۔ آپ کو ہر حال میں مارکنگ اسکیم کے دائرے میں رہ کر یہ چینگ کا عمل انجام دینا ہے تاکہ ماضی میں ہوتی ترقی ناہمواریوں کو دور کیا جاسکے۔

امید ہے کہ اس سہرا زماں کا اپا اپا فرض بھجوں کر انجام دیں گے۔

محض حضرات کا رویہ مشخانہ ہونا چاہئے قواعد اور املا کی معمولی غلطیوں کاظر انداز کر دیا جائے تو بہتر ہو گا۔

صدر محض (Head Examiner) اس بات کو ہر طرح سے مجھی ہائیں کہ مارکنگ اسکیم پر بختی سے عمل نہ رہا ہے یا نہیں۔ کچھ اساتذہ مارکنگ اسکیم (Marking Scheme) کاظر انداز کرتے ہیں ہوئے اپنے روایتی انداز سے مارکنگ کرتے ہیں جس سے طلباء کے نتائج ممتاز ہوتے ہیں۔ اس طرف صدر محض کو خصوصی توجہ دیتی ہے۔

(1) صدر محض اس بات کا اطمینان کرنے کے لئے کہ کاپیوں کی جائیگی مارکنگ اسکیم (Marking Scheme) کے مطابق ہو رہی ہے، وہ محض کی جائیگی ہوئی ابتدائی پاٹی کاپیوں کا ہاریک بینی سے جائز ہے۔ جائزہ لینے اور یہ اطمینان کرنے کے بعد ہی کہ کاپیوں کی جائیگی مارکنگ اسکیم کے مطابق ہو رہی ہے محض کو ہرید کاپیاں جا بختی کے لیے دے گا۔

(2) محض حضرات کو کاپیاں جائیگی کے لئے صرف اسی وقت دی جائیں جب پہلے دن محض ابھائی یا انفرادی طور پر مارکنگ اسکیم پر جا دکھ خیال کر چکھوں۔

(3) کاپیوں کی جائیگی مارکنگ اسکیم میں دی ہوئی ہدایت کے مطابق ہی کی جائے گی۔ یہ جائیگی محض کے اپنے روایتی انداز فکر اپنے تجربے اور کسی دیگر بات کو مد نظر رکھ کر نہیں بلکہ صرف مارکنگ اسکیم کو ذہن میں رکھتے ہوئے کی جائے۔

(4) اگر کسی سوال کے کئی جز ہیں تو ہر جز کے نمبر باہمیں ہاتھ کے حاشیہ میں الگ الگ دیے جائیں اور پھر تمام اجزا میں حاصل نبوروں کو معن کر کے

سوال کے آخر میں حاشیے میں لکھ کر اس کے گرد اڑہ بنادیا جائے۔

(5) اگر کوئی طالب علم اپنا جواب لکھتا ہے جو مارک ٹائم میں موجود نہیں ہے لیکن وہ جواب صحیح ہے تو صدر متحن سے مشورہ کے بعد نمبر دیے جائیں۔

(6) اگر کوئی طالب علم دریافت کیے گئے جوابات سے زیادہ بعین ایکٹر اپنا جواب لکھتا ہے تو ماگ ٹائم کے مطابق ہی نمبر دیے جائیں۔

(7) اگر کوئی طالب علم مقررہ الفاظ سے زیادہ الفاظ میں لکھتا ہے تو اس کے نمبر کم نہ کئے جائیں۔

(8) مختصر سوالات کے جواب میں اگر کوئی طالب علم صرف ایک لفظ کا جواب لکھتا ہے اور اس لفظ سے جواب ظاہر ہو جاتا ہو تو اسے پورے نمبر دیے جائیں گے۔

(9) اگر کوئی طالب علم دیے ہوئے اقتباس یا اس کے کسی حصے کو اپنے جواب کے لئے استعمال کرتا ہے مثلاً اقتباس میں دی ہوئی معلومات کو اپنے مضمون کے لئے استعمال کرتا ہے تو اس کے نمبر نہیں کاٹے جائیں گے۔ سوائے اس کے کہ اس کا جواب دریافت کئے گئے سوالات سے مطابقت نہ رکھتا ہو۔

(10) تبادل سوالات کے جواب لکھنے میں اگر کوئی طالب علم دونوں تبادل کے جواب لکھتا ہے اور دونوں ہی صحیح ہیں اور کسی ایک کو کراس نہیں کیا ہے یا غلطی سے دونوں کو کراس کر دیا ہے تو اسی صورت حال میں جو جواب زیادہ صحیح ہے اس پر نمبر دیے جائیں گے۔

(11) اگر کسی سوال میں دو خصوصیات دریافت کی گئی ہیں اور ایک طالب علم نے دونوں خصوصیات صحیح لکھ دی ہیں تو اسے پورے نمبر دیے جائیں اور اگر کوئی طالب علم پانچ خصوصیات لکھتا ہے جن میں سے خصوصیات نمبر 1 صحیح ہے اور نمبر 2 غلط پھر خصوصیات نمبر 3 صحیح ہے اور باقی دو خصوصیات غلط ہیں اسے بھی پورے نمبر دیے جائیں۔

(12) متحن حضرات اس بات کا خالص خیال رکھیں کہ کاپیوں کی جانچ مارک ٹائم میں ہائل گئی نمبروں کی تقسیم کے مطابق ہو۔

(13) متحن حضرات کو یہ بات ذہن نشین کرنی چاہئے کہ ان کے پاس ایک نمبر (1) سے لے کر (100) نمبر تک کا پیانہ ہے۔ برائے کرم اگر کسی سوال کا جواب درست ہے تو صدقی صد (100%) نمبر دینے میں گریز نہ کریں۔

(14) صدر متحن اور متحن حضرات یہ بات ذہن نشین کر لیں کہ اگر طالب علم نے جموں طور پر 30 نمبر حاصل کر لیے ہیں تو 33 نمبر دے کر پاس کرنے میں گریز نہ کریں۔

(15) زبان و ادب کی کاپیاں چاہئے والے اکثر حضرات یہ خیال کرتے ہیں کہ کسی طالب علم کو صدقی صد نمبر دینا نہیں ہے۔ یہ خیال روایتی اور رجعت پسند اش ہے۔ اس میں سے گریز کیا جانا اشد ضروری ہے۔

(16) جب طلبہ تعلیقی اظہار کرتے ہوں اب ان کی خوش خاطری اور املا پر بھی نمبر دینے کا خیال رکھیں۔

## مارکگ ایکم اردو(الٹیشن)

مقرر و وقت: 3 سخنے

کل نمبر: 100

سوال نمبر 1: مندرجہ ذیل میں سے کسی ایک عبارت کو پڑھئے اور اس سے متعلق سوالوں کے جواب لکھئے۔  
 "اب بھی ان کا خیال آتا ہے اور یاد آتا ہے کہ عالمی ادب یا انگریزی ادب پر میں نے انھیں چھپیر دیا ہے اور وہ مسلسل بولے چلے چاہے ہیں اور  
 محسوں ہوتا ہے کہ علم و دانش کا ایک سند رامل رہا ہے۔ ان کی ہمارے لیے اس وجہ سے بھی ہمیشہ ایک اہمیت رہے گی کہ بہار کی شاخت  
 ہمارے ہم جواہر سے اردو دنیا کے خزانے میں ہوتی ہے ان میں کلیم الدین احمد کی حیثیت کوہ نور کی ہے۔ کلیم صاحب اصول تقدیم پر زور  
 دیتے تھے۔ متن اور شخصیت کے مطابع پر ان کا زور تھا۔ جس سے ہم بہت کچھ حاصل کر سکتے ہیں۔ ان کی تقدیم کا انداز کچھ  
 کارنامولیں کی ایجنسی نیٹ اور شخصیت کی جائے، تاکہ کام کی باتیں ہم گردہ میں ہاندھ لکھیں اور باتیکی حیثیت تاریخی رہ جائے۔

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- (i) یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟
- (ii) مصنف کو کس کا خیال آتا ہے اور کیوں؟
- (iii) وہ کون ہے جس کی شخصیت کوہ نور کی ہے اور اس کی وجہ کیا ہے؟
- (iv) ان لفظوں کے معنی لکھئے:
- علم و دانش، بہت ٹھنڈی، جزو لا یٹنک، احتساب
- (v) اس اقتباس کا مرکزی خیال چند جملوں میں لکھیے۔

یا

"عقل، کافی مجھے و راحت ہی میں ملی ہے۔ اب میں عارضی طور پر اس جگہ کی طرف لوٹ رہا ہوں جہاں میرے کئی بزرگوں اور عزیز زادوں  
 نے آخری سائیں لی تھیں۔ جس مکان میں میری ماں نے جان دی تھی اور جس کی شکل بھی مجھے یاد نہیں ہے کیونکہ تب میں صرف دو  
 اڑھائی سال کا تھا۔ اسی مکان میں اسے پھر سے علاش کروں گا۔ میں بھی اسی مکان میں بیدا ہوا تھا۔ لاہور میں جوان ہوا تھا اور وہاں  
 سے میں جوان ہو کر آیا تھا۔ اب چھپن برس کی عمر میں وہاں لوٹ رہا ہوں، میرے بچپن اور بڑھاپے کے درمیان عمر کا یہ فاصلہ کس قدر  
 طویل ہو گیا تھا جو اب ریل کی رفتار کے ساتھ لمحہ بلوحہ سنتا چاہا ہے، کم ہوتا جاتا ہے اسی فاصلہ کو میں بے شمار بار خواہوں کی مدد سے آنا گانا  
 لانگھ گیا۔ خواہوں کے سامنے سرحدیں اور فاصلے کوئی اہمیت نہیں رکھتے۔ میں اپنے مااضی کے ساتھ اس لیے ابھی تک جزا ہوا ہوں کہ وہ  
 میرے خواہوں میں اپنی اصلی حالت میں ابھی تک موجود ہا ہے۔ میں نے اتنا عرصہ خواہوں کے ساتھ جینا لیکھا ہے میں نے اپنے مااضی  
 کو بھلانے کی بھی کوشش کی تو یہ اچاک میری کسی نہ کہانی میں گھس کر بینچ گیا۔ مااضی انسان کی پہچان ہن جاتا ہے یہ نہ ہو تو وہ بالکل  
 اجھی ہن جائے کسی دوسرا ہی دنیا کا انسان جس کے پاؤں زمین کے ساتھ نہیں لگے ہوں گے مااضی ہماری زمین ہے اور زمین ہی کے  
 ساتھ ہم نے ہمیشہ گہرا شدت قائم رکھا ہے۔

- (i) یا اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟  
(ii) نقل مکانی کے بارے میں مصنف کی کہتا ہے؟  
(iii) ”میرے بچپن اور بڑھاپے کے درمیان عمر کا یہ فاصلہ کس قدر طویل ہو گیا تھا“ اس جملے کا مطلب کیسے ۔  
(iv) خوابوں کے سامنے سرحدیں اور قاصطے کوئی اہمیت نہیں رکھتے، مصنف نے یہ کیوں کہا ہے؟  
(v) ماضی کے بارے میں مصنف کا کیا خیال ہے؟

جواب:

- (i) یا اقتباس سبق ”کلیم الدین احمد“ سے لیا گیا ہے۔ اس سبق کے مصنف کا نام احمد جمال پاشا ہے۔  
(ii) مصنف کو اردو کے مشہور تنقیدگار کلیم الدین احمد کا خیال آتا ہے کیونکہ حال ہی میں کلیم الدین احمد کا انتقال ہوا تھا اور مصنف کے دل و دماغ میں ان سے ملاقاتیں کی یادیں ابھی تک رہتے ہیں۔  
(iii) وہ کلیم الدین احمد ہیں جن کی شخصیت کوہ نوری ہے اور اس وجہ سے ہے کہ بہار کی شناخت ہمارے جن جواہر سے اردو دنیا کے خزانے میں ہوتی ہے ان میں کلیم الدین احمد کی شخصیت سرفہرست ہے۔

معنی

الغاظ

علم و داشت

بت ٹھنی

جز و لایٹک

اتساب

- کلیم الدین احمد اردو کے انتہائی اہم تنقیدگار تھے۔ اردو دنیا میں بہار کی شناخت جن لوگوں سے ہے ان میں ان کا نام سرفہرست ہے۔ وہ اصول تنقید پر زور دیتے تھے جس سے ہم بہت کچھ حاصل کر سکتے ہیں۔ ان کی تنقید کا انداز پکھ Demolition Expert جس کی کا تھا جس کی ادب میں ضرورت بھی ہے اور اہمیت بھی۔

یا

(i) سبق کا نام: ”زرد پتوں کی بہار“

(ii) مصنف کہہ رہا ہے، نقل مکانی مجھے دراثت میں ملی ہے۔

- (iii) مصنف کو اپنے ماضی کی یادوں سے جذباتی لگاؤ ہے اور انہیں جذبات کی وجہ سے انتظار کا یہ وقت جو بچپن سے بڑھاپے تک کا ہے وہ بہت مشکل سے گزر رہا ہے۔

(iv) خوابوں میں ہر یات فوراً آ جاتی ہے اور خوابوں پر کوئی قید نہیں ہے، نہ سرحدوں کی نہ قاصلوں کی۔

- (v) مصنف ماضی کو چاہ کر بھی نہیں بھلا پا رہا ہے کیونکہ قول مصنف ماضی انسان کی بیچجان بن جاتا ہے۔ ماضی ہماری زمین کی طرح ہے جس سے ہمارا رشتہ قائم رہتا ہے۔

نمبر و کی تیسم  
2x5= 10

سوال نمبر 2: مندرجہ ذیل میں سے کسی ایک پر اپنے خیالات کا انہصار کیجئے۔

(i) شیخ چاوید کے افسانے "میں، وہ" میں بوزھے کے کرواروں کی تصور کشی کس طرح کی گئی ہے؟ اپنے انھوں میں لکھیے۔

ب

(ii) اقبال مجید کے افسانے "سکون کی نیند" میں کس حرم کے مسائل بیان کیے گئے ہیں؟ مختصر اردو شنی ڈالیے۔

جواب:

شیخ چاوید کے افسانے "میں، وہ" میں مرکزی کروار بوزھے کے کروار کی تصور کشی پوری فہمی چاہدستی کی گئی ہے۔ ایک ضعیف زندگی کا تحکماً مدد و انسان جس نے زندگی کے خیاب و فراز دیکھے ہیں بلتی زندگی کے بہت سے روپ اس کی انھوں سے گزرے ہیں اب وہ زندگی کے اس پڑاؤپر ہے جہاں انسان کو موت کا انتحار ہوتا ہے۔ اس کی زندگی میں کوئی لطف کوئی رنگ باقی نہیں رہا ہے۔ اسی لیے وہ کہتا ہے کہ اب موت نہیں زندگی مایوس کرتی ہے۔ صرف اس طرح اسے ہم سے تعارف کرتا ہے "تم مجھ کو سمجھوئی نہیں سکتے تمہارے پاس کچھ چھوٹ جانے کی یادیں نہیں ہے، یاں اور مايوی میں ڈوبا ہوا یہ انسان کی نفیاً اپنے انھوں کا شکار ہے۔ زندگی سے تحکماً ہوا جو زندگی کا تیر تھا یا تری ہے اتر آٹھا کا تیر تھا یا تری، بندی اور چڑچڑا ابوڑھا جس کے پاس چند یادوں کے سوا کچھ بھی نہیں۔ اسی طرح کے تغذیہ ریں دھن دلکھ کے افسانے کا مرکزی کروار بوزھے کا ہے جو ایک کامیاب کروار ہے۔

(ii) اقبال مجید کا شمار عہدِ جدید کے نامور افسانہ نگاروں میں ہوتا ہے۔ ان کے موضوعات میں تھوڑے اور تکنیک میں انوکھے تجزیات نظر آتے ہیں۔ ان کے مشاہدے اور مطالعے کی گہرائی فہمی چاہدستی اور کہانی کہنے کا فن ان کے افسانوں کو بالکل عطا کرتا ہے۔ انہوں نے اپنے افسانے "سکون کی نیند" میں مختلف حرم کے مسائل بیان کیے ہیں مثلاً دورِ جدید کی مادیت پرستی، دولت کی غیر مساوی تھیم، سرمایہ داران ذہنیت کی خود غرضی اور بے روزگاری وغیرہ۔ افسانہ نگار بظاہر افسانہ "سکون کی نیند" میں ماضی کی بات تاریخی ہے لیکن اس کی نظر حال اور مستقبل پر ہے۔ افسانہ نگاری کی روایت میں اقبال مجید کا اپنا ایک منفرد مقام ہے۔

نمبروں کی تفصیل 7x7 =

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سوال نمبر 3: درج ذیل میں سے کسی دو کے مختصر جواب لکھیے۔

(i) کنجیالاں کی طزو مزارع نگاری

(ii) آخر الایمان کے حق "اس آپا درخابے میں" کی روشنی میں بتائیے کہ ایک اچھی آپ ہیں میں کن باتوں کا بیان ہوتا ہے؟

(iii) کرشن چدر کے روپاً "پودے" کی خصوصیات

(iv) خوبچسن نکایم کی انشائی نگاری کی خصوصیات

جواب:

(i) کنجیالاں کی طزو مزارع نگاری

کنجیالاں کپور اردو کے متاز طزو مزارع نگار ہیں۔ وہ سماج کی نامواریوں کو ہر جگہ تلاش کر کے ان خامیوں کو اس انداز سے پیش کرتے ہیں کہ ہم بے ساخت، مکرانے، بھلکھلانے یا قبھر لگانے پر مجبور ہو جاتے ہیں۔

سیاست ہو یا معاشرت، علم ہو یا ادب ان کی تیز نگاہیں خامیاں اور نامواریاں تلاش کریں لیتی ہیں۔ ان کی تحریروں میں زندگی کے تغذیہ

حقائق پر نکتہ جیسی ہوتی ہے۔

ان کی فکر آزاد ہے اور اسے بے تحفظ بیان کرتے ہیں۔ وہ سماج کی ناہمواریوں کو اس میان، تجدیدگی اور سیلہ مندی سے قاری کے سامنے پیش کرتے ہیں کہ وہ زیرِ بُل مکرانے پر مجبور ہو جاتے ہیں۔ وہ خود بُلیں ہستے بلکہ درودوں کو ہستے پر مجبور کرتے ہیں۔ ان کا انداز بیان و لکھ اور پامقصود ہوتا ہے۔ وہ سماجی اصلاح کا کام کرتے ہیں ان کی زبان بھاسائی ہے، جملوں میں روائی اور لکھی ہوتی ہے۔ اپنے مقصود کی وضاحت میں وہ تشریف و استخارات کا سہارا نہیں لیتے۔

(ii) ایک اچھی آپ بینی میں لکھنے والا اپنے آپ میاں مٹھوئیں بنتا۔ چھائی اور دیانت داری کا خیال رکھنا ضروری ہے اچھی آپ بینی میں صرف گزری ہوئی ہاتوں کا بیان ہی نہیں ہوتا بلکہ اس بیان کو حقیقت پر بھی بینی ہوتا چاہیے "اس آبادخرا بے میں اختر الایمان نے اپنی کامیابیوں کے ساتھ اپنی خامیوں اور نہ کامیوں کو بھی بہت دیانت داری کے ساتھ پیش کیا ہے۔ ان کی نشر میں ذرا بھی قصص اور آراء کش نہیں ہے۔ نثر سادہ صاف اور روواں ہے۔ انہوں نے اپنی آپ بینی میں گاؤں کے حسن اور خوبصورتی کا ہی ذکر نہیں کیا بلکہ رات کی ہولنا کی کوئی بھی پیش کیا ہے۔ "اس آبادخرا بے" کو پڑھ کر ایسا لگتا ہے جیسے ایک میدانی مست رفتار سے اپنی منزل کی جانب روواں ہے۔

(iii) کرشن چندر کے رپورتاژ "پودے" کی خصوصیات

کرشن چندر نے اردو کے ترقی پسند مصنفوں کی کانفرنس کے متعلق جو حیدر آباد میں اکتوبر 1945 میں منعقد ہوئی اپنے تاثرات "پودے" کے ہام سے لکھے ہیں۔ اس روڈ او میں انہوں نے یہ بتایا ہے کہ اس بھمن نے کس طرح ہمارے ادب میں انسان دوستی اور حقیقت پسندی کی ایک نئی روایت کا پودا لگایا۔ دراصل کرشن چندر کا یہ رپورتاژ اپنے اندر ایک نئی ادبی شان رکھتا ہے۔ ان کا یہ رپورتاژ بہت دلچسپ ہے۔ اس میں ہمیں کئی اضاف ادب کا بھک ملتا ہے جس میں حقیقت نگاری بھی، ہجتیکی تنویر بھی ہے اور رومانیت بھی، ہجتیکی تنویر بھی ہے اور انداز بیان کی لکھی بھی۔ کہیں نثری شاعری ہے کہیں انداز بیان میں ادبی شان ہے، کہیں طوف میں ڈوبے جملے، کہیں اطیف مزاں کے چھینٹے۔ ان تمام چیزوں نے مل کر "پودے" کو ایک ادبی شاہکار بنا دیا ہے۔

(iv) خواجه حسن ناظمی کی انشائیں لگاری کی خصوصیات

خواجه حسن ناظمی ایک خاص طرز قریر کے مالک ہیں ان کی نشر (انٹائیوں میں) میں ادبیت، عملیت اور روحاںیت کی بیب و فریب آمیزش نظر آتی ہے۔ ان کا اسلوب دلکش ہے جو عمومی واقعات اور روزمرہ کی چیزوں کو بھی غیر معمولی بنادیتا ہے۔ وہ چھوٹے چھوٹے جملوں میں ہر یہی باتیں کہہ جاتے ہیں جن میں دلی کا محاذ و اور روزمرہ ہزیرہ لطف ہنا دیتا ہے۔ خواجه حسن ناظمی تجسم کاری کے فن سے بخوبی واقف ہیں وہ بے جان اشیا اور کیڑے کو کوڑے وغیرہ کی خوبصورت تجسم کرتے ہیں اور اس جیسی تجسم کے ذریعہ وہ اپنے انشائیں میں رنگ بھردیتے ہیں۔ وہ کہیں سے بھی پات شروع کریں اپنے مطلب کی ہات پر آ جاتے ہیں جس کی طرف وہ عوام کی توجہ مبذول کرنا چاہتے ہیں۔

نمبروں کی تفہیم  $8 \times 2 = 16$

10

سوال نمبر 4: درج ذیل میں سے کسی ایک حصے کی تعریف سمجھی اور شاعر کا نام بھی لکھیے۔

(i) بیب نظارہ تھا بنتی کا اس کنارے پر  
سمجھ رکھنے والے دریا سے پار اترتے ہوئے

- (ii) آنکھوں میں چھپائے پھر رہا ہوں  
یادوں کے بجھے ہوئے سویرے
- (iii) جب لگنیں رُخْمٰ تو قاتل کو دعا دی جائے  
ہے بھی رحمٰ تو پر اسم اٹھا دی جائے
- (iv) منزلِ مشق پر یاداً کسی گے پکھڑا و کے فلم  
بمحسے لپٹی ہوئی کچھ کروز فلم بھی ہو گی
- (v) اول شب وہ بزم کی روشن، شمع بھی تھی پر دانہ بھی  
رات کے آخر ہوتے ہوئے ختم تھا یہ افسانہ بھی

یا

تو نے لاکھوں بھاریں دیکھی ہیں  
اب کی اس ملک کی بھار ہے اور  
وادیاں گوٹھی ہیں نہروں سے  
ساز و آہنگ آشنا ہے اور

قاقل انقلاب کا ہے روواں  
نئے رہی ہے خوشی کی شہنائی  
زائروں سے دال رہی ہے زمیں  
لے رہیں ہیں پہاڑ انگڑائی

سلگ اٹھی ہے انتقام کی آگ  
ہرف کی چوٹیاں دیکھتی ہیں  
غلام اور جبرے کے اندر حبرے میں  
سینکڑوں بھیاں چکتی ہیں

جواب:

(i) عجب نظارہ ..... دریا سے پار اترے ہوئے

..... راجھند مجھد اپنی

تشریح: بھرت کے وقت لوگ ایک دوسرے سے چھڑ گئے تھے۔ اس صورت حال کو شاعر نے بھتی کے دو کنارے اور ان کے درمیان فاصلے سے واضح کیا ہے۔ مراد بھی ہے کہ گھر سے تو ساتھ ہی لٹکے تھے مگر دوسرے کنارے تک لکھنے کھنکھنے ایک دوسرے سے جدا ہو گئے۔ قسم و ملن کے ساتھ کے سیاق و سماق میں اس شعر کی معنویت بہت زیادہ نہیاں ہو جاتی ہے۔

(ii) آنکھوں میں ..... بجھے ہوئے سویرے

شاعر کا نام ..... ناصر کاظمی

تشریح: یادوں کے بچے ہوئے سویرے سے مراد بھرت سے قتل کی خوش گواریا دیں، بھی ہو سکتی ہیں۔ شاعر کہد رہا ہے کہ آج بھی میری آنکھوں میں بچلی زندگی کی حسین یادوں کے سویرے موجود ہیں۔ وہ چیزیں جو میں چیچپے چھوڑ آیا ہوں بچے ہوئے سویرے کی مانند مجھے ستاری ہیں۔

جب لگیں رخ ..... (iii) رسم اخدادی جائے

شاعر کا نام ..... جاں نثار اختر

تشریح: شاعر فرسودہ رسم درواج کا قائل نہیں ہے اس کے نزدیک ایسی تمام رسوم کو ختم کر دینا چاہیے جو فرسودہ ہو چکی ہیں یادوں کا ساتھ نہیں دے رہی ہیں۔

اردو شاعری کی روایت میں یہ بھی طریقہ تھا کہ اپنے ہائل کی تعریف کی جاتی تھی یا عاشق ہر دم معموق سے قتل ہونے پر آمادہ رہتا تھا اور اردو شاعری کا گھبوب ایک جاہر اور خالم ہائل کی کھل میں پیش کیا جاتا تھا۔ شاعر کے نزدیک اگر یہ کسی انداز ہے کہ جب قائل رخ نکالے تو اس کی تعریف کی جائے تو اس انداز کو اب ختم کر دینا چاہیے۔ دیسے بھی یہ غیر فطری ہے۔ انسانی نفیات کے خلاف ہے کہ ہائل کی تعریف کی جائے۔

منزل عشق پر ..... (iv) گر دسز بھی ہو گی

شاعر کا نام ..... محسن احسن چندری

تشریح: شاعر کہتا ہے کہ ایک نا ایک دن ہم منزل عشق پر پہنچ جائیں گے لیکن وہاں پہنچنے پر ہمارے ساتھ گردسز بھی پہنچ گی۔ اس میں ایک لطیف سا اشارہ پوشیدہ ہے کہ اس وقت راستے کے فغم ہماری شخصیت ہی کو تبدیل کر دے چکے ہوں گے۔

اول شب ..... (v) ختم تھا یہ افسانہ بھی

شاعر کا نام ..... آرزو لکھنؤی

تشریح: شب کے پہلے پھر جب محفل بھتی ہے تو اسکی رونق ہی کچھ اور ہوتی ہے لیکن جیسے جیسے رات تمام ہونے لگتی ہے محفل ایک گروچ زوال میں بدلتے لگتی ہے اور صبح ہوتے ہوئے محفل کی تمام رونق ختم ہو جاتی ہے۔ قصہ تمام ہو جاتا ہے۔ محفل کے آغاز میں صبح روشن کی جاتی ہے اور شمع کے روشن ہوتے ہی پر دن شمع پر شارہونے لگتا ہے دوبارہ ارش کا طاف کرتا ہے اس پر بھٹکتا ہے اور آخر میں اس پر شارہ ہو جاتا ہے پرانے کی شہادت پر محبت کا یہ افسانہ ختم ہو جاتا ہے۔

نبرد کی تفہیم

شاعر کا نام ..... ۱/۲+۱/۲+۱/۲+۱/۲+۱/۲= 2 ۱/۲

تشریح: ۱ ۱/۲+۱ ۱/۲+۱ ۱/۲+۱ ۱/۲+۱ ۱/۲= 7 ۱/۲

کل نمبر = 10

یا

تو نے لا کھوں ..... بجلیاں چکتی ہیں

مندرجہ ذیل بندہ قلم وقت کا تراث سے لیے گئے ہیں۔

شاعر کا نام..... علی سردار جعفری

تشریح: علی سردار جعفری کی یہ قلم اشتراکی نظریہ کی پوری طرح ترجیحی کرتی ہے۔ شاعر وقت سے کہدا ہے کہ اسے وقت تو نے بہت اتنے اتنے وقت دیکھے ہیں لیکن اس مرتبہ اس ملک کی بپار دیکھے جو کچھ اور ہے کیونکہ یہاں کی وادیوں میں انقلاب زندہ باد کے غیرے گونج رہے ہیں اور عوام کے ذریعہ ہر طرف انقلاب کی آوازیں آرہی ہیں۔

انقلابیوں کے قابل روایاں یہیں اور ان کے قدموں کی چاپوں سے اور نعروں سے زمین زلزلوں کی مانند و مل رہی ہے اور اس شور سے پھاڑ بھی انگڑائی لے کر جاگ اٹھے ہیں۔

جو انسان آج تک خلای میں ظلم و ستم برداشت کر رہے تھے انھیں لوگوں کے دلوں میں آج بادشاہت کے خلاف انقلام کی آگ سُگ رہی ہے اور جذباتی گرمی کی وجہ سے پہاڑوں کی برف کھٹکتے ہیں۔ ظلم و ستم کے اس اندر ہرے میں فرم و نص کی بھیان کو نہ رہی ہیں۔

نمبروں کی تفہیم

شاعر کا نام = 1

بندوں کی تشریح = 9  
 $3+3+3=9$

کل نمبر = 10

سوال نمبر 5: مندرجہ ذیل میں سے کسی ایک پر سو (100) لفظوں میں اپنے خیال کا اظہار کیجیے۔ 7

(i) شفیق قادر کی قلم "یادگر" کا مرکزی خیال اپنے لفظوں میں لکھیے۔

(ii) عیین حقی کی قلم "ملک بحر و شام" کا خلاصہ اپنی زبان میں لکھیے۔

جواب:

(i) "یادگر" کا مرکزی خیال

آئے دن مختلف قسم کے فسادات دیکھنے میں آتے ہیں۔ اسی طرح کے فسادات کی پچھلی یادیں شفیق قادر شعری کے پیچھے ہڈیں میں لفظ ہیں۔ ان ہی بھولی بسری ہوئی یادوں کو انھوں نے قلم "یادگر" میں پیش کیا ہے۔ یادگر شاعر کی وہ بھولی بسری یادیں ہیں جو اسے ڈلن سے دور رہ کر بڑی طرح ستاری ہیں اور اسے یاد آرہے ہیں اپنے ڈلن کے شب دروز، ڈلن کی منی، اس میں مکھتے زرد پھول، ڈلن کے کھیت، کنویں، ندیاں، مارکات، خون، چین پاکار، آہ و فناں، منت تماجت، فسادات کا منظر اور اس کی ہولناکی کو اس قلم میں مؤثر بیانیہ انداز میں پیش کیا گیا ہے کہ کس طرح فسادات متاثر، افراد کے لیے تکلیف دہ ہوتے ہیں اور کس طرح پلی بھر میں ان کی دنیا بدل جاتی ہے۔ اس قلم کا مرکزی خیال فساد کی قل و غارت گری ہے۔

(ii)

عیین حقی نے اپنے عہد کے عدیم الفرست ماحول کے پیش نظر یہ عنوان تجویز کیا یعنی عہدوں کے تقاضوں اور ضرورتوں نے ہمیں فطرت سے کافی دور کر دیا ہے۔ اس قلم نے ایسی کمی چیزوں سے دور کر دیا جس سے ہم روحانی صورت حاصل کرتے تھے۔ ہم ضروریات زندگی کو پورا کرنے کے لیے اس قدر معروف رہتے ہیں کہ ہمیں یہ پختگیں چلا کر گنج سویرے کے کب سورج طلوع ہوتا ہے اور کس لحاظ دوب

جاتا ہے۔ یعنی ہمارے ملک میں کوئی صحیح ہے نہ شام۔ اس لفظ میں فطرت سے دوری کا الیہ ہے۔ وہ بڑی صرفت دیاں سے ماہی کے ان دنوں کو یاد کرتا ہے جب صحیح سورج سے اٹھ کر وہ تازہ دم سورج کے طلوع ہونے کا خوبصورت مظہر دیکھا کر تھا اور یہی سورج اس کے جنم و جہاں میں ایک تینی روح اور تازگی پھوک دیتا تھا۔ گیتھی نے یہاں یہ انداز میں تمن تصویریں پیش کی ہیں۔ ایک تصویر صحیح خیزی کی دوسری جسمیں کا مظہر شام کا وقت سورج غروب ہونے کا مظہر تیری ایسے ملک بے سورج شام کی تصویر جس کے ہائیوں کی ستوں کا احساس بھی جاتا رہا ہے۔ انھیں یہ بخوبی پہنچ ہے کہ سورج کہاں سے لکھا ہے، کہاں غروب ہوتا ہے، کیوں ایسے وقت یہ لوگ یا تو دفتروں میں ہوتے ہیں یا بستروں میں۔ گیتھی نے اس لفظ کے ذریعہ انسان سے فطرت کی دوری کو پیش کیا ہے۔

نمبروں کی تقسیم  $7 = 1 \times 7$

8

سوال نمبر 8: درج ذیل میں سے صرف دو کے جواب لکھیے۔

- (i) علی سردار جعفری کی شاعرانہ خصوصیات
- (ii) ن۔م۔ راشد کی لفظ "زندگی سے ڈرتے ہو" کی روشنی میں ان کی لفظ ثماری کی خصوصیات بیان کیجیے۔
- (iii) جدید غزل کے نمائندہ شاعری حیثیت سے راجدہ مخدہ بہائی کی شاعری کی خصوصیات پر روشنی ڈالیے۔
- (iv) ناصر کاظمی اور جدید اردو غزل

جواب:

- (i) علی سردار جعفری کی شاعرانہ خصوصیات  
علی سردار جعفری اردو ادب میں ترقی پسند تحریک سے وابستہ رہے ہیں۔ لکھنؤ میں سبھی حسن اور مجاہز کے ساتھ مل کر "نیا ادب" کا نام سے ایک رسالہ نکالا۔ سردار جعفری شاعر بھی ہیں اور فقاد بھی۔ ان کے ابتدائی شعری مجموعے 'خون کی کیکر' اور 'ایشیا جاگ' اخفا ہیں۔ ایک خواب اور جیساں شر اور "ابو پکارتا ہے" سردار علی جعفری کے قابل تحریف اور مشہور مجموعے ہیں۔ ان کی شعری تخلیقات میں 'دنی دنیا کو سلام' ایک طویل لفظ ہے دوسری طویل لفظ وقت کا ترازو ہے مگن گرج، موضوع کی مناسبت، بلند آہنگی، جوش اور ولاد ان کی شاعری کی اہم خصوصیات ہیں۔ یہاں یہ اور طویل نظموں میں سردار جعفری کا میاہ ہیں ان کی افرادیت ان کی نظموں میں جھلکتی ہے اور پھر نظموں میں تمثیلی انداز بھی ہے جو ان کی اہم خصوصیت ہے۔
- (ii) ن۔م۔ راشد کی لفظ "زندگی سے ڈرتے ہو" کی روشنی میں ان کی لفظ ثماری کی خصوصیات  
ن۔م۔ راشد کا شمارہ تیس صدی کے اہم ترین شاعروں میں ہوتا ہے۔ انہوں نے اپنی لفظ "زندگی سے ڈرتے ہو" میں انسان کی مرکزی حیثیت کو پیش کیا ہے۔ ان کا کہنا ہے کہ زندگی ایک مستقل امکان کا نام ہے۔ انسان کو چاہئے کو وہ زندگی کے سلسلے کو آگے بڑھاتے رہے۔ کیونکہ آدمی تمام دوسری مغلوقات سے افضل ہے۔
- (iii) ن۔م۔ راشد کو زبان و بیان پر قدرت حاصل ہے اور وہ حرف و معنی کا استعمال بخوبی کرتے ہیں۔ اس لفظ میں انہوں نے دور تاریخی سے بے ریا خدائی است زبان ہندی تراکیب کا استعمال کیا ہے۔ زبان و بیان، آہن اور داہن، تاریخی اور خدائی، آرزومندی اور خداوندی، نشاں اور زباں، ہم قافیۃ الفاظ استعمال کیے ہیں۔ اس لفظ کے کچھ مصروفیں ..... ہم بھی ہیں، ہے وابستہ، ڈرتے رہو، ہن کر، بھی ہو، ہو گیا آخر وغیرہ الفاظ بطور ردا لفظ استعمال کیے گئے ہیں۔ ان کی نظموں میں ایک نیا احساس اور آہنگ موجود ہے اور وہ اردو

شاعری میں ایک تھی آواز اور نئے انداز میں نظر آتے ہیں۔

جدید غزل کے نمائندہ شاعر اجدر پنچہ باتی کی شاعری کی خصوصیات (iii)

جدید غزل کے نمائندہ شاعر اجدر پنچہ باتی ہیں انہوں نے غزل کو نہ صرف تین زبان دی ہے بلکہ عصری احساس اور عصری آگئی بھی عطا کی ہے۔ ان کی غزلوں میں آج کے حالات اور واقعات نئے طرز اور فکر و احساس کے ساتھ جدیدیت کی نمائندگی نظر آتی ہے۔ ان کی غزلوں میں آج کے حالات اور واقعات نئے طرز اور فکر و احساس کے ساتھ جدیدیت کی نمائندگی نظر آتی ہے۔ باتی کے اشعار میں دھند کئے کی کیفیت نہیاں ہے ان کی زبان و بیان میں تازگی بہت ہے۔ نئے پن کے باوجود ان کی شاعری میں کلاسیکی اب و لیچھہ کے شاعر ہیں ان کی شاعری ایک تھی ست کی طرف اشارہ کرتی ہے۔

ناصر کاظمی اور جدید اردو غزل (iv)

ناصر کاظمی جدید اردو غزل کے نمائندہ شاعر تعلیم کے جاتے ہیں۔ وہ میر کی غزل سے برادرست متاثر ہوئے اور میر کا درود ان کی غزلوں میں ملتا ہے۔ انہوں نے غزل کو ایک تھی دسعت دی۔ تھی علاتیں اور نیا آہنگ اور چاہو احساس دیا ہے۔ چھوٹی اور مترجم بخوبی میں ناصر کی غزل میں میر کی عزیزیں میر کی یاد کو تازہ کر دیتی ہیں۔ انہوں نے اپنی غزلوں میں عہد حاضر کے وارادات کو علامتی انداز میں پیش کیا ہے، ان کی غزل اپنے لب و لیچھہ دے دے درد اور جدید طرز احساس کی وجہ سے ممتاز ہے۔ انہوں نے اردو غزل کی واقعیت اور درودوں ہمی کو ہر سویں صدی کے یاں انگیز ما حل کے ساتھ پیش کیا ہے۔

نبروں کی تتمیم  $8 \times 2 = 16$

4

سوال نمبر 7: درج ذیل میں سے کسی ایک پر نوٹ لکھیے۔

(i) فتحی پرمیچنڈ کے ناول یہودہ کا مرکزی خیال مختصر لکھیے۔

(ii) آغا حشر کاشیری کے ڈرامے یہودی کی لڑکی کا قصہ مختصر آبیان کیجیے۔

جواب:

(i) اس ناول کا مرکزی خیال ہے کہ یہودہ کو اچھوت نہ مانا جائے۔ ہندوستانی سماج میں یہودہ کو کوئی اہمیت نہیں دی جاتی تھی یعنی سماج سے باہر سمجھا جاتا تھا، یہودہ کی عمر چاہے کچھ بھی ہو۔ اس کی دوسرا شادی کرنا ایک گناہ سمجھا جاتا تھا۔

پرمیچنڈ نے اس ناول میں یہودہ کی دوبارہ شادی کے مسئلے کو پر زور دہنگ سے اخھایا ہے۔ انہوں نے خود ایک یہودہ سے شادی کی اور اس سماجی برائی کو دور کرنے کی کوشش کی۔ کچھ تو اگر یہ تعلیم کے اثر سے کچھ مسلمانوں اور عیسائیوں سے اثر لے کر ہندو مصلحین نے بھی یہودہ کی شادی کی حمایت کی۔ اسی کو بنیاد بنا کر پرمیچنڈ نے اس ناول یہودہ کی تکلیف کی ہے۔

آغا حشر کاشیری کے ڈرامے یہودی کی لڑکی کا قصہ مختصر آبیان کیجیے۔

سلطنت روم میں کے علاوہ یہودی قوم بھی آباد تھی۔ ایک نوجوان مارکس کو عذر رایہ یہودی کی لڑکی سے محبت ہو جاتی ہے۔ اور حتا بھی مارکس سے محبت کرتی ہے۔ حتا کو شک ہوتا ہے کہ مارکس یہودی نہیں ہے۔ پوچھ چکھ کرنے پر معلوم ہوتا ہے کہ وہ رونم ہے مارکس خاتے شادی کی درخواست کرتا ہے۔ عذر کو سب کچھ معلوم ہو جاتا ہے اور وہ اس کا نہ ہب تبدیل کرنے کے لیے کہتا ہے مگر مارکس نہ ہب

بدلئے کے لیے تیار نہیں ہوتا۔ وہ بتاتا ہے کہ میں کوئی عام آدمی نہیں بلکہ اس ملک کا ولی عہد ہوں۔ اگر وہ مذہب تبدیل کرے گا اسے سلطنت سے باقاعدہ ہونا پڑے گا۔

مارکس کی شادی اکٹویا سے ہوتی ہے جو اس پر جمیونا الزام لگا کر مارکس کو سزا دلواتی ہے لیکن جمیونے الزام کی بنیاد پر حنا اور عذر کو جلتے ہوئے تین میں اولے کا حکم دیتا ہے۔ مارکس رحم کی درخواست کرتا ہے ان کے لئے بروٹس عذر کو مذہب تبدیل کرنے کی شرط پر معافی دینے پر تیار ہوتا ہے۔ عذر اس شرط کو نہیں مانتا سے سولہ سال پرانا واقعہ یاد دلاتا ہے جب شہر روم میں چاروں طرف آگ بھڑکی ہوئی تھی، اس آگ میں بروٹس کی بیوی جل کر خاک ہو گئی تھی مگر اس کی شیر خوار بیوی کو آگ سے اسی نے بچایا تھا جیسی اس کی بیوی ہے۔ شہوت مانگتا ہے، عذر احتا کے گلے میں پڑا ہوا شاہی خاندان کا تعمیر اور مرداری کی مالا دکھاتا ہے۔ بروٹس تصدیق کرتا ہے، پھر اپنے کے پر شرمدہ ہوتا ہے۔

آکٹویا حاتم سے کہتی ہے کہ تم بھی شاہی خاندان سے ہو۔ کیوں نہ میری ہر راحت اور خوشی میں برادر کی شریک ہو جاؤ۔ مگر حاکمیت ہے کہ مجھے اس جمیونی دنیا کی کوئی چیز نہیں چاہیے۔ تم دونوں خوش رہو۔

نمبروں کی تفہیم = 4 $\times$ 1 = 4

6

سوال نمبر 8: مندرجہ ذیل میں سے صرف دو (2) کے مختصر جواب لکھیے۔

(i) موڑ کو دیکھ کر مصنف کو کیا خیال آیا اور وہ کیا سوچنے لگے؟

(ii) نزل در مانے سیرو سیاحت کے دوران مسافر کی جن کیفیات کا ذکر کیا ہے اُسیں اپنے لفظوں میں بیان کیجیے۔

(iii) جنم دن افسانے کے مرکزی کردار کی معماشی تحدیتی کا حال اپنے لفظوں میں لکھیے۔

(iv) چیزوں کا کوف کو ایک صاحب اخلاق انسان کیوں کہا گیا ہے؟

جواب:

(i) موڑ کو دیکھ کر مصنف کو زمانے کی سازگاری کا خیال تانے لگتا ہے اور وہ کوئی اسکی ترکیب سوچنے لگتا ہے جس سے دنیا کی تمام دولت سب انسانوں میں برادر تھیں کی جاسکے۔ وہ اس نا انسانی پرکڑتھا ہے اور چاہتا ہے کہ اس نا انسانی کا خاتمہ ہم بنا کر کر دے۔

(ii) ہر انسان اپنے مزاج کے مطابق اپنی سہولیات فراہم کرتا ہے ہر مسافر ہر جگہ اپنے پسندیدہ گوئے ڈھونڈ لیتا ہے۔ زام سے گزرتے وقت اس مسافر کے دل میں بھلی کی ہمک ابھر آتی ہے۔ اس کا دل چاہتا ہے کہیں اتر جاؤں جب بکھری دہ سوکر بہر لگتا ہے تو اس کے دل میں خود کو ایک نئے سرے سے ڈھیلا چھوڑ دینے کی خواہش پیدا ہوتی ہے۔ اس کے دل میں خیال آیا کہ انجانے شہر میں اپنا بیت کی بھوک بہت مشکلم ہوتی ہے۔ جب بوڑھا شکاری واپس جانے لگتا ہے تو مسافر کو ایسا محسوس ہوتا ہے کہ وہ اس پر مختصر ہو گیا تھا اور اس کے جانے کے بعد وہ اسے کھو دے گا۔ اس نے سوچا کوئی نہیں جانے گا کہ کچھ دیر پہلے وہ بوڑھا یہاں اسی جگہ بیٹھا ہوا تھا۔ اس خیال سے اسے اطمینان ہوا کہ میں نے اس سے چھکارا حاصل کر لیا ہے۔ وہ جب کھڑکی پر کھڑے لوگوں کو دیکھتا ہے تو اسے احساس ہوتا ہے کہ جیسے اس نے یہاں آکر غلطی کی ہے۔ اسے بھی ان کی طرح پل کے پار سیدھے چلے جانا چاہئے تھا۔

(iii) افسانہ 'جمن دن' کا مرکزی کردار ایک مصنف ہے۔ ایک ہلیٹر اس سے کہانیاں لکھوائیں ہے مگر اس کو پیسے نہیں دیتا ہے یہ آئی ڈی (CID) اس کے پیچے ہے وہ دوستوں کا قرض دار ہے مکان کا کرایہ ادا نہیں کر پایا ہے، کپڑے بھی دوستوں سے مانگ کر پہنتا ہے

اپنے جنم دن پر اس کے پاس چائے سمجھ پینے کے لیے پہنچتے تھے۔ چائے والا ادھار چائے نہیں دیتا ہے۔ اپنی کمشنز سے الٹے سیدھے مضمون لکھنے پر بھی سے ڈالتا ہے۔ سمجھنے سے بھی آکر خود کشی کرنے کی سوچتا ہے طازمہ لڑکے سے دو آنے قرضل جانے پر ایک آندا اپنے لیڈر روسٹ گناہ دھر کو دے دیتا ہے کہ وہ مزدوروں کے جلسے کی صدارت کر سکے۔ یہ ہے اس کی فراخ دلی اور ساتھی وہ مزدوروں کو ایک پیغام بھی بھیجتا ہے ”ہر جگہ انقلاب کے شعلے بھر کا دو موجودہ سماجی نظام کو جلا کر راکھ کرو اور ایک بھی دنیا پیدا کرو۔“

(iv) جیسا کو ف ایک ذرا سی چھیک جانے پر شرمند ہو جاتا ہے۔ جب اسے اس بات کا احساس ہوتا ہے کہ اس کے اس فل میں سے دوسرے کسی ملک کے افسر کو دستانے سے اپنا سارا دو منہ وغیرہ وساف کرنا پڑا ہے وہ اپنی اس غیر اخلاقی حرکت پر ہمارہ اس افسر سے معافی مانگتا ہے اور معافی ملنے پر احساس شرمندگی اس کی جان لے لیتی ہے اسی لیے اسے صاحب اخلاق انسان کہا گیا ہے۔

نمبروں کی تفہیم  $3 \times 2 = 6$

20

سوال نمبر 9: درج ذیل میں سے کسی دو پر مفصل اظہار خیال کیجئے۔

- (i) اردو کی ابتداء سے مختلف اولین نظریات
- (ii) فورٹ ولیم کالج اور دہلی کالج کی ادبی خدمات کا بینیادی فرق
- (iii) سر سید تحریک
- (iv) انہیں کے حوالے سے دہستان لکھنؤ کی شاعری کی خصوصیات

جواب:

- (a) اردو کی ابتداء سے مختلف اولین نظریات
- (b) اردو زبان کی مختصر تاریخ
- (c) اردو زبان کی ابتداء کے مختلف نظریات
- (d) اردو کے مشہور ماہر لسانیات کے نام
- (e) محمد حسین آزاد، محمد شیرازی، مسعود حسن خاں، گیلان چند گھن وغیرہ کے نظریات
- (f) اختتام
- (g) فورٹ ولیم کالج اور دہلی کالج کی ادبی خدمات کا بینیادی فرق
- (h) فورٹ ولیم کالج کا مقصد اور اس کی ادبی خدمات
- (i) دہلی کالج کی ادبی خدمات اور اس کا مقصد
- (j) فورٹ ولیم کالج اور دہلی کالج کے اہم مصنفوں کے نام
- (k) فورٹ ولیم کالج اور دہلی کالج کا بینیادی فرق
- (l) اختتام
- (m) سر سید تحریک
- (n) سر سید تحریک کا آغاز

- (b) سریدھریک علی گذھریک کے نام سے کیوں مشہور ہوئی  
 (c) سریدھریک نے اردو ادب کو کس طرح متأثر کیا  
 (d) سریدھریک پر سے وابستہ اہم مصنفوں کے نام  
 (e) اختتام
- (iv) انہیں کے حوالے سے دبستان لکھنؤ کی شاعری کی خصوصیات  
 (a) دبستان لکھنؤ سے کیا مراد ہے  
 (b) دبستان لکھنؤ کے اہم شاعروں کے نام  
 (c) انہیں کی شاعری کی خصوصیات  
 (d) انہیں کی شاعری میں لکھنؤ کی تہذیب  
 (e) اختتام

نمبروں کی تعداد 20  
 $10 \times 2 = 20$

20

- سوال نمبر 10: مندرجہ ذیل میں سے صرف چار (4) پر مختصر تعارفی نوٹ لکھیے۔
- (i) اردو میں بچوں کے ادب کی افسونا ک کی!  
 (ii) غالب کے خلوط کے خصوصیات  
 (iii) اردو غزل ہیئت زندہ رہنے والی صنف ہے، کیوں؟  
 (iv) سفر نام کی تعریف اور اس کی خصوصیات  
 (v) اردو میں افسانہ لگاری کا فن  
 (vi) نظم اور طویل نظم کا بنیادی فرق  
 (vii) اردو میں انشائی کی ابتداء اور اس کی خصوصیات

جواب:

- (i) اردو میں بچوں کے ادب کی افسونا ک کی!  
 (a) بچوں کا ادب کیا ہے  
 (b) اردو ادب میں بچوں کے ادب کی اہمیت  
 (c) بچوں کا ادب تخلیق کرنے والوں کے نام (مصنف اور شاعر)  
 (d) اردو ادب میں بچوں کے ادب کی کمی اور اس کی وجہات  
 (e) اختتام
- (ii) غالب کے خلوط کی خصوصیات  
 (a) اردو میں خلوط لگاری اور غالب

- (b) غالب کی خطوط نگاری کی اہم خصوصیات  
 (c) غالب کے خطوط کی ادبی اہمیت  
 (d) اردو نثر کے ارتقائیں خطوط غالب کا مقام  
 (e) اختتام
- (iii) اردو غزل بیش زندہ رہنے والی صنف ہے۔ کیوں؟  
 (a) غزل کی تحریف  
 (b) اردو غزل کی خصوصیات  
 (c) اردو غزل کے مشور شاعروں کے نام  
 (d) اردو شاعری میں اردو غزل کی اہمیت  
 (e) اختتام
- (iv) سفر نامہ کی تحریف اور اس کی خصوصیات  
 (a) سفر نامہ کی تحریف  
 (b) سفر ناموں کی ابتدا  
 (c) اردو کے اہم سفر ناموں کے نام اور سفر نام نگاروں کے نام  
 (d) سفر ناموں کی ادبی اہمیت  
 (e) اختتام
- (v) اردو میں افسانہ نگاری کا فن  
 (a) افسانے کی تحریف  
 (b) اردو میں افسانہ نگاری کی ابتدا  
 (c) مشہور افسانہ نگاروں کے نام  
 (d) افسانے کا فن  
 (e) اختتام
- (vi) انجم اور طویل انجم کا انصراف کا نیماری فرق  
 (a) انجم کی تحریف  
 (b) انجم کی وسمیں  
 (c) اردو میں طویل انجم کی روایت  
 (d) مختصر اور طویل انجم کا فرق  
 (e) اختتام

- (vii) اردو میں انشائی کی ابتداء اور اس کی خصوصیات
- (a) انشائی کی تعریف
- (b) اردو میں انشائی نگاری کا آغاز
- (c) انشائی نگاری کی خصوصیات
- (d) انشائی نگاری میں اسلوب کی اہمیت
- (e) اختام

نمبروں کی تفہیم  $5 \times 4 = 20$

Candidates must write the Code on  
the title page of the answer-book.

Roll No.

<input type="text"/>						
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- Please check that this question paper contains 7 printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 13 questions.
- Please write down the Serial Number of the question before attempting it.
- 15 minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the student will read the question paper only and will not write any answer on the answer script during this period.

**BENGALI****বাংলা***Time allowed : 3 hours*

সময় : ৩ ঘণ্টা

*Maximum Marks : 100*

সর্বমোট অঙ্ক : 100

**SECTION A**

1. ধ্বনিতত্ত্বের নিম্নলিখিত রীতিগুলির মধ্যে যে কোন একটির পাঁচটি উদাহরণ

সহ সংজ্ঞা লেখ।

 $5+5=10$ 

(ক) স্বরভঙ্গ

(খ) অভিশৃঙ্খল

(গ) সমীভৱন

2. যে কোন দুটি অলঙ্কারের উদাহরণ সহ সংজ্ঞা লেখ।

$\frac{5}{\text{ }} + \frac{5}{\text{ }} = \frac{10}{\text{ }}$

(ক) উপমা

(খ) সমাসোভিত্ব

(গ) অনুপ্রাস

অথবা

অলঙ্কার নির্ণয় কর (সংজ্ঞা সহ দুটি)

(ক) কুলায় কাঁপিছে কাতর কপোত।

(খ) অতি বড় বৃদ্ধ পতি সিদ্ধিতে নিপুণ,  
কোন গুণ নাই তার কপালে আগুণ ॥

(গ) মুরারি মুরলী ধৰনি সদৃশ মুরারি।

(ঘ) বরিষার ধারামত অজস্র জননী প্রেম।

(ঙ) দেখিলাম কালৈশাখীর

ভাকুটি কুটিল কঠোর কাঠিন্যভরা মুখ।

3. যে কোন পাঁচটি বাগধারার অর্থ লিখে বাক্য রচনা কর।

10

তিলকে তাল করা, অন্ধকারে টিল ছোঁড়া, পায়া ভারি, ডুবে ডুবে জল  
খাওয়া, দু নৌকোয় পা, চোখে সর্ঘে ফুল দেখা, নয়নের মণি, উলুবনে মুক্তে  
ছড়ানো, কল্পুর বলদ, তেলা মাথায় তেল দেওয়া, সোনায় সোহাগা, আকাশ  
থেকে পড়া, ঢাক পিটানো।

## SECTION B

4. শিরোনাম দিয়ে অনুচ্ছেদটির সারাংশ লেখ।

2+8=10

ধর্ম কি ? ধর্ম বলতে কি বোঝায় ? যারা ভগবানকে পূজা করে না, তারা কি ধর্মপরায়ণ হতে পারে ? যারা ভগবানের নামে আভ্যন্তরীণ তারা কতটা ধর্মপরায়ণ ?  
যারা শব্দের ইতিহাসের দিকে তাকান, তারা বলেন, ধৃ ধাতু থেকে ধর্ম শব্দের উৎপত্তি । ‘ধৃ’ অর্থ ধারণ করা । যা জগৎকে ধারণ করে আছে, তাই ধর্ম ।

আমাদের জিজ্ঞাস্য – কি জগৎকে ধারণ করে আছে ? উত্তরে বলা হয় – ধারণ করে আছে কর্তব্যগুলো কর্তব্য । যেমন, ছাত্রের কর্তব্য যা পাঠ্য তা পড়া, নিয়ম-শৃঙ্খলা মানা, আনুগত্য প্রকাশ করা ইত্যাদি । এই কর্তব্যগুলো পালনই ছাত্রের ধর্ম – অর্থাৎ ছাত্র তার কর্তব্যগুলো পালন করলে সমাজ-ব্যবস্থাটাকে ধরে রাখার সহায়ক হয় । তেমনি, শিক্ষকের কর্তব্য সম্ভব-মত জ্ঞান অর্জন করা, নিষ্ঠার সঙ্গে পাঠ দান করা, নিয়ম-শৃঙ্খলা মেনে চলা, সদাচার করা প্রভৃতি । শিক্ষক তার কর্তব্যগুলি করলে শিক্ষাদান ব্যবস্থাকে ধরে রাখার সহায়ক হয় । দেশের শাসকের জন্য, আদালতের বিচারকের জন্য, অফিসের কর্মচারীদের জন্য, এভাবে কর্তব্য নির্ধারিত আছে । কর্তব্য নির্ধারিত আছে গৃহিণীর জন্য, বাবা-মায়ের জন্য, দোকানী, ব্যবসায়ী, মুচী, মেঘের, ধোপা, নাপিত সবারই জন্য । প্রত্যেকে নিজ নিজ কর্তব্য সৃষ্টিভাবে পালন করলেই সমাজ-ব্যবস্থাকে যথাযোগ্য ভাবে ধরে রাখা যায় অর্থাৎ ধারণ করা যায় । এই অর্থে স্ব-স্ব কর্তব্য পালনই ধর্ম । নিজ নিজ কর্ম করার নামই ধর্ম ।

## SECTION C

5. বন্ধুর সঙ্গে তোমার অতি তুচ্ছ কারণে ভুল বোঝাবুঝি হয়েছে, সেই মনোমালিন্য মিটিয়ে ফেলার জন্য অনুরোধ জানিয়ে বন্ধুকে একটি চিঠি লেখ।

4+6=10

অথবা

মায়ের শারীরিক অসুস্থতার খবর জেনে তাঁর সৃষ্টি হয়ে ওঠার কামনা করে মাকে একটি চিঠি লেখ।

## SECTION D

### গদ্যাংশ

6. সপ্তসঙ্গ ব্যাখ্যা লেখ :

5

বাঙ্কণ ফলাহারের পর দক্ষিণা না লইয়া বাড়ী ফিরিতেন না, কিন্তু দাতা ও গ্রহীতার মধ্যে এমন একটি মধুর সম্বন্ধ ছিল যে, দক্ষিণার আর্থিকতা তাহার মধ্যে স্থান পাইত না।

অথবা

সংসারে অন্য অভাব অনেক আছে, কেবল নিন্দুক আছে যথেষ্ট। তারা বলিল, “খাঁচাটার উন্নতি হইতেছে, কিন্তু পাখিটার খবর কেহ রাখে না।”

7. “মারপিট কেন ? স্থির হইয়া ছঁকা হাতে করিয়া, একটু বিচার করিয়া দেখো দেখি ? এ সংসারে ক্ষীর, সর, দুধ, দধি, মৎস্য, মাংস, সকলই তোমরা খাইবে ?

(ক) অংশটি কোন গ্রন্থের কোন রচনা থেকে নেওয়া হয়েছে ?

(খ) কথাগুলো কে বলেছে ?

(গ) এখানে ‘তোমরা’ বলতে কাদের বোঝানো হয়েছে ?

(ঘ) রচনাটির মূল ভাব সংক্ষেপে লেখ।

2+2+2+3=9

অথবা

তখন শিক্ষামহালে হাপর হাতুড়ি আগুণ লইয়া কামার আসিয়া হাজির। কী  
দমাদম পিটানি। লোহার শিকল তৈরি হইল। পাখির ডানাও গেল কাটা।

(ক) কোন রচনা এবং কার লেখা থেকে নেওয়া হয়েছে?

(খ) লোহার শিকল কার জন্য তৈরি হল?

(গ) ডানা কাটা যাওয়ার অর্থ কি?

(ঘ) রচনাটির মূল বক্তব্য সংক্ষেপে বোঝাও।

8. আমার আনন্দে সকলের আনন্দ হউক, আমার শুভে সকলের শুভ হউক, আমি  
যাহা পাই তাহা পাঁচজনের সহিত মিলিত হইয়া উপভোগ করি – এই কল্যাণী  
ইচ্ছাই উৎসবের প্রাণ।

2+4=6

(ক) ‘শুভ উৎসব’ রচনাটির লেখক কে?

(খ) লেখক ‘কল্যাণী ইচ্ছা’ বলতে কি বুঝিয়েছেন তা বিস্তৃতভাবে লেখ।

#### অথবা

তেলা মাথায় তেল দেওয়া মনুষ্য জাতির রোগ – দরিদ্রের ক্ষুধা কেহ  
বোঝেনা।

(ক) কার উক্তি?

(খ) আলোচ্য অংশটির তাত্পর্য বোঝাও।

#### পদ্যাংশ

9. সপ্তসঙ্গ ব্যাখ্যা কর।

5

শত শত সাম্রাজ্যের ভগ্নশেষ-পরে

ওরা কাজ করে।

#### অথবা

জীবন উদ্যানে তোর ঘৌৰন কুসুম ভাতি  
কতদিন রবে?

10. জানি তারও পথ দিয়ে বয়ে যাবে কাল,  
কোথায় ভাসায়ে দেবে সাম্রাজ্যের দেশ-বেড়া জাল।

- (ক) কোন কবিতার অংশ ?  
(খ) 'তারও পথ' বলতে কি বলতে চেয়েছেন কবি ?  
(গ) 'কোথায় ভাসায়ে দেবে সাম্রাজ্যের দেশ-বেড়া জাল' এই পংক্তির তাৎপর্য কি ?

$1+2+3=6$

অথবা

'আভ্যন্তরিক' কবিতাটির নামকরণের তাৎপর্য বিশ্লেষণ কর।

11. এ বয়সে তাই নেই কোন সংশয় –  
এ দেশের বুকে আঠারো আসুক নেমে ॥  
কবি আঠারো বছর বয়সে সংশয় নেই কেন বলেছেন ? এদেশের বুকে  
'আঠারোকেই' বা কেন আমন্ত্রণ জানাচ্ছেন ?

4

অথবা

'আঠারো বছর বয়স' কবিতায় কবি আঠারো বছরের কোন বৈশিষ্ট্যগুলি চিহ্নিত করেছেন।

12. "ওর শীগংগির আসা নিয়ে দরকার। তা সে পথে নদী নালা থাক আর সাপ  
খোপ বাঘ ভালুকই থাক।"

- (ক) কারু উক্তি ?  
(খ) কোন প্রসঙ্গে কথাগুলি বলা হয়েছে ?  
(গ) যার প্রসঙ্গে একথা বলা হয়েছে, তার চরিত্রের কোন দিকটি এতে প্রকাশ  
পেয়েছে, কোনও একটি ঘটনার উল্লেখ করে তা লেখ।

$2+3+5=10$

অথবা

“সৃষ্টিকর্তা ! এই অদ্ভুত অপার্থিব বস্তু কেনই বা সৃষ্টি করিয়া পাঠাইয়া ছিলেন এবং কেনই বা তাহা এমন ব্যর্থ করিয়া প্রত্যাহার করিলেন ?

- (ক) কার উক্তি ?
- (খ) কার প্রসঙ্গে বলা হয়েছে ?
- (গ) ‘অদ্ভুত অপার্থিব বস্তু’ বলার কারণ বিস্তৃত ভাবে লেখ ।

13. টীকা লেখ (যে কোন একটি) :

5

- (ক) রাজালক্ষ্মী
- (খ) আশনদাদিদি
- (গ) মেঝদা
- (ঘ) শাহজানী

**SENIOR SCHOOL CERTIFICATE EXAMINATION 2010**

**MARKING SCHEME (FINALIZED VERSION)**

**BENGALI**

**CLASS : XII**

**SET : SERIES : OSS  
CODE NO : 5**

**উত্তর-পত্র মূল্যায়নের কাটি সাধারণ নীতি**

- (ক) ‘অথবা’-যুক্ত প্রশ্ন (Choice type question)-এর ক্ষেত্রে প্রদত্ত সব প্রশ্নের উত্তর লিখিত হলে পরীক্ষার্থীর স্বার্থে অপেক্ষাকৃত বেশি নম্বর পেতে পারে তখন উত্তরটি গণ্য করতে হবে এবং অতিরিক্ত উত্তর গুলি কেটে দিতে হবে।
- (খ) ১০০ নম্বরের মধ্যে ৩০ নম্বর পর্যন্ত পাওয়া পরীক্ষার্থীকে অতিরিক্ত তিন নম্বর দিয়ে নূনতম পাশ নম্বর ৩৩% -এর আওতায় আনতে হবে।
- (গ) ভাষা ও সাহিত্যের পরীক্ষায় পুরো নম্বর দেওয়া যায় না বরং কম নম্বর দিতে হয় অথবা পরিমাণে প্রচুর লিখতে হয় — এ-ছেন চিরাচরিত চিন্তা বা সংস্কার ছেড়ে বাংলা ভাষা ও সাহিত্যের উত্তরপত্র মূল্যায়ন করতে হবে।
- (ঘ) বানান ভূল যতক্ষণ না পর্যন্ত বিষয়-বন্ধুকে বিরূপ করছে — ততক্ষণ পর্যন্ত বানান বাবদে নম্বর না কাটা বাহ্যনীয়।
- (ঙ) উত্তর আরো কত ভালো হতে পারতো — সেই চিন্তা ব্যথাসন্ধর দূরে রেখে প্রদত্ত উত্তরটি ঠিক হয়েছে কি না, সেই দিকেই নজর দেওয়া উচিত।
- (চ) বর্তমান প্রশ্নপত্রে, CBSE নির্ধারিত নীতি অনুযায়ী, নিম্নলিখিত প্রশ্ন গুলিকে Higher Order thinking ability (HOT) হিসেবে চিহ্নিত করা হয়েছে। —
- (i) Question No. 7 (9 Marks)
  - (ii) Question No. 10 (6 Marks)
  - (iii) Question No. 13 (5 Marks)

**SENIOR SCHOOL CERTIFICATE EXAMINATION 2010**  
**MARKING SCHEME (FINALIZED VERSION)**

**SUBJECT : BENGALI (XII)**

**SET : SERIES : OSS**  
**CODE NO : 5**

<b>Q.NO.</b>	<b>EXPECTED ANSWERS / Value Points</b>	<b>DISTRIBUTION OF MARKS</b>
1.	<p>ধর্মনির্ভোব রীতি : যে-কোনো একটির সংজ্ঞা এবং পাঁচটি উদাহরণ।</p> <ul style="list-style-type: none"> <li>• সংজ্ঞার জন্য মোট ৫ নম্বর।</li> <li>- শুধু সংজ্ঞা লেখার জন্য ৩ নম্বর।</li> <li>- একটি উদাহরণ সহ সংজ্ঞা লেখার জন্য ৩.৫ নম্বর।</li> <li>- সংজ্ঞার সঙ্গে সংশ্লিষ্ট রীতির প্রকার উল্লেখ করলে পুরো ৫ নম্বর।</li> </ul> <p>যেমন, স্বরভাবিত প্রকার -</p> <p>শব্দের পোড়ায় : প্রাণ - পরান</p> <p>শব্দের ঘন্ট্য : ঘন্টা - ঘন্টা</p> <p>শব্দের শেষে : দৰ্দি - দৰদ</p> <p>সমীক্ষবন-এর প্রকার-প্রণালী : পরা-পদ</p> <p>পরাগত : কর্ম-ক্ষমা</p> <p>অন্যান্য : বৎসর-বছর</p> <ul style="list-style-type: none"> <li>- অভিজ্ঞতি-র ক্ষেত্রেও শুধু সংজ্ঞার জন্য ৩ নম্বর, একটি উদাহরণ সহ সংজ্ঞা লিখলে ৩.৫ নম্বর এবং এর সঙ্গে এটি যে কোনো একটি মাঝ পরিবর্তন নয় - অধিনিহিতি, স্বরলোপ এবং স্বরসংগতির যোগফল এবং/অথবা পশ্চিমবঙ্গের কথা বাংলায় এই অভিজ্ঞতি বিশেষ ভাবে লক্ষ করা যায়, তা জানালে পুরো ৫ নম্বরই দিতে হবে।</li> <li>• সংজ্ঞার অতিরিক্ত ৫টি সঠিক উদাহরণের জন্য মোট ৫ নম্বর। (প্রতিটি উদাহরণ ১ নম্বর)</li> </ul>	10 (5 + 5)
2.	<p>অলংকারের উদাহরণ সহ সংজ্ঞা: দৃষ্টি</p>	10 (3+2) + (3+2)
	<ul style="list-style-type: none"> <li>• প্রতিটি অলংকারের উদাহরণ সহ সংজ্ঞার জন্য ৫ নম্বর করে মোট ১০ নম্বর।</li> <li>- প্রতিটি সংজ্ঞার জন্য ৩ নম্বর এবং প্রতিটি উদাহরণের জন্য ২ নম্বর।</li> <li>- দৃষ্টিক্ষেত্র করে অথবা সংশ্লিষ্ট অলংকারের রূপবৈচিত্রের উল্লেখ করে (যেমনঃ উপস্থার রূপবৈচিত্র্য - পূর্ণোপমা, লুঙ্গোপমা, মালোপমা) সংজ্ঞা।</li> </ul>	

শিখলে তথেই ও নম্বর আর তামা কাঁজে নিছক সংজ্ঞাকু মাঝ উল্লেখ করলে  
২ নম্বর দিতে হবে।

- সংজ্ঞার বাইরে আলাদা করে একটি উপাহরণ দিতে হবে আর তার জন্য  
থাকবে ২ নম্বর।

OR

অলঙ্কার নির্ণয় : দু'টি

- মূল অলঙ্কারের নামটুকু উল্লেখ করলেই ২ নম্বর দিতে হবে (যেমনঃ (ক)  
'কুলায় কাপিছে কাতর কপোত' - অনুপ্রাপ্ত অলংকার)।
  - নির্দিষ্টতর নাম উল্লেখ করতে পারলে (যেমন (ক) বৃত্তনৃপ্তাস) ২.৫ নম্বর।
  - নির্ণীত অলংকারটি ব্যাখ্যা বা বিশ্লেষণ করে প্রতিষ্ঠা করতে পারার জন্য  
থাকবে ২.৫ নম্বর।
- সমধিক প্রত্যাশিত নামের বদলে পরীক্ষার্থী যদি অন্য কোনো অলংকারের নাম  
নির্দেশ করে এবং তার নির্দেশিত অলংকারটিকে ঠিকমত প্রতিষ্ঠিত করতে  
পারে—তা হচ্ছে তাকে পুরো নম্বর দিতে হবে। যেমন,
  - (ক) "অতি বড় বৃক্ষ.....কপালে আগুন" – এখানে শ্লেষ অথবা ছেকনৃপ্তাস -  
যে কোনো অলংকারই দেখানো যেতে পারে।
  - (খ) "মুরারি.....মুরারি" – এখানে উপমা/বৃত্তনৃপ্তাস/ছেকনৃপ্তাস - যে  
কোনো অলংকারই দেখানো যেতে পারে।
  - (গ) "দেবিলাই..... মুখ" – এখানে বৃত্তনৃপ্তাস/সমাসোভি - যে কোনো  
অলংকারই দেখানো যেতে পারে।

3. বাগধারার অর্থ উল্লেখ করে বাক্য রচনাঃ পাঁচটি (10)  
(5x2)
- অর্থ উল্লেখ সহ প্রতিটি বাক্য রচনার জন্য ২ নম্বর।
  - অর্থ ঠিক অথচ বাক্য ভূল - ১ নম্বর।
  - অর্থ ভূল অথচ বাক্য ঠিক - ১.৫ নম্বর।
  - অর্থ ঠিক, বাক্যাটিও ঠিক কিন্তু স্বয়ংসম্পূর্ণ নয় (যেমনঃ টে একটি কলুর  
বলদ) - ২ নম্বর।

## SECTION : B

- উপযুক্ত শিরোনাম দিয়ে উদ্ভৃত অনুচ্ছেদের সারাংশ – (2+8)
- 4. • শিরোনামের জন্য ২ নম্বর। শিরোনাম খুব উপযুক্ত না হলে ১/২ নম্বর।
  - সারাংশের জন্য অন্তত ৪ এবং সর্বাধিক ৮ নম্বর পর্যন্ত দেওয়া যাবে।
  - সমধি অনুচ্ছেদটির অর্থবোধ হয়েছে বুঝলেই অন্তত ৫ নম্বর দিতে হবে।
  - অনুচ্ছেদ থেকে হ্রবৎ পঢ়তি ভূলে সারাংশ লেখার চেয়ে পরীক্ষার্থীর নিজের  
ভাষায় লেখা সারাংশকে বেশি মূলা দিতে হবে।

### SECTION : C

পত্র লিখন : বাণিজ্যিক : বকুলকে / মা কে

5. • Format বা অবয়বসংজ্ঞানের জন্য ৪ (চার) নম্বর এবং মূল প্রতিটির জন্য ৬ নম্বর থাকবে। 10  
(4+6)
- Format - এর মধ্যে থাকবে তারিখ, স্থান নাম, সম্মোহন, সমাপ্তিসূচক পদ বা পদবৰ্জন। এর প্রতিটির জন্য ০.৫ নম্বর করে মোট ২ নম্বর।
  - পত্রের শেষে আলাদা করে প্রেরক ও প্রাপকের নাম সহ পুরো ঠিকানার জন্য ২ নম্বর থাকবে।
  - যদি চিঠির উক্ততে প্রেরকের নাম ঠিকানা থাকে আর চিঠির শেষে প্রাপকের নাম ঠিকানা থাকে - তবে সেক্ষেত্রেও এবাবলে প্রাপ্য পুরো ২ নম্বরই পাবে।
  - যদি প্রেরক ও প্রাপকের মধ্যে কৃধৃ একজনেরই নাম-ঠিকানা থাকে তবে ২ এর মধ্যে ১ নম্বরই দেওয়া হবে।
  - মূলপত্র লিখনের মধ্যে বকুলবাটুকু ঠিক থাকলেই অন্তত ৩ নম্বর দিতে হবে।  
এর উপরে গুচ্ছযোগে লেখার দক্ষতা, সৃজনশীলতা, ইত্যাদি থাকলে পুরো ৬ নম্বর দিতে হবে।

### SECTION : D

গদ্যাংশ

6. গদ্যাংশ থেকে সপ্রসঙ্গ ব্যাখ্যা 5  
(1+1+3)
- 'ত্রাক্ষণ ফলাহারের পর.....পাইত না' - গুভ উৎসব নিবন্ধ থেকে ব্যাখ্যা।
  - সূত্র অর্থাৎ 'সংশ্লিষ্ট' রচনা ও লেখকের নাম নির্ভুল লিখলে ১ নম্বর।
  - প্রসঙ্গ উভেদ্যমাত্র করলেই ১ নম্বর।
  - ব্যাখ্যার জন্য ৩ নম্বর। ব্যাখ্যা অংশের জন্য ন্যূনতম ১ নম্বর এবং মোটামুটি বিশ্লেষণ করে লিখলে পুরো ৩ নম্বর দিতে হবে।
  - ব্যাখ্যা অংশটি তেমন ভালো হয়নি, অথচ সূত্র-প্রসঙ্গ-ব্যাখ্যা  
- তিনিটি স্বতন্ত্র paragraph এ গুচ্ছযোগে হয়েছে- তা হলে নির্দিষ্টায় মোট ৫  
নম্বর দেওয়া হবে।

**OR**

'সৎসারে অন্য অভাব.....কেহ রাখে না' - 'তোতাকাহিনী' থেকে ব্যাখ্যা।

- উল্লিখিত নীতি অনুযায়ীই নম্বর দিতে হবে।

7. 'বিড়াল' রচনা থেকে উদ্ধৃতি তুলে প্রশ্ন

9  
(2+2+2+3)

৭. নথি প্রশ্নের অর্থভূক্ত 'অধরা'-মূল্য দৃষ্টি প্রশ্নই উপরতর চিন্তা-সামর্থ্য-সূক্ষ্ম (Higher Order thinking ability) হিসেবে বিবৃত হবে। অর্থাৎ এই প্রশ্নের উত্তর মূল্যায়ন করার সময় পরীক্ষক বিশেষ ভাবে সাধারণ ও অসাধারণ চিন্তাপদ্ধতির প্রার্থক্য সম্পর্কে সচেতন থাকবেন। গড়পড়তা উত্তর এবং উত্তরের নম্বরের মধ্যে বিশেষ প্রার্থক্য রাখতে হবে।

- (ক) উদ্ধৃত অংশটি কোন শব্দ থেকে (কমলাকান্তের দণ্ডের) দেওয়া হয়েছে জানালে ১ নম্বর এবং রচনার নাম (বিড়াল) জানালে ১ নম্বর।  
- তবে 'কমলাকান্তের দণ্ডের না লিখে 'পাঠ সঞ্চয়ন' লিখলে ০.৫ নম্বরই দিতে হবে।
- (খ) কথাগুলো কে 'বলেছে'র উত্তরে কথু 'বিড়াল' বললে ০.৫ নম্বর আর এর সঙ্গেই বিড়াল আসলে কে বা কাদের প্রতিনিধি চরিত্র, তা জানাতে পারলে ১ নম্বর উত্তর হিসেবে পুরো ২ নম্বর দিতে হবে।
- (গ) এর উত্তরে 'তোমরা' বলতে কথু কমলাকান্তের বা মানুষরা লিখলে ০.৫ নম্বর।  
কিন্তু তোমরা বলতে যে ধর্মীয় বা বড়লোক বা সমাজের সুবিধাভোগী শ্রেণীকে বোঝানো হয়েছে - তা জানালে অসাধারণ উত্তর হিসেবে পুরো ২ নম্বর দিতে হবে।
- (ঘ) মূল ভাবটা সাধারণ বর্ণনার জন্য ১.৫ নম্বর। অন্তর্নিহিত অর্থাত্ বৃহত্তর সামাজিক সমস্যার প্রেক্ষাপটটিকে ধরে উত্তর দেওয়ার চেষ্টা করলে প্রকৃতি উত্তর হিসেবে পুরো ৩ নম্বর দিতে হবে।

OR

'তোতাকাহিনী' থেকে উদ্ধৃতি তুলে প্রশ্ন

- (ক) রচনা ও লেখকের নাম লিখলে  $1 + 1 = 2$  নম্বর।  
(খ) লোহার শিকল তোতাপাখিটির জন্য তৈরি হচ্ছে লিখলে ২ নম্বর।  
(গ) 'জানার' অর্থ পার্থা হিসেবে লিখলে ০.৫ নম্বর। কিন্তু 'জানা'র ক্রপকাটি ভেঙে  
বলতে পারলে, প্রকৃষ্টতর উত্তর হিসেবে পুরো ২ নম্বর দিতে হবে।  
(ঘ) মূল বক্তব্য: কাহিনীর প্রত্যক্ষ অর্থ-ভিত্তিক বর্ণনার জন্য ১.৫ নম্বর। ক্রপকার্থ-  
ভিত্তিক সংহত বর্ণনার জন্য প্রকৃষ্টতর উত্তর হিসেবে পুরো ৩ নম্বর।

8. 'গুড় উৎসব থেকে উদ্ধৃতি তুলে প্রশ্ন

6  
(2+4)

- (ক) লেখকের নাম নির্ভুল বানানে লিখতে পারলে ২ নম্বর কিন্তু বানানে ভুল থাকলে  
১.৫ নম্বর দিতে হবে।  
(খ) 'কল্যাণী ইজ্জা'র অর্থ বিবৃতভাবে লেখার জন্য ৪ নম্বর।

- 'কল্যাণী ইঙ্গ' র আকরিক অর্থে উচ্চেশ করলেও ১.৫ থেকে ২.৫ নম্বর পর্যন্ত দিতে হবে।
- 'কল্যাণী ইঙ্গ' পদবৰ্কটিকে উদ্বিষ্ট প্রেক্ষাপটে রেখে বিশ্লেষণ করতে পারলে পুরো ৪ নম্বরই দিতে হবে।

**OR**

'বিভাল' নিবন্ধ থেকে উদ্ধৃতি তুলে প্রশ্ন

- (ক) শধু বিভাল-এর উক্তি লিখলে ১ নম্বর কিন্তু সেই সঙ্গে বিভাল যে গরিব বা সর্বহারা শ্রেণীর প্রতিনিধি, তা জানালে পুরো ২ নম্বর দিতে হবে।
- (খ) পংক্তিটির কাহিনী-ভিত্তিক বিবরণ মাঝ উচ্চেশিত হলে ২ নম্বর, এবং অংশটির তৎপর্য অর্থাৎ ধনতান্ত্রিক বা সামগ্রজাত্তিক সমাজে ধনিক শ্রেণীর চরিত্র ও গরিবদের প্রতি তাদের দৃষ্টিভঙ্গি বোঝাতে পারলে পুরো ৪ নম্বরই পাবে।

পদ্ধতি

9.      সপ্রসঙ্গ বাখ্য 'শত শত.....কাজ করে'
- সূত্র (কবি ও কবিতার নাম) উচ্চেশের জন্য ১ নম্বর।
  - প্রসঙ্গ-এর জন্য ১ নম্বর।
  - ব্যাখ্যার জন্য ৩ নম্বর।
    - দেহন-ত্রেফন ভাবে ব্যাখ্যা করলে ১ নম্বর।
    - কর্মজীবী মানব সম্প্রদায়ের চিরকালীন গুরুত্বকে মেটাযুটি গুছিয়ে ব্যাখ্যা করতে পারলে পুরো ৩ নম্বর দিতে হবে।
- 5  
(1 + 1 + 3)

**OR**      'জীবন উদ্যানে..... কর্তব্য রয়ে'

- উচ্চেশিত মীতি অনুযায়ীই নম্বর দিতে হবে।

10.      অথবা-যুক্ত দুটি প্রশ্নই HOT হিসেবে বিবেচিত হবে
- 6  
(1 + 2 + 3)

কবিতার উদ্ধৃতি (ওরা কাজ করে) ধরে প্রশ্ন

- (ক) কবিতার নাম নির্ভুল লিখলে ১ নম্বর।

- (খ) 'তারও পথ'-এর অর্থ সাম্রাজ্যবাদী শক্তির নবীগতম প্রতিনিধি ইংরেজ শাসকগোষ্ঠীর আর্থিক-পথ-এর কথা গুছিয়ে লিখতে পারলে ২ নম্বর। শধু ইংরেজদের পথ বা এরকম কিছু লিখলে ১ নম্বরই দিতে হবে।

- (গ) 'কোথায়.....জাল'- পংক্তিটির তৎপর্য লেখার জন্য ৩ নম্বর।

- উত্তর পুরো কবিতার সারমর্ম হয়ে ছড়িয়ে পড়লে ২ নম্বর।
- কিন্তু সাম্রাজ্যবাদী শক্তি যে অগ্রহ্যার্থী - তা যে অধ্যন ইতিহাস বা মহাকালের ধোতে অসহায়ভাবে নিশ্চিহ্ন হয়ে যায়, সেই কথাটুকু (যে ভাবেই হোক) নির্দিষ্ট করে বলতে পারলে প্রকৃষ্টিতর উত্তর হিসেবে পুরো ৩ নম্বরই দিতে হবে।

**OR** ‘আত্মবিলাপ’ কবিতার নামকরণের ভাষ্পর্য বিশ্লেষণ

- কবিতার গুরু সারসংক্ষেপ লিখলে ৪ নম্বর।
- কিন্তু ‘আত্মবিলাপ’ কথার অর্থটিকে কবিতার ভাববস্তুর সঙ্গে মিলিয়ে দেখাতে পারলে প্রকৃষ্টিতর উত্তর হিসেবে পুরো ৬ নম্বরই দিতে হবে।

**11.** ‘এ বয়সে.....আসুক নেমে’ - ‘আঠারো বছর বয়স’ কবিতার উন্নতি তুলে প্রশ্ন

**4**

- এ বয়সে কোন সংশয় নেই জানানোর জন্য ২ নম্বর।
- এই বয়সকে আমন্ত্রণ জানানোর প্রধান কারণ আদর্শ সমাজ প্রতিষ্ঠার স্বার্থে বৈপ্লাবিক চেতনা ও শক্তির সৌধ রচনা করা –  
এই কথাটি যে কোনো ভাবে প্রকাশ করতে পারলেই ২ নম্বর দিতে হবে।

আঠারো বছর বয়সের বৈশিষ্ট্য

- গুরু বৈশিষ্ট্যাঙ্গলি উল্লেখ করলে ৩ নম্বর।
- বৈশিষ্ট্যাঙ্গলির উল্লেখ করে শেষে এই সব বৈশিষ্ট্যের প্রয়োজনের (বৈপ্লাবিক চেতনা ও শক্তির সৌধ নির্মাণ) উল্লেখটুকু করলে পুরো ৪ নম্বরই দেওয়া হবে।

**12.** ‘শ্রীকান্ত’ (১ম পর্ব) থেকে উন্নতি ধরে প্রশ্ন

**10  
(2+ 3+ 5)**

- (ক) কার উকি (‘শ্রীকান্ত’র বক্তব্য নথীগ) লিখলে ২ নম্বর।
- (খ) কোন প্রসঙ্গে (বাস্তি বাজাতে বাজাতে একা অক্ষকারে জঙ্গলের মধ্য দিয়ে ইন্দুনাথের নিভীক আগমণ প্রসঙ্গে) লিখলে ৩ নম্বর।
- (গ) ইন্দুনাথ চরিত্রে নিভীকজন দিকটি এবং সেই সঙ্গে তার নিভীক চরিত্রের প্রকাশ সূচক অন্য যে কোনো একটি ঘটনার উল্লেখ করলে ৫ নম্বর।

**OR**

- (ক) কার উকি (‘শ্রীকান্ত’) লিখলে ২ নম্বর।
- (খ) গুরু ইন্দুনাথ প্রসঙ্গে বলা হয়েছে জানালে ২ নম্বর, কিন্তু ইন্দুনাথের নিরাসক মহাত্মের প্রসঙ্গটি উল্লেখ করলে ৩ নম্বর দিতে হবে।
- (গ) ‘অপার্থিব বস্তু’ বলার কারণ হিসেবে ইন্দুনাথ চরিত্রের অতিমানবিক গুণবত্ত্বার

বিত্তুত পরিচয় তুলে ধরতে হবে। প্রকাশ সংহতি ইত্যাদির উপর নম্বর নির্ভর করবে। নূনতম ২ নম্বর দিতে হবে। মেটামুটি গোছালা উত্তর হলে পুরো ৫ নম্বরই দিতে হবে।

### 13. টিকা: একটি

5

১৩ নং প্রশ্নটি HOT হিসেবে মূল্যায়ন  
করতে হবে

- চরিত্রের পরিচয়ে নিছক গল্পাংশ লিখলে ১.৫ নম্বর।
- গল্পাংশের সঙ্গে চরিত্র-পরিচায়ক বিশেষণ ইত্যাদি থাকলে ২.৫ নম্বর।
- চরিত্রটিকে বিশ্লেষণ করে পরিচয় দিতে পারলে অর্ধাৎ উপন্যাসের মূল বক্তব্যের দিক থেকে চরিত্রটির পরিচয় দেবার বা গুরুত্ব বোঝাবার চেষ্টা করলে উৎকৃষ্ট উত্তর হিসেবে পুরো ৫ নম্বরই দিতে হবে।