

# **MARKING SCHEME**

**2011**

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



**CENTRAL BOARD OF SECONDARY EDUCATION  
DELHI**

CBSE, Delhi-110301

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Manuscript as such highlights the main value points and does not represent a complete ideal answer.  
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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 2011 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 2011 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 प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए,  
तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,  
विचार, अभिव्यक्ति, 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 बधुता  
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 "प्रभुत्व-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 ध्वज 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 आह्वान 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 वन, झील, नदी, और वन्य जीव हैं, रक्षा करें और उसका संवर्धन करें तथा  
प्राणि मात्र 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;
- (ज) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करें जिससे राष्ट्र  
निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊंचाईयों 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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MARKING SCHEME FOR THE SENIOR SCHOOL CERTIFICATE  
EXAMINATION, 2011**

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<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>	<i>S.No.</i>	<i>Name of the Coordinator/Subject Experts</i>
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# 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. For many years now the Governments have been promising the eradication of child labour in hazardous industries in India. But the truth is that despite all the rhetoric no Government so far has succeeded in eradicating this evil, nor has any been able to ensure compulsory primary education for every Indian child. Between 60 and 100 million children are still at work instead of going to school, and around 10 million are working in hazardous industries. India has the biggest child population of 380 million in the world; plus the largest number of children who are forced to earn a living.
2. We have many laws that ban child labour in hazardous industries. According to the Child Labour (Prohibition and Regulation) Act 1986, the employment of children below the age of 14 in hazardous occupations has been strictly banned. But each state has different rules regarding the minimum age of employment. This makes implementation of these laws difficult.
3. Also, there is no ban on child labour in non-hazardous occupations. The act applies to the organised or factory sector and not the unorganized or informal sector where most children find employment as cleaners, servants, porters, waiters among other forms of unskilled work. Thus, child labour continues because the implementation of the existing laws is lax.
4. There are industries, which have a special demand for child labour because of their nimble fingers, high level of concentration and capacity to work hard at abysmally

low wages. The carpet industry in U.P. and Kashmir employs children to make hand-knotted carpets. There are 80,000 child workers in Jammu & Kashmir alone. In Kashmir because of the political unrest, children are forced to work while many schools are shut. Industries like gem cutting and polishing pottery and glass want to remain competitive by employing children.

5. The truth is that it is poverty which is pushing children into the brutish labour market. We have 260 million people below the poverty line in India, a large number of them are women. Poor and especially woman-headed families, have no option but to push their little ones in this hard life in hostile conditions, with no human or labour rights.
6. There is a lobby which argues that there is nothing wrong with children working as long as the environment for work is conducive to learning new skills but studies have shown that the children are made to do boring, repetitive and tedious jobs and are not taught new skills as they grow older. In these hell-holes like the sweet shops of the old, there is no hope.
7. Children working in hazardous industries are prone to debilitating diseases which can cripple them for life. By sitting in cramped, damp and unhygienic spaces, their limbs become deformed for life. Inside matchstick, fire works and glass industries they are victims of bronchial diseases and T.B. Their mental and physical development is permanently impaired by long hours of work. Once trapped, they can't get out of this vicious circle of poverty. They remain uneducated and powerless. Finally, in later years, they too are compelled to send their own children to work. Child labour perpetuates its own nightmare.
8. If at all the Government was serious about granting children their rights, an intensive effort ought to have been made to implement the Supreme Court's Directive of 1997 which laid down punitive action against employers of child labour. Only compulsory primary education can eliminate child labour.
9. Surely, if 380 million children are given a better life and elementary education, India's human capital would be greatly enhanced. But that needs, as former President Abdul Kalam says, "a Second Vision".
  - (a) (i) On which two counts has the Government not succeeded so far in respect of children? 2
  - (ii) What makes the implementation of child labour law difficult ? 2
  - (iii) Why do the industries prefer child labour? 2

- |  |                  |
|--|------------------|
| (iv) What are the adverse effects of hazardous industries on children?<br>Give any two.                | 2                |
| (v) What does the Supreme Court's Directive of 1997 provide?   | 1                |
| (b) Find words from the passage which mean the same as the following :                                 | $1 \times 3 = 3$ |
| (i) risky/dangerous (para 1)<br>(ii) very unfriendly (para 5)<br>(iii) intended as punishment (para 3) |                  |

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

There is nothing more frustrating than when you sit down at your table to study with the most sincere of intentions and instead of being able to finish the task at hand, you find your thoughts wandering. However, there are certain techniques that you can use to enhance your concentration. "Your concentration level depends on a number of factors," says Samuel Ghosh, a social counsellor. "In order to develop your concentration span, it is necessary to examine various facets of your physical and internal environment," she adds.

To begin with one should attempt to create the physical environment that is conducive to focussed thought. Whether it is the radio, TV or your noisy neighbours, identify the factors that make it difficult for you to focus. For instance, if you live in a very noisy neighbourhood, you could try to plan your study hours in a nearby library.

She disagrees with the notion that people can concentrate or study in an environment with distractions like a loud television, blaring music etc. "If you are distracted when you are attempting to focus, your attention and retention powers do not work at optimum levels," cautions Ghosh. "Not more than two of your senses should be activated at the same time," she adds. What that means is that music that sets your feet tapping is not the ideal accompaniment to your books.

Also do not place your study table or desk in front of a window. "While there is no cure for a mind that wants to wander, one should try and provide as little stimulus as possible. Looking out of a window when you are trying to concentrate will invariably send your mind on a tangent," says Ghosh.

The second important thing, she says, is to establish goals for oneself instead of setting a general target and then trying to accomplish what you can in a haphazard fashion. It is very important to decide what you have to finish in a given span of time.

The human mind recognizes fixed goals and targets and appreciates schedules more than random thoughts. Once your thoughts and goals are in line, a focussed system will follow.

She recommends that you divide your schedule into study and recreation hours. When you study, choose a mix of subjects that you enjoy and dislike and save the former for the last so that you have something to look forward to. For instance, if you enjoy verbal skill tests more than mathematical problems, then finish Maths first. Not only will you find yourself working harder, you will have a sense of achievement when you wind up.

Try not to sit for more than 40 minutes at a stretch. Take a very short break to make a cup of tea or listen to a song and sit down again. Under no circumstances, should one sit for more than one and a half hours. Short breaks build your concentration and refresh your mind. However, be careful not to overdo the relaxation. It may have undesired effects.

More than anything else, do not get disheartened. Concentration is merely a matter of disciplining the mind. It comes with practice and patience and does not take very long to become a habit for life.

- |   |   |
|---|---|
| (a) On the basis of your reading of the above passage make notes on it in points only, using abbreviations wherever necessary. Supply a suitable title. | 5 |
| (b) Write a summary of the above in 80 words.   | 3 |

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

**35 Marks**

3. You are Srinivas/Srinidhi of D.P. Public School, Nagpur. As Student Editor of your school magazine, draft a notice in not more than 50 words for your school notice board inviting articles/sketches from students of all classes.

**5 marks**

### **OR**

You want to rent out your newly constructed flat in the heart of the city. Draft an advertisement in not more than 50 words to be published in 'The Deccan Herald', Bangalore under classified columns. Give all the necessary details. You are Mohan/Mahima of Jayanagar, Bangalore.

4. You are Cultural Secretary of PND Xavier School, Jamshedpur. Your school organised, a debate on the topic, 'The impact of reality shows on the younger generation'. Write a report in 100-125 words to be published in 'The Times of India', Jamshedpur.

**10 marks**

**OR**

A major bus mishap which left several people seriously injured took place at Nicholas Road, Nungambakkam, Chennai. Luckily no life was lost. Collect the information from the eyewitnesses and send a report in 100-125 words to 'The Nungambakkam Times'. You are Vinod/Vinodhini, a reporter.

5. Write a letter to the Dean, D.P.I. School of Management, Mumbai, requesting him to apprise you of the details such as eligibility criteria, fees, hostel facility, prospects of placement etc. for admission to P.G. Diploma in HRM. You are Ram/Romola of 21 Civil Lines, Bareily.

**10 marks**

**OR**

Write a letter to the Editor, 'Deccan Times', Bangalore about the inadequate parking facilities in the Commercial Street, M.G. Road, which is causing a lot of inconvenience to the people. Offer your suggestions. You are Anoop/Ritu, 24 Hennus Road, Bangalore.

6. Increase in the number of vehicles causes pollution and traffic jams. Write an article in 150-200 words for 'The New Indian Express', Delhi, highlighting the urgent need to solve these man-made problems, giving suitable suggestions. You are Madhav / Madhuri.

**10 marks**

**OR**

In almost all big cities in the country there is a mushroom growth of slums where people are living in inhuman conditions. Write an article in 150-200 words about this problem suggesting steps to deal with it. You are Komal /Kartik.

**SECTION - C (Text Books)**

**45 Marks**

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

**4 marks**

..... but soon

put that thought away and

looked out at young

trees sprinting, the merry children spilling

out of their homes, ....

- (a) Which thought did the poet put away?

1

- (b) What do the sprinting trees' signify? 1  
(c) What are 'the merry children spilling out of their homes', symbolic of? 2

**OR**

Surely, Shakespeare is wicked, the map a bad example,  
With ships and sun and love tempting them to steal –  
For lives that slyly turn in their cramped holes  
From fog to endless night? On their slag heap, these children  
Wear skins peeped through by bones and spectacles of steel  
With mended glass, like bottle bits on stones.

- (a) Why is Shakespeare described as wicked? 2  
(b) Explain: 'from fog to endless night'. 1  
(c) What does the reference to 'slag heap' mean ? 1

8. Answer any three of the following in 30-40 words each: **2x3 = 6 marks**

- (a) Do you think the poet, Pablo Neruda advocates total inactivity and death?  
Why / Why not?
- (b) Why and how is grandeur associated with the mighty dead? (A Thing of Beauty)
- (c) What was the plea of the folk who had put up the roadside stand?
- (d) How do 'denizens' and 'chivalric' add to our understanding of the tigers' attitude?

9. Answer the following in 30-40 words each: **2x5 = 10 marks**

- (a) What was Franz expected to be prepared with for the school that day?
- (b) Why was Douglas determined to get over his fear of water?
- (c) Why was the crofter so talkative and friendly with the peddler?
- (d) Why did the author appear to be doing nothing at Gemini studios?
- (e) Why didn't Sophie want Jansie to know about her story with Danny?

10. Answer the following in 125-150 words: **10 marks**

Give a brief account of the life and activities of the people like Saheb-e-Alam settled in Seemapuri.

**OR**

What was distinctive about Eco's academic writing style?

11. Answer the following in 125-150 words: **7 marks**

The lesson, 'On The Face of It', is an apt depiction of the loneliness and sense of alienation experienced by people on account of a disability. Explain.

**OR**

What precautions were taken by the prison authorities to ensure that the German exam was conducted smoothly and also under strict security?

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

- (a) What were the writer's feelings on reaching Antarctica?
- (b) How did Dr. Sadao ensure that the American sailor left his house but he himself remained safe and secure?
- (c) What part of the story did Jack himself enjoy the most and why?
- (d) What did Zitkala-Sa feel when her long hair was cut?

**QUESTION PAPER CODE 1/1**

**SECTION A : READING**

**20 Marks**

1. Read the passage given below and answer the questions that follow: **12**

- 1 For many years now the governments have been promising the eradication of child-labour in hazardous industries in India. But the truth is that despite all the rhetoric no government so far has succeeded in eradicating this evil, nor has any been able to ensure compulsory primary education for every Indian child. Between 60 and 100 million children are still at work instead of going to school, and around 10 million are working in hazardous industries. India has the biggest child population of 380 million in the world, plus the largest number of children who are forced to earn a living.
- 2 We have many laws that ban child-labour in hazardous industries. According to the Child Labour (Prohibition and Regulation) Act 1986, the employment of children below the age of 14 in hazardous occupations has been strictly banned. But each state has different rules regarding the minimum age of employment. This makes implementation of these laws difficult.

- 3 Also, there is no ban on child-labour in non-hazardous occupations. The Act applies to the organised or factory sector and not the unorganised or informal sector where most children find employment as cleaners, servants, porters, waiters etc. among other forms of unskilled work. Thus, child-labour continues because the implementation of the existing laws is lax.
- 4 There are industries, which have a special demand for child labour because of their nimble fingers, high level of concentration and capacity to work hard at abysmally low wages. The carpet industry in U.P. and Kashmir employs children to make hand-knotted carpets. There are 80,000 child workers in Jammu & Kashmir alone. In Kashmir because of the political unrest, children are forced, to work while many schools are shut. Industries like gem cutting and polishing pottery and glass want to remain competitive by employing children.
- 5 The truth is that it is poverty which is pushing children into the brutish labour market. We have 260 million people below the poverty line in India, a large number of them are women. Poor and especially Woman-headed families, have no option but to push their little ones in this hard life in hostile conditions, with no human or labour rights.
- 6 There is a lobby which argues that there is nothing wrong with children working as long as the environment for work is conducive to learning new skills, but studies have shown that the children are made to do boring, repetitive and tedious jobs and are not taught new skills as they grow older. In these hell-holes like the sweet shops of the old there is no hope.
- 7 Children working in hazardous industries are prone to debilitating diseases which can cripple them for life. By sitting in cramped, damp and unhygienic spaces, their limbs become deformed for life. Inside matchstick, fire-works and glass industries they are victims of bronchial diseases and T.B. Their mental and physical development is permanently impaired by long hours of work. Once trapped, they can't get out of this vicious circle of poverty. They remain uneducated and powerless. Finally, in later years, they too are compelled to send their own children to work. Child-labour perpetuates its own nightmare.
- 8 If at all the government was serious about granting children their rights, an intensive effort ought to have been made to implement the Supreme Court's Directive of 1997 which laid down punitive action against employers of child-labour. Only compulsory primary education can eliminate child-labour.

9 Surely, if 380 million children are given a better life and elementary education, India's human capital would be greatly enhanced. But that needs, as former President Abdul Kalam says, "a second vision".

- |         |   |   |
|---------|---|---|
| (a) (i) | On which two counts has the government not succeeded so far in respect of children? | 2 |
| (ii)    | What makes the implementation of child-labour law difficult?                        | 2 |
| (iii)   | Why do the industries prefer child-labour?  | 2 |
| (iv)    | What are the adverse effects of hazardous industries on children?<br>Give any two.  | 2 |
| (v)     | What does the Supreme Court's Directive of 1997 provide?                            | 1 |
| (b)     | Find words from the passage which mean the same as the following:                   | 3 |
| (i)     | risky/dangerous (para 1)  |   |
| (ii)    | very unfriendly (para 5)  |   |
| (iii)   | intended as punishment (para 8)   |   |
2. Read the passage given below and answer the questions that follow: 8

There is nothing more frustrating than when you sit down at your table to study with the most sincere of intentions and instead of being able to finish the task at hand you find your thoughts wandering. However, there are certain techniques that you can use to enhance your concentration. "Your concentration level depends on a number of factors," says Samuel Ghosh, a social counsellor. "In order to develop your concentration span, it is necessary to examine various facets of your physical and internal environment," she adds.

To begin with one should attempt to create the physical environment that is conducive to focussed thought. Whether it is the radio, TV or your noisy neighbours, identify the factors that make it difficult for you to focus. For instance, if you live in a very noisy neighbourhood, you could try to plan your study hours in a nearby library.

She disagrees with the notion that people can concentrate or study in an environment with distractions like a loud television, blaring music etc. "If you are distracted when you are attempting to focus, your attention and retention powers do not work at optimum levels," cautions Ghosh. "Not more than two of your senses should be activated at the same time," she adds. What that means is that music that sets your feet tapping is not the ideal accompaniment to your books.

Also do not place your study table or desk in front of a window. "While there is no cure for a mind that wants to wander, one should try and provide as little stimulus as possible. Looking out of a window when you are trying to concentrate will invariably send your mind on a tangent," says Ghosh.

The second important thing, she says, is to establish goals for oneself instead of setting a general target and then trying to accomplish what you can in a haphazard fashion. It is very important to decide what you have to finish in a given span of time. The human mind recognises fixed goals and targets and appreciates schedules more than random thoughts. Once your thoughts and goals are in line, a focussed system will follow.

She recommends that you divide your schedule into study and recreation hours. When you study, choose a mix of subjects that you enjoy and dislike and save the former for the last so that you have something to look forward to. For instance, if you enjoy verbal skill tests more than mathematical problems, then finish Maths first. Not only will you find yourself working harder, you will have a sense of achievement when you wind up.

Try not to sit for more than 40 minutes at a stretch. Take a very short break to make a cup of tea or listen to a song and sit down again. Under no circumstances, should one sit for more than one and a half hours. Short breaks build your concentration and refresh your mind. However, be careful not to overdo the relaxation. It may have undesired effects.

More than anything else, do not get disheartened. Concentration is merely a matter of disciplining the mind. It comes with practice and patience and does not take very long to become a habit for life.

- |  |   |
|--|---|
| (a) On the basis of your reading of the above passage, make notes on it in points only, using abbreviations wherever necessary. Supply a suitable title. | 5 |
| (b) Write a summary of the above in 80 words.  | 3 |

#### **SECTION B : ADVANCED WRITING SKILLS** 35

- |   |   |
|---|---|
| 3. You are Secretary of Gymkhana Club, Madurai. Write a notice in not more than 50 words informing the members to attend an extraordinary meeting of the governing body. Include details like date, time, venue etc. Sign as Prabhu/Pratibha. | 5 |
|---|---|

**OR**

Due to a sudden landslide and inclement weather, St. Francis School, Vasco has to be closed for a week. As Principal of that school, draft a notice in not more than 50 words to be displayed at the school main gate notice board.

4. You are Poorva/Partha, Cultural Secretary of your school, D.B. Senior Secondary School, Ambur. A week-long Music and Dance festival was organised by your school. Write a report in 100 - 125 words for your school magazine. Invent the details.

10

**OR**

The Debating Society of your school has recently held a workshop on 'Continuous and Comprehensive Evaluation' (CCE) introduced for the students of Class X in all schools. The students discussed the assessment made by the school on the basis of their participation in various activities and the system of grading. Write a report in 100 - 125 words for your school magazine. You are Parveen/Payal, Secretary of the Society.

5. You are Raman / Rama, a member of Parent-Teacher Association of Little Valley Senior Secondary School, Hyderabad. Write a letter to the Principal of the school asking him to introduce vocational stream in the school providing facility of teaching such subjects as computers, insurance etc. so that the students may not needlessly continue academic studies. You are residing at 15, Anand Colon), Hyderabad.

10

**OR**

Write a letter to the Manager (Publications) of Little Flower Company, Hyderabad, placing an order for 4 books on Management and Administration recently published by them. You are Ronit / Rohini, Librarian, H.P. Engineering College, Tirupathi.

6. The invention of mobile phone has brought about a revolution in the lives of the people in the country. If used properly it can be a blessing but if misused it can prove to be a curse. Write an article in 150 - 200 words on 'Mobile phone - a boon or bane'. You are Kartik/Krishna.

10

**OR**

With the rising number of people in almost all the big cities of the country, the rate of crime has also increased proportionately. The police needs to be trained in new methodology of combating the crime besides changing its mindset. Write an article in 150 - 200 words on 'The role of police in maintaining law and order in the metropolitan cities'. You are Ravi/Ravina.

**SECTION C : TEXT BOOKS**

45

7. Read the extract given below and answer the questions that follow: 4

Sometimes I feel myself I can hardly bear  
The thought of so much childish longing in vain,  
The sadness that lurks near the open window there,  
That waits all day in almost open prayer  
For the squeal of brakes, the sound of a stopping car,  
Of all the thousand selfish cars that pass,

- (a) What is the 'childish longing' that the poet refers to ? 1  
(b) Why does the poet say that it is in vain? 1  
(c) Why do the people driving in the cars stop sometimes? 2

**OR**

Break O break open till they break the town  
And show the children to green fields, and make their world  
Run azure on gold sands, and let their tongues  
Run naked into books the white and green leaves open  
History theirs whose language is the sun.

- (a) To whom does 'they' refer? 1  
(b) What would they break? 1  
(c) What other freedom should they enjoy? 2

8. Answer any three of the following in 30 - 40 words each: 2x3=6

- (a) What is the sadness that the poet, Pablo Neruda refers to in the poem, 'Keeping Quiet'?  
(b) What is the message of the poem, 'A Thing of Beauty'?  
(c) What were Kamala Das' fears as a child? Why do they surface when she is going to the airport?

- (d) Why do you think Aunt Jennifer created animals that are so different from her own character?

9. Answer the following in 30 - 40 words each: 2x5=10

- (a) Franz thinks, "Will they make them sing in German, even the pigeons ?" What does this tell us about the attitude of the Frenchmen?
- (b) Which factors led Douglas to decide in favour of Y.M.C.A. pool?
- (c) Why was the peddler surprised when he knocked on the door of the cottage?
- (d) Why was the Moral Re-Armament Army welcomed at the studios?
- (e) What thoughts came to Sophie's mind as she sat by the canal?

10. Answer the following in 125 - 150 words: 10

Why do you think Gandhiji considered the Champaran episode to be a turning-point in his life?

**OR**

'Lost Spring' explains the grinding poverty and traditions that condemn thousands of people to a life of abject poverty. Do you agree? Why / Why not?

11. Answer the following in 125 - 150 words: 7

Why is Antarctica the place to go to, to understand the Earth's present, past and future?

**OR**

Dr. Sadao was compelled by his duty as a doctor to help the enemy soldier. What made Hana, his wife sympathise with him in the face of open defiance from the domestic staff?

12. Answer the following in 30 - 40 words each: 2x4=8

- (a) Why does Mr. Lamb leave his gate always open?
- (b) How did the Governor react to the two phone calls he received in quick succession?
- (c) What advice did Annan offer Bama?
- (d) Why did Charley suspect that Sam had gone to Galesburg ?

## **Marking Scheme ó English Core**

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

1. Evaluation is to be done as per instructions provided in the Marking Scheme Only.
2. The Marking Scheme provides suggested value points 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 to different parts of a question should then be totalled up, written and circled on the left hand margin of the answers concerned.
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 mandatory.
6. A slash (/) in the Marking Scheme indicates alternative answers(s) 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 deserving more marks should be retained and the other answer be 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 need not to be unnecessarily penalised for their 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 shortcomings before awarding marks.
11. Wherever the word limit is given, no marks be deducted for exceeding it. 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 answer 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 on this count as long as it is relevant and indicative of the desired understanding on the part of the student [reference questions under Q1 and Q7].
14. A full scale of marks - 0 to 100 - is to be used while awarding marks. In case of an answer book deserving 90 marks and above, marks be awarded only in consultation with the Head Examiner.

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

**EXPECTED ANSWERS/VALUE POINTS**

**SECTION A: (READING) 20 Marks**

**1 COMPREHENSION PASSAGE**

- (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.
- |  |          |
|--|----------|
| <ul style="list-style-type: none"> <li>(i) – eradication of child labour in hazardous industries</li> <li>– ensuring compulsory primary education</li> </ul>   | 1+1 mark |
| <ul style="list-style-type: none"> <li>(ii) – each state has different rules regarding the minimum age of employment</li> <li>– no ban on child labour in non-hazardous occupations</li> <li>– the act applies only to organised or factory sector and not the unorganised sector</li> <li>– implementation of existing laws is lax</li> </ul> | 2 marks  |
| <ul style="list-style-type: none"> <li>(any two)</li> </ul>  |          |
| <ul style="list-style-type: none"> <li>(iii) – because of nimble fingers of children</li> <li>– high level of concentration</li> </ul>   | 2 marks  |

- capacity to work hard
  - low wages

(any two)

(iv) 
  - prone to debilitating diseases which can cripple them for life
  - limbs become deformed because of working in cramped, damp and unhygienic spaces
  - victims of bronchial diseases and TB
  - mental and physical development is permanently impaired
  - remain uneducated and powerless
  - no escape from the vicious circle

(any two)

(v) 
  - punitive action against employers of child labour

(b) (i) hazardous

(ii) hostile / brutish

(iii) (due to printing error credit of 1 mark to be given to all the students, whether they have attempted it or not)

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
  - Content must be divided into heading and sub headings

The notes provided below are only guidelines. Any other title, main points and sub-points may 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 awarded to content)

Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.

**(a) NOTE MAKING**

## Distribution of Marks

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

1 mark

<b>Title</b>	1 mark
<b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)	3 mark
<b>Suggested Notes</b>	
<b>Title:</b> Concentration / Techniques to Enhance Concentration / Developing Concentration / Improving Concentration / any other suitable title	
1 Hurdles / Barriers to Conc.	
1.1 wandering thoughts	
1.2 radio , TV	
1.3 noisy environment	
1.4 distracting env.	
2 Technique of Enhancement	
2.1 examine environmental facets – phy. & internal	
2.2 identify distracting factors	
2.3 activate one sense at a time	
2.4 study table / desk away from window	
3 Managing Conc.	
3.1 establish specific goals rather than gen. targets	
3.2 setting of thoughts & goals in line	
3.3 time management	
4 Recommendations	
4.1 establish goals & schedules	
4.2 plan study & recreat'n'l hrs.	
4.3 make conc. a habit for life	
5 Ultimate Help/Aid	
5.1 don't get disheartened	
5.2 discipline the mind	
5.3 practise & develop patience	

**(b) Summary**

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

**Content**

2 mark

**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**

(SCHOOL MAGAZINE)

- what (inviting articles / sketches / compositions from students)
- why (for publication in school magazine)
- how (neatly and legibly written)
- last date for submission
- to be given to whom/ contact person
- any other relevant details

**OR**

**ADVERTISEMENT**

**Content**

3 marks

**Expression**

2 marks

**Suggested value points**

(TO LET / ACCOMMODATION AVAILABLE)

- type of accommodation

- location
- facilities
- expected rent
- contact
- any other relevant details

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

#### **4 REPORT WRITING**

##### **Format**

1. title, reporter's name
2. place, date – (optional) 1 mark

**Content** 4 marks

##### **Expression**

- |  |   |
|--|---|
| grammatical accuracy, appropriate words and spelling | <span style="float: right;">[2½]</span>         |
| coherence and relevance of ideas and style           | <span style="float: right;">[2½] 5 marks</span> |

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

(THE IMPACT OF REALITY SHOWS/ any other suitable heading)

- what – debate on the impact of reality shows on the younger generation
- when – date and time
- where – venue
- participation level
- panel of judges
- students' response
- result / prizes
- any other relevant details

**OR**

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

(BUS MISHAP)

- what – a bus mishap resulting in serious injuries to passengers
- when (day, date, time)

- where (Nicholas Road, Nungambakkam, Chennai)
- how the accident took place
- injuries suffered
- account of eye witnesses
- action taken by authorities
- 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**

grammatical accuracy, appropriate words and spelling	[2]	
coherence and relevance of ideas and style	[2]	4 marks

### (P G DIPLOMA IN HRM)

#### Suggested Value Points

- purpose (details for admission)
- eligibility criteria
- fees
- hostel facility
- prospects of placement
- scholarships available (if any)
- request for prospectus
- any other relevant details

**OR**

(INADEQUATE PARKING FACILITIES)

**Suggested Value Points**

- introducing the problem (inadequate parking facilities)
- inconvenience caused (traffic congestion, accidents, etc.)
- suggestions for improvement
- any other relevant details

**6 ARTICLE WRITING**

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

**Content** 4 marks

**Expression**

grammatical accuracy, appropriate words and spelling [2½ ]  
coherence and relevance of ideas and style [2½] 5 marks

**Suggested Value Points**

(POLLUTION AND TRAFFIC JAMS / any other suitable title)

Problems caused by pollution and traffic jams

- health problems
- harm to the environment
- wastage of time, fuel, man hours etc

Suggestions for improvement (urgent need to solve problems)

- decongesting market places
- compulsory pollution checks
- regulating traffic
- penalty for non-observance of rules
- improving public transport system
- any other relevant details

OR

**Suggested Value Points**

(MUSHROOM GROWTH OF SLUMS/ any other suitable title)

the problem (mushroom growth of slums)

- crowding of cities
  - inhuman conditions (temporary hutments, problems of water, electricity, toilets, roads, schools, clinics etc.)
  - burden on city's infrastructure, facilities and conveniences
  - eyesore / filth / garbage / unhygienic conditions
  - under-employment and unemployment
  - increase in crime rate
  - any other related problem

suggestions to deal with the problems

- discouraging migration from rural areas
  - decongesting cities
  - equitable development of rural and urban areas
  - creating better job opportunities in rural areas / better educational and medical facilities
  - any other relevant details

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

**NOTE:** The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short and long answer type questions. Hence both content and expression in answers to the given questions deserve equal importance while awarding marks.

- 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) – painful thought of mother's ageing and declining health / losing her mother / being separated from her mother / she might not see her mother after returning / thought that mother was getting old / nearing her end 1 mark

(b) – the trees appear to be racing past as the car moves towards the airport / energy / youth / activity and enthusiasm / passage of time / old mother contrasted with young trees 1 mark

- (c) – energy, playfulness/ symbolic of happiness / stark contrast to old, dozing mother / sad thoughts of the poet contrasted with merry children

(any two)

2 marks

**OR**

- (a) – no correlation between Shakespeare's works and the life of the slum children

2 marks

- classic literature of Shakespeare beyond the understanding of slum children

- beautiful world depicted by Shakespeare is denied to the slum children

(any two)

- (b) – miserable, bleak, cheerless and hopeless life of the slum children / gloomy future

1 mark

- (c) – miserable condition of the slum children / unhygienic conditions / extreme poverty / waste / rejected / neglected / considered useless

1 mark

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

Distribution of marks:

**Content:**

1 mark

**Expression**

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

1 mark

**Value points:**

- (a) – No, not doing anything, not speaking in any tongue would give mankind an opportunity to introspect and know how it has been harming itself and the others / wants to have no truck with death / life sprouting out of seemingly dead surroundings / lesson to learn from the earth

2 marks

- (b) – because of their grand deeds and achievements / their lives, deeds and achievements look extraordinary / we have imagined their greatness, heard of it / grandeur of the mighty dead is a thing of beauty / source of inspiration for others

2 marks

- (c) – plea to the city dwellers to stop and buy their wares so that they could earn money for a decent life / the city money

2 marks

- (d) – denizens (tigers of a world of green / live in forests), chivalric (brave, fearless, basic nature of the tigers) / brave and fearless animals living in the forest

2 marks

## 9 Short answer type questions (Prose)

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

Distribution of marks:

**Content:** 1 mark

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

**Value points:**

- |   |         |
|---|---------|
| (a) – rules of participles / grammar  | 2 marks |
| (b) – couldn't enjoy water sports (canoeing, boating, swimming etc) / the fear ruined his fishing trips   | 2 marks |
| (c) – lived alone / without wife, child or companion / suffered from loneliness   | 2 marks |
| (d) – job involved sitting at desk and tearing up newspapers day in and day out / cutting newspaper clippings on a wide variety of subjects and storing them in files / job not directly related to film making at the studio | 2 marks |
| (e) – Jansie would spread it around / wouldn't keep it a secret / knew that Jansie wouldn't believe her so easily   | 2 marks |

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** grammatical accuracy, appropriate words and spelling [2½ ]

coherence and relevance of ideas and style [2½] 5 marks

**Value points:**

- poor rag pickers / unschooled / barefoot / sometimes taking up odd jobs like working at tea stalls
- garbage to them is gold, it is their daily bread

- migrants (squatters) from Bangladesh, came to Delhi in 1973
- their fields and homes swept away in storms
- live in structures of mud with roofs of tin and tarpaulin, devoid of sewage, drainage or running water
- have lived for more than 30 years without identity, without permits but with ration cards
- no intention of going back to their own country
- wherever they find food, they pitch their tents

(any five)

OR

- Umberto Eco's style is narrative written in the manner of a story (in contrast to a regular academic style which is invariably depersonalised, dry and boring)
- his scholarly work has a certain playful and personal quality about it
- philosophical interests pursued through academic work and novels
- books for children on non-violence and peace
- any other relevant point

## 11 Distribution of marks:

**Content:** 4 marks

**Expression**

grammatical accuracy, appropriate words and spelling	[1½]	
coherence and relevance of ideas and style	[1½]	3 marks

**Value Points:**

- loneliness and sense of alienation experienced by Derry and Mr Lamb

**Derry**

- loner / pessimistic / suffered from severe negative complexes / anger and frustration / withdrawn and introverted / low confidence / indulged in self pity / suspicious of the intent of others

(any two)

**Mr Lamb**

- inwardly - lonely, craved for company and acceptance

- outwardly - jovial, optimistic, lover of nature, social, outgoing, tolerant (didn't mind children calling him Lamey Lamb or picking the Crab apples)
- helpful, sensitive, independent

(any two)

OR

- Evans' razor, nail scissors were removed from the cell
- Reverend Stuart McLeery was the invigilator / he was frisked on arrival
- police officer Stephens deputed on duty inside the cell
- all the prison officials were put on high alert
- two locked doors between Evan's cell and the yard
- microphone installed in the cell as a precaution. The warden could listen to their talk by switching on the receiver
- any other relevant point from the text

(any four)

**12 Distribution of marks:**

**Content:** 1 mark

**Expression**

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

**Value points:**

- |  |         |
|--|---------|
| (a) – relief followed by immediate and profound wonder at Antarctica's immensity and isolation   | 2 marks |
| (b) – offered his personal boat with food and extra clothing / advised him to go to a nearby island and escape from there by boarding a Korean fishing boat  | 2 marks |
| (c) What<br>– enjoyed narrating the part of the story where Roger goes to the wizard's house / imitating the wizard's voice (he did it by scrunching up his face and somehow whining through his eyes) / felt being an old man suited him / the part where he mixed his own childhood humiliations and experiences with narration of the story / the parts that made Jo apprehensive and tense | 2 marks |

Why

- liked seeing his daughter holding on to his words / liked seeing her apprehensive and expecting something unexpected / enjoyed the expression of joy, wonder and suspense on his daughter's face / Jo enjoyed the stories narrated by him
- (d) – felt indignant / anguished / lost her spirit / looked for comforting / felt like an animal driven by a herder / felt helpless like a puppet 2 marks

**QUESTION PAPER CODE 1/1**

**EXPECTED ANSWERS/VALUE POINTS**

**SECTION A: (READING) 20 Marks**

**1 COMPREHENSION PASSAGE**

- (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) – eradication of child labour in hazardous industries  
– ensuring compulsory primary education 1 +1 mark
  - (ii) – each state has different rules regarding the minimum age of employment  
– no ban on child labour in non-hazardous occupations  
– the act applies only to organised or factory sector and not the unorganised sector  
– implementation of existing laws is lax  
(any two) 2 marks
  - (iii) – because of nimble fingers of children  
– high level of concentration  
– capacity to work hard  
– low wages  
(any two) 2 marks
  - (iv) – prone to debilitating diseases which can cripple them for life 2 marks

- limbs become deformed because of working in cramped, damp and unhygienic spaces
- victims of bronchial diseases and TB
- mental and physical development is permanently impaired
- remain uneducated and powerless
- no escape from vicious circle

(any two)

(v)	– punitive action against employers of child labour	1 mark
(b) (i)	hazardous	1 mark
	(ii) hostile / brutish	1 mark
	(iii) punitive	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
- Content must be divided into heading and sub headings

The notes provided below are only guidelines. Any other title, main points and sub-points may 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 awarded to content)

Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.

### (a) NOTE MAKING

Distribution of Marks

<b>Abbreviations / Symbols</b> (with /without key) – any four	1 mark
<b>Title</b>	1 mark
<b>Content</b> (minimum 3 headings and sub-headings, with proper indentation and notes)	3 marks

## **Suggested Notes**

**Title:** Concentration / Techniques to Enhance Concentration / Developing Concentration / Improving Concentration / any other suitable title

1 Hurdles / Barriers to Conc.

- 1.1 wandering thoughts
- 1.2 radio , TV
- 1.3 noisy environment
- 1.4 distracting env.

2 Techniques of Enhancement

- 2.1 examine environmental facets – phy. & internal
- 2.2 identify distracting factors
- 2.3 activate one sense at a time
- 2.4 study table / desk away from window

3 Managing Conc.

- 3.1 establish specific goals rather than gen. targets
- 3.2 setting of thoughts & goals in line
- 3.3 time management

4 Recommendations

- 4.1 establish goals & schedules
- 4.2 plan study & recreat'n'l hrs.
- 4.3 make conc. a habit for life

5 Ultimate Help / Aid

- 5.1 don't get disheartened
- 5.2 discipline the mind
- 5.3 practise & develop patience

(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**

(EXTRAORDINARY MEETING OF GOVERNING BODY)

- name of club – Gymkhana Club, Madurai
- what – extraordinary meeting
- when – date, time
- where – venue
- agenda (optional)
- issuing authority
- any other relevant details

OR

#### **Suggested value points**

(SCHOOL CLOSED)

- name of school – St Francis School, Vasco
- what – closure of school
- when – one week from \_\_\_\_ to \_\_\_\_
- why – sudden landslide / inclement weather
- issuing authority
- any other relevant details

## 4 REPORT WRITING

### Format

1. title, reporter's name 1 mark

**Content** 4 marks

### Expression

grammatical accuracy, appropriate words and spelling [2½]

coherence and relevance of ideas and style [2½] 5 marks

### Suggested value points:

(MUSIC AND DANCE FESTIVAL / any other suitable heading)

- what (music and dance festival)
- when (date and time)
- where (venue)
- duration (a week long)

### HIGHLIGHTS

- inauguration
- participants
- details of the programme
- public response
- success of the programme
- any other relevant details

OR

### Suggested value points

(WORKSHOP ON CCE)

- what (workshop on CCE)
- when (date and time)
- where (venue)
- by whom (Debating Society)
- HIGHLIGHTS / introduction of resource persons / guest speakers / panel experts

- interactive sessions
- issues discussed
- response of participants
- feedback
- vote of thanks
- 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

grammatical accuracy, appropriate words and spelling [2]

coherence and relevance of ideas and style [2] 4 marks

(TO INTRODUCE VOCATIONAL STREAM IN THE SCHOOL)

### Suggested Value Points

- request to introduce vocational stream
- subjects
- utility / future prospect
- any other relevant details

OR

(PLACING AN ORDER FOR BOOKS)

### Suggested Value Points

- request to send
- details of books ordered
- discount
- target time

- mode of payment
- any other relevant details

## 6 ARTICLE WRITING

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

**Content** 4 marks

**Expression**

grammatical accuracy, appropriate words and spelling	<span style="border: 1px solid black; padding: 2px;">[2½ ]</span>
coherence and relevance of ideas and style	<span style="border: 1px solid black; padding: 2px;">[2½]</span> <span style="float: right;">5 marks</span>

**Suggested Value Points**

(MOBILE PHONE – A BOON OR BANE / any other suitable title)

**Boon**

- source of information, entertainment, knowledge
- tool of immediate communication
- safety
- providing jobs, business
- indication of technology development
- multiple application – calculator, internet, camera
- saves paper / cost of transportation
- educational value
- any other relevant details

(any 4)

**Bane**

- addiction
- misuse
- distraction
- health hazard
- accidents, black mailing
- promoting immorality
- ruining the language

- nuisance value
- intrusion on one's privacy
- any other relevant details

(any 4)

(Note: as the question is open ended if a student writes about boon or bane or a mix of the two the answer may be accepted)

OR

### **Suggested Value Points**

(THE ROLE OF POLICE IN MAINTAINING LAW AND ORDER / any other suitable title)

- expansion and growth of cities, excess population, pressure of law and order
- rate of the unemployed, unemployment
- crime rate more in youngsters
- easy money
- new methodology / technology
- changed mindset – regular counselling
- better working conditions
- merit based recruitment
- well equipped mobile vans
- quick response team
- patrolling on two wheelers
- incentives should be given
- high salary package
- continuous motivation / workshops
- any other relevant details

(any 4)

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

**NOTE:** The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short and long answer type questions. Hence both content and expression in answers to the given questions deserve equal importance while awarding marks.

- 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) – longing for people to halt and buy things from their stand / to feel some city money in hand  
(any one) 1 mark
- (b) – hardly any one stops / their dreams are never to be fulfilled  
(any one) 1 mark
- (c) – to reverse / to turn back  
– to ask for the direction  
– to enquire for gas / fuel  
(any two) 2 marks
- OR
- (a) – refers to governor, inspector, visitors 1 mark
- (b) – break the mental and physical barriers / break boundaries of discrimination 1 mark
- (c) – free and happy life away from slum  
– freedom to education  
– freedom to explore the world / gold sand / green fields  
– opportunity to prosper  
(any two) 2 marks

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

Distribution of marks:

**Content:** 1 mark

**Expression** 1 mark

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

**Value points:**

- (a) – never understanding oneself  
– being oblivious of consequences 2 marks

- in a frenzy of activities – no time for introspection
- fail to understand fellow human beings
- threat of death / own disaster
- sadness of isolation

(any two)

- (b) – a thing of beauty – eternal joy 2 marks

- never loses its charm
- make long lasting impression
- relieves us of worldly worries

(any two)

- (c) – as a child, fear of losing her mother 2 marks

- approaching old age
- fear surfaces as mother has grown older
- close to death

(any two)

- (d) – to express hidden agony of her suppressed married life 2 marks

- to highlight qualities of freedom, boldness, fearlessness
- to create alternate reality
- as a creative outlet

(any two)

## 9 Short answer type questions (Prose)

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

Distribution of marks:

**Content:** 1 mark

**Expression**

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

**Value points:**

- (a) – it echoes the sentiments of French people 2 marks
- defiance against the imposition of German language

- sense of patriotism
  - regret / repentance
  - helplessness
- (any two)
- (b) – the YMCA pool was safe 2 marks
- only 2 or 3 feet deep at the shallow end and 9 feet at the other end
  - the drop was gradual
  - ideal for learning swimming
- (any two)
- (c) – not refused entry 2 marks
- accorded a warm welcome
- (d) – MRA was a welcome break from ordinary performances / two impressive plays 2 marks
- (e) – thought Danny Casey would come to meet her 2 marks
- saddened to realise that such a thing is impossible
  - perfect place to meet
- (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**

grammatical accuracy, appropriate words and spelling [2½ ]

coherence and relevance of ideas and style [2½] 5 marks

**Value points:**

- because he declared that the British could not order him in his own country

- did not begin as an act of defiance
- grew out of an attempt to alleviate the distress of large number of poor peasants and farmers
- a typical Gandhi pattern
- policies intertwined with the practical day to day problem of millions
- first civil disobedience movement
- poor farmers could be convinced that they also had rights
- got local support
- taught self reliance to farmers
- realised the effect of a simple, illiterate farmer's role in bringing about a mass movement
- not only helped peasants but educated them about cleanliness etc.
- any other relevant point

(any four)

OR

Yes – duly supported by examples from text

- both caught in the vicious cycle of poverty, apathy, affected by the greed of others, injustice
- lost childhood – spring of life

Mukesh's story – bangle making industry

- caught in the web of middlemen, politicians, policemen, the keepers of law, bureaucrats
- lose all spirit and ability to dream

Saheb-a-Alam's story

- rag picker, scrounging for gold, walking bare foot, got job, not happy because no freedom, lost childhood
- any other relevant point

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:**

- to visit Antarctica now is to be a part of history
- get a grasp where we have been from and where we possibly could be heading
- gives insight into the process of formation of earth
- significance of Cordilleran folds and pre-Cambrian granite shield, carbon and ozone; evolution and extinction
- never sustained human population therefore remains relatively pristine in this respect
- holds in its ice cores half a million year old carbon records
- lack of bio-diversity, hence is a place to study about changes in the environment and its repercussions (global warming)

(any four)

OR

- understood Sadao's feelings
- professional ethics
- kind, humane, has a tender heart
- felt US soldier could not be left to die
- did not want to give into servant's defiance
- maintained dignity and self-respect
- proud of her husband's expertise and supported him

(any four)

12 Distribution of marks:

**Content:** 1 mark

**Expression** 1 mark

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

Value points:

- (a) – happy to have visitors / children to come there for apples, pears and toffees / to overcome his feeling of loneliness 2 marks

- (b) – suspected that calls might be fake, some signal / some secret message / to check, dialled, exam board but heard bleeps of line engaged 2 marks
- (c) – advised her to work hard / study with care and make progress to throw away indignities / if you are ahead in your lesson, people will come to you 2 marks
- (d) – Sam had disappeared with 800 dollars worth of old style currency exchanged / first day cover from Sam with a letter / he always said he liked the sound of the place 2 marks

# 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) I want to share with you, the life lessons these events have taught me. I will begin with the importance of learning from experience. It is less important, I believe, where you start. It is more important how and what you learn. If the quality of the learning is high, the development gradient is steep, and, given time, you can find yourself in a previously unattainable place.
- (2) Learning from experience, however, can be complicated. It can be much more difficult to learn from success than from failure. If we fail, we think carefully about the precise cause. Success can indiscriminately reinforce all our prior actions.
- (3) A second theme concerns the power of chance events. As I think across a wide variety of settings in my life, I am struck by the incredible role played by the interplay of chance events with intentional choices. While the turning points themselves are indeed often fortuitous, how we respond to them is anything but so. It is this very quality of how we respond systematically to chance events that is crucial.
- (4) Of course, the mindset one works with is also quite critical. It matters greatly whether one believes that ability is inherent or that it can be developed. The former view, a fixed mindset, creates a tendency to avoid challenges, to ignore useful negative feedback and leads people to plateau early and not achieve

their full, potential. The latter view; a growth mindset, leads to a tendency to embrace challenges, to learn from criticism and enables people to reach higher levels of achievement.

- (5) The fourth theme is cornerstone of the Indian spiritual tradition: self-knowledge. Indeed, the highest form of knowledge, it is said, is self-knowledge. I believe this greater awareness and knowledge of oneself is what ultimately helps develop a more grounded belief in oneself, courage, determination, and, above all, humility - all qualities which enables one to wear one's success with dignity and grace.
- (6) I would like to end with some words of advice. Do you believe that your future is pre-ordained, and is already set? Or, do you believe that your future is yet to be written and that it will depend upon sometimes fortuitous events? Do you believe that these events can provide turning points to which you will respond with energy and enthusiasm? Do you believe that you will learn from these events and that you will reflect on your setbacks? Do you believe that you will examine your successes with even greater care? I hope you believe that the future will be shaped by several turning points with great learning opportunities. In fact, this is the path I have walked to much advantage.
- (7) A final word: when, one day, you have made your mark on the world, remember that, in the ultimate analysis, we are all mere temporary custodians of the wealth we generate, whether it be financial, intellectual, or emotional. The best use of all your wealth is to share it with those less fortunate.
- (8) Go forth and embrace your future with open arms, and enthusiastically pursue your own life journey of discovery!
  - (a) On the basis of your understanding of the passage, answer the following in your own words:
    - (i) Why does the writer feel it is easier to learn from failure than from success? 1
    - (ii) How can experience help a person or an enterprise to grow? 1
    - (iii) According to the writer how does one benefit from chance events? 2
    - (iv) How do people with a positive mindset benefit from experience? 1
    - (v) According to the writer what are the qualities that are essential for a person to succeed gracefully? 1

- (vi) Explain the phrase: "We are all merely temporary custodians of the wealth we generate." 2
- (b) Pick out words/phrases from the passage which are similar in meaning to the following: 4
- (i) unexpected (para 3)
  - (ii) hard to believe (para 3)
  - (iii) foundation (para 5)
  - (iv) caretakers (para 7)

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

Cycling is a good aerobic fitness exercise. But should one cycle on congested city roads ? Yes, suggests a team of Dutch scientists even though there are risk of traffic accidents and exposure to vehicle exhaust. Health benefits of cycling are greater than the hazards associated with it, they say.

Scientists analyzed data from international studies on the benefits of exercise and threats from vehicle exhaust and traffic accidents. They then compared the health impact of cycling over car driving, assuming that 500,000 adults switched from cars to cycles in the Netherlands every day. The assessment was done for short trips because half of all car trips in the country are less than 7.5 kms.

The researchers found that cycling even for a short period of time in traffic can lead to significant exposure to vehicle exhaust because cyclists tend to breathe about twice as deeply as car drivers. This contributes to respiratory and heart problems. They also calculated the risk of dying in a traffic accident. In the Netherlands, which has dedicated cycle lanes the risk is four times greater per kilometer travelled for cyclists than for car drivers.

Despite the risks the scientists determined while watching from driving to cycling people would on an average live 3-14 months longer because of increased physical fitness.

The risks we would face would be potentially losing 0.8-40 days of life because of increased exposure to air pollution and 5-9 days due to fatal traffic accidents. The elderly benefitted the most by this switch. The ratio of life years gained to life years lost was 84 : 10 for people less than 40 years and 86 : 10 for those between 40-64 & 108 : 10 for those over 65.

Switching to cycling would also benefit public health, because eliminating 500,000 car trips a day would significantly reduce pollution. Policies promoting cycling have so far been focused on congestion and pollution. Such policies can now elaborate net beneficial effects on public health, especially if accompanied by suitable transport planning and safety measures.

- (a) Make notes on the passage given above in any format using recognizable abbreviations. Give a suitable title to the passage. 5
- (b) Write a summary based on the notes you have made in about 80 words. 3

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

**25 Marks**

3. You are Sanjay/Ameeta. As the President of the Science Club, you have organized an excursion to Indian Institute of Science at Bangalore for students of Class XII during the autumn break. Write a notice informing the students about this excursion (50 - 80 words).

**5 marks**

### **OR**

You are Yudhvir. Yesterday one of your teachers was absent and there was no teacher in your class for about twenty minutes. The headmaster walked in and asked the class to write a factual description of how your classmates behaved in the teacher's absence. Write a factual description of your class and classmates without a teacher in 50 - 80 words.

4. You have recently seen an advertisement published by a Centre for Life Skills Development for school children. This centre is run by children. Write an application offering to work as a peer educator giving all relevant details.

**10 marks**

### **OR**

You are Sahir/Anubhuti. Write a letter to the editor of a local daily giving suggestions on how school children can help in making 'Education for All' a reality as education is the only way for the development and progress of the country. (125 -150 words)

5. Shahid/Aisha of class XII has just read a book called Four Ways to Decide What Career is Right which talks about some tips you can follow while choosing a career. He/she has jotted down some points in his/her diary. Later, when asked to give a speech on choosing a career, he/she decides to use the following notes to write the speech. Write the speech in about 200 words.

Notes:

- Know yourself - what do you enjoy the most?
- Explore career options based on your interests.
- Look for options to turn hobbies into careers.
- Look for options/degrees to enhance skills.
- Follow your dreams, not your friend's.

**10 marks**

**OR**

You are Suman/Suresh. You recently attended a seminar on "Youth and the Internet." The seminar focused on the impact and influence of the internet on the youth; how the internet can change the attitude and personality of the youth. There was also a discussion on the growing need to educate the youth about the positive power of the net. Using the input given below, write an article for the school magazine in about 200 words.

- internet created world of good, bad, and several worlds in between
- excessive computer use, an addiction - interferes with daily life
- Facebook and Twitter govern lives - youth meet unpleasant characters
- positive side - created generation of people who could be easily educated
- kids online - reading, thinking, analyzing, criticizing and authenticating-composing their thoughts

**SECTION - C (Grammar)**

**20 Marks**

6. Rearrange the following sentences sequentially to make complete sense. **1x5 = 5 marks**
- (a) The easiest way to do this is through the body mass index (BMI).
  - (b) For a person to be classified as obese the excess body weight needs to measure above certain levels.
  - (c) However a person with a BMI of more than 28 is obese and faces several health risks.

- (d) According to the table, a person with a BMI of 27, while overweight is not obese.
- (e) Obesity is an ailment characterized by excessive accumulation of body fat.
7. You are Raveena/Ravi. Your cousin, Anisha who lives abroad has come to India after 10 years. You spent an evening with her discussing about the new face of Indian cities. Write out a set of five exchanges that might have taken place between you and Anisha using the following clues. **5 marks**
- landscape, infrastructure, population, traffic, pollution
- The first set of dialogue has been done as an example:
- Raveena/Ravi : Hi Anisha. You must be feeling happy to be visiting India after such a long time.
- Anisha : Hi. Yes. Indian cities have really changed.
8. The following passage has ten errors. Identify the error in each line and write them along with their corrections. **x10=5 marks**
- |  |     |       |       |
|--|-----|-------|-------|
| We were late and it is getting dark      | (a) | _____ | _____ |
| when someone suddenly grab my shoulder   | (b) | _____ | _____ |
| thus prevent me from walking into a pit. | (c) | _____ | _____ |
| I leapt back but ran. My                 | (d) | _____ | _____ |
| friend think I was playing               | (e) | _____ | _____ |
| the game She followed me.                | (f) | _____ | _____ |
| Now we both was running. Then I          | (g) | _____ | _____ |
| stop to see who had grabbed my           | (h) | _____ | _____ |
| shoulder. I get terrified to see         | (i) | _____ | _____ |
| that their was no one behind us.         | (j) | _____ | _____ |
9. Sheena/Sarthak has been selected to interview the American President, Barack Obama, during his visit to India. You are Sheena/Sarthak. Frame a set of 10 questions that you would like to ask him during the interview. The following clues have been given to help you frame the questions. **5 marks**

- Early childhood
- Memorable experience of school days
- First job
- Secret of fitness
- Entry into politics
- Highlights of political career
- Greatest influence / role model
- Family life
- Impressions of India
- Future plans

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

**35 Marks**

10. Choose the following extract and answer the questions that follow:

**7 marks**

But her hands are a wet eagle's  
 two black pink-crinkled feet,  
 one talon crippled in a garden-  
 trap set for a mouse.

- |  |   |
|--|---|
| (a) Who is the 'her' referred to in the first line?                            | 1 |
| (b) Pick out the poetic device used in the first line and explain it.          | 2 |
| (c) What does 'talon' refer to? How has it been crippled?                      | 2 |
| (d) What are the changes evident in the person being described in these lines? | 2 |

#### **OR**

And the vivid image lost even in waking,  
 There is no taste now for the shrunken sense to keep,  
 And these, the dreamer's eyes, are not alive to weep,  
 And this, the clinic heart, the dreamer's, is not breaking.

- |                                     |   |
|-------------------------------------|---|
| (a) Identify the poem and the poet. | 1 |
|-------------------------------------|---|

- (b) What is the narrator describing in the first line? 2
- (c) What is the poetic device used in the second line? Explain. 2
- (d) What is the mood of the narrator in these lines? Why does he/she feel like this? 2
11. Answer any two of the following in about 50 words each: **4x2 = 8 marks**
- (a) What are the contrasting images of autumn created by the narrator in the first and second stanzas of the poem, 'Ode to Autumn' ?
- (b) Discuss any two symbols used in the poem, 'Ars Poetica' ? What do these symbols convey?
- (c) What image of the non-combatants does the narrator of the poem, 'Survivors' wish to convey?
12. Answer anyone of the following in 80 - 100 words: **5 marks**
- What does Alexander describe as his 'greatest victory'? What light does this throw on his character? Was it in keeping with his general attitude? Give reasons for your answer.
- OR**
- Herbert describes the monkey's paw as 'stuff and nonsense'. How does he pay for his comment? How is his father's reaction different from his?
13. Answer any two of the following in about 50 words each: **4x2 = 8 marks**
- (a) What were the factors that had contributed towards the poverty of the beggar in the story, 'Whit's Your Dream' ?
- (b) When and why does Mrs. Malik have a 'strange sinking sensation' in the story, 'A Room 10x8' ?
- (c) How does the view of a child differ from an adult as discussed in the essay, 'Hum of Insects' ?
14. Answer anyone of the following in 100 - 125 words: **7 marks**

Write a short essay on the qualities of good education as described by Einstein.

**OR**

After unburdening himself to his horse, Iona writes a diary entry in which he records his feeling at the loss of his son and his overwhelming sense of loneliness. Write the diary entry.

**QUESTION PAPER CODE 212****SECTION A - READING****20**

1. Read the passage given below and answer the questions that follow: 12

- 1 My own recollection is that I did not have high regard for my ability. I used to be astonished whenever I won prizes and scholarships. But I very jealously guarded my character. When I merited, or seemed to the teacher to merit, a rebuke, it was unbearable for me. I remember having once received corporal punishment. I did not so much mind the punishment, as the fact that it was considered my desert. I wept piteously. That was when I was in the first or second standard. There was another such incident during the time when I was in the seventh standard. Dorabji Edulji Gimi was the headmaster then. He was popular among the boys, as he was a disciplinarian, a man of method, and a good teacher. He had made gymnastics and cricket compulsory for boys of the upper standards. I disliked both. I never took part in any exercise, cricket or football, before they were made compulsory. My shyness was one of the reasons for this aloofness, which I now see was wrong. I then had the false notion that gymnastics had nothing to do with education.
2. Today I know that physical training should have as much place in the curriculum as mental training. I may mention, however, that I was none the worse for abstaining from exercise. That was because I had read in books about the benefits of long walks in the open air, and having liked the advice, I had formed a habit of taking walks, which has still remained with me. These walks gave me a fairly hardy constitution. The reason for my dislike for gymnastics was my keen desire to serve as nurse to my father. As soon as the school closed, I would hurry home and begin serving him. Compulsory exercise came directly in the way of this service. I requested Mr. Gimi to exempt me from gymnastics so that I might be free to serve my father. But he would not listen to me.
3. Now it happened that one Saturday, when we had school in the morning, I had to go from home to the school for gymnastics at 4 o'clock in the afternoon. I had no watch, and the clouds deceived me. Before I reached the school the boys had all left. The next day Mr. Gimi, examining the roll, found me marked absent. Being asked the reason for absence, I told him what had happened. He refused to believe me and ordered me to pay a fine - one or two annas (I cannot now recall how much). I was convicted of lying! That deeply pained me. How was I to prove my innocence? There was no way. I cried in deep

anguish. I saw that a man of truth must also be a man of care. This was the first and last instance of my carelessness in school.

4. But though I was none the worse for having neglected exercise, I am still paying the penalty of another neglect. I do not know whence I got the notion that good handwriting was not a necessary part of education, but I retained it until I went to England. When later, especially in South Africa, I saw the beautiful handwriting of lawyers and young men born and educated in South Africa, I was ashamed of myself and repented of my neglect. I saw that bad handwriting should be regarded as a sign of an imperfect education. I tried later to improve mine, but it was too late. I could never repair the neglect of my youth. Let every young man and woman be warned by my example, and understand that good handwriting is a necessary part of education. I am now of opinion that children should first be taught the art of drawing before learning how to write. Let the child learn his letters by observation as he does different objects, such as flowers, birds, etc., and let him learn handwriting only after he has learnt to draw objects. He will then write a beautifully formed hand.
- (a) On the basis of the reading of the passage, answer the following questions:
- (i) What kind of a person was Dorabji ? 2
  - (ii) Why did Gandhiji dislike gymnastics and cricket? 1
  - (iii) Why did Gandhiji want exemption from gymnastics? 1
  - (iv) What did Gandhiji think about handwriting initially? What made him change his opinion? 2
  - (v) What, according to Gandhiji, is the right method of teaching good handwriting to children? 2
- (b) Pick out words from the passage which mean the same as : 4
- (i) reprimand (para 1)
  - (ii) cheated (para 3)
  - (iii) pain (para 3)
  - (iv) preserved (para 4)
2. Read the passage given below and answer the questions that follow: 8

I believe we can change the world if we start listening to one another again. I believe that if we turn to one another, if we begin talking with each other - especially

with those we call stranger or enemy - then this world can reverse its darkening direction and change for the good. And I know with all my heart that the only way the world will change is if many more of us step forward, let go of our judgments, become curious about each other, and take the risk to begin a conversation.

Our twenty-first-century world is descending into aggression, fear, and separation. War, genocide, violence, slavery, pandemics, poverty, natural disasters - all these are commonplace in this new century, despite most people's deep longing to live together in peace.

What are we going to do about this? What role do we choose to play? Do we withdraw and hope at least to live a satisfying private life? Or do we turn to one another and do what we can to bring forth a healthy future?

To support you who aspire to restore hope to the future, we need to think about two new conversations. "What is my role in creating change ?" It is about how the world always only changes when a few individuals step forward. It doesn't change from leaders or top-level programmes or big ambitious plans. It changes when we, everyday people gathering in small groups, notice what we care about and take those first steps to change the situation.

The second new conversation is : "Can I be fearless ?" Fear is everywhere these days, and it's only increasing. Fear destroys human capacity; therefore, we are called to be fearless. Fearless doesn't mean that we are free of fear. It means we learn how to face our fear so that it stops controlling us. If we don't learn how to move past our fears, we will not be able to host conversations or become active on behalf of this troubled, still beautiful world.

Singer Harry Belafonte said, "The last source of truth and hope is the people themselves." Do you know this to be true? If not, I encourage you to begin one of these conversations. In conversation, you'll discover that other people are just as concerned, caring, and eager for change as are you.

We can change the world if we just start listening to one another again.

Margaret J. Wheatley

- |   |   |
|---|---|
| (a) Make notes on the passage given above in any format using recognizable abbreviations. Give a suitable title to the passage. | 5 |
| (b) Write a summary based on the notes you have made in about 80 words.   | 3 |

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

3. You are Kamal/Kavya, the Sports Secretary of the school. Write a notice in 50 - 80 words for your school notice board, informing the students about a camp for training students in yoga.

5

**OR**

The Indian Army issued an appeal to the youth of the country to join it for a challenging and adventurous career. As Secretary of Social Science Club, draft a poster in 50 - 80 words prompting the youth to join the Indian Army.

4. You are Sonam/Sohil, living at 36, Vasant Vihar, New Delhi. You want to use your summer vacation to gain firsthand experience as an office assistant in a shopping mall. Write an application for the post of an office assistant giving your complete bio-data to the Manager, Crown Plaza, B.C., Part I, New Delhi.

10

**OR**

You are Aarti/Atul. You came across an advertisement, 'based on laser technology to help ladies look best'. You feel strongly about the dangers inherent in the use of synthetic chemicals and over-exposure of skin to laser beams. Write a letter in 125 - 150 words to the Editor of The Hindustan Times, highlighting the possible dangers to the users and suggesting action against the exploiters.

5. You are Rahul/Rekha who reads the following headlines commenting on the measures taken by the metropolitan cities of our country to give them a 'clean' look by removing the poor without eradicating poverty. You are upset at the manner in which these steps have been taken. You also mention the steps that could have been taken to safeguard their homes and livelihood and comment on our responsibilities towards keeping the cities clean. Write an article in about 200 words.

POOR BANISHED FROM PUBLIC PLACES

COPS ASK HAWKERS, VENDORS TO PACK UP

NO BUSINESS ON ROADS

10

**OR**

Shahid/Aisha of Class XII has just read a book called, Four Ways to Decide What

Career is Right which talks about some tips you can follow while choosing a career. He/She has jotted down some points in his/her diary. Later, when asked to give a speech on choosing a career, he/she decides to use the following notes to write the speech. Write the speech in about 200 words.

Notes:

- Know yourself - What do you enjoy the most?
- Explore career options based on your interests
- Look for options to turn hobbies into careers
- Look for options/degrees to enhance skills
- Follow your dreams, not your friend's

### SECTION C - GRAMMAR

20

6. Rearrange the following sentences sequentially to make complete sense. 1x5 = 5
- (a) Set a daily goal of writing two hundred, five hundred and even one thousand words.
  - (b) Then set aside a regular time, like early morning and be disciplined.
  - (c) To start off on a writing career you need to follow a pattern.
  - (d) Don't worry about making what you write perfect.
  - (e) Just focus on getting the story out.
7. Jatin is worried at the depleting tiger population in India. He meets Valmiki Thapar, the 'tiger man' of India and discusses some of the issues involved with tiger conservation. Construct five sets of dialogues based on the cues given below. The first one has been done as an example for you. 5

- poachers - removing selling vital organs / skin / teeth / bones / paw
- some corrupt forest officers in connivance with poachers
- villagers using poison to kill them - to protect livestock
- steps to be taken to protect the tiger
- stricter laws and heavy fines to be levied

Jatin : Good morning sir, thank you for your time. I would be grateful if you could tell me why the tiger population is depleting at such a rapid rate

Valmiki Thapar : Well, there are many reasons for this.

8. The following passage has ten errors. Identify the error in each line and write them along with their corrections. The first has been done as an example.

$$\frac{1}{2} \times 10 = 5$$

<b>Incorrect</b>	<b>Correct</b>
Asthma can made exercising a struggle and	made      make
everyday activity the challenge. But it is often	(a) _____
overlooked, especially in adult. In one recent	(b) _____
study it were found that more than four thousand	(c) _____
men and women has undiagnosed asthma. According	(d) _____
with experts undiagnosed asthma could make life more	(e) _____
difficult and could even being deadly. Your doctor may	(f) _____
prescribe an inhaled asthma medication to seeing if it	(g) _____
help or he may perform what's known as a spirometry test.	(h) _____
Both these test will help him to gauge your lung function	(i) _____
and see who medicine would be effective in treating you.	(j) _____

9. Shalini/Subodh is working for the Department of Tourism and has been asked to conduct a survey on the preferences and facilities provided for the foreign tourists visiting India. Prepare a questionnaire on this topic taking help from the cues given below:

5

reasons for visiting India  
choice of places  
cities  
monuments  
impression of cities visited  
impression of hotels  
people  
facilities  
any suggestions  
weather

## SECTION D - LITERATURE

35

10. Choose either of the extracts given below and answer the questions that follow:

They'll soon forget their haunted nights; their cowed  
Subjection to the ghosts of friends who died,  
Their dreams that drip with murder; And they'll be proud  
Of glorious war that shatter'd all their pride ...

- (a) Who does 'they' refer to in the first line? Who is the speaker?  $\frac{1}{2}+\frac{1}{2}$   
(b) Why have the nights been described as 'haunted'? Who or what will haunt them? 1+1  
(c) What does 'cowed subjection' mean? 2  
(d) Explain the paradox in the last line. 2

### OR

Seasons of mists and mellow fruitfulness,  
Close bosom-friend of the maturing sun:  
Conspiring with him how to load and bless  
With fruit the vines that round the thatch-eves run;

- (a) Which is the season being described in the first line? 1  
(b) Mention any four qualities of the season mentioned here. 2  
(c) Pick out the literary device in these lines and explain. 2  
(d) What are the other activities that take place during this season?  
(atleast four) 2

11. Answer any two of the following in about 50 words each: 4x2=8

- (a) How does the narrator feel on seeing his old mother? What are the changes that he observes in her?  
(b) What is the relation between Hamlet and the theme of the poem, 'Curtain'?  
(c) Mention any two symbols used in the poem, 'Ars Poetica'. What do these symbols convey?

12. Answer the following in 80 - 100 words.

5

Why is Alexander called an 'adventurer' ? What are the qualities of an adventurer that Alexander exhibits?

**OR**

What is the contradiction between the second and third wish made by Mr. White in the play, 'Monkey's Paw' ? Why does he make the two wishes?

13. Answer any two of the following in about 50 words each.

$4 \times 2 = 8$

- (a) Why does Iona feel happy in the company of the young men even though they were insensitive to his feelings?
- (b) Compare and contrast the characters of Robichon and Quinquart as depicted in the story, 'The Judgement of Paris'.
- (c) Why did Lisa's friend consider her to be cold and aloof?

14. Answer the following in 100 - 125 words.

7

How is the statement, 'Man proposes and God disposes' related to the theme of the story, 'A Room 10' x 8" ?

**OR**

The Censors of Piety have to submit a report to King Asoka about the work that they have done to spread Dharma amongst the people. Write the report.

## **Marking Scheme ó 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, answer of the question deserving more marks should be retained and the other answer 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 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.
14. A full scale of marks - 0 to 100 is to be used. In case of an answerbook deserving 95 marks and above, marks be awarded in consultation with the Head Examiner only.

**QUESTION PAPER CODE 212/1  
EXPECTED ANSWERS/VALUE POINTS**

<b>SECTION A:</b>	<b>(READING)</b>	<b>20 Marks</b>
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<b>Q1 READING</b>	<b>LEARNING FROM FAILURE</b>	<b>TOTAL MARKS: 12</b>
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Under Section A, Reading (Q1), questions have 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 :** No penalty for spelling and grammar.

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

**Answers : a)**

i. If we fail, we think carefully about the precise cause and strive to improve upon our faults / Success can indiscriminately reinforce all our prior actions.

1 mark

ii.

- It depends on the quality of the learning from the experience.                   ½ mark
- If the learning is high the growth will be substantial                           ½ mark

- iii.
    - Quality of how we respond systematically to chance events is crucial. 2 marks
  
  - iv.
    - The person with a positive mindset tends to embrace challenges ½ mark
    - Learn from criticism and reach higher levels of achievement. ½ mark
  
  - v.
    - Greater awareness and knowledge of oneself, courage, determination, and, above all, humility – are all qualities which enable one to wear one's success with dignity and grace. 1 mark

(any two qualities)
  
  - vi.
    - It means that one has to die someday leaving behind all our possessions (financial, intellectual or emotional) 1 mark
    - All accumulated wealth to be shared with humanity at large (not for personal use) 1 mark
- b. VOCABULARY** **4 marks**

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

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

**Answers :**

- (i) fortuitous\chance
- (ii) incredible
- (iii) cornerstone
- (iv) custodians

## **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 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.**

**Q 2.a) Note Making**

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

**Suggested Notes**

**Title : Cycling / benefits of cycling ( any other suitable title)**

1. Health benefits of Cycling
  - a. good aerobic / physical fitness exercise
  - b. incr. life span 3-14 mnths longer
  - c. benefits public health
2. Risks / Hazards of cycling
  - a. threat of accidents
    - i. risk 4 times greater for cyclists than car drivers
  - b. exposure to vehicle exhaust
    - i. tend to breathe twice as deeply as car drivers
    - ii. causes respiratory & heart problems

3. Research findings
- a. switch to cycling
  - b. less congestion
  - c. reduces pollution
  - d. elderly benefit more
  - e. suitable transport planning promotes cycling

Key:

1. incr. – increase
2. mnths. – months
3. & – and
4. plltn. – pollution
5. transpt – transport

- Note: 1. Any abbreviations made by the students should be accepted.
2. No student to be penalized if they have not given a key to abbreviations separately.

### **Q2b) Summary**

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

<b>Marking:</b>	Content	2 marks
	Expression	1 mark

**Note:** Considering the numerous facts mentioned in the notes about cycling, 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.

<b>SECTION B</b>	<b>WRITING</b>	<b>TOTAL - 25 MARKS</b>
<p>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.</p>		

<b>Q.3. OPTION-1</b>	<b>NOTICE - EXCURSION</b>	<b>TOTAL ñ 5 MARKS</b>
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**Objective:** To write in an appropriate style of a notice

**Marking :** Format 1 mark

Notice/name of the institution, title, date and writer's name with the designation

(The candidate should not be penalized if he has written the notice in block letters or not enclosed it within a box.)

Content 2 marks

**Suggested Value Points**

1. what, when, where and how

2. last date for registration

3. fee and other details

4. any other

Expression 2 marks

- Coherence and relevance of ideas, accuracy and style

<b>Option-2</b>	<b>FACTUAL DESCRIPTION - CLASSROOM</b>	<b>TOTAL ñ 5 MARKS</b>
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**Objective :** To use a style appropriate of a factual description

**Marking :** 5 marks

Format (title)  $\frac{1}{2}$  mark

Content 2½ marks

Suggested value points:

- various activities taking place in the class both positive and negative
- discipline and noise level of the class
- arrival of the headmaster and the changes observed.

Expression 2 marks

Coherence and relevance of ideas and style

#### **Q.4. Option -1 LETTER OF APPLICATION ñ PEER EDUCATOR TOTAL-10 MARKS**

**NOTE: Any formal letter of application offering to work as a peer educator.**

**Relevant details like personal/academic, experience/training, other interests, references should be included either in the letter format or in the resume (marks should not be deducted if bio-data is not separately written).**

**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**

- reference to advertisement
- relevant details
  - a. personal details
  - b. qualification / training
  - c. experience if any
  - d. other achievements
  - e. any other
  - f. references

Expression 4marks

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

**Or**

**Option -2 LETTER TO THE EDITOR ñ EDUCATION FOR ALL 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

- education for development and progress
- literacy workshops \ seminars\ peer education \ each one teach one
- literacy activities in the neighbourhood
- any other

Expression 4 marks

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

**Q.5. Option -1 SPEECH ñ CHOOSING A CAREER TOTAL ñ 10 MARKS**

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

To plan, organize and present ideas coherently

**Marking:** Format 1 mark

(to include greeting and thanking the gathering)

Content 4 marks

## Suggested Value Points

**(Atleast few points from the question paper to be included)**

- know yourself – what do you enjoy the most?
  - explore career options based on your interests
  - look for options to turn hobbies into careers
  - look for options/degrees to enhance skills
  - follow your dreams not your friend's

Any other relevant points

Expression	5 marks
• grammatical accuracy, appropriate words and spellings	(2½)
• coherence and relevance of ideas and style	(2½)

## Option n° 2

## ARTICLE ñ YOUTH AND THE INTERNET

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

To plan, organize and present ideas coherently

To analyze given input and arrive at conclusions

Marking:	Format (heading and writer's name)	1 mark
Content	4 marks	

#### Suggested value points

(Atleast few points from the question paper to be included)

### Advantages of the Internet

- kids online able to read, think and compose thoughts
  - creates a world of good
  - created generation of people who could be educated

Disadvantages

- addiction
- interference with daily life
- meet unpleasant characters

Need to educate youngsters

- the dangers of using the internet
- positive power of the net

Any other relevant point

Expression 5 marks

- grammatical accuracy, appropriate words and spellings (2½)
- coherence and relevance of ideas and style (2½)

**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 ( E, B, A, D, C)

1. Obesity is an ailment characterized by excessive accumulation of body fat.
2. For a person to be classified as obese the excess body weight needs to measure above certain levels.
3. The easiest way to do this is through the body mass index (BMI)
4. According to the table, a person with a BMI of 27, while overweight is not obese.
5. However a person with a BMI of more than 28 is obese and faces several health risks.

## **Q7. DIALOGUE WRITING**

**TOTAL-5 MARKS**

**NOTE:** Full marks to be awarded irrespective of the fact that a student attempts four sets of exchanges or five sets. In case the student has written five sets and one of them is incorrect, then full marks to be awarded.

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

**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

### **Sample Answers**

Ravi: Do you find any change in the landscape?

Anisha: Yes, the landscape has been marred by large number of concrete structures

Ravi: I agree, but we now have world class malls and business centres.

Anisha: Yes I can see that. I am pleasantly surprised.

Ravi: Do you find the city very congested?

Anisha: Yes. It's so crowded – must be because of the rapid increase in population

Ravi: What do you feel about the traffic?

Anisha: It's so chaotic.

Ravi: It is because of the increase in traffic that we have so much of pollution.

Anisha: You are right. I do feel the effect of the pollution when I step out.

## **Q.8. EDITING**

**TOTAL: 5 MARKS**

**Objectives:** To use grammatical items appropriately

**Marking:**  $\frac{1}{2}$  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.

<b>Incorrect</b>		<b>Correct</b>
a. is	-	was
b. grab	-	grabbed
c. prevent	-	preventing/prevented
d. but	-	and
e. think	-	thought
f. the	-	a
g. was	-	were
h. stop	-	stopped
i. get	-	got
j. their	-	there

**Note: Line 3(c) 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 are 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

1. Where did you spend your childhood?
2. Can you share some of the memorable experiences of your school days?
3. What was your first job?
4. What is the secret of your fitness?
5. Which year did you enter into politics?
6. Can you share some of the highlights of your political career?
7. Who is your role model? \ Who has had the greatest influence on you? (in your life)

8. Are you able to spend adequate time with your family?
9. What are your impressions of India?
10. Where do you see yourself after 5 years?\ What are your future plans?

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

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

Under Section D (Q10), questions have 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 especially in the long answers.

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

**Marking:** 7 marks

Answers:

**OPTION (1) OF MOTHERÍS AMONG OTHER THINGS**

- a) mother of the narrator - 1 mark
- b) metaphor – mother’s hands compared to an eagle’s talon - 1 + 1 mark
- c) fingers – caught in a mouse trap - 1 + 1 mark
- d) aged – crippled – unable to use both the fingers / has slowed down.\ lost her importance in the family (Any two) - 1 + 1 mark

**OPTION (2) CURTAIN**

- a) curtain – Helen Spalding -  $\frac{1}{2} + \frac{1}{2}$  mark
- b) two people who have been very close have separated by natural consent and are coming to terms with their separation - 1+1 mark
- c) unusual collocation – shrunken sense is unusual combination of words.  
irony\ oxymoron\ paradox – the contradiction lies in the fact that the senses which are meant to sense \ feel have become numb.

- metaphor - taste being compared to shrunken sense (any one of the above) - 1 mark
- The emotions have become numb with grief. - 1 mark
- d) in shock, disbelief and sorrowful - 1 mark
- agony of separation - 1 mark

## **Q11. POETRY**

**TOTAL 4X2=8 MARKS**

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

**Marking:** Content: 3 marks

Expression: 1 mark

- a) first stanza – hectic activity – abundance  
 second stanza – slower pace – time of harvesting, storing, peaceful and contented
- b) Any two symbols from the poem with an expression
- globed fruit
  - medallion
  - worn out casement ledge
  - flight of birds
  - open doorway
  - leaning grasses
  - climbing of the moon
  - twigs released by the moon
  - Any other
- c) the non-combatants are unrealistic, insensitive, selfish, the ones to start a war.

## **Q12. PLAY**

**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**

- a) getting Queen Mother to talk \ breaking her vow of silence is his greatest victory
- b) shows his sensitive, emotional, insecure, human side.
- c) not in keeping with his otherwise image as ambitious, arrogant, merciless, and cruel conqueror.

**OR**

### **OPTION (2) MONKEYÍS PAW**

Suggested answer

- He loses his life when he is accidentally caught in the machinery.
- Father at first inquisitive, but after wishing feels paw moving, sees faces in the fire – apprehensive and fearful (later) of the power of the paw.

## **Q13. FICTION**

**TOTAL 4X2=8 MARKS**

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

**Marking:** Content - 3 marks

Expression - 1 mark

- a) becoming greedy, careless \ stealing someone else's dreams takes everything for granted
- b) life has turned a full circle—she had the sinking feeling when she was ushered into the room '10×8'—guilt and remorse for her past actions, fear of the future \ regret for past action
- c) world is the chief toy and a perfectly happy place, music of insects enchanting, believe adults laugh because they are happy; smile because they are kind\innocence of childhood.  
for an adult, world a problem; run down machine; stuffy full of stabbing creatures making irritating noises.

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

**Total 7 marks**

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

<b>Marking:</b>	Content -	4 marks
	Expression -	3 marks

<b>Option -1</b>	<b>ON EDUCATION</b>	<b>DIARY ENTRY</b>
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**Note:** Marks should be awarded for student's creativity

**Suggested Value Points:**

- school - centre for preserving and passing on culture and heritage
- knowledge not static, has to be renewed
- education should aim at creating individuals who can think critically and give back to society more than taking back from it
- should aim at inspiring students by using methods to arouse interest in the subjects being taught without creating an unhealthy competitive environment.
- teachers should be given freedom to create their own curriculum and methodology.
- more stress on practice
- creation of holistic individuals not specialists.
- competition versus cooperation

**Option- 2 GRIEF**

**Suggested Value Points:**

- his feeling at the loss of his son and his overwhelming sense of loneliness
- son had died of fever a week ago
- lonely-no wife, daughter in the village, no friends
- callous, insensitive people
- making desperate attempt to unburden his grief
- unburdens to his horse
- slight relief

**QUESTION PAPER CODE 212**  
**EXPECTED ANSWERS/VALUE POINTS**

<b>SECTION A</b>	<b>READING</b>	<b>20 MARKS</b>
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<b>Q1. READING</b>	<b>TOTAL MARKS: 12</b>
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Under Section A, Reading (Q1), questions have 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 the main parts of the text.

**Marking :** No penalty for spelling and grammar.

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

**Answers : (a)**

- i. Popular among the boys, disciplinarian, a man of method and a good teacher (any two) 2 marks
- ii. Shyness / false notion that gymnastics had nothing to do with education (any one) 1 mark
- iii. To serve his father 1 mark
- iv. - initial view – good handwriting not necessary  
- embarrassed when he saw the beautiful handwriting of lawyers in South Africa 1+1 mark
- v. - drawing objects before writing  
- learning letters through observations of flowers and birds 1+1 mark

**b. VOCABULARY**

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

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

- Answers :
- i. rebuked
  - ii. deceived
  - ii. anguish
  - iv. retained

## **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.

<b>Marking :</b> 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.**

### **Q 2.a Note making**

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

#### **Suggested Notes**

**Title : HOW TO CHANGE THE WORLD**

**or**

## **Any other suitable title**

1. Ways to change world
  - a. start listening to one another
  - b. let go of judgemental behavior
  - c. b'come curious about each other
  - d. risk beginning a conv.
2. Problems of 21st century
  - a) has descended into
    - i. aggr.
    - ii. fear
    - iii. separation
    - iv. war
    - v. genocide
    - vi. slavery
    - vii. poverty
    - viii. natural disasters
3. Important questions
  - a. What to be done to solve prob?
  - b. Our roles in solving prob.
  - c. We withdraw or get involved
  - d. changes do not happen from top level leaders \ programmes
  - e. change brought about at individual level
4. Meaning of fearlessness
  - a. not freedom from fear
  - b. How to face fear?
  - c. not allowing it to control us
  - d. learning to move ahead inspite of it.

5. Imp. of holding conversation
  - a. Discovering ppl. to be
    - i. concerned
    - ii. caring
    - iii. eager for change

**Key:**

1. b'come - become
2. conv. - conversation
3. aggr. - aggression
4. prob. - problem
5. ppl. - people

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

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

## **Q2. b. SUMMARY**

**Objective:** 1) To expand notes ( headings and sub-headings ) into a summary  
 2) To test the 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.

<b>SECTION B</b>	<b>(WRITING)</b>	<b>TOTAL - 25 MARKS</b>
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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.

<b>Q.3. OPTION 1</b>	<b>NOTICE ñ YOGA CAMP</b>	<b>TOTAL ñ 5 MARKS</b>
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**Objective:** To write in an appropriate style of a notice

**Marking :** Format 1 mark

Notice/name of the institution, title, date and writer's name with the designation

The candidate should not be penalized if he has used block letters with or without a box.

Content 2 marks

**Suggested Value Points**

- mention the event
- time, date, venue
- purpose of the camp
- duration
- any other relevant information

Expression 2 marks

- Coherence and relevance of ideas, accuracy and style)

<b>OPTION 2</b>	<b>POSTER ñ JOIN THE INDIAN ARMY</b>	<b>TOTAL ñ 5 MARKS</b>
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**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**

- theme/topic
- purpose
- message/appeal
- catchy slogans
- caption

- name of the issuing authority
- any other relevant points

**Expression** 2 marks

- coherence and relevance of ideas and style
- Due credit should be given for creativity and economy of words

**Q.4. Option -1                    LETTER OF JOB APPLICATION                    TOTAL -10 MARKS**

**NOTE:** Any formal letter of application offering to work as an office assistant. Relevant details like personal/academic, experience/training, other interests, references should be included either in the letter format or in the resume (marks should not be deducted if bio-data is not separately written).

**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

(includes the covering letter and bio data)

**Suggested value points**

- Personal details (name, father's name, DOB/age, Address, Contact No./ Telephone no.).
- Academic details
- Achievements
- References
- any other relevant points

Expression:	4 marks
(Grammatical accuracy, appropriate words and spellings	2 marks
Coherence and relevance of ideas and style)	2 marks

## **Option -2**

## **LETTER TO THE EDITOR ñ DANGER - USE OF SYNTHETIC**

## CHEMICALS

## **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

- disturbed by the manner in which customers are fooled
  - apathy of the society \community \authorities
  - recording feelings about dangers involved
  - suggesting measures – creating awareness; stringent actions
  - any other relevant points

Expression 4 marks

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

### **Q.5. Option -1**

#### **ARTICLE – REMOVING THE POOR WITHOUT ERADICATING POVERTY**

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

To plan, organize and present ideas coherently.

**Marking:** Format 1 mark

(heading and writer's name)

Content 4 mark

#### **Suggested value points**

- measures taken by the metropolitan cities to give the city a 'clean' look
- removing the poor without eradicating poverty
- mention steps that could have been taken to safeguard their homes and livelihood
- people's responsibility to keep the city clean
- any other relevant points

**Expression** 5 marks

• grammatical accuracy, appropriate words and spellings (2½)

• Coherence and relevance of ideas and style (2½)

### **Option ñ 2**

#### **SPEECH ñ CHOOSING A CAREER**

**TOTAL ñ 10 MARKS**

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

To plan, organize and present ideas coherently.

**Marking:** Format 1 mark

(to include greeting and thanking)

Content 4 mark

#### **Suggested Value Points**

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

- know yourself – what do you enjoy the most?

- explore career options based on your interests
- look for options to turn hobbies into careers
- look for options/degrees to enhance skills
- follow your dreams not your friend's
- any other relevant points

**Expression** 5 marks

- grammatical accuracy, appropriate words and spellings (2½)
- coherence and relevance of ideas and style (2½)

**SECTION C** **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**

**Objective:** To read and arrange sentences in a sequential order 5 marks

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

**Answer**

**(C, A, B, D, E) \ ( C, B, A, E, D)**

- a. To start off on a writing career you need to follow a pattern.
- b. Set a daily goal of writing two hundred, five hundred and even one thousand words.
- c. Then set aside a regular time, like, early morning and be disciplined.
- d. Don't worry about making what you write perfect.
- e. Just focus on getting the story out.

**Or**

- a. To start off on a writing career you need to follow a pattern.

- b. Then set aside a regular time, like, early morning and be disciplined.
- c. Set a daily goal of writing two hundred, five hundred and even one thousand words.
- d. Just focus on getting the story out.
- e. Don't worry about making what you write perfect.

## **Q7. DIALOGUE WRITING**

**TOTAL-5 MARKS**

**NOTE: Full marks to be awarded irrespective of the fact that a student attempts four sets of exchanges or five sets. In case the student has written five sets and one of them is incorrect, then full marks to be awarded.**

**Objective:** 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:**

- a. Jatin: Do you think the poachers are the main reason for the depletion of the tiger population?  
Valmik Thapar: Yes, they are responsible. They sell the vital organs of the tigers like skin, teeth, bones etc.
- b. Jatin: Do you think the forest officers are also involved?  
VT: Yes, some corrupt forest officers are involved with the poachers.
- c. Jatin: How are the villagers responsible for the depletion of the tiger population?  
VT: Villagers use poison to kill them in order to protect their livestock.
- d. Jatin: What do you think should be done in such a situation?  
VT: Effective steps should be taken to protect the tiger.

- e. Jatin: What kind of steps can be taken?  
 VT: Strict laws should be enforced and heavy fines should be imposed on those responsible for depletion of the tiger population.

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

#### **Q.8. EDITING**

**TOTAL: 5 MARKS**

**Objective:** To use grammatical items appropriately

**Marking:**  $\frac{1}{2}$  mark each

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

	Incorrect	Correct
a.	the	- a
b.	adult	- adults
c.	were	- was
d.	has	- have
e.	with	- to
f.	being	- be \ become
g.	seeing	- see
h.	help	- helps
i.	test	- tests
j.	who	- which

**Note:** Line 6(f) 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 any of the two areas specified for the interview in the given question.

**Suggested Answers:**

1. Why did you choose to visit India?
2. Which all places did you visit?
3. Which is your favourite city?
4. What do you think about the monuments in India?
5. What are your impressions about the cities that you have visited?
6. What do you feel about the hotels that you have stayed at?
7. Do you find the people of India warm and friendly?
8. Are you impressed by the facilities provided by the Department of Tourism?
9. How do you find the weather here?
10. Do you have any suggestions to make for the improvement of the facilities offered by the Department?

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

In Section D, (Q10) questions have 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 especially in the long answers.

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

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

**Marking:** 7 marks

**Answers:**

<b>OPTION (1)</b>	<b>SURVIVORS</b>	
a) survivors		- ½ mark
	non-combatants	- ½ mark
b) –their disturbed sleep at night\nightmares - visions of their dead friends \of battles fought\death and destruction \bloody wars		- 1 + 1 mark

- c) combatants cower or hide in fear from the visions that terrify them and give them nightmares \ helplessness - 2 marks
- d) the war that was supposed to bring them glory has caused them suffering and disillusionment \ has shattered the pride of the soldiers. - 2 marks

**OPTION (2)**

**ODE TO AUTUMN**

- a) Autumn - 1 mark
  - b) mellowness; mists; abundance; flowering; ripening of fruits; collecting the nectar  
(Any four) -  $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2$  marks
  - c) personification - sun and autumn personified as bosom friends conspiring together to ripen the fruits and vegetables
- Imagery - vivid description of the autumn season / maturing sun.
- Transferred epithet – the sun has been described as having matured, which is a human quality.
- (any one literary device with explanation) -  $1+1=2$  marks
- d) reaping; harvesting; winnowing; gleaning, watching the cider being extracted -  $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2$  marks

**Q11. POETRY**

**TOTAL 4X2=8 MARKS**

- Objectives:** To test the students' comprehension of poetry – local and global
- Marking:** Content: 3 marks
- Expression: 1 mark

**SUGGESTED ANSWERS**

- a) choking sensation /feeling of guilt / regretful /utter helplessness/ remorseful, realization that she will not be there for a long time / feather of one time wing.  
has become emaciated, frail, lost weight, shrivelled, bent, shrunken in size, slow in her movements. (any three)
- b) To emphasize the feeling of loneliness and confusion that Hamlet experiences. the similarity with the feelings of the two lovers.
- c) Any two symbols from the poem with an explanation

- globed fruit – delectable / wholesome
- medallion – priceless
- worn out casement ledge – classic element/timelessness
- flight of birds – imagination
- open doorway – grief, sadness and void
- leaning grasses- love / surrender of the self

## **Q12. DRAMA**

**TOTAL-5 MARKS**

**Objective:** To test the students' ability to comprehend plays, understand characters etc.

**Marking:** Content: 3 marks

Expression: 2 marks

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

Alexander is to become the world conqueror

loved facing challenges

ready to face the unknown

fearless/reckless/ambitious/impulsive/ruthless

believed in action

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

second wish – wishing for the dead son to come alive

third wish – wishing him dead again

reason – wife devastated after son's death – forces him to wish on the paw – after

hearing knocking – frightened at the thought of seeing disfigured son and effect

on his wife – does not want to play with nature – wants son to rest in peace

## **Q13. PROSE**

**TOTAL 4X2=8 MARKS**

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

<b>Marking:</b>	Content	3 marks
	Expression:	1 mark
a)	lost his son engulfed in grief  their chatter helped him to forget his grief for a short while / diversion of his mind for a brief time.	
b)	both talented comedians in love with the same girl  both equally appreciated by the public and the critic  (any other suitable comparison)  Robichon – robust –open –loves to show off  Quinquart – skinny – quiet – secretive about his plans  (any other suitable contrast)	
c)	Lisa – quiet, reclusive, found the girls and their conversation frivolous  appeared very intense and was extremely sensitive to the pain and suffering around her.	

#### **Q14. PROSE (LONG ANSWERS) Total 7 marks**

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

Marking:	Content -	4 marks
	Expression -	3 marks

#### **OPTION (1) A ROOM 10' 8'**

Note: Marks should be awarded for the student's creativity

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

Theme

A lady's desire to own her home and be its mistress and to stay on in Delhi – decides to allot the store room to her mother-in-law as long as she lives – very keen to move in – takes keen interest in its construction – but destiny thwarts her plans – the government acquires the property – has to leave Delhi – daughter-in-law becomes

mistress after the death of her husband when they finally move into the house – relegated to the same room 10' × 8' which she had designed for her mother-in-law

**OPTION (2)                    KING ASOKA**

**Suggested Value Points:**

- engaged in the spread of Law of Piety among the people.
- working towards the progress , welfare and happiness of the people.
- ensuring justice for all especially the old, the homeless and those with large families / effected by calamities
- practising high moral standards personally

# हिंदी (ऐच्छिक)

निर्धारित समय : 3 घंटे

अधिकतम अंक : 100

प्रश्नपत्र संख्या 29/1/1

खंड - 'ख'

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

साहस की ज़िंदगी सबसे बड़ी ज़िंदगी होती है। ऐसी ज़िंदगी की सबसे बड़ी पहचान यह है कि वह बिल्कुल निडर, बिल्कुल बेखौफ होती है। साहसी मनुष्य की पहली पहचान यह है कि वह इस बात की चिंता नहीं करता कि तमाशा देखने वाले लोग उसके बारे में क्या सोच रहे हैं। जनमत की उपेक्षा करके जीने वाला आदमी दुनिया की असली ताकत होती है और मनुष्यता को प्रकाश भी उसी आदमी से मिलता है। अड़ोस-पड़ोस को देखकर चलना, यह साधारण जीव का काम है। क्रांति करने वाले लोग अपने उद्देश्य की तुलना न तो पड़ोसी के उद्देश्य से करते हैं और न अपनी चाल को ही पड़ोसी की चाल देखकर मद्दिम बनाते हैं।

साहसी मनुष्य उन सपनों में भी रस लेता है जिन सपनों का कोई व्यावहारिक अर्थ नहीं है। साहसी मनुष्य सपने उधार नहीं लेता, पर वह अपने विचारों में रमा हुआ अपनी ही किताब पढ़ता है। अर्नाल्ड बेनेट ने एक जगह लिखा है कि जो आदमी यह महसूस करता है कि किसी महान निश्चय के समय वह साहस से काम नहीं ले सका, ज़िन्दगी की चुनौती को कबूल नहीं कर सका, वह सुखी नहीं हो सकता।

ज़िंदगी को ठीक से जीना हमेशा ही जोखिम को झेलना है और जो आदमी सकुशल जीने के लिए जोखिम का हर जगह पर एक धेरा डालता है, वह अंततः अपने ही धेरों के बीच कैद हो जाता है और ज़िंदगी का कोई मज़ा उसे नहीं मिल पाता, क्योंकि जोखिम से बचने की कोशिश में, असल में, उसने ज़िंदगी को ही आने से रोक रखा है। ज़िंदगी से, अंत में हम उतना ही पाते हैं जितनी कि उसमें पूँजी लगाते हैं। पूँजी लगाना ज़िंदगी के संकटों का सामना करना है, उसके उस पन्ने को उलट कर पढ़ना है जिसके सभी अक्षर फूलों से ही नहीं, कुछ अंगारों से भी लिखे गए हैं।

(क) साहस की ज़िंदगी जीने वालों में ऐसी कौन सी विशेषताएँ हैं जिनके कारण उन्हें अन्य लोगों से अलग किया जा सकता है?

2

(ख) “ज़िंदगी को ठीक से जीना हमेशा ही जोखिम झेलना है” - कैसे ? स्पष्ट कीजिए।

2

(ग) कैसा आदमी सुखी नहीं हो सकता और क्यों?

2

(घ) आशय स्पष्ट कीजिए - “ज़िंदगी से, अंत मे हम उतना ही पाते हैं, जितनी कि उसमें पूँजी लगाते हैं।”	2
(ङ.) जीवन में साहस क्यों अपेक्षित है?	2
(च) गद्यांश के लिए एक उपयुक्त शीर्षक दीजिए।	1
(छ) गद्यांश में क्या संदेश दिया गया है? संक्षेप में अपने शब्दों में लिखिए।	1
(ज) मिश्र वाक्य में बदलिए - जनमत की उपेक्षा कर जीने वाला आदमी दुनिया की असली ताकत होता है।	1
(झ) उपसर्ग और प्रत्यय अलग कीजिए - सकुशल, व्यावहारिक।	1
(ज) विशेषण बनाइए - साहस, क्रांति।	1
 2. निम्नलिखित काव्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्नों के उत्तर दीजिए :	$1 \times 5 = 5$
इस समाधि में छिपी हुई है एक राख की ढेरी।	
जल कर जिसने स्वतंत्रता की दिव्य आरती फेरी।	
यह समाधि, यह लघु समाधि है झाँसी की रानी की।	
अंतिम लीला स्थली यही है लक्ष्मी मर्दानी की ॥	
यही कहीं पर बिखर गई वह भग्न विजय-माला-सी।	
उसके फूल यहाँ संचित हैं है यह स्मृति-शाला-सी ॥	
सहे वार पर वार अंत तक लड़ी वीर बाला-सी।	
आहुति-सी गिर पड़ी चिता पर चमक उठी ज्याला-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 ॥  
  
 इससे भी सुन्दर समाधियाँ  
 हम जग में हैं पाते ।  
 उनकी गाथा पर निशीथ में  
 क्षुद्र जन्तु ही गाते ।  
  
 पर कवियों की अमर गिरा में  
 इसकी अमिट कहानी ।  
 स्नेह और श्रद्धा से गाती  
 है वीरों की बानी ॥

- (क) प्रस्तुत काव्यांश में किसकी समाधि का उल्लेख किया गया है? उसे अंतिम लीला स्थली क्यों कहा है?
- (ख) आशय स्पष्ट कीजिए - 'यहाँ कहीं पर बिखर गई वह भग्न विजय-माला-सी ।'
- (ग) व्यक्ति का मान कब बढ़ जाता है?
- (घ) इससे भी सुन्दर समाधियाँ होने पर भी यह समाधि विशेष क्यों बताई गई है?
- (ड.) रानी से भी अधिक उसकी समाधि प्रिय होने का कारण आपके विचार से क्या हो सकता है?

### अथवा

पूर्व चलने के बटोही, बाट की पहचान कर ले!  
 पुस्तकों में है नहीं, छापी गई इसकी कहानी,

हाल इसका ज्ञात होता है न औरों की जुबानी,  
 अनगिनत राहीं गए इस राह से, उनका पता क्या,  
 पर गए कुछ लोग इस पर, छोड़ पैरों की निशानी,  
 यह निशानी मूक होकर भी बहुत कुछ बोलती है,  
 खोल इसका अर्थ, पंथी, पंथ का अनुमान कर ले!  
 पूर्व चलाने के बटोही, बाट की पहचान कर ले!

है अनिश्चित किस जगह पर, सरित-गिरि-गहवर मिलेंगे,  
 है अनिश्चित किस जगह पर, बाग-बन सुंदर मिलेंगे,  
 किस जगह यात्रा खत्म हो जाएगी, यह भी अनिश्चित,  
 है अनिश्चित, कब सुमन, कब कंटकों के शर मिलेंगे,  
 कौन सहसा छूट जाएँगे, मिलेंगे कौन सहसा,  
 आ पड़े कुछ भी, रुकेगा तू न, ऐसी आन कर ले!  
 पूर्व चलने के बटोही, बाट की पहचान कर ले!

- (क) चलने से पूर्व राह की पहचान करने की बात क्यों कही गई है?
- (ख) इस राह पर अनेक राहगीर अपने पैरों की निशानियाँ छोड़ गए - इसका भाव स्पष्ट कीजिए।
- (ग) जीवन यात्रा के मार्ग में 'सुमन' और 'कंटक' से क्या अभिप्राय है?
- (घ) "किस जगह यात्रा खत्म हो जाएगी" कवि के इस कथन का क्या आशय है?
- (ड.) जीवन में क्या-क्या अनिश्चितताएँ बताई गई हैं?

### खंड - 'ख'

3. निम्नलिखित विषयों में से किसी एक पर लगभग 400 शब्दों में निबंध लिखिए :

- (क) कमरतोड़ महँगाई
- (ख) साम्प्रदायिकता की समस्या
- (ग) मेरी मेट्रो मेरी शान
- (घ) राष्ट्रमंडल खेलों में भारत की उपलब्धियाँ

4. कल्पना कीजिए कि आपने पत्रकारिता के क्षेत्र में अपना अध्ययन पूरा कर लिया है और किसी प्रसिद्ध अखबार में पत्रकार-पद के लिए आवेदन भेजना है। अपने स्ववृत्त (बायोडेटा) सहित आवेदन पत्र लिखिए।

5

#### अथवा

महानगरी में दिन-प्रतिदिन बढ़ती अपराध प्रवृत्तियों की ओर ध्यान आकर्षित करते हुए किसी प्रतिष्ठित समाचार पत्र के संपादक को पत्र लिखिए और इससे निपटने के लिए कुछ सुझाव भी दीजिए।

5. फ़ीचर क्या है? एक अच्छे फ़ीचर की किन्हीं चार विशेषताओं पर प्रकाश डालिए।

5

#### अथवा

रेडियो और टेलीविजन समाचारों की भाषा-शैली की विशेषताओं पर सोदाहरण प्रकाश डालिए।

6. निम्नलिखित प्रश्नों के उत्तर एक-दो वाक्य में दीजिए :

$1 \times 5 = 5$

- (क) उलटा पिरामिड शैली से क्या तात्पर्य है?  
(ख) भारत में प्रथम छापाखाना कब और कहाँ खुला था?  
(ग) विशेष लेखन क्या होता है?  
(घ) इंटरनेट पत्रकारिता आजकल बहुत लोकप्रिय क्यों हैं?  
(ङ.) समाचार लेखन के छह ‘ककार’ कौन-कौन से हैं?

#### खंड - ‘ग’

7. निम्नलिखित काव्यांश की सप्रसंग व्याख्या कीजिए :

8

चोट खाकर राह चलते  
होश के भी होश छूटे,  
हाथ जो पाथेय थे,  
ठग-ठाकुरों ने रात लूटे,  
कंठ रुकता जा रहा है,  
आ रहा है काल देखो।

भर गया है ज़हर से  
 संसार जैसे हार खाकर,  
 देखते हैं लोग लोगों को,  
 सही परिचय न पाकर,  
 बुझ गई है लौ पृथा की,  
 जल उठो फिर सींचने को

### अथवा

जननी निरखति बान धनुहियाँ ।  
 बार-बार उन नैननि लावति प्रभुजू की ललित पनहियाँ ॥  
 कबहुँ प्रथम ज्यों जाइ जगावति कहि प्रिय बचन सवारे ।  
 “उठहु तात! बलि मातु बदन पर, अनुज सखा सब द्वारे” ॥  
 कबहुँ कहति यों “बड़ी बार भइ जाहु भूप पहँ भैया ।  
 बंधु बोलि जेंझय जो भावै गई निछावरि मैया” ॥  
 कबहुँ समुझि बनगमन राम को रहि चकि चित्र लिखी-सी ।  
 तुलसीदास वह समय कहे तें लागति प्रीति सिखी-सी ॥

8. निम्नलिखित प्रश्नों में से किन्हीं दो के उत्तर दीजिए : 3+3 = 6
- (क) ‘तोड़ो’ कविता में पथर और चट्टानें किसके प्रतीक हैं? कवि उन्हें तोड़ने का आह्वान क्यों करता हैं?
- (ख) ‘दीप अकेला’ के प्रतीकार्थ को स्पष्ट करते हुए बताइए कि कवि ने उसे स्नेहभरा, गर्वभरा और मदमाता क्यों कहा है?
- (ग) बनारस में वसंत का आगमन कैसे होता है और उसका इस शहर पर क्या प्रभाव पड़ता है?
9. निम्नलिखित काव्यांशों में से किन्हीं दो का काव्य-सौंदर्य स्पष्ट कीजिए : 3+3 = 6
- (क) लघु सुरधुन-से पंख पसारे- शीतल मलय समीर सहारे ।  
 उड़ते खग जिस ओर मुँह किए - समझ नीड़ निज प्यारा ।

- (ख) यह तन जारौं छार कै कहौं कि पवन उड़ाउ ।  
 मकु तेहिं मारग होइ परौं कंत धरैं जहुं पाउ ॥
- (ग) तेलनि तूलनि पूँछ जरी न जरी लंक जराइ जरी ॥

10. निम्नलिखित गद्यांश की सप्रसंग व्याख्या कीजिए :

6

नाम इसलिए बड़ा नहीं है कि वह नाम है। वह इसलिए बड़ा होता है कि उसे सामाजिक स्वीकृति मिली होती है। रूप व्यक्ति-सत्य है, नाम समाज-सत्य। नाम उस पद को कहते हैं जिस पर समाज की मुहर लगी होती है। आधुनिक शिक्षित लोग जिसे ‘सोशल सैंक्षण’ कहा करते हैं।

#### अथवा

दूर जल-धारा के बीच एक आदमी सूर्य की ओर उन्मुख हाथ जोड़े खड़ा था। उसके चेहरे पर इतना विभोर, विनीत भाव था मानो उसने अपना सारा अहम त्याग दिया है, उसके अंदर ‘स्व’ से जनित कोई कुंठ शेष नहीं है, वह शुद्ध रूप से चेतन स्वरूप, आत्माराम और निर्मलानन्द है।

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

4+4 = 8

- (क) ‘संवदिया’ के चरित्र की क्या विशेषताएँ हैं और गाँववालों के मन में संवदिया की क्या अवधारणा है?
- (ख) रामचंद्र शुक्ल ने चौधरी प्रेमघन के व्यक्तित्व के किन पहलुओं को उजागर किया है? स्पष्ट कीजिए।
- (ग) ‘धर्म का रहस्य जानना वेदशास्त्रज्ञ धर्मचार्यों का ही काम है।’ ‘घड़ी के पुर्जे’ पाठ के कथन से आप कहाँ तक सहमत हैं? तर्कयुक्त उत्तर दीजिए।

12. विष्णु खरे अथवा विद्यापति के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी काव्यगत विशेषताओं में से किन्हीं दो का उल्लेख कीजिए।

6

#### अथवा

भीष्म साहनी अथवा ब्रजमोहन व्यास के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी भाषा-शैली की दो प्रमुख विशेषताओं पर प्रकाश डालिए।

13. निम्नलिखित प्रश्नों में से किन्हीं तीन के उत्तर दीजिए :

3+3+3 = 9

- (क) ‘आरोहण’ कहानी में पत्थर की जाति से लेखक का क्या आशय है? उसके विभिन्न प्रकारों के बारे में लिखिए।

- (ख) “हम जिसे विकास की औद्योगिक सभ्यता कहते हैं वह उजाड़ की अपसभ्यता है।”  
‘अपना मालवा - खाऊ - उजाड़ सभ्यता में’ पाठ के आधार पर इस कथन पर टिप्पणी कीजिए।
- (ग) सूरदास की रूपयों से भरी पोटली भैरों के पास देख कर जगधर को कैसा लगा?  
उसकी मनः स्थिति का वर्णन अपने शब्दों में पाठ के आधार पर कीजिए।
- (घ) ‘बिस्कोहर की माटी’ पाठ के आधार पर उस स्मृति पर प्रकाश डालिए जिसके साथ लेखक को मृत्यु का बोध अजीब तौर से जुड़ा मिलता है।
14. ‘सूरदास की झोंपड़ी’ पाठ के आधार पर सूरदास के व्यक्तित्व की किन्हीं तीन विशेषताओं पर सोदाहरण प्रकाश डालिए।

6

### अथवा

‘पहाड़ों की चढ़ाई में भूप दादा का कोई जवाब नहीं’ - कथन के आलोक में उसके चरित्र की किन्हीं तीन विशेषताओं पर ‘आरोहण’ कहानी के आधार पर प्रकाश डालिए।

### प्रश्नपत्र संख्या 29/1

#### खंड - ‘ख’

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

साधारणतः सत्य का अर्थ सच बोलना मात्र ही समझा जाता है, परन्तु गांधी जी ने व्यापक अर्थ में ‘सत्य’ शब्द का प्रयोग किया है। विचार में, वाणी में और आचार में उसका होना ही सत्य माना है। उनके विचार में जो सत्य को इस विशाल अर्थ में समझ ले उसके लिए जगत् में और कुछ जानना शेष नहीं रहता। परन्तु इस सत्य को पाया कैसे जाए? गांधी जी ने इस सम्बन्ध में अपने विचार इस प्रकार व्यक्त किए हैं - एक के लिए जो सत्य है, वह दूसरे के लिए असत्य हो सकता है। इसमें घबराने की बात नहीं है। जहाँ शुद्ध प्रयत्न है वहाँ भिन्न जान पड़ने वाले सब एक ही पेड़ के असंख्य भिन्न दिखाई देने वाले पत्तों के समान है। परमेश्वर ही क्या हर आदमी को भिन्न दिखाई नहीं देता? फिर भी हम जानते हैं कि वह एक ही है। पर सत्य नाम ही परमेश्वर का है, अतः जिसे जो सत्य लगे तदनुसार वह बरते तो उसमें दोष नहीं। इतना ही नहीं, बल्कि वही कर्तव्य है। फिर उसमें भूल होगी भी तो सुधर जाएगी, क्योंकि सत्य की खोज के साथ तपश्चर्या होती है अर्थात् आत्मकष्ट-सहन की बात होती है, उसके पीछे पर मिटना होता है, अतः उसमें स्वार्थ की तो गंध तक भी नहीं होती। ऐसी निःस्वार्थ खोज में लगा हुआ आज तक कोई अंत पर्यन्त गलत रास्ते पर नहीं गया। भटकते ही वह ठोकर खाता है और सीधे रास्ते पर चलने लगता है।

ऐसे ही अहिंसा वह स्थूल वस्तु नहीं है जो आज हमारी दृष्टि के सामने है। किसी को न मारना, इतना तो है ही। कुविचार मात्र हिंसा है, उतावली हिंसा है। मिथ्या भाषण हिंसा है। द्वेष हिंसा है। किसी का बुरा चाहना हिंसा है। जगत के लिए जो आवश्यक वस्तु है, उस पर कब्ज़ा रखना भी हिंसा है।

इतना हमें समझ लेना चाहिए कि अहिंसा के बिना सत्य की खोज असम्भव है। अहिंसा और सत्य ऐसे ओतप्रोत हैं जैसे सिक्के के दोनों रुख। इसमें किसे उलटा कोई कहें किसे सीधा। फिर भी अहिंसा को साधन और सत्य को साध्य मानना चाहिए। साधन अपने हाथ की बात है। हमारे मार्ग में चाहे जो भी संकट आए, चाहे जितनी हार होती दिखाई दे - हमें विश्वास रखना चाहिए कि जो सत्य है वही एक परमेश्वर है। जिसके साक्षात्कार का एक ही मार्ग है और एक ही साधन है - वह है अहिंसा, उसे कभी न छोड़ेंगे।

- |  |   |
|--|---|
| (क) गांधीजी के अनुसार सत्य का स्वरूप स्पष्ट कीजिए।   | 2 |
| (ख) जो एक के लिए सत्य है, वह दूसरे के लिए असत्य हो सकता है। इस बात को गांधीजी ने कैसे समझाया है?           | 2 |
| (ग) गांधीजी ने किन बातों एवं व्यवहारों को हिंसा माना है?   | 2 |
| (घ) सत्य की खोज में लगा हुआ व्यक्ति ग़लत रास्ते पर क्यों नहीं जा सकता?                                     | 2 |
| (ड.) आशय स्पष्ट कीजिए :  | 2 |
| “अहिंसा और सत्य ऐसे ओतप्रोत हैं जैसे सिक्के के दोनों रुख।”   |   |
| (च) अहिंसा सत्य की प्राप्ति में साधन कैसे है?  | 2 |
| (छ) उपर्युक्त गद्यांश के लिए एक उपर्युक्त शीर्षक बताइए।  | 1 |
| (ज) उतावली हिंसा है। मिथ्या भाषण हिंसा है। द्वेष हिंसा है।<br>उपर्युक्त वाक्यों को एक सरल वाक्य में बदलिए। | 1 |
| (झ) उपसर्ग और प्रत्यय अलग कीजिए - निःस्वार्थ, व्यापक।  | 1 |

2. निम्नलिखित काव्यांश को ध्यान से पढ़िए और पूछे गए प्रश्नों के उत्तर दीजिए:  $1 \times 5 = 5$

आज की दुनिया विचित्र, नवीन;  
प्रकृति पर सर्वत्र है विजयी पुरुष आसीन।  
हैं बँधे नर के करों में वारि, विद्युत, भाप,  
हुक्म पर चढ़ता-उत्तरता है पवन का ताप।  
है नहीं बाक़ी कहीं व्यवधान,  
लाँघ सकता नर सरित्, गिरि, सिंधु एक समान।

शीश पर आदेश कर अवधार्य,  
 प्रकृति के सब तत्त्व करते हैं मनुज के कार्य;  
 मानते हैं हुक्म मानव का महा करुणेश,  
 और करता शब्दगुण अंबर वहन संदेश।  
 नव्य नर की मुष्टि में विकराल,  
 हैं सिमटते जा रहे प्रत्येक क्षण विकराल।  
 यह प्रगति निस्मीम! नर का यह अपूर्व विकास!  
 चरण-तल भूगोल! मुट्ठी में निखिल आकाश!  
 किन्तु है, बढ़ता गया मस्तिष्क ही निःशेष,  
 छूट कर पीछे गया है रह हृदय का देश;  
 मोम-सी कोई मुलायम चीज़  
 ताप पाकर जो उठे मन में पसीज-पसीज।

- (क) आधुनिक युग को कवि ने विचित्र और नवीन क्यों कहा है?
- (ख) ‘कहीं कोई रुकावट शेष नहीं रही’ - इसकी पुष्टि में कवि ने क्या तर्क दिया है?
- (ग) मानव द्वारा की गई वैज्ञानिक प्रगति के अद्भुत विकास को देखकर भी कवि संतुष्ट क्यों नहीं है?
- (घ) ‘प्रकृति के सब तत्त्व करते हैं मनुज के कार्य’ - प्रमाण में एक उदाहरण दीजिए।
- (ड.) मन में रहने वाली ‘मोम-सी कोई मुलायम चीज़’ क्या हो सकती है? उसका अभाव क्यों दिखाई पड़ता है?

### अथवा

हम प्रचंड की नई किरण हैं, हम दिन के आलोक नवल।  
 हम नवीन भारत के सैनिक, धीर, वीर, गंभीर, अचल।  
 हम प्रहरी ऊँचे हिमाद्रि के, सुरभि स्वर्ग की लेते हैं।  
 हम हैं शांति-दूत धरणी के, छाँह सभी को देते हैं।  
 वीरप्रसू माँ की आँखों के, हम नवीन उजियाले हैं।  
 गंगा, यमुना, हिंद महासागर के हम ही रखवाले हैं।

तन-मन-धन तुम पर कुर्बान,

जियो, जियो जय हिन्दुस्तान!

हम सपूत उनके, जो नर थे, अनल और मधु के मिश्रण।

जिनमें नर का तेज प्रखर था, भीतर था नारी का मन।

एक नयन संजीवन जिनका, एक नयन था हालाहल।

जिनता कठिन खड़ग था कर में उतना ही अंतर कोमल।

थर-थर तीनों लोक काँपते थे जिनकी ललकारों पर।

स्वर्ग नाचता था रण में जिनकी पवित्र तलवारों पर।

हम उन वीरों की संतान,

जियो, जियो जय हिन्दुस्तान।

- (क) कविता में ‘हम’ के रूप में कौन अपना परिचय दे रहे हैं? वे अपने आपको ‘नई किरण’ क्यों कह रहे हैं?
- (ख) भारतीय अपना सर्वस्व किस पर न्योछावर करना चाहते हैं और क्यों?
- (ग) ‘वीरप्रसू’ किसे कहा गया है और क्यों?
- (घ) भाव स्पष्ट कीजिए-
- ‘जिनमें नर का तेज प्रखर था, भीतर था नारी का मन’
- (ड.) काव्यांश के आधार पर हमारे पूर्वजों के स्वभाव की दो विशेषताओं का उल्लेख कीजिए।

#### खण्ड ख

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

10

- (क) खेल-जगत् में भारत की उपलब्धियाँ
- (ख) भारत का प्राकृतिक सौदर्य
- (ग) पुस्तकालय
- (घ) दूटता संयुक्त परिवार

4. यातायात-व्यवस्था को सुधारने के अभियान में आप ग्रीष्मावकाश में अपनी सेवाएं अर्पित करना चाहते हैं। इस आशय का पत्र पुलिस-अधीक्षक, यातायात को लिखकर सूचित कीजिए।

5

#### अथवा

खाद्य पदार्थों में मिलावट की बढ़ती प्रवृत्ति पर चिंता व्यक्त करते हुए किसी प्रतिष्ठित समाचार-पत्र के संपादक को पत्र लिखिए। इसके निराकरण के कुछ उपाय भी सुझाइए।

5. हमारे दैनिक जीवन में मुद्रित माध्यमों का महत्त्व स्पष्ट करते हुए उनकी विशेषताओं का उल्लेख कीजिए।

5

#### अथवा

रेडियो के लिए समाचार-लेखन में क्या-क्या सावधानियाँ अपेक्षित हैं? विस्तारपूर्वक चर्चा कीजिए।

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

- (क) समाचार-लेखन के ‘छह ककार’ कौन से हैं?
- (ख) समाचार किसे कहते हैं? स्पष्ट कीजिए।
- (ग) स्तम्भ-लेखन क्या होता है? समझाइए।
- (घ) वेबसाइट पर विशुद्ध पत्रकारिता शुरू करने का श्रेय किसे दिया जाता है?
- (ड.) उलटा पिरामिड-शैली से क्या तात्पर्य है?

#### खण्ड ग

7. निम्नलिखित काव्यांश की सप्रसंग व्याख्या कीजिए :

रैनि अकेलि साथ नहिं सखी। कैसें जिऔं बिछोही पँखी ॥

बिरह सैचान भँवै तन चाँड़ा। जीयत खाइ मुएँ नहिं छाँड़ा ॥

रक्त ढरा माँसू गरा; हाड़ भए सब संख ।

धनि सारस होइ ररि मुई आइ समेटहु पंख ॥

#### अथवा

जो है वह सुगबुगाता है

जो नहीं है वह फेंकने लगता है पचखियाँ

आदमी दशाश्वमेध पर जाता है  
 और पाता है घाट का आखिरी पथर  
 कुछ और मुलायम हो गया है  
 सीढ़ियों पर बैठे बंदरों की आँखों में  
 एक अजीब-सी नमी हैं  
 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) सत्य की पहचान हम कैसे करें? ‘सत्य’ कविता के संदर्भ में स्पष्ट कीजिए।
- (ख) ‘दीप अकेला’ कविता में “यह अद्वितीय - यह मेरा - यह मैं स्वयं विसर्जित” - पंक्ति के आधार पर व्यष्टि के समष्टि में विसर्जन की उपयोगिता बताइए।
- (ग) “मैं जानउँ निज नाथ सुभाऊ” कहकर भरत राम के स्वभाव की किन विशेषताओं की ओर संकेत कर रहे हैं?

9. निम्नलिखित काव्यांशों में से किन्हीं दो का काव्य-सौंदर्य स्पष्ट कीजिए : 3+3 = 6

- (क) सब जाति फटी दुख की दुपटी कपटी न रहै जहँ एक घटी।  
निघटी रुचि मीचु घटी हूँ घटी जग जीव जतीन की छूटी चटी ॥
- (ख) हेम-कुंभ ले उषा सवेरे- भरती ढुलकाती सुख मेरे।  
मादिर ऊँघते रहते जब - जगकर रजनी भर तारा ॥
- (ग) भर गया है ज़हर से  
संसार जैसे हार खाकर,  
देखते हैं लोग लोगों को,  
सही परिचय न पाकर,  
बुझ गई है लौ पृथा की,  
जल उठी फिर सींचने को।

10. निम्नलिखित गद्यांश की सप्रसंग व्याख्या कीजिए :

6

स्वातंत्र्योर भारत की सबसे बड़ी ट्रेजेडी यह नहीं है कि शासक वर्ग ने औद्योगीकरण का मार्ग चुना, ट्रेजेडी यह रही है कि पश्चिम की देखादेखी और नक्ल में योजनाएँ बनाते समय प्रकृति, मनुष्य और संस्कृति के बीच का नाजुक सन्तुलन किस तरह नष्ट होने से बचाया जा सकता है - इस ओर हमारे पश्चिम-शिक्षित सत्ताधारियों का ध्यान कभी नहीं गया। हम बिना पश्चिम को मॉडल बनाए, अपनी शर्तों और मर्यादाओं के आधार पर औद्योगिक विकास का भारतीय स्वरूप निर्धारित कर सकते हैं, कभी इसका ख़्याल भी हमारे शासकों को आया हो, ऐसा नहीं जान पड़ता।

### अथवा

अभी भी मानव-सम्बन्धों के पिंजड़े में भारतीय जीवन-विहग बंदी है। मुक्त गगन में उड़ान भरने के लिए वह व्याकुल है। लेकिन आज भारतीय जन-जीवन संगठित प्रहार करके एक के बाद एक पिंजड़े की तीलियाँ तोड़ रहा है। धिक्कार है उन्हें जो तीलियाँ तोड़ने के बदले उन्हें मज़बूत कर रहे हैं, जो भारत भूमि में जन्म लेकर और साहित्यकार होने का दंभ करके मानव-मुक्ति के गीत गाकर भारतीय जन को पराधीनता और पराभव का पाठ पढ़ाते हैं।

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

4+4 = 8

- (क) “मनोकामना की गाँठ भी अद्भुत, अनूठी है, इधर बाँधो, उधर लग जाती है।” कथन के आधार पर ‘दूसरा देवदास’ और पारो की मनोदशा का वर्णन कीजिए।
- (ख) ‘शेर’ कहानी में हमारी व्यवस्था पर जो व्यंग्य किया गया है, उसे स्पष्ट कीजिए।
- (ग) फणीश्वरनाथ ‘रेणु’ ने ‘बड़ी बहुरिया की पीड़ा को, उसके भीतर के हाहाकर को संवदिया के माध्यम से अपनी पूरी सहानुभूति प्रदान की है।” कथन के आलोक में बड़ी बहुरिया का चरित्रांकन कीजिए।

12. विद्यापति अथवा रघुवीर सहाय के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी किन्हीं दो प्रमुख काव्यगत विशेषताओं को स्पष्ट कीजिए।

6

### अथवा

रामचन्द्र शुक्ल अथवा भीष्म साहनी के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी भाषा-शैली की दो प्रमुख विशेषताएँ बताइए।

13. निम्नलिखित प्रश्नों में से किन्हीं तीन के उत्तर दीजिए :

3+3+3 = 9

- (क) ‘फूल केवल गंध ही नहीं देते दवा भी देते हैं’, कैसे ? ‘बिस्कोहर की माटी’ पाठ के आधार पर स्पष्ट कीजिए।

- (ख) सब जगह लगी बरसात की झड़ी का मालवा के जन-जीवन पर क्या असर पड़ता है?
- (ग) भैरों ने सूरदास की झाँपड़ी क्यों जलाई?
- (घ) रूपसिंह पहाड़ पर चढ़ना सीखने के बावजूद भूपसिंह के सामने बौना क्यों पड़ गया?  
‘आरोहण’ पाठ के आधार पर उत्तर दीजिए।
14. ‘आरोहण’ कहानी के आधार पर भूप दादा के चरित्र की विशेषताओं का उल्लेख करते हुए बताइए कि उनके जीवन से क्या प्रेरणा मिलती है।

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‘तो हम भी सौ लाख बार कमाएँगे’ - इस कथन के संदर्भ में सूरदास के चरित्र का विवेचन कीजिए।

## अंक योजना - हिंदी (ऐच्छिक)

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 जाएँ।
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 जाएँ।
3. मूल्यांकन अपनी निजी व्याख्या के अनुसार न करके अंक-योजना में निर्दिष्ट निर्देशानुसार ही किया जाए।
4. प्रश्नों के उपभागों के उत्तरों पर दाईं 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 जाएँ।

## प्रश्न-पत्र-संख्या 29/1/1

1	क अपठित गद्यांश के उत्तर :—	15 अंक
	<ul style="list-style-type: none"> <li>● निडर, बेखौफ़</li> <li>● जनमत की परवाह न करने वाला।</li> <li>● अपनी दुनिया में मरत।</li> <li>● ज़िंदगी को चुनौती के रूप में स्वीकार करने वाला।</li> </ul> <p style="margin-left: 20px;">(कोई दो)</p>	2
ख	<ul style="list-style-type: none"> <li>● कष्टों का सामना करना पड़ता है।</li> <li>● कठिनाइयाँ/मुश्किलें कदम—कदम पर दिखाई देती हैं।</li> </ul>	2
ग	<ul style="list-style-type: none"> <li>● जो कष्टों का, मुसीबतों का सामना न करे।</li> <li>● जो जीवन को चुनौती के रूप में स्वीकार न करे।</li> <li>● क्योंकि खतरों से डरने के कारण उसने जीवन को आने से ही रोक रखा है।</li> </ul>	2
घ	<p>पूजी लगाने का तात्पर्य है —</p> <ul style="list-style-type: none"> <li>● जीवन में संघर्ष और चुनौतियों का सामना करना।</li> <li>● हम चुनौतियों को जितना स्वीकारेंगे उतना ही जीवन का आनंद उठाएंगे।</li> </ul>	2
ङ	<ul style="list-style-type: none"> <li>● साहस जीवन जीने की शक्ति प्रदान करता है।</li> <li>● साहस से काम न लेने वाला सुखी नहीं हो सकता</li> </ul>	2
च	<p>उपयुक्त शीर्षक —</p> <ul style="list-style-type: none"> <li>● हिम्मत और ज़िंदगी।</li> <li>● साहसी जीवन</li> </ul> <p style="margin-left: 20px;">(कोई अन्य उपयुक्त शीर्षक)</p>	2
छ	<p>गद्यांश में संदेश दिया गया है कि —</p> <ul style="list-style-type: none"> <li>● जीवन में संघर्षों का सामना करना चाहिए।</li> </ul>	1
ज	<p>मिश्र वाक्य —</p> <ul style="list-style-type: none"> <li>● जो व्यक्ति जनमत की उपेक्षा करता है वह दुनिया की असली ताकत होता है।</li> </ul>	1

झ	उपसर्ग – ‘स’ प्रत्यय – ‘इक’	1
ज	विशेषण :—	
	1. साहसिक, साहसी	
	2. क्रांतिकारी	
2	क 1. यह समाधि झांसी की रानी लक्ष्मीबाई की है। 2. अंतिम लीला—स्थली इसलिए कहा गया है कि यहां उनकी जीवन—लीला समाप्त हुई थी।	5 अंक 1
ख	इसी स्थल पर झांसी की रानी ने अंतिम श्वास लिए थे। उनका न रहना एक सुंदर माला के टूटकर बिखरने—जैसा था।	1
ग	व्यक्ति का मान देश के लिए अथवा किसी महत्वपूर्ण उद्देश्य के लिए बलिदान देने पर बढ़ जाता है।	1
घ	झांसी की रानी की; इसलिए प्रथम स्वतंत्रता के युद्ध की अमर सेनानी रानी लक्ष्मीबाई के अमर बलिदान की याद दिलाते हैं।	1
ङ	यह समाधि आज भी देशप्रेम और बलिदान की प्रेरणा देती है।	1

### अथवा

क	चलने से पूर्व राह की पहचान करना जीवन यात्रा को सरल सुगम बना देगा। मार्ग की बाधाओं का अनुमान लगाया जा सकेगा। कष्टमय होगा या दुखद, यह जानना अनिवार्य है।	½+½
ख	हमारे पूर्वज इस राह पर अपनी स्मृतियां छोड़ गए हैं। अपने क्रियाकलापों से हमारा मार्गदर्शन कर गए हैं।	½+½
ग	अमन : सुख—सुविधाएँ, कंटक : विघ्न—बाधाएँ	½+½
घ	अनुमान लगाना कठिन है कि उसकी जीवन लीला कब, कहाँ और कैसे समाप्त हो जाएगी अर्थात् जीवन अनिश्चित है।	1
ङ	जीवन की अनिश्चितताएँ – 1. कौन, कब, कहाँ, कैसे मिलेंगे या छूट जाएँगे। 2. जीवन—लीला कब समाप्त हो जाएगी। 3. जीवन में सुख—दुख के क्षण भी अनिश्चित हैं।	½+½

## खंड – ख

3	निबंध का अंक–विभाजन इस प्रकार है :—	10 अंक
1.	भूमिका / प्रारंभ —	1
2.	विषय वस्तु का प्रतिपादन —	5
	(इसमें विचारों की क्रमबद्धता, सुसंबद्धता, मौलिकता आदि पर ध्यान दिया जाए)	
3.	उपसंहार —	1
4.	विषयानुरूप भाषा शैली, —	1
	शुद्धता आदि	2
4	पत्र का अंक विभाजन इस प्रकार है :—	5 अंक
	पत्र–प्रारंभ की औपचारिकताएं —	1
	विषयवस्तु का प्रतिपादन —	2
	पत्र समापन की औपचारिकताएं —	1
	भाषा—शुद्धता —	1
5	फ़ीचर : एक सुव्यवरिथित, सृजनात्मक और आत्मनिष्ठ लेखन है। इसका उद्देश्य पाठकों को सूचना देने, शिक्षित करने के साथ उनका मनोरंजन करना भी है।	5 अंक
	एक अच्छे फ़ीचर की विशेषताएँ :—	
(i)	इसमें वस्तुनिष्ठता और तथ्यों की शुद्धता पर विशेष ध्यान	
(ii)	फ़ीचर की लेखन—शैली समाचार लेखन शैली से भिन्न — काफी हद तक कलात्मक शैली।	
(iii)	फ़ीचर लेखन की भाषा सरल, रूपात्मक, आकर्षक और हृदयस्पर्शी।	
(iv)	इसमें अन्य समस्याओं की तरह शब्दों की कोई अधिकतम सीमा नहीं।	
(v)	एक अच्छे फ़ीचर के साथ फोटो, रेखाकंन, ग्राफ़िक्स होना जरूरी।	
	(किंही चार का उल्लेख)	4

## अथवा

रेडियो व टेलीविजन समाचारों की भाषा—शैली की विशेषताएँ

- (i) जो सभी को आसानी से सहमझ आ जाए, लेकिन यह ध्यान रहे कि भाषा की गरिमा नष्ट न हो।
- (ii) भाषा सरल, सम्प्रेषणीय और प्रभावी हो।
- (iii) वाक्य सरल, सीधे और स्पष्ट हों।
- (iv) शब्द सरल हों, किंतु, परंतु, यथा, तथा, निम्नलिखित, उपर्युक्त, क्रमांक आदि शब्दों के प्रयोग से बचना चाहिए।
- (v) मुहावरों का प्रयोग करते समय ध्यान रखा जाए कि भाषा बोझिल न बने, आम बोलचाल के मुहावरे प्रयुक्त हों।

6	क	सबसे पहले महत्वपूर्ण तथ्य सबसे पहले लिखा जाता है। तत्पश्चात घटते हुए महत्वपूर्ण अन्य तथ्यों को लिखा जाता है और फिर निष्कर्ष या समापन होता है।	5 अंक 1
	ख	प्रथम छापाखाना सन् 1556 में गोवा में खुला था।	½+½
	ग	किसी खास विषय पर सामान्य लेखन से हटकर किया गया लेखन। विशेष लेखन के तहत रिपोर्टिंग के अलावा उस विषय या क्षेत्र विशेष पर फीचर, टिप्पणी, साक्षात्कार, लेख, समीक्षा और स्तंभ लेखन भी आता है।	1
	घ	इंटरनेट पत्रकारिता में प्रिंट माध्यम, रेडियो, टी.वी., पुस्तक, सिनेमा, पुस्तकालय के सभी गुण विद्यमान हैं। समाचारों का संप्रेषण, पुष्टि, सत्यापन आदि तत्काल किया जाता है।	
	ड	समाचार लेखन के छह ककार हैं : किसी समाचार को लिखते हुए मुख्यतः छह सवालों का जवाब देने की कोशिश की जाती है : क्या हुआ, किसके साथ हुआ, कहां हुआ, कब हुआ, कैसे और क्यों हुआ? इस—क्या, किसके (या कौन), कहां, कब, क्यों और कैसे—को छह ककारों के रूप में भी जाना जाता है।	1
7	सप्रसंग व्याख्या : अंक विभाजन —		8 अंक
	● कवि और कविता का नामोल्लेख	1	
	● पूर्वापर संबंध	1	
	● व्याख्येय बिंदुओं का स्पष्टीकरण	4	
	● शिल्पगत विशेषताएँ	2	
	● भाषा—शैली		

- **कवि** – सूर्यकांत त्रिपाठी 'निराला'
- **कविता** – 'गीत गाने दो मुझे'
- **प्रसंग** – कवि ने उस समय की ओर संकेत किया है जब कवि व्यक्ति संघर्ष करते-करते थक-हार गया है।
- **व्याख्येय बिंदु** –
  - जीवन मार्ग पर चलते हुए जीना कठिन।
  - सहारों/आधारों को ठगों ने लूट लिया।
  - मृत्यु समीप देख कंठ अवरुद्ध।
  - संसार से प्रेम सद्भावना, करुणा, मैत्री सब कहीं दूर चले गए।
  - धरती पर हाहाकार।
  - निराशा के घोर अंधकार में परस्पर बेरुखी में भी कवि गीत गाकर आशा का संचार करना चाहता है।
- **शिल्पगत विशेषताएं/विशेष** –
  - 'ठग-ठाकुरों' – शोषक वर्ग का प्रतीक
  - अनुप्रास अलंकार
  - निराशा में आशा की लौ लगाने की बात अद्भुत ढंग से कही गई है।
  - खड़ी बोली

### अथवा

- **कवि** – तुलसीदास
- **कविता** – 'पद' (गीतावली)
- **प्रसंग** – राम के वन गमन पर माता कौशल्या की हृदय वेदना का मार्मिक वर्णन। राम की वस्तुओं को देखकर दुखी होना।
- **व्याख्येय बिंदु** –
  - राम के धनुष-बाण को देखती हैं।
  - बालक राम की सुंदर व छोटी-छोटी जूतियों को हृदय व नयनों से लगाती हैं।
  - राम को प्रातः जगाना व राजा दशरथ के पास भेजना आदि .....।

- भावावेश में राम—गमन भूल जाती हैं।
- वस्तुस्थिति समझ में आने पर चित्र के समान भावशून्य—सी खड़ी रह जाती है।
- मानो प्रेम दीवानी मोरनी सी।

● **शिल्पगत विशेषताएँ / विशेष —**

- राम के वियोग में माँ कौशल्या की मनःस्थिति।
- स्मृति बिंब
- ब्रजभाषा
- वात्सल्य रस

8 क किंही दो के उत्तर अपेक्षित — 3+3 = 6 अंक

- कवि चट्टानों, ऊसर और बंजर भूमि को खेती के योग्य उपजाऊ बनाने का पक्षधर है, यही धरती की सार्थकता।
  - ऐसे ही मन की खीज व ऊब को दूर कर मन में सृजन की भूमि, नए विचारों को लाना आवश्यक है।
- ख उस अस्मिता का प्रतीक है जिसमें लघुता में भी ऊपर उठने की गर्वभरी व्याकुलता है। उसमें स्नेह रूपी तेल भरा है। वह अकेला होते हुए भी एक आलोक स्तंभ के समान है जो सबको प्रकाश देगा।

- ग — बसंत का आगमन अचानक, गलियों—मोहल्लों में धूल भरे बवंडर उठते हैं।
- गंगा किनारे बने घाटों, मंदिरों आदि में लोगों की उमड़ी भीड़, भिखारियों को पैसे दे — कटोरों को भरती है।
  - कटोरों में पैसों का आना भिक्षुकों के लिए बसंत आगमन है।

9 किन्हीं दो का काव्य — सौंदर्य 3+3 = 6 अंक

अंक विभाजन — भाव सौंदर्य	—	$1\frac{1}{2}$
काव्य सौंदर्य	—	$1\frac{1}{2}$

- ग ● ‘कार्नेलिया का गीत’ में जयशंकर प्रसाद ने भारत के प्रातः कालीन सौंदर्य का अद्भुत चित्रण किया है। सुबह—सुबह छोटे पंखों को पसारे उड़ते पक्षी इंद्रधनुष—से प्रतीत होते हैं। भारत भूमि सभी की आश्रय—स्थली है। लोगों में करुणा, दया, सहानुभूति है।

- संस्कृतनिष्ठ भाषा, माधुर्य गुण, कोमल—कांत पदावली, मनोहारी प्रकृति—चित्रण, उपमा, अनुप्रास, रूपक अलंकार।
- ख — फागुन मास में जायसी की विरहिणी नायिका नागमती का वियोग — वर्णन। वह पति वियोग में तिल—तिल जलकर भस्म बनना चाहती है। वायु को उस भस्म को उड़ाकर वहां बिछाने को कहती है जहाँ उसके परदेसी पति के पाव पड़े।
- पति का स्पर्श पाने की अभिलाषा।
  - वियोगजन्य विरह की चरमसीमा।
  - अवधी भाषा, वियोग श्रृंगार रस।
- ग — मंदोदरी रावण को राम के प्रताप की जानकारी देती हैं। तुमने हनुमान की पूँछ में रुई और तेल लगाकर उसे जलाना चाहा, पर वह नहीं जली और रत्नों से जड़ी लंका जल गई।
- राम की प्रशंसा के बहाने रावण की निंदा। यमक, अनुप्रास अलंकार, ओज गुण, ब्रजभाषा, वीर रस।

10 गद्यांश की व्याख्या का अंक विभाजन 3+3 = 6 अंक

लेखक व पाठ का नामोल्लेख	—	$\frac{1}{2}+\frac{1}{2}$
पूर्वापर संबंध	—	1
व्याख्या—मुख्य बिंदुओं की व्याख्या	—	4
शैली, सौष्ठव, विशेष कथन		

नाम इसलिए ..... कहा करते हैं।

- **लेखक** — हजारी प्रसाद द्विवेदी
- **लेख** — ‘कुटज’

कुटज — हिमालय पर्वत की चोटियों में उगने वाला पौधा, पौधे के बहाने नाम के महत्व की चर्चा

- **व्याख्या** — रूप और नाम दोनों भिन्न एक व्यक्ति सत्य, दूसरा समाज—सत्य नाम परसमाज की मुहर अर्थात् — सोशल सैक्शल—अतः ‘नाम’ रूप से बड़ा। आदि भाव स्पष्ट करना अपेक्षित।
- **विशेष** — तत्सम, तर्कपूर्ण शैली, नाम की महत्ता का युक्तिसंगत उल्लेख।

## अथवा

- **लेखिका** – ममता कालिया
- **कहानी** – ‘दूसरा देवदास’  
हर की पौड़ी पर गंगा में नहाते किसी एक सैलानी का चित्रण।
- **व्याख्या** – सूर्य की ओर उन्मुख हाथ जोड़े उस व्यक्ति की विनीत, आत्मविभोर, अहम्-त्याग से शुद्ध, आत्माराम, निर्मलानंद का शाब्दिक एवं व्यंजनात्मक भाव का स्पष्टीकरण अपेक्षित।
- **भाषा** – सरल, सहज, अंतर्मुखी भावों की अभिव्यक्ति एवं चित्रात्मकता।

11 क किन्हीं दो प्रश्नों के उत्तर अपेक्षित :–

4+4 = 8 अंक

### संवदिया की विशेषताएँ :–

- विश्वसनीयता
- संवेदनशीलता
- कर्तव्यपालन
- पूरे संवाद को यथावत प्रस्तुत करना

### गांव वालों की अवधारणा :–

- कामचोर, निठल्ला और पेटू आदमी होना
- बिना मज़दूरी लिए संवाद पहुँचाना, औरतों का गुलाम होना

### चौधरी प्रेमधन के व्यक्तित्व के पहलू :–

- **आकर्षक व्यक्तित्व** – कंधों पर बिखरे बाल, भव्यमूर्ति का—सा रूप देखकर वामनाचार्य जी का उन्हें ‘मुगलानी नगरी’ कहना।
- **रईसी प्रवृत्ति** – उनकी हर अदा में रियासत और तबीयतदारी का टपकना।
- **उत्सव प्रेमी** – बसंत पंचमी, होली में नाचरंग—उत्सव
- **वचन—वक्रता** – बात की काँट—छाँटकर निराली, वक्रता दर्शाना, नौकरों के साथ सुनने लायक संवाद होना।

(कोई चार)

ग	मुक्त उत्तर संभव, पक्ष या	
	विपक्ष में मौलिक विचार	— 2
	प्रतिपादन	— 2
12	अंक विभाजन निम्न प्रकार है —	6 अंक
	जीवनी	— 2
	रचनाएं (कम से कम दो के नाम)	— 2
	काव्यगत विशेषताएँ	— 2
	(कोई दो)	6

● **विष्णु खरे**

- **जन्म :** छिंदवाड़ा मध्यप्रदेश। अंग्रेजी साहित्य में एम.ए.
- **कार्य :** उप-संपादक — दैनिक इंडौर—समाचार में, मध्यप्रदेश एवं दिल्ली में अध्यापन कार्य। तत्पश्चात् सन् 1976–84 में साहित्य अकादमी में — उप सचिव, सन् 1985 में नवभारत टाइम्स में प्रभारी कार्य संपादक। अब स्वतंत्र लेखन व अनुवाद कार्य में रत।
- **रचनाएं :** पहला प्रकाशन : टी.एस.इलियट का अनुवाद—मरु प्रदेश और अन्य कविताएं 1960 से 1994 तक। एक सीमक्षा पुस्तक, आलोचना की पहली किताब 1983 में। विदेश कविताओं का हिंदी तथा हिंदी—अंग्रेजी अनुवाद अत्याधिक किया।
- **काव्यगत विशेषताएं**
  - वर्तमान माहौल में स्वयं को असमर्थ पाते हुए भी ईमानदारों के प्रति अपनी सहानुभूति स्पष्ट रूप से रखना।
  - अतीत की कथा का आधार लेकर अपनी बात प्रभावशाली ढंग से प्रस्तुत करना। यथा जो एक व्यक्ति के लिए सत्य है वही शायद दूसरे के लिए सत्य नहीं है।
  - स्वातंत्र्योत्तर भारतीय समाज में परिवर्तित जीवन शैली—आपसी विश्वास, परस्पर भाईचारा और सामूहिकता के स्थान पर धोखाधड़ी एवं स्वार्थपरता के माहौल को रेखांकित करना।
  - बदलते हालात और मानवीय संबंधों में हो रहे निरंतर परिवर्तनों से सामाजिक यथार्थ को अभिव्यक्त करना।

## अथवा

- **विद्यापति**
- **जन्म** : मधुबनी (बिहार) के बिस्पी गांव में, जन्म काल के संबंध में प्रामाणिक सूचना उपलब्ध नहीं, बचपन से ही अत्यंत कुशाग्र बुद्धि और तर्कशील व्यक्ति, राजा शिवसिंह के अभिन्न मित्र, राजकवि और सलाहकार। साहित्य, संस्कृति, संगीत, ज्योतिष, इतिहास, दर्शन, न्याय आदि के प्रकांड पंडित।
- **रचनाएं** : संस्कृत, अवहट्ट (अपभ्रंश) और मैथिली—तीन भाषाओं में रचनाएं कीं। 'कीर्तिलता', 'कीर्तिपताका', 'पुरुष परीक्षा', 'भू—परिक्रमा', 'लिखनावली' और 'पदावली'।
- **विशेषताएं**
  - पद लालित्य, मानवीय प्रेम और व्यावहारिक जीवन के विविध रंग इन पदों को मनोरम और आकर्षक बनाते हैं।
  - प्रेम और सौन्दर्य की अनुभूति बड़ी निश्छल एवं स्पष्ट है।
  - राधा कृष्ण के प्रेम के माध्यम से लौकिक प्रेम का चित्रण उनके मनोहरी रूपों में।

## अथवा

- **भीम्ब साहनी**
- **जन्म** : रावलपिंडी (पाकिस्तान), प्रारंभिक शिक्षा—घर पर, स्कूल में — उर्दू एवं अंग्रेजी का अध्ययन, लाहौर से — अंग्रेजी साहित्य में एम.ए., पंजाब विश्वविद्यालय से — पीएचडी, विभाजन के बाद—पत्रकारिता तथा इप्टा नाटक मंडली से जुड़े, कला एवं साहित्य के प्रति रुचि।
- **रचनाएं** : कहानी संग्रह — 'भार्य रेखा', 'पहला पाठ', 'भटकती राख', 'वाड़चू', 'शोभा यात्रा', 'निशाचर', 'पाली', 'डायन' आदि। बालोपयोगी कहानियां — 'गुलेल का खेल'। उपन्यास — 'झरोखे', 'कड़ियां', 'तमस', 'बसंती', 'मय्यादास की माड़ी', 'कुंतो', 'नीलू नीलिमा नीलोफर' आदि। नाटक — 'माधवी', 'हानूश', 'कविरा खड़ा बाजार में,' 'मुआवजे' आदि।
- **विशेषताएं**
  - समकालीन कथा साहित्य में सामाजिक यथार्थ का सूक्ष्म चित्रांकन।
  - छोटे—छोटे वाक्यों का प्रयोग कर विषय को रोचक तथा प्रभावशाली बनाया।
  - संवादों के प्रयोग से वर्णन सरल और रोचक बना है। विशेषकर संस्मरण, अत्यंत सरस और पठनीय बन पड़े हैं।

## अथवा

- ब्रजमोहन व्यास
- जन्म : इलाहाबाद में, संस्कृत का ज्ञान — पं.गंगानाथ झा एवं पं. बालकृष्ण भट्ट से, सन् 1921 से 1943 तक इलाहाबाद नगरपालिका के कार्यपालक अधिकारी बने, लीडर समाचार पत्र समूह के जनरल मैनेज़र रहे।
- रचनाएँ : जीवनी — पं. बालकृष्ण भट्ट, महामना मदन मोहन मालवीय। आत्मकथा — मेरा कच्चा चिट्ठा। अनुवाद — जानकी हरण (कुमार दास कृत)
- विशेषताएँ
  - वर्णन में यथार्थता और रोचकता।
  - ईमानदारी : अपनी कमियों या चालाकियों को भी स्वीकार करना।
  - सरल सहन, भाषा प्रयोग।

13 क निम्नलिखित में से किन्हीं तीन के उत्तर अपेक्षित हैं। 3+3+3 = 9 अंक

अमुक पत्थर किस प्रकार की चट्टान या मिट्टी से, लावा से बना है। किस प्रकार के कण हैं। यानि, पत्थर की जाति — पत्थर का प्रकार जैसे — 1) इग्नियस, 2) ग्रेनाइट, 3) मेटामॉरफिक, 4) सैंडस्टोन, 5) सिलिका आदि।

- ख — आधुनिक युग में लगातार बढ़ रहे उद्योगों के कारण फसलों, जलवायु में हो रहे परिवर्तन।
- हमारे रहन—सहन, जीवन—शैली ने भी वायुमंडल को प्रभावित किया है।
- अधिकतर यूरोपीय और अमेरिका के औद्योगीकरण के कारण दुनिया में उन्नति भी, दुनिया के लिए जान लेवा भी। सभ्यता भी, अपसभ्यता भी।
- ग — ईर्ष्या का भाव।
- यह बात सहन न हुई कि भैरो के हाथ रूपए लग गए।
- पाप—पुण्य के विचार की निरर्थकता।
- घ — दस वर्ष की आयु में ही लेखक विश्वनाथ त्रिपाठी का एक संदुर स्त्री की ओर आकर्षण उनसे दस वर्ष बड़ी थी।
- स्मृतियों में सदैव उस सुंदर स्त्री का रहना।
- प्राकृतिक सौन्दर्य में भी उसके अस्तित्व की अनुभूति।
- बड़े गुलाम अली खां की ग़ज़ल में भी उसी स्त्री की व्याकुलता।

14 — 'सूरदास' कहानी का नायक, दृष्टिहीन और गरीब । 6 अंक

- भीख मांगकर जीवनयापन, कुछ पूँजी एकत्रित कर पोटली में रखना ।
- पड़ोसी भैरो की पत्नी पति से मार खा सूरदास की शरण में । अतः दुखी नारी की रक्षा ।
- भावुक, संवेदनशील, चरित्रवान्, नैतिक एवं शारणागत की रक्षा करने वाला ।
- अनाथ बच्चों को पालना — ममता एवं कर्तव्य ।
- आशावादी विचारधारा— 'किसी ने अगर हजार लाख बार हमारी झोंपड़ी जला दी तो वह भी हजार लाख बार झोंपड़ी बनाएगा ।

#### प्रेरणा

- हर परिस्थिति में दूसरे की मदद
- अनाथ बच्चे का लालन—पालन
- दार्शनिक विचारधारा, आशावादी बनना
- शरणागत की रक्षा
- हानि या नुकसान होने पर भी पुनः उठ खड़े होने की हिम्मत आदि गुणों की प्रेरणा मिलती है ।

#### अथवा

(4 विशेषताएं — 4 अंक +उदाहरण/प्रेरणा — 2=6)

- भूपसिंह पहाड़ी क्षेत्र का, दृढ़ निश्चयी, परिश्रमी
- भूखलन की बड़ी तबाही में माता—पिता, पत्नी, खेत, घर—बार खो देने पर भी पुनः घर बसाकर खेती करना ।
- झरने का मुँह खेतों की ओर मोड़ देना
- पहाड़ों की ऊँचाई पर नया घर बसाकर उतरना—चढ़ना, दिनचर्या बन गई ।
- सीधे खड़े पहाड़ों पर चढ़ाई करने में असमर्थ रूपसिंह और शेखर को भूपसिंह ने धैर्य, आत्मविश्वास, ताकत से पहाड़ों पर चढ़ा दिया ।

## प्रश्न-पत्र-संख्या 29/1

1	क	अपठित गद्यांश के उत्तर :-	15 अंक
		(i) गांधी जी ने व्यापक अर्थ में 'सत्य' शब्द का प्रयोग किया।	
		(ii) विचार में, वाणी में और आचार में निस्वार्थ भाव से सत्य का सच्चा स्वरूप है।	
		(iii) जो सत्य को उस विशाल अर्थ में समझ ले, उसके लिए कुछ और जानना शेष रहता।	2
ख	—	दृष्टि और सोच—विचार के भेद के कारण सत्य का बाह्य रूप भले ही भिन्न दिखाई देता है किंतु वास्तव में सत्य—सत्य होता है।	1+1 = 2
	—	परमेश्वर एक ही है पर हर आदमी को भिन्न दिखाई देता है।	
	—	अतः एक के लिए जो सत्य तो दूसरे के लिए असत्य भी हो सकता है, इसमें घबराने की बात नहीं।	
ग	किसी को मारना, कुविचार, उतावलापन, मिथ्याभाषण, द्वेष, किसी का बुरा चाहना आवश्यक वस्तुओं पर कब्जा रखना हिंसा है।	2	
घ	सत्य का खोजी मन—वचन—कर्म से अहिंसा का मार्ग अपनाता है। निःस्वार्थ भाव से आगे बढ़ता है और ठोकर खाते ही संभल कर सीधे रास्ते चलने लगता है।	1+1 = 2	
ङ	—	जो सत्य का खोजी है वह अहिंसा का मार्ग ही अपनाएगा।	1+1 = 2
	—	दोनों ही मन के भीतर के गुण हैं।	
	—	किसे उल्टा कहें किसे सीधा—दोनों एक ही सिक्के के दो रुख हैं।	
च	—	सत्य हरि की भक्ति की भाँति एक तपश्चर्या है जिसमें स्वार्थ कामना नाम की कोई वस्तु नहीं होती।	2
	—	अहिंसा के मार्ग से हम सत्य तक पहुँच सकते हैं।	
छ	सत्य और अहिंसा/सत्य आदि अन्य कोई भी उपयुक्त शीर्षक	1	
ज	उतावली मिथ्या भाषण और द्वेष हिंसा है।	1	
झ	उपसर्ग—निः/निस/वि		
	प्रत्यय — अक/क		
		एक उपसर्ग तथा एक प्रत्यय लिखने पर अंक पूरे दिन जाएं।	

2	क	आज की दुनिया ..... परसीज—परसीज	5 अंक
	(i)	प्रकृति के सभी रहस्यों पर मनुष्य ने विजय पा ली है।	½+½
	(ii)	मनुष्य ने अपनी बुद्धि द्वारा प्रकृति के सभी तत्वों — पृथ्वी, जल, वायु, आकाश आदि तक को जीत लिया है।	
	ख	'कहीं' कोई रुकावट शेष नहीं रही — कथन की पुष्टि में कवि ने तर्क दिया है कि आज मानव वायु, जल, तेज, वाष्प आदि देवता समान तत्वों की उपासना नहीं करता, अपितु उन्हें अपने वश में करके उनसे मन चाहा कार्य लेता है।	1
	ग	वैज्ञानिक प्रगति ने मानव को इतना स्वार्थी बना दिया है कि वह केवल बुद्धि का प्रयोग कर रहा है — उस का हृदय पक्ष अवरुद्ध हो गया है। वह प्रेम, करुणा, दया, क्षमा आदि मानवीय गुणों को छोड़ता जा रहा है।	½+½ = 1
	घ	प्रकृति के सभी तत्व पृथ्वी, आकाश, जल, अग्नि, वायु मनुष्य जीवन के कार्य करते हैं क्योंकि यही जीवन का आधार हैं और वैज्ञानिक ने भी इन्हीं तत्वों के प्रयोग के आधार पर उपलब्धियां भी प्राप्त की हैं। जैसे — 'वायरलेस' (बेतार के तार), 'मोबाइल', 'सेटलाइट', 'दूरदर्शन', 'रेडियो' आदि या कोई अन्य	1
	ङ	'मोम—सी कोई मुलायम चीज़' संवेदनाएं हैं। बुद्धि की प्रगति आवश्यकता से अधिक हो गई है जिससे दया, करुणा, क्षमा आदि हृदय के भाव वैज्ञानिक प्रगति में कहीं पीछे छूट गए हैं।	1

### अथवा

- क (i) 'हम' के रूप में वीर सैनिक अपना परिचय दे रहे हैं
- (ii) स्वातंत्र्योत्तर भारत रूपी सूर्य के वीर होने के कारण, वे अपने आपको 'नई किरण' कह रहे हैं।
- ख स्वतंत्र भारत पर अपना सर्वस्व न्योछावर करना चाहता है क्योंकि स्वदेश की रक्षा करना प्रत्येक भारतीय का सर्वोपरि कर्तव्य है।
- ग वीरप्रसू — वीर सैनिकों को जन्म देने वाली भारत भूमि को कहा गया है।
- घ भाव : 'नर' अर्थात् वीर ओजस्वी योद्धा की प्रखर ताकत, किंतु मन में 'नारी' अर्थात् सुकोमल, करुणामयी भावनाएं प्रतिफलित थीं।
- ङ (i) क्षमा (ii) दया (iii) करुणा (iv) अपनत्व

3	किसी एक विषय पर 400 शब्दों में निबंध लिखना अपेक्षित	10 अंक
	— भूमिका	— 1 अंक
	— विषयवस्तु व उससे सुसंबद्ध प्रतिपादन	— 5 अंक
	— उपसंहार	— 1 अंक
	— भाषा शुद्धता	— 1 अंक
	— अभिव्यक्ति शैली	— 2 अंक
		10 अंक
4	— पत्र का आरंभ व समापन की औपचारिकता	— 2 अंक
	— विषयवस्तु का प्रतिपादन	— 2 अंक
	— भाषा शुद्धता	— 1 अंक
		5 अंक
5	(1) छपे हुए शब्दों में स्थायित्व होता है। उसे आप आराम से और धीरे—धीरे पढ़ सकते हैं	1x5 अंक
	(2) उन्हें लंबे समय तक सुरक्षित रख सकते हैं और उसे संदर्भ की तरह इस्तेमाल कर सकते हैं।	
	(3) यह चिंतन, विचार और विश्लेषण का माध्यम है। इस माध्यम में आप गंभीर और गूढ़ बातें लिख सकते हैं।	
	(4) मुद्रित माध्यमों का पाठक वही हो सकता है जो साक्षर हो और जिसने औपचारिक या अनौपचारिक शिक्षा के जरिए एक विशेष स्तर की योग्यता भी हासिल की हो।	

### अथवा

सावधानियाँ :-

- (1) **साफ—सुथरी और टाइप कॉपी :** प्रसारण के लिए तैयार की जा रही समाचार कॉपी को कंप्यूटर पर ट्रिपल स्पेस में टाइप किया जाना चाहिए। उच्चारण में कठिन शब्द, संक्षिप्ताक्षर, अंक आदि नहीं लिखने चाहिए जिन्हें पढ़ने में ज़बान लड़खड़ाने लगे।
- (2) **डेढ़लाइन, संदर्भ और संक्षिप्ताक्षर का प्रयोग :** रेडियो में अखबरों की तरह डेढ़लाइन अलग से नहीं बल्कि समाचार से ही गुँथी होती है। समाचार में समय

संदर्भ का मसला भी महत्वपूर्ण है। संक्षिप्ताक्षर के इस्तेमाल में काफी सावधानी बरतनी चाहिए।

(3) यह चिंतन, विचार और विश्लेषण का माध्यम है। इस माध्यम में आप गंभीर और गूढ़ बातें लिख सकते हैं।

(4) मुद्रित माध्यमों का पाठक वही हो सकता है जो साक्षर हो और जिसने औपचारिक या अनौपचारिक शिक्षा के जरिए एक विशेष स्तर की योग्यता भी हासिल की हो।

6 क समाचार लेखन के 'छह ककार' : क्या हुआ, किसके साथ हुआ, कहाँ हुआ, कब हुआ, कैसे और क्यों हुआ? यानी क्या, कौन (किसके), कहाँ, कब, क्यों और कैसे।

5 अंक

ख समाचार : समाचार ऐसी ताजा घटना, विचार या समस्या की रिपोर्ट है जिसमें अधिक से अधिक लोगों की रुचि हो और जिसका अधिक से अधिक लोगों पर प्रभाव पड़ रहा हो।

ग कुछ महत्वपूर्ण लेखक अपने खास वैचारिक रुझान के लिए जाने जाते हैं। उनकी लोकप्रियता को ध्यान में रखकर उन्हें अखबार में एक नियमित स्तंभ लिखने का दायित्व दे दिया जाता है।

घ वेबसाइट पर विशुद्ध पत्रकारिता शुरू करने का श्रेय 'तहलका डॉटकॉम' को जाता है।

ड उलटा पिरामिड शैली में समाचार के सबसे महत्वपूर्ण तथ्य सबसे पहले लिखे जाते हैं फिर उसके बाद घटते क्रम में अन्य तथ्य और सूचनाओं को लिखा जा सकता है।

7 सप्रसंग व्याख्या अंक विभाजन

8 अंक

कवि तथा कविता का नामोल्लेख —  $\frac{1}{2}+\frac{1}{2}$

प्रसंग / पूर्वापर संबंध — 1

व्याख्या — 4

8

विशेष, भाषा — 2

— कवि जायसी, 'बारहमासा' से उद्धृत

— प्रसंग — रानी नागमती की पूस मास में वियोगावस्था का चित्रण।

— पूस मास में जाड़े की अधिकता

— रजाई भी ठंड नहीं रोक पाती

- चकवी रात को बिछड़कर दिन में तो मिलती है परंतु नागमती का विरह उससे भी बढ़कर है क्योंकि रात—दिन विरह में बीतता है।
- विरह रूपी बाज दृष्टि गङ्गाए है।
- शरीर विरह में गलकर शंख के समान हो गया है।
- हे प्रियतम! इस मरणासन्न अवस्था में ही आ जाओ और मुझ पंछी के पंख समेट लो।

● **विशेष**

- विरह का सुंदर वर्णन
- रूपक, अनुप्रास, अतिशयोक्ति अलंकार

**अथवा**

- कवि केदारनाथ सिंह, 'बनारस' से उद्धृत
- प्रसंग — बनारस में बसंत चुपके से धूल भरे बबंदर के साथ दस्तक देता है। लोगों में सुगबुगाहट दिखाई पड़ती है।
- व्याख्या
- बसंत के आगमन से चहल—पहल बढ़ गई है।
- दशाश्वमेध घाट पर लोग स्नान, पूजा—पाठ के लिए पहुंचे हैं। पानी के संपर्क में रहकर पत्थर जैसे कठोर हृदय भी कुछ मुलायम हो गए हैं।
- बंदर की आंखों में नमी और भिखारियों की आंखों में चमक है। भिखारियों के कठोरों में पैसे आने को बसंत का आगमन कहा है।
- विशेष
- लाक्षणिक प्रयोग
- बंदर कृतज्ञ हैं क्योंकि उन्हें चना—चबेना मिलता है।
- भिखारियों के कठोरों में बसंत का आना — सुंदर प्रयोग
- खड़ी बोली, सहज—सरल भाषा

8 **किन्हीं दो प्रश्नों के उत्तर अपेक्षित**

3+3 = 6 अंक

- क सत्य बाहरी नहीं भीतरी शक्ति है। इसे पहचानने के लिए हमें युधिष्ठिर जैसा संकल्प लेना होगा। सत्य की अनुभूति कभी—कभी हमारे मन में स्वतः होती है।

ख यह 'अकेला' दीप व्यक्ति का और पंक्ति समष्टि का प्रतीक है। व्यक्ति का समष्टि में विलय समाज के भी हित में है और व्यक्ति के भी। व्यक्ति की सार्थकता समाज में है।

ग राम अपराधी व्यक्ति पर भी क्रोध नहीं करते। भरत पर तो उनकी विशेष कृपा है। वे खेल में भरत के हार जाने पर भी उसे जिता देते हैं। उनका कोमल, र्णेह स्वभाव सब जानते हैं।

9 किन्हीं दो का काव्य – सौंदर्य अपेक्षित !

3+3 = 6 अंक

भाव सौन्दर्य – 1½  
शिल्प सौन्दर्य – 1½ 3

### क भाव सौंदर्य

- लक्षण द्वारा पंचवटी के सौंदर्य और वहां की पवित्रता का वर्णन।
- पंचवटी के समीप आते ही दुखों का नष्ट हो आ जाना, जगत के प्राणियों में मृत्यु की अपेक्षा जीने की इच्छा का बलवती होना, योगियों की योग–साधना तीव्र हो आनंद की उच्चतम अवस्था को पा लेना आदि पंचवटी स्थान के महात्म्य का प्रभाव है।
- शिल्प सौंदर्य –
- उपमा, अनुप्रास और रूपक अलंकार।
- ब्रज भाषा, शांत रस, प्रसाद गुण।
- पंचवटी का मनोहारी चित्रण।

2

### ख भाव–सौंदर्य

- प्रातःकालीन वातावरण का आकर्षक चित्रण।
- उषा रूपी सुंदरी अपने स्वर्णिम कलश से सुबह–सुबह समस्त सुख ऊँड़ेल देती है।
- रात भर जगने वाले तारे ऊँঁघने लगते हैं।

### शिल्प–सौंदर्य

- उषा और तारों का मानवीकरण, रूपक, अनुप्रास अलंकार।
- तत्सम शब्दावली—युक्त खड़ी बोली।
- प्रसाद व माधुर्य गुण।

## ग भाव—सौंदर्य

- संसार की लूट—खसोट से पीड़ित व निराश लोगों में उचित व्यवस्था समाज में लाने का साहस दिलाया है।
- सर्वत्र फैले विषमता के विष को बाहर निकाल फेंककर, समता लाने व मानवीय संवेदनाओं से पृथ्वी को सींचने का आहवान किया है।

## शिल्प—सौंदर्य

- कवि का मानवतावादी दृष्टिकोण
- अनुप्रास, उत्प्रेक्षा और विरोधाभास अलंकार
- लाक्षणिक प्रयोग
- छंदमुक्त कविता

10 गद्यांश की सप्रसंग व्याख्या 6 अंक

लेखक व लेख का नाम — 1

पूर्वापर संबंध — 1

व्याख्या — 3

भाषा शुद्धता, विशेष — 1

स्वातंत्र्योत्तर भारत ..... ऐसा नहीं जान पड़ता

(i) लेखक — निर्मल वर्मा

लेख — 'जहां कोई वापसी नहीं'

— औद्योगीकरण के कारण मनुष्य और उसकी प्रकृति में संबंध विच्छेद।

### ● व्याख्या

- आजादी के उपरांत औद्योगीकरण के कारण प्रगति
- पाश्चात्य प्रभाव में नई योजनाएँ बनीं पर संस्कृति और प्रकृति के बीच संतुलन खो दिया।
- पश्चिमी देशों से शिक्षित शासकों ने भी देश विकास में मर्यादाओं का ध्यान नहीं रखा।
- मनुष्य, प्रकृति व संस्कृति के संतुलन की उपेक्षा

- विशेष
  - अंधानुकरण का विरोध।
  - भाषा सहज एवं सरल

### अथवा

अभी भी मानव ..... पाठ पढ़ाते हैं

- (i) लेखक — रामविलास शर्मा

लेख — 'यथास्मै रोचते विश्वम्'

- प्रसंग

- एक श्रेष्ठ साहित्यकार के सृजन कर्म का उल्लेख

- व्याख्या

- मनुष्य स्वातंत्र्योत्तर युग में भी जीवन संबंधों के पिंजरे में

- साहित्यकार आदर्शों से हटकर पिंजरे की तीलियों को मजबूत कर पराधीनता का पाठ पढ़ाए तो उसे धिक्कार है।

- ऐसे तथाकथित साहित्यकारों को लेखक ने फटकारा है।

- विशेष

- विचारात्मक शैली, तत्सम—तद्भव शब्द, भाषा भावानुकूल, सरल, स्पष्ट।

- परंपरावादी लेखकों पर करारा व्यंग्य।

11 किन्हीं 'दो' के उत्तर अपेक्षित हैं।

4+4 = 8 अंक

क 'दूसरा देवदास' कहानी में एक लड़की द्वारा 'मनसा देवी' पर एक और चुनरी चढ़ाने का संकल्प।

- 'संभव' नाम के लड़के की उस लड़की से छोटी—सी मुलाकात, हृदय में प्रेम अंकुर, बैचैनी, प्रेम के आकर्षण में बैध जाना।

- एक और चुनरी चढ़ाने का संकल्प उसकी इसी प्रेमातुर दशा का सूचक, लड़के का नाम जानने की प्रश्नभरी दृष्टि से देखना।

ख 'शेर' व्यवस्था का प्रतीक। व्यवस्था ही सत्ता है।

- जब तक उसके मतानुसार लोग चलते हैं वह चुप रहती है।

- जब कोई उसका विरोध करे तो वह शेर की भाँति आक्रामक हो जाती है।
  - व्यवस्था का भयानक रूप 'शेर' की तरह जब विरोधी स्वर को कुचलना होता है।
- ग — बड़ी बहुरिया का अपनी बड़ी हवेली में, जो अब नाम मात्र की ही बड़ी थी, एकाकी, घोर दरिद्रता का जीवन बिताना।
- देवर—देवरानी ने उससे वास्ता न रखा, अकेलापन।
  - मायके संदेशा भिजवाना चाहती हैं पर संविदिया के चले जाने पर मानसिक पीड़ा कि क्यों संदेशा भिजवाया।
  - किसी कारण से संदेशा न पहुंचा तो राहत की सांस लेना अर्थात् मानसिक द्वंद्व से पीड़ित नारी।

12 अंक विभाजन निम्न प्रकार है —

6 अंक

जीवनी	—	2
रचनाएँ (कम से कम दो) —		2
काव्यगत विशेषताएँ —		2
(किंहीं दो की)		6

● **विद्यापति**

- **जन्म** : मधुबनी (बिहार) के बिस्पी गांव में, जन्मकाल के संबंध में प्रामाणिक सूचना उपलब्ध नहीं, बचपन से ही अत्यंत कुशाग्र बुद्धि और तर्कशील व्यक्ति; राजा शिवसिंह के अभिन्न मित्र, राजकवि और सलाहकार। साहित्य, संस्कृति, संगीत, ज्योतिष, इतिहास, दर्शन, न्याय आदि के प्रकाण्ड विद्वान् (पंडित)
- **रचनाएँ** : संस्कृत, अवहट्ट (अपभ्रंश) और मैथिली – तीन भाषाओं में रचनाएँ कीं। 'कीर्तिलता', 'कीर्तिपताका', 'पुरुष परीक्षा', 'भू—परिक्रमा', 'लिखनावली' और 'पदावली'

● **विशेषताएँ**

- पद—लालित्य, मानवीय प्रेम और व्यावहारिक जीवन के विविध रंग इन पदों को मनोरम और आकर्षक बनाते हैं।
- इन पदों में प्रेम और सौन्दर्य की अनुभूति बड़ी निश्छल एवं स्पष्ट है।
- राधा—कृष्ण के प्रेम के माध्यम से लौकिक—प्रेम का चित्रण अनेक मनोहारी रूपों में किया है।

## अथवा

- **रघुवीर सहाय**
- **जन्म :** लखनऊ (उत्तर प्रदेश) में, शिक्षा—लखनऊ में, 1951 में अंग्रेजी में एम.ए., 'प्रतीक' में सहायक संपादक रहे; 'कल्पना' एवं 'दिनमान' का संपादन; आकाशवाणी के समाचार विभाग में रहे; कविताओं का 'दूसरा सप्तक' में संकलन।
- **रचनाएँ :** 'सीढ़ियों पर धूप में; 'आत्महत्या के विरुद्ध', 'हंसो हंसो जल्दी', 'लोग भूल गए हैं' और 'रघुवीर सहाय रचनावली (खण्डों में)'। साहित्य अकादमी — पुरस्कार — काव्य संग्रह — 'लोग भूल गए हैं' पर।
- **विशेषताएँ**
  - अनावश्यक शब्दों के प्रयोग से प्रयासपूर्वक बचते हैं।
  - भयाक्रांत अनुभव की आवेगरहित अभिव्यक्ति उनकी कविता की प्रमुख विशेषता है।
  - मुक्त छंद के साथ—साथ छंद में काव्य रचना की है
  - सामाजिक संदर्भों के निरीक्षण, अनुभव और बोध को कविता में व्यक्त करते हैं।

## अथवा

- **रामचंद्र शुक्ल**
- **जन्म :** उत्तर प्रदेश—बस्ती जिले—अगोना—गांव; शिक्षा—उर्दू—अंग्रेजी—फारसी; स्वाध्याय — संस्कृत, अंग्रेजी, बांग्ला, हिंदी। चित्रकला के अध्यापक—मिर्जापुर के मिशन हाई स्कूल में, हिन्दी शब्द सागर — सहायक संपादक, उच्चकोटि के आलोचक, इतिहासकार और साहित्य—चिंतक
- **रचनाएँ :** 'गोस्वामी तुलसीदास', 'जायसी ग्रंथावली', 'सूरदास', 'चिंतामणि' (चार भाग), 'हिंदी साहित्य का इतिहास', 'रस मीमांसा' आदि।
- **विशेषताएँ**
  - भाषा अत्यंत प्रौढ़, प्रांजल, सजीव और भावानुकूल है।
  - लेखन में विचारों की दृढ़ता, निर्भीकता और आत्मविश्वास की एकता मिलती है।
  - अत्यन्त सारगर्भित, विचार प्रधान, सूत्रात्मक वाक्य—रचना उनकी गद्य—शैली की एक बड़ी विशेषता है।

## अथवा

- **भीष्म साहनी**
  - **जन्म** : रावलपिंडी (पाकिस्तान), प्रारंभिक शिक्षा—घर पर, स्कूल में – उर्दू एवं अंग्रेजी का अध्ययन, लाहौर से – अंग्रेजी साहित्य में एम.ए., पंजाब विश्वविद्यालय से – पीएचडी, विभाजन के बाद—पत्रकारिता तथा इप्टा नाटक मंडली से जुड़े, कला एवं साहित्य के प्रति रुचि।
  - **रचनाएँ** : ‘भाग्य रेखा’, ‘पहला पाठ’, ‘भटकती राख’, ‘वाड़च’, ‘शोभा यात्रा’, ‘निशाचर’, ‘पाली’, ‘डायन’ आदि। बालोपयोगी कहानियाँ – ‘गुलेल का खेल’। उपन्यास – ‘बसंती’, ‘मय्‌यादास की माड़ी’, ‘कुंतो’, ‘नीलू नीलिमा नीलोफर’ आदि। नाटक – ‘माधवी’, ‘हानूश’, ‘कबिरा खड़ा बाजार में,’ ‘मुआवजे’ आदि।
  - **विशेषताएँ**
    - किशोरावस्था से प्रौढ़ावस्था तक के अपने अनुभवों को स्मृति के आधार पर शब्दबद्ध किया।
    - छोटे–छोटे वाक्यों की सरल भाषा प्रयोग कर विषय को रोचक तथा प्रभावशाली बनाया।
    - संवादों के प्रयोग से वर्णन सरल और रोचक बना है। विशेषकर संस्मरण, अत्यंत सरस और पठनीय बन पड़े हैं।

13 किन्हीं 'तीन' के उत्तर अपेक्षित हैं —

$$3+3+3 = 9 \text{ अंक}$$

- 'फूल' प्रकृति के उपहार, सुगंध—सौंदर्य, आनंद देने वाले सदैव आकर्षक रूप में
  - दवा रूप भी — नीम के फूल, पत्ते
  - गुलाब की पंखडियों से गुलाब जल आदि

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  - बरसात की झड़ी से मालवा के सभी नदी—नाले, तालाब—गड्ढे मटमैले, बरसाती पानी से लबालब भर जाते हैं।
  - धरती हरी—भरी, खेतों में सोयाबीन, ज्वार, बाजरे की फसलें लहलहाती हैं।
  - जनजीवन खुशहाल।

ग

  - गांव के लोगों से सूरदास और सुभागी के संबंध के बारे में सुनना।
  - बदला लेना, ईर्ष्या, झाँपड़ी में आग लगाकर तथा पांच सौ से अधिक चाँदी के सिक्कों की पोटली चुरा कर भाग जाना।
  - अपनी पत्नी और सूरदास के संबंधों के शक ने ईर्ष्या की आग जगाई।

- घ — ट्रेनिंग लेकर भी बिना उपकरणों की सहायता से रूपसिंह सीधे पहाड़ पर चढ़ने में असमर्थ —
- विपरीत परिस्थितियों, प्राकृतिक आपदाओं को झेलकर भूपसिंह का मनोबल, शारीरिक बल कुछ और बढ़ गया।
  - चढ़ने में असमर्थ रूपसिंह और शेखर को अपने मफलर को मजबूती से कमर में बांधकर पहाड़ों की ऊँचाई पर पहुंचा देना — ट्रेनिंग प्राप्त रूपसिंह को बौना कर देता है।
- 14 — पहाड़ी क्षेत्र का निवासी, दृढ़ निश्चयी, कर्मठ | 6 अंक
- विपरीत परिस्थितियों में भी पुनर्वास द्वारा सिद्ध करना—‘मन के जीते जीत है’।
  - भू—स्खलन की भयंकर घटना के उपरांत पुनः घर—गृहस्थी, खेती आरंभ करना, झरने का रुख बदल देना।
  - पर्वतों पर चढ़ना—उत्तरना सहज प्रक्रिया बन गई।

**प्रेरणा :** जीवन में विपरीत परिस्थितियां आएँ तो भी नई राह निकाल लेना, आशावादी बनना, कर्मठ बने रहना, नकारात्मक विचारों से कोसो दूर, तन—मन, विचारों में परिस्थिति जन्य सकारात्मक सोच व निरंतर कर्मठ बने रहना।

### अथवा

नेत्रों से अंधा, मन से भक्ता, कर्मठ परंतु भीख मांगकर भी जीवन—निर्वाह सहज रूप से, झोपड़ी में आग लग गई, बूंद—बूंद जोड़ी धनराशि भैरों द्वारा लूट ली गई — चारों तरफ विपरीत परिस्थितियां पर आशावादी विचारधारा नहीं छोड़ी। ‘मिठुआ’ के द्वारा पूछे जाने पर सूरदास ने यही कहा — ‘जितनी भी बार घर जलेगा हम नया बनाएँगे— सौ लाख बार जला तो सौ लाख बार बनाएँगे।’

## हिंदी (केंद्रिक)

निर्धारित समय : 3 घंटे

अधिकतम अंक : 100

प्रश्नपत्र संख्या 2/1/1

खंड — ‘क’

1. निम्नलिखित काव्यांश को पढ़कर उस पर पूछे गए प्रश्नों के उत्तर दीजिए : **1x5 = 5**

स्नायु तुम्हारे हों इस्पाती ।

देह तुम्हारी लोहे की हो, स्नायु तुम्हारे हों इस्पाती,

युवको, सुनो जवानी तुममें आए आँधी-सी अर्दाती ।

जब तुम चलो चलो ऐसे

जैसे गति में तूफान समेटे ।

हो संकल्प तुम्हारे मन में

युग-युग के अरमान समेटे ।

अंतर हिंद महासागर-सा, हिमगिरि जैसी चौड़ी छाती ।

जग जीवन के आसमान में

तुम मध्याह्न सूर्य-से चमको

तुम अपने पावन चरित्र से

उज्ज्वल दर्पणा जैसे दमको ।

साँस-साँस हो झङ्झा जैसी रहे कर्म ज्वाला भड़काती ।

जनमंगल की नई दिशा में

तुम जीवन की धार मोड़ दो

यदि व्यवधान चुनौती दे तो

तुम उसकी गरदन मरोड़ दो ।

ऐसे सबक सिखाओ जिसको याद करे युग-युग संघाती ।

स्नायु तुम्हारे हों इस्पाती ।

- (क) युवकों के लिए फौलादी शरीर की कामना क्यों की गई हैं?
- (ख) किसकी गरदन मरोड़ने को कहा गया है और क्यों?
- (ग) बलिष्ठ युवकों की चाल-ढाल के बारे में क्या कहा गया है?
- (घ) युवकों की तेजस्विता के बारे में क्या कल्पना की गई है?
- (ड.) उस पंक्ति को उद्धृत कीजिए जिसमें कहा गया है कि युवक अपने जीवन को लोक-कल्याण में लगा दें।

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

यह संतोष और गर्व की बात है कि देश वैज्ञानिक और औद्योगिक क्षेत्र में आशातीत प्रगति कर रहा है। विश्व के समृद्ध अर्थव्यवस्था वाले देशों में टक्कर ले रहा है और उनसे आगे निकल जाना चाहता है। किंतु इस प्रगति के उजले पहलू के साथ एक धुँधला पहलू भी है जिससे हम छुटकारा चाहते हैं। वह है नैतिकता का पहलू। यदि हमारे हृदय में सत्य, ईमानदारी, कर्तव्यनिष्ठा और मानवीय भावनाएँ नहीं हैं; देश में मान-सम्मान का ध्यान नहीं है; तो सारी प्रगति निरर्थक होगी। आज यह आम धारणा है कि बिना हथेली गर्म किए साईरण-सा काम भी नहीं हो सकता। भ्रष्ट अधिकारियों और भ्रष्ट जनसेवकों में अपना घर भरने की होड़ लगी है। उन्हें न समाज की चिंता है, न देश की। समाचार-पत्रों में अब ये रोज़मरा की घटनाएँ हो गई हैं। लोग मान बैठे हैं कि यही हमारा राष्ट्रीय चरित्र है, जब कि यह सच नहीं है। नैतिकता मरी नहीं है, पर प्रचार अनैतिकता का हो रहा है। लोगों में यह धारणा घर करती जा रही है कि जब बड़े लोग ही ऐसा कर रहे हैं तो हम क्या करें? सबसे पहले तो इस सोच से मुक्ति पाना जरूरी है, और उसके बाद यह संकल्प कि भ्रष्टाचार से मुक्त समाज बनाएँगे। उन्हें बेनकाब करेंगे जो देश के नैतिक चरित्र को बिगाड़ रहे हैं।

- |   |   |
|---|---|
| (क) देशवासियों के लिए गर्व की बात क्या है?  | 1 |
| (ख) देश की आशातीत प्रगति से जुड़ा धुँधला पक्ष क्या है?                            | 1 |
| (ग) नैतिक चरित्र से लेखक का क्या आशय है?  | 2 |
| (घ) देश की प्रगति कब निरर्थक हो सकती है?  | 2 |
| (ड.) ‘नैतिकता मरी नहीं है’ - पक्ष या विपक्ष में अपने विचार 4-5 वाक्यों में लिखिए। | 2 |
| (च) समाज अनैतिक पहलू से कैसे मुक्ति पा सकता है?                                   | 2 |
| (छ) उपर्युक्त गद्यांश के लिए उपयुक्त शीर्षक दीजिए।                                | 1 |
| (ज) गद्यांश में प्रयुक्त किसी मुहावरे का वाक्य-प्रयोग कीजिए।                      | 1 |

- |   |   |
|---|---|
| (झ) प्रत्यय अलग कीजिए - नैतिकता, ईमानदारी ।                                   | 1 |
| (ञ) उपसर्ग अलग कीजिए - निर्धक, अधिकारी ।                                      | 1 |
| (ट) सरल वाक्य में बदलिए - लोग मान बैठे हैं कि यही हमारा राष्ट्रीय चरित्र है । | 1 |

### **खंड - 'ख'**

- |   |   |
|---|---|
| 3. निम्नलिखित में से किसी एक विषय पर निबंध लिखिए :  | 5 |
| (क) राष्ट्रमंडल खेल - 2010  |   |
| (ख) इंटरनेट से लाभ और हानियाँ   |   |
| (ग) आतंकवाद की समस्या   |   |
| (घ) समाचार-पत्र की उपयोगिता   |   |
| 4. आपके ज़िले के जनगणना उपायुक्त को 2010-11 की जनगणना के लिए कुछ सहायकों की आवश्यकता है। अपनी योग्यता, रुचि आदि का विवरण देते हुए एक आवेदन पत्र लिखिए । | 5 |

### **अथवा**

बाढ़ उत्तर जाने के बाद नदी के तट पर बसी बस्तियों में अनेक रोग फैलने लगे हैं। स्वास्थ्य अधिकारी को इसका समाधान सुझाते हुए तुरंत कदम उठाने का अनुरोध कीजिए ।

- |   |                                    |
|---|------------------------------------|
| 5. (क) संक्षेप में दीजिए :  | <b><math>1 \times 5 = 5</math></b> |
| (i) 'प्रिंट माध्यम' का क्या आशय है?   |                                    |
| (ii) 'उलटा पिरामिड शैली' को समझाइए ।  |                                    |
| (iii) रेडिया समाचार की भाषा की दो विशेषताओं का उल्लेख कीजिए ।   |                                    |
| (iv) इंटरनेट पत्रिका के लोकप्रिय होने के दो कारण लिखिए ।  |                                    |
| (v) पत्रकारिता में 'बीट' का क्या तात्पर्य है?   |                                    |
| (ख) 'राष्ट्रमंडल खेलों में चाक-चौबंद सुरक्षा' अथवा 'गाँवों से शहरों की ओर बढ़ रहा पलायन' विषय पर एक आलेख लिखिए ।                            | 5                                  |
| 6. मैट्रो रेल हमसे सुसभ्य और सुसंस्कृत व्यवहार को अपेक्षा रखती है। <u>अथवा</u> 'महानगरों में प्रदूषण की समस्या' पर एक फ़ीचर का आलेख लिखिए । | 5                                  |

## खंड - 'ग'

7. निम्नलिखित काव्यांश के आधार पर प्रश्नों के उत्तर लिखिए :

**2x4 = 8**

रूद्रध कोष है, क्षुब्ध तोष  
अँगना-अंग से लिपटे भी  
आंतक अंक पर काँप रहे हैं।

धनी, वज्र-गर्जन से बादल !  
त्रस्त नयन, मुख ढाँप रहे हैं।

जीर्ण बाहु, है शीर्ण शरीर,  
तुझे बुलाता कृषक अधीर  
ऐ विप्लव के वीर !

चूस लिया है उसका सार  
हाड़-मात्र ही है आधार,  
ऐ! जीवन के पारावार।

(क) 'विप्लव के वीर' किसे कहा गया है? क्यों?

(ख) कृषक की दशा कवि के अनुसार कैसी हो गई है? इसके लिए कौन उत्तरदायी है?

(ग) शोषकों के लिए 'रूद्रध कोष' और 'क्षुब्ध तोष' विशेषणों का औचित्य समझाइए।

(घ) धनी 'अँगना-अंग से लिपटे' हुए भी आंतकित क्यों हैं?

### अथवा

सुत बित नारि भवन परिवारा । होंहि जाहिं जग बारहिं बारा ॥

अस बिचारि जियँ जागहु ताता । मिलइ न जगत सहोदर भ्राता ॥

जथा पंख बिनु खग अति दीना । मनि बिनु फनि करिबर कर हीना ॥

अस मम जिवन बंधु बिनु तोही । जौं जड़ दैव जिआवै मोही ॥

जैहउँ अवध कवन मुहु लाई । नारि हेतु प्रिय भाइ गँवाई ॥

(क) 'जागहु ताता' - कौन, किसे कह रहा है? जगाने का संदर्भ क्या है?

(ख) भाई के बिना जीवन की तुलना किससे की गई है? तुलना का सौंदर्य स्पष्ट कीजिए।

(ग) इन पंक्तियों में राम के माध्यम से तुलसी की नारी के बारे में जो मान्यता उजागर हुई है, उस पर अपने विचार लिखिए।

(घ) काव्यांश के आधार पर भाई के प्रति राम के प्रेम पर टिप्पणी कीजिए।

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

**2x3 = 6**

सवेरा हुआ

खरगोश की आँखों जैसा लाल सवेरा

शरद आया पुलों को पार करते हुए

अपनी नई साइकिल तेज़ चलाते हुए

घंटी बजाते हुए ज़ोर-ज़ोर से।

(क) काव्यांश में उपमा के सौंदर्य को स्पष्ट कीजिए।

(ख) मानवीकरण का एक उदाहरण छाँटकर उसका सौंदर्य समझाइए।

(ग) काव्यांश के बिंब-सौंदर्य पर टिप्पणी 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 उत्तर आया है।

(क) काव्यांश की रचना किस छंद में हुई है? उस छंद का लक्षण समझाइए।

(ख) भाव सौंदर्य स्पष्ट कीजिए - 'देख आईने में चाँद उत्तर आया है।'

(ग) काव्यांश की भाषा पर टिप्पणी कीजिए।

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

**3+3 = 6**

(क) 'आत्म परिचय' कविता में कवि क्यों कहता है - 'शीतल वाणी में आग लिए फिरता हूँ? इस कथन का आशय समझाइए।

(ख) भाव स्पष्ट कीजिए :

कविता एक खिलना है फूलों के बहाने

कविता का खिलना फूल क्या जाने!

(ग) ‘जादू टूटता है इस उषा का अब’ -

उषा का जादू क्या है? वह कैसे टूटता है?

10. निम्नलिखित गद्यांश को पढ़कर प्रश्नों के उत्तर दीजिए :

2x4 = 8

पर जैसे मेरे नाम की विशालता मेरे लिए दुर्वह है, वैसे ही लक्ष्मी की समृद्धि भक्तिन के कपाल की कुचित रेखाओं मे नहीं बँध सकी। वैसे तो जीवन में सभी को अपने-अपने नाम का विरोधाभास लेकर जीना पड़ता है; पर भक्तिन बहुत समझदार है, क्योंकि वह अपना समृद्धि-सूचक नाम किसी को बताती नहीं। केवल जब नौकरी की खोज में आई थी, तब ईमानदारी का परिचय देने के लिए अपने शेष इतिवृत्त के साथ यह भी बता दिया; पर इस प्रार्थना के साथ कि मैं कभी नाम का उपयोग न करूँ।

(क) लेखिका और पाठ के नाम का उल्लेख करते हुए बताइए कि गद्यांश में किसके बारे में चर्चा हैं?

(ख) ‘मेरे नाम की विशालता मेरे लिए दुर्वह है’ - कथन का आशय समझाइए। लेखिका ने ऐसा क्यों कहा?

(ग) भक्तिन को समझदार क्यों कहा गया है? वह अपना नाम किसी को क्यों नहीं बताती?

(घ) ‘इतिवृत्त’ शब्द का क्या अर्थ है? ‘इतिवृत्त’ सुनाने के बाद भक्तिन ने क्या प्रार्थना की?

### अथवा

इस चिलकती धूप में इतना इतना सरस वह कैसे बना रहता है? क्या ये बाद्ध परिवर्तन - धूप, वर्षा, आँधी, लू- अपने आपमें सत्य नहीं है? हमारे देश के ऊपर से जो यह मारकाट, अग्निदाह, लूट-पाट, खून-खच्चर का बवंडर बह गया है, उसके भीतर भी क्या स्थिर रहा जा सकता है? शिरीष रह सका है। अपने देश का एक बूढ़ा रह सका था। क्यों मेरा मन पूछता है कि ऐसा क्यों संभव हुआ? क्योंकि शिरीष भी अवधूत है। शिरीष वायुमंडल से रस खींचकर इतना कोमल और इतना कठोर हो सका था। गांधी भी वायुमंडल से रस खींचकर इतना कोमल और इतना कठोर हो सका था। मैं जब-जब शिरीष की ओर देखता हूँ तब-तब हूँ उठती है - हाय, वह अवधूत अब कहाँ है!

(क) लेखक और पाठ का नामोल्लेख करते हुए बताइए कि गद्यांश में किस वनस्पति की चर्चा है?

(ख) ‘अवधूत’ किसे कहते हैं? शिरीष को अवधूत क्यों कहा है?

(ग) 'एक बूढ़ा' से किसकी ओर संकेत है? उसकी क्या विशेषता थी?

(घ) गांधी और शिरीष में क्या साम्य दिखाया गया है?

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

**3x4 = 12**

(क) 'बाजार का जादू' क्या है? उसके चढ़ने-उतरने का उपभोक्ता पर क्या प्रभाव पड़ता है?

(ख) जाति प्रथा को श्रम विभाजन का ही एक अंग न मानने के पीछे डॉ. भीमराव आंबेडकर के क्या-क्या तर्क थे?

(ग) 'नमक' कहानी में नमक की पुड़िया इतनी महत्वपूर्ण क्यों हो गई है? कस्टम अधिकारी उसे लौटाते हुए भावुक क्यों हो उठा?

(घ) पहलवान लुट्टन सिंह को राजा साहब की कृपादृष्टि कब प्राप्त हुई? वह उन सुविधाओं से चंचित कैसे हो गया?

(ङ.) चार्ली चैप्लिन के व्यक्तित्व की तीन विशेषताओं का उल्लेख कीजिए।

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

**3+3 = 6**

(क) ऐन फेंक की डायरी को एक महत्वपूर्ण दस्तावेज क्यों माना जाता है?

(ख) 'सिल्वर वेडिंग' कहानी में यशोधर पंत को बच्चों की तरक्की अच्छी भी लगती है और 'सम-हाउ-इंप्रॉपर' भी। कारण स्पष्ट कीजिए।

(ग) मुअनजो-दड़ो की सभ्यता को 'लो प्रोफाइल' सभ्यता क्यों कहा गया है? 'अतीत में दबे पाँव' के आधार पर लिखिए।

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

**2+2 = 4**

(क) ऐन फेंक की डायरी किढ़ी को संबोधित कर क्यों लिखी गई होगी?

(ख) कार्यालय में सेवशन ऑफिसर वाई.डी. पंत और उनके सहकर्मियों के संबंध कैसे थे?

(ग) मुअनजो-दड़ो कहाँ है? यह क्यों प्रसिद्ध है?

14. 'सिल्वर वेडिंग' कहानी के आधार पर यशोधर बाबू के व्यक्तित्व की प्रमुख विशेषताओं पर प्रकाश डालिए।

**5**

#### अथवा

ऐन फेंक ने अपनी डायरी में स्त्रियों के बारे में क्या कहा है? उसकी समीक्षा करते हुए बताइए कि आज स्थितियों में कितना परिवर्तन आया है।

खंड — ‘क’

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

नए युग में विचारों की नई गंगा कहाओ तुम,  
कि सब कुछ जो बदल दे, ऐसे तुफान में नहाओ तुम।

अगर तुम ठान लो तो आँधियों को मोड़ सकते हो  
अगर तुम ठान लो तारे गगन के तोड़ सकते हो,  
अगर तुम ठान लो तो विश्व के इतिहास में अपने  
सुयश का एक नव अध्याय भी तुम जोड़ सकते हो,  
तुम्हारे बाहुबल पर विश्व को भारी भरोसा है -

उसी विश्वास को फिर आज जन-जन में जगाओ तुम।  
पसीना तुम अगर इस भूमि में अपना मिला दोगे,  
तुम्हारी देह के श्रम-सीकरों में शक्ति है इतनी -

कही भी धूल, में तुम फूल सोने के खिला दोगे।

नया जीवन तुम्हारे हाथ का हल्का इशारा है

(क) यदि भारतीय नवयुवक दृढ़ निश्चय कर लें तो क्या-क्या कर सकते हैं?

(ख) नवयुवकों से क्या-क्या करने का आग्रह किया जा रहा है?

(ग) युवक यदि परिश्रम करे तो क्या लाभ होगा?

(घ) आशय स्पष्ट कीजिए :

कहीं भी धूल में तुम फूल सोने के खिला दोगे।

(ड.) काव्यांश में से कोई एक मुहावरा चुनकर उसका वाक्य-प्रयोग कीजिए।

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

कुछ लोगों को अपने चारों ओर बुराइयाँ देखने की आदत होती है। उन्हें हर अधिकारी भ्रष्ट, हर नेता बिका हुआ और हर आदमी चोर दिखाई पड़ता है। लोगों की ऐसी

मनःस्थिति बनाने में मीडिया का भी हाथ है। माना कि बुराइयों को उजागर करना मीडिया का दायित्व है, पर उसे सनसनीखेज बनाकर  $24 \times 7$  चैनलों में बार-बार प्रसारित कर उनकी चाहे दर्शक-संख्या (TRP) बढ़ती हो, आम आदमी इससे अधिक शंकालु हो जाता है और यह सामान्यीकरण कर डालता है कि सभी ऐसे हैं। आज भी सत्य और ईमानदारी का अस्तित्व है। ऐसे अधिकारी हैं जो अपने सिद्धातों को रोज़ी-रोटी से बड़ा मानते हैं। ऐसे नेता भी हैं जो अपने हित की अपेक्षा जनहित को महत्त्व देते हैं। वे मीडिया-प्रचार के आकांक्षी नहीं हैं। उन्हें कोई इनाम या प्रशंसा के सर्टफ़िकेट नहीं चाहिए, क्योंकि उन्हें लगता है कि वे कोई विशेष बात नहीं कर रहे, बस कर्तव्यपालन कर रहे हैं। ऐसे कर्तव्यनिष्ठ नागरिकों से समाज बहुत-कुछ सीखता है। आज विश्व में भारतीय बैर्झमानी या भ्रष्टाचार के लिए कम, अपनी निष्ठा, लगन और बुद्धि-पराक्रम के लिए अधिक जाने जाते हैं। विश्व में अग्रणी माने जाने वाले देश का राष्ट्रपति बार-बार कहता सुना जाता है कि हम भारतीयों-जैसे क्यों नहीं बन सकते। और हम हैं कि अपने को ही कोसने पर तुले हैं! यदि यह सच है कि नागरिकों के चरित्र से समाज और देश का चरित्र बनता है, तो क्यों न हम अपनी सोच को सकारात्मक और चरित्र को बेदाग़ बनाए रखने की आदत डालें।

- |  |   |
|--|---|
| (क) उपर्युक्त गद्यांश के लिए एक उपर्युक्त शीर्षक दीजिए।  | 1 |
| (ख) लेखक ने क्यों कहा है कि कुछ लोगों को अपने चारों ओर बुराइयाँ देखने की आदत है?                         | 2 |
| (ग) लोगों की सोच को बनाने-बदलने में मीडिया की क्या भूमिका है?  | 2 |
| (घ) अपनी टी.आर.पी. बढ़ाने के लिए कुछ चैनल क्या करते हैं? उसका आम नागरिक पर क्या प्रभाव पड़ता है?         | 2 |
| (ड.) 'आज भी सत्य और ईमानदारी का अस्तित्व हैं - पक्ष या विपक्ष में अपनी ओर से दी तर्क दीजिए।              | 2 |
| (च) आज दुनिया में भारतीय किन गुणों के लिए जाने जाते हैं?   | 1 |
| (छ) किसी संपन्न देश के राष्ट्रपति का अपने नागरिकों से भारतीयों-जैसा बनने के लिए कहना क्या सिद्ध करता है? | 1 |
| (ज) लेखक भारतीय नागरिकों से क्या अपेक्षा करता है?  | 1 |
| (झ) प्रत्यय अलग कीजिए - नागरिक, ईमानदारी।  | 1 |
| (ञ) उपसर्ग अलग कीजिए - बेदाग़, अधिकारी।  | 1 |
| (ट) सरल वाक्य में बदलिए -<br><br>ऐसे अधिकारी हैं जो अपने सिद्धातों को रोज़ी-रोटी से बड़ा मानते हैं।      | 1 |

## खण्ड ख

3. निम्नलिखित में से किसी एक विषय पर निबन्ध लिखिए : 5
- (क) मेरा प्रिय एफ.एम. चैनल
  - (ख) राष्ट्रमंडल खेलों में भारतीयों का प्रदर्शन
  - (ग) बाढ़ की विभीषिका
  - (घ) वैर नहीं, मैत्री करना सिखाते हैं धर्म
4. बढ़-चढ़कर दावा करने वाले और भ्रामक प्रचार करने वाले विज्ञापनों से ग्राहकों, उपभोक्ताओं को होने वाली परेशानी का उल्लेख करते हुए किसी समाचार-पत्र के संपादक को पत्र लिखिए। दो सुझाव भी लिखिए। 5

### अथवा

अपने पंसदीदा कार्यक्रम की चर्चा करते हुए उस टी.वी. चैनल के कार्यक्रम निदेशक को पत्र लिखकर कार्यक्रम की ओर अधिक आकर्षक बनाने के दो सुझाव दीजिए।

5. (क) संक्षेप में उत्तर लिखिए :  $1 \times 5 = 5$
- (i) पीत पत्रकारिता किसे कहते हैं?
  - (ii) संपादक के दो प्रमुख उत्तरदायित्वों का उल्लेख कीजिए।
  - (iii) 'समाचार' शब्द को परिभाषित कीजिए।
  - (iv) मद्रित माध्यम की एक विशेषता बताइए जो इलैक्ट्रॉनिक माध्यम से नहीं है।
  - (v) इंटरनेट पत्रकारिता की लोकप्रियता के दो कारण बताइए।
- (ख) 'युवाओं में बढ़ती नशे की प्रवृत्ति' अथवा 'किसानों की समस्याओं की अनदेखी' विषय पर एक आलेख लिखिए। 5
6. 'मेरे स्कूल का पुस्तकालय' अथवा 'मेरे शहर में प्रदूषण' विषय पर एक फीचर का आलेख लिखिए। 5

## खण्ड ग

7. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए :  $2 \times 4 = 8$
- छोटा मेरा खेत चौकोना

कागज़ का एक पन्ना,  
 कोई अंधड़ कहीं से आया  
 क्षण का बीज वहाँ बोया गया ।  
 कल्पना के रसायनों को पी  
 बीज गल गया निःशेष;  
 शब्द के अंकुर फूटे,  
 पल्लव-पुष्पों से नमित हुआ विशेष !

- (क) खेत की तुलना कागज़ के पन्ने से क्यों की गई है?
- (ख) खेत अगर कागज़ है तो बीज क्या है? आप ऐसा क्यों मानते हैं?
- (ग) काव्य-पंक्तियों के आधार पर किसी कवि की रचना-प्रक्रिया को क्रम से समझाइए।
- (घ) रचना में विचारों के अंधड़ की क्या भूमिका है? स्पष्ट कीजिए।

#### अथवा

बरू अपजस सहतेउँ जग माहीं । नारि हानि बिसेष छति नाहीं ॥  
 अब अवलोकु सोकु सुत तोरा । सहिहि निठुर कठोर उर मोरा ॥  
 निज जननी के एक कुमारा । तात तासु तुम्ह प्रान अधारा ॥  
 सौपेसि मोहि तुम्हहिं गहि पानी । सब बिधि सुखद परम हित जानी ॥  
 उतरु काह दैहउँ तेहि जाई । उठि किन मोहि सिखावहु भाई ॥

- (क) ‘उठि किन मोहि सिखावहु भाई’ - कौन किसे कह रहा है? काव्यांश का संदर्भ क्या है?
- (ख) पंक्तियों के आधार पर भाई के प्रति राम के प्रेम पर टिप्पणी कीजिए।
- (ग) ‘उतरु काह दैहउँ तेहि जाई’ ‘तेहि’ किसे कहा गया है? उसके समक्ष जाने में राम को क्या संकोच है?
- (घ) इन पंक्तियों में नारी के बारे में तुलसी की जो मान्यता उजागर हुई है, उस पर अपने विचार लिखिए।

8. निम्नलिखित काव्यांश पर पूछे गए, प्रश्नों के उत्तर लिखिए :

$2 \times 3 = 6$

मैं स्नेह-सुरा का पान किया करता हूँ

मैं कभी न जग का ध्यान किया करता हूँ,

जग पूछ रहा उनको, जो जग की गाते-

मैं अपने मन का गान किया करता हूँ।

- (क) रूपक अलंकार का एक उदाहरण चुनकर उसका सौंदर्य स्पष्ट कीजिए।  
(ख) काव्यांश की भाषा पर टिप्पणी कीजिए।  
(ग) अनुप्रास अलंकार के दो उदाहरण चुनकर लिखिए।

#### अथवा

नहला के छलके-छलके निर्मल जल से,

उलझे हुए गेसुओं में कंधी करके

किस प्यार से देखता है बच्चा मुँह को

जब घुटनियों में लेके है पिन्हाती कपड़े।

- (क) काव्यांश की रचना किस छंद में हुई है? उस छंद की क्या विशेषता है?  
(ख) काव्यांश से हिन्दी, उर्दू और लोकभाषा के उदाहरण छाँटकर लिखिए।  
(ग) भाव-सौंदर्य स्पष्ट कीजिए :  
किस प्यार से देखता है बच्चा मुँह को  
जब घुटनियों में लेके है पिन्हाती कपड़े।

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

3+3 = 6

- (क) ‘कैमरे में बंद अपाहिज़’ करुणा के मुखौटे में छिपी क्रूरता की कविता है। इस कथन की समीक्षा कीजिए।  
(ख) सिद्ध कीजिए कि ‘उषा’ कविता गाँव की सुबह का गतिशील चित्र है।  
(ग) भाव स्पष्ट कीजिए - ‘विष्वव रव से छोटे ही हैं शोभा पाते।’

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

2×4 = 8

यहाँ मुझे ज्ञात होता है कि बाज़ार को सार्थकता भी वही मनुष्य देता है जो जानता है कि वह क्या चाहता है। और जो नहीं जानते कि वे क्या चाहते हैं, अपनी ‘पर्चेंजिंग पावर’ के गर्व में अपने पैसे से केवल एक विनाशक शक्ति - शैतानी शाक्ति, व्यंग्य की शक्ति ही

बाज़ार को देते हैं। न तो वे बाज़ार से लाभ उठा सकते हैं, न उस बाज़ार को सच्चा लाभ दे सकते हैं। वे लोग बाज़ार का बाज़ारूपन बढ़ाते हैं।

- (क) लेखक और पाठ के नाम का उल्लेख करते हुए बताइए कि गद्यांश में किस समस्या की चर्चा है।
- (ख) बाज़ार को सार्थकता कौन दे सकते हैं और कैसे?
- (ग) ‘पर्चेजिंग पावर’ का क्या तात्पर्य है? पर्चेजिंग पावर का गर्व बाज़ार का क्या अहित करता है?
- (घ) ‘बाज़ार का बाज़ारूपन’ कथन का आशय स्पष्ट कीजिए।

#### अथवा

मैं शिरीष के फूलों को देखकर कहता हूँ कि क्यों नहीं फलते ही समझ लेते कि झड़ना निश्चित है। सुनता कौन है? महाकाल देवता सपासप कोड़े चला रहे हैं, जीर्ण और दुर्बल झड़ रहे हैं, जिनमें प्राणकण थोड़ा भी ऊर्ध्वमुखी है, वे टिक जाते हैं। दुरंत प्राणधारा और सर्वव्यापक कालाग्नि का संघर्ष निरंतर चल रहा है। मूर्ख समझते हैं कि जहाँ बने हैं, वहीं देर तक बने रहें तो काल-देवता की ओँख बचा जाएँगे। भोले हैं वे। हिलते-डुलते रहो, स्थान बदलते रहो, आगे की ओर मुँह किए रहो तो कोड़े की मार से बच भी सकते हो। जमे कि मरे!

- (क) लेखक और पाठ के नाम का उल्लेख करते हुए बताइए कि गद्यांश में किस वनस्पति का उल्लेख है।
- (ख) भोले किन्हें कहा गया है और क्यों?
- (ग) आशय स्पष्ट कीजिए - हिलते-डुलते रहो, ..... जमे कि मरे!
- (घ) शिरीष के फूलों की वह विशेषता क्या है जिसके कारण लेखक को यह सब कहना पड़ा?

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

$3 \times 4 = 12$

- (क) “उनको यह नमक देते वक्त मेरी तरफ से कहिएगा कि लाहौर अभी तक उनका वतन है और देहली मेरा। तो बाकी सब रफ्ता-रफ्ता ठीक हो जाएगा। ‘नमक’ कहानी में लाहौर के कस्टम अधिकारी के इस कथन के पक्ष या विपक्ष में तीन तर्क दीजिए।
- (ख) डॉ. भीमराव आंबडेकर की कल्पना के आदर्श समाज की आधारभूत बातें संक्षेप में समझाइए।
- (ग) लेखक ने चार्ली चैप्लिन का भारतीयकरण किसे कहा है और क्यों?

(घ) ‘इंदर सेना’ क्या थी? जीजी ने इंदर सेना पर पानी फेंके जाने को किस प्रकार सही ठहराया?

(ड.) “भक्तिन् अच्छी है - यह कहना कठिन होगा, क्योंकि उसमें दुर्गुणों का अभाव नहीं।”

लेखिका के इस कथन के आलोक में भक्तिन के चरित्र की तीन विशेषताओं का उल्लेख कीजिए।

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

3+3 = 6

(क) ‘जूझ’ कहानी के आधार पर लेखक में कविता के प्रति रुचि जगाने और कविता करना सिखाने में उसके अध्यापक के योगदान को स्पष्ट कीजिए।

(ख) “किशन दा को अपना आदर्श मानने के फेर में यशोधर नई पीढ़ी के साथ भी तालमेल नहीं बिठा पाते।” इस कथन की पुष्टि कीजिए।

(ग) यह कैसे कहा जा सकता है कि सिंधु-सभ्यता में भव्यता का आडंबर नहीं था?

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

2+2 = 4

(क) ऐन फेंक ने अपनी डायरी किड़ी को संबोधित कर क्यों लिखी होगी?

(ख) मुअनजो-दड़ों कहाँ है तथा क्यों प्रसिद्ध है?

(ग) ‘सिल्वर वेडिंग’ के आधार पर ‘जो हुआ होगा’ कथन के दो अर्थ लिखिए।

14. ऐन फेंक ने अपनी डायरी में नारी-स्वतंत्रत की जो कल्पना की है, आज उस स्थिति में कितना परिवर्तन आया है? उदाहरण स्पष्ट कीजिए।

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### अथवा

‘जूझ’ कहानी के शीर्षक का औचित्य सिद्ध कीजिए।

## अंक - योजना - हिंदी (केंद्रिक)

### सामान्य निर्देश :

1. अंक-योजना का उद्देश्य मूल्यांकन को अधिकाधिक प्रस्तुनिष्ठ 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 दाईं 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।

## प्रश्न-पत्र-संख्या 2/1/1

1	(क) – वे सशक्त नागरिक बनें।	$1 \times 5 = 5$
	– चुनौतियों का सामना करें।	1
	(ख) – रुकावटों और बाधाओं की।	
	– लक्ष्य को प्राप्त करने के लिए।	1
	(ग) जब तुम चलो, चलो ऐसे जैसे गति में तूफान समेट।	1
	(घ) जीवन के आसमान में मध्याहन सूर्य से चमकाते हैं	1
	(ङ) जनमंगल की नई दिशा में तुम जीवन की धार मोड़ दो।	1
2	(क) – वैज्ञानिक, आर्थिक क्षेत्र में उन्नति	15 अंक
	– औद्योगिक विकास	1
	(ख) नैतिकता की कमी	1
	(ग) सत्य, ईमानदारी, कर्तव्यनिष्ठा और मानवीय भावनाएँ	$1+1=2$
	(घ) नैतिकता न होने पर, देश का मान सम्मान न होने पर	$1+1=2$
	(ङ) मुक्त उत्तर, कोई एक तर्क अपेक्षित	2
	(च) भ्रष्टाचार मुक्त समाज बनाने का संकल्प लेकर और उस संकल्प को व्यावहारिक उतार कर।	2
	(छ) 'नैतिकता' तथा अन्य उपयुक्त शीर्षक	1
	(ज) – अपना घर भरना	
	– हथेली गरम करना	
	– बेनकाब करना – जैसे मुहावरों में से किसी एक से उपयुक्त वाक्य बनाना।	1
	(झ) इक/ता. दार/ई )	$\frac{1}{2}+\frac{1}{2}=1$
	(ञ) निर्	
	अधि	
	(ट) लोग इसे ही अपना राष्ट्रीय चरित्र मान बैठे हैं – सरल वाक्य	1

3	निबंध — अंक विभाजन	5 अंक
	प्रस्तावना, उपर्युक्त वर्णन	$\frac{1}{2}+\frac{1}{2}=1$ 3
	भाषा और प्रस्तुति	1
4	पत्र — अंक विभाजन	5 अंक
	प्रारूप	1
	विषय वस्तु	3
	भाषा और प्रस्तुति	1
5	(क) (i) छपी सामग्री — समाचार—पत्र, पुस्तक, पत्रिका (ii) मुख्य, बाढ़ी, समापन — समाचार लेखन की शैली (iii) — सरल, संक्षिप्त और स्पष्ट, सटीक (iv) — प्रायः निःशुल्क — अधिकाधिक समाचार सहज रूप में उपलब्ध — सुविधा से कभी भी देखा—पढ़ा जा सकता है।	5 अंक
	(ख) आलेख —	5 अंक
	विषय वस्तु	2
	प्रस्तुति	2
	भाषा	1
6	(क) फीचर —	5 अंक
	विषयवस्तु	2
	प्रस्तुति	2
	भाषा	1

7	(क) – बादल को	$2 \times 4 = 8$ अंक
	– क्रांति का अग्रदूत तथा जीवनदाता	1+1=2
	(ख) जीर्ण बाहु, शीर्ण शरीर, परिवर्तन के लिए अधीरता	
	– शोषक वर्ग उत्तरदायी	1+1=2
	(ग) उनका धन जमा रहता है। बँटता नहीं है। धन संग्रह की प्रवृत्ति/धन की अधिकता फिर भी असंतुष्ट और क्षुब्धि हैं।	2
	(घ) – भयभीत होने के कारण,	2
	– शोषक प्रिय के सान्निध्य में भी क्रांति की संभावना से आतंकित।	
	अथवा	
	(क) – राम, लक्ष्मण से	
	– युद्ध में लक्ष्मण का मूर्छित होना	1+1=2
	(ख) – पंखहीन पक्षी, मणि बिना साँप, सूँड बिना हाथी	
	– भाई के बिना जीवन की व्यर्थता का संकेत	1+1=2
	(ग) – पुरुष की तुलना में नारी को कम स्थान दिया गया है।	
	– परीक्षार्थी के अपने विचार	1+1=2
	(घ) – अप्रतिम भ्रातृ-प्रेम के कारण व्याकुलता	
	– पत्नी सीता से भी उच्च स्थान	1+1=2
8	(क) सवेरे के आकाश की लालिमा के लिए खरगोश की लाल आँखों का उपमान, नवीन सुंदर कल्पना	$2 \times 3 = 6$ अंक
	– मानवीकरण अलंकार, शरद आया पुलों को पार करते हुए	2
	– वर्षा ऋतु के बाद अचानक शरद के आने पर संदर कल्पना	2
	(ग) – दृश्य बिंब	2
	– गतिशीलता	
	– ध्वनि बिंब	
	अथवा	$2 \times 3 = 6$ अंक
	(क) रुबाई छंद, तुकांत – 1,2,4 पंक्तियों के अंत में तुक	2

	(ख) – बच्चे को भुलाने के लिए माँ का प्रयत्न	
	– चाँद न दे पाने का सुंदर समाधान	2
	(ग) – बोलचाल की खड़ी बोली	
	– सहज, सरल, बोधगम्य भाषा	
	– उर्दू मिश्रित शब्दावली	2
9	(क) – वाणी में शीतलता किंतु विचारों व भावों में क्रांति की भावना भरी हुई।	$3+3=6$ अंक
	– विनयपूर्वक विरोध	3
	(ख) फूल की सुगंध और उसका सौन्दर्य क्षणिक होता है किंतु कविता की सुगंध (भाव/प्रभाव) कालजयी होता है।	3
	(ग) – सूर्योदय से पूर्व की स्थिति, ऊषा का जादू	
	– ऊषा का विभिन्न रंगों और दृश्यों से जादू छलकाना	
	– सूर्योदय के पश्चात ऊषा का जादू टूटता है।	3
10	(क) लेखिका – महादेवी वर्मा	$2\times 4=8$ अंक
	पाठ – भक्तिन	
	महादेवी की सेविका के बारे में	$1+1=2$
	(ख) – महादेवी में 'महा' विशेषण है।	
	– लेखिका अपने नाम के साथ लगे विशेषण को अपनी क्षमता से अधिक और दुर्वह समझती है।	
	– उदारता, विनम्रता का चित्रण	2
	(ग) – गरीबी के कारण उसका 'लक्ष्मी' नाम उसके जीवन से मेल नहीं खाता	
	– समृद्धि-सूचक नाम और स्वयं गरीब होने के कारण अपना नाम नहीं बताती।	2
	(घ) – वृत्तांत/कहानी/विवरण	
	– उसका नाम किसी को न बताया जाए।	2
	अथवा	
	(क) – हजारीप्रसाद द्विवेदी	
	– शिरीष के वृक्ष की	$1+1=2$

- (ख) अव्यवस्था, अस्थिरता, हिंसा/अराजकता की स्थिति में धैर्य, शांति व स्थिरता का परिचय देना। 1+1=2
- (ग) – गांधी जी को  
– मारकाट और अशांति में भी धैर्य धारण 1+1=2
- (घ) – कष्टों को सहना  
– प्रतिकूल परिस्थिति में भी धैर्य व शांति बनाए रखना। 1+1=2
- 11 (क) – अधिक से अधिक वस्तु खरीदने के लिए आकर्षित करना 3x4 = 12 अंक  
– मनुष्य को बेचैन कर देता है।  
– अनावश्यक वस्तु खरीदने के लिए विवश करता है। 3
- (ख) – जन्म से पूर्व ही माता—पिता के पेशे के अनुसार मनुष्य का पेशा निर्धारित हो जाता है।  
– निजी क्षमता पर विचार किए बिना जाति पेशा निर्धारित करती है  
– जाति मनुष्य को जीवनभर एक ही पेशे से बांधे रखती है। 3
- (ग) – नमक से सिख बीबी तथा लेखिका की भावनाएँ जुड़ी हुई हैं।  
– क्योंकि कस्टम अधिकारी खुद विभाजन की पीड़ा को महसूस कर रहा था।  
– ‘नमक’ से सिख बीबी तथा सोफिया के जुड़ाव को समझ रहा था। 3
- (घ) – जब पहलवान चाँद सिंह को दंगल में पछाड़ देता है।  
– राजा साहब की मृत्यु के बाद प्रशासन की बागड़ोर राजकुमार के हाथ में आई।  
– शासन परिवर्तन की चपेट में लुट्टन सुविधाओं से वंचित 3
- (ङ) – चार्ली आत्मविश्वास से पूर्ण दिखता है।  
– सुंदर अभिनय  
– उनमें हास्य प्रतिभा है। 3
- 12 (क) – द्वितीय विश्वयुद्ध के विभिन्न का यथार्थ चित्रण होने के कारण एक महत्वपूर्ण दस्तावेज 3+3 = 6 अंक  
– यहूदियों की यंत्रणाओं का चित्रण  
– निजी सुख—दुख एवं भावनाओं का जीवंत/ऐतिहासिक विवरण 3

- (ख) — यशोधर बाबू आदर्शवादी हैं लेकिन रुढ़िवादी नहीं  
 — बच्चों की तरक्की उन्हें अच्छी लगती है लेकिन अपनों से दूर करने वाली तरक्की उन्हें 'समहाऊ इंप्रॉपर' लगती है।  
 — अपने पुत्र को प्रारंभ में ही आधिक वेतन मिलना भी उन्हें 'समहाऊ इंप्रॉपर' लगता है 3
- (ग) — अनुशासित किंतु आडबंबरहीन सभ्यता  
 — कलात्मक एवं वास्तुकला के श्रेष्ठ उदाहरण मिलते हैं।  
 — नगर नियोजन, मूर्ति शिल्प, औजार, मोहरें आदि लघुता में महत्ता का अनुभव  
 — राजसत्ता या धर्म का प्रभाव दर्शाने वाले प्रमाण न मिलना 3
- 13 (क) ऐन फ्रैंक ने अपनी डायरी किटटी नामक एक निर्जीव गुड़िया को संबोधित करते हुए अनेक कारणों से लिखी होगी 2+2=4 अंक  
 2
  - वह अपने आस—पास आतंक और भय से त्रस्त लोगों का त्रास अनुभव कर रही थी
  - वह अपने निजी सुख—दुख और ऐतिहासिक परिवेश से उत्पन्न त्रासदियों को अपने परिवार के सदस्यों के साथ बांटने में संकोच करती थी।
  - उसका जीवन एकाकी था, जिससे वह अंतर्मुखी हो गई थी।
  - नाज़ियों के अत्याचारों से उत्पन्न भावनाएं निर्जीव किटटी के सामने प्रकट करना उसे सरल लगा।

(कोई दो कारण)

(ख) सहकर्मियों के साथ संबंध —  
 — औपचारिक होते हुए भी मधुरता का भाव  
 — समय के पाबंद और सिद्धांतवादी थे  
 — सहकर्मियों के व्यंग्य को हँसकर टाल देते थे  
 — काम की लापरवाही पसंद न थी 2

(ग) — पाकिस्तान के सिंध प्रांत में स्थित पुरातात्त्विक स्थान।  
 — अनुशासित नगर योजना, वास्तुकला तथा कलात्मकता पुरातात्त्विक अवशेषों के लिए प्रसिद्ध 2

14	(क) – सिद्धांतवादी, परंपरावादी, आदर्शों एवं मूल्यों पर आधारित जीवन	5 अंक
	– आधुनिकता से तालमेल न रखना	
	– नई पीढ़ी के साथ वैचारिक अंतर	
	अथवा	
	– प्रकृति-प्रदत्त प्रजनन शक्ति के उपयोग के अधिकार से वंचित	$2\frac{1}{2}$
	– स्त्रियों के व्यक्तित्व-विकास में बाधा	
	– वर्तमान संदर्भ में स्त्रियों को निर्णय की स्वतंत्रता मिली है।	
	– विकास में सहयोग एवं सम्मान प्राप्त हुआ है।	$2\frac{1}{2}$

### प्रश्न-पत्र-संख्या 2/1

1	(क) विचार परिवर्तन, सामाजिक परिवर्तन इत्यादि	$\frac{1}{2}+\frac{1}{2}=1$
	(ख) परिवर्तन लाना, बाहुबल पर विश्वास दिलाना, देश निर्माण के लिए प्रेरित करना।	$\frac{1}{2}+\frac{1}{2}=1$
	(ग) करोड़ों गरीबों को नया जीवन मिलेगा, तुच्छ चीजें भी मूल्यवान हो जाएंगी।	$\frac{1}{2}+\frac{1}{2}=1$
	(घ) तुच्छ से तुच्छ चीजें भी अत्यधिक मूल्यवान बन जाएंगी।	1
	(ङ) गगन/आसमान के तारे तोड़ना, पसीना बहाना, धूल में फूल खिलाना (कोई एक)	$\frac{1}{2}+\frac{1}{2}=1$
	उपयुक्त वाक्य प्रयोग	5 अंक
2	(क) मीडिया की नकारात्मक भूमिका/सकारात्मक सोच बनाम नकारात्मक सोच	1
	(ख) नकारात्मक सोच के लोग दूसरों में बुराइयां ढूँढते हैं और उनका ही बढ़ा चढ़ा कर वर्णन किया करते हैं।	$1+1=2$
	(ग) मीडिया का बहुत बड़ा हाथ है, लगातार बुराइयां दिखाकर लोगों को निराश करते हैं और उन्हें शंकालु बनाते हैं	$1+1=2$
	(घ) बुराइयों को खोजकर उन्हें सनसनीखेज बनाकर 24x7 चैनलों में बार-बार प्रसारण किया जाता है, आम नागरिक अधिक शंकालु होकर सभी को बुरा मानने लगता है।	$1+1=2$
	(ङ) पक्ष : आज भी ऐसे अधिकारी और नेता हैं जो सत्य और ईमानदारी पर चलते हुए जनहित के लिए कार्य करते हैं। विश्व में भारतीय अपनी ईमानदारी निष्ठा, लगन, बुद्धि के लिए जाने जाते हैं।	$1+1=2$
	विपक्ष: आज हर अधिकारी भ्रष्ट, नेता बिका हुआ और आम आदमी चोर नजर आता है। कई देशों में भारतीयों को संदेह की दृष्टि से देखा जाता है।	
	(कोई एक पक्ष)	

(च)	निष्ठा, लगन, बुद्धि, पराक्रम, ईमानदारी (कोई दो)	$\frac{1}{2} + \frac{1}{2} = 1$
(छ)	वह भारतीयों की निष्ठा, लगन और परिश्रम से प्रभावित है। वह भारत की प्रगति से डर रहा है।	1
(ज)	सच्चरित्र, ईमानदार और सकारात्मक सोच का बनने की अपेक्षा करता है।	1
(झ)	इक, ई/दार	$\frac{1}{2} + \frac{1}{2} = 1$
(ज)	बै, अधि	$\frac{1}{2} + \frac{1}{2} = 1$
(ट)	ऐसे अधिकारी अपने सिद्धांतों को रोजी—रोटी से बड़ा मानते हैं।	$\frac{1}{2} + \frac{1}{2} = 1$

अथवा

अपने सिद्धांतों को रोजी—रोटी से बड़ा मानने वाले अधिकारी भी हैं।

3	निबंध – भूमिका	$\frac{1}{2}$
	विषय वस्तु	3
	उपसंहार	$\frac{1}{2}$
	भाषा शैली और प्रस्तुतीकरण	1      5 अंक
4	पत्र – औपचारिकताएं	$\frac{1}{2}$
	विषय वस्तु	$\frac{1}{2}$
	विषय सामग्री (प्रारंभ, मध्य और समाप्त)	3
	भाषा और प्रस्तुतीकरण	1      5 अंक
5	(क) (i) किसी का चरित्र हनन करने के उद्देश्य से लिखना/अश्लीलता फैलाने के उद्देश्य से लिखना।	5 अंक 1
	(ii) संपादन, प्रकाशन, प्रशासन, संपादकीय लेखन (कोई दो)	$\frac{1}{2} + \frac{1}{2} = 1$
	(iii) समकालीन घटनाचक्र/जिसे जानने में लोगों की रुचि हो।	= 1
	(iv) स्थायित्व/सुविधा और समय के अनुसार पढ़ना संभव	= 1
	(v) त्वरित जानकारी, समय की उपलब्धता के अनुसार देखना—पढ़ना संभव/अपने विचारों को बाँटना संभव।	
	(कोई दो)	$\frac{1}{2} + \frac{1}{2} = 1$

5	(ख) आलेख— विषय वस्तु	2	
	प्रस्तुतीकरण	2	
	भाषा शैली	1	5 अंक
6	फीचर आलेख – विषय वस्तु	2	
	प्रस्तुतीकरण	2	
	भाषा शैली	1	5 अंक
7	(क) आकार, उत्पादन या रचना की क्षमता के कारण	1+1=2	
	(ख) कल्पना का क्षण/रचना की मूल प्रेरणा खेत में पड़ा बीज अंकुरित होकर पौधा बनता है, उसी प्रकार भावना/कविता का बीज रचना का स्वरूप ग्रहण करता है।	1+1=2	
	(ग) विचार का पैदा होना, विचार का पोषण, कल्पना के साथ, कविता का जन्म लेना और उसका विकसित होना।	$\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}=2$	
	(घ) विचारों के अंधड़ ही कविता करने की प्रेरणा देते हैं। विचारों की संधनता और प्रबलता से ही साहित्यिक कृति का जन्म होता है	1+1=2 8 अंक	
	अथवा		
	(क) राम, लक्ष्मण से संदर्भ – लक्ष्मण मूर्छा/राम का विलाप	1+1=2	
	(ख) अपार प्रेम, पत्नी की अपेक्षा भाई से अधिक प्रेम, भाई के अहित से दुखी	1+1=2	
	(ग) 'तेहि' लक्ष्मण की माँ सुमित्रा लक्ष्मण के साथ न जाने से सुमित्रा दुखी होंगी क्योंकि उसने लक्ष्मण को राम के हाथ सौंपा था।	1+1=2	
	(घ) नारी को हीन समझने की तत्कालीन समाज की निंदनीय सोच, यह किसी भी दृष्टि से स्वीकार नहीं की जा सकती।	1+1=2	
8	(क) स्नेह—सुरा में रूपक	3+3 = 6 अंक	
	स्नेह और सुरा दोनों के रस में छूबने से आनंद की अनुभूति होना	1+1=2	
	(ख) सरल, सहज, प्रवाहपूर्ण खड़ी बोली	1+1=2	
	(ग) स्नेह—सुरा, किया करता, जो जग (कोई दो)	1+1=2	
	अथवा		

	(क) रुबाई छन्द में – पवित्र 1,2,4 में तुक	1+1=2
	(ख) हिन्दी—निर्मल जल, प्यार  उदू—गेसू  लोक भाषा – लेके, पिन्हाती, घुटनियों में	1+1=2
	(ग) वात्सल्य रस का सुंदर प्रयोग, मां का घुटनों में दबाकर बच्चे को कपड़े पहनाने का दृश्य, बच्चे का अपनी मां के मुँह को प्यार से देखने का मनोहारी बिम्ब।  (कोई दो बिंदु)	1+1=2
9	(क) क्योंकि शारीरिक रूप से अश्रम व्यक्ति को कैमरे के सामने उसकी शारीरिक अक्षमता याद दिलाकर उसे पीड़ित करने वाले प्रश्न/प्रसंग आदि पूछे जाने से वह और अधिक पीड़ित होता है।  (ख) इसमें शंख ध्वनि के साथ पूजा—पाठ, चौके को राख/मिट्टी से लीपना, सिलबट्टे आदि की धुलाई, सरोवरों/नदियों में स्नान करके अपने दैनिक कार्यों में संलग्नता।  (कोई तीन बिंदु)	3+3 = 6अंक
10	(क) लेखक— जैनेद्र कुमार  पाठ — बाज़ार दर्शन  समस्या — उपभोक्तावाद अथवा अनावश्यक चीजों को खरीद कर अपनी सामर्थ्य का प्रदर्शन  (ख) जिन ग्राहकों को अपनी आवश्यकता की चीजों को खरीदने की जानकारी/योजना पहले से है क्योंकि वही आवश्यक—आवश्यकताओं की सामग्री खरीदकर सच्चे अर्थों में बाजार का विकास करते हैं।  (ग) क्रय शक्ति विनाशकारी है, अनावश्यक वस्तुओं को खरीदना और वस्तुओं के विक्रय मूल्य बढ़ाकर आम आदमी की समस्याएं बढ़ाना  (घ) घटिया आकर्षण, अनुपयोगी वस्तुओं की बिक्री व खरीद, वस्तुओं के मूल्य में अनावश्यक वृद्धि इत्यादि (कोई दो)	8 अंक  1/2  1/2 1 1 1 1 1 1 1+1=2

अथवा

	(क) लेखक—हजारी प्रसाद द्विवेदी	1/2
	पाठ का नाम — शिरीष के फूल	1/2
	शिरीष के वृक्ष के पत्र, पुष्प, फल आदि का।	1 2
	(ख) शिरीष के फलों तथा उन लोगों को जो यह समझते हैं कि वे काल (मृत्यु) से बच जाएँगे। क्योंकि वास्तव में काल से बच पाना संभव नहीं है। एक न एक दिन जाना सभी को पड़ता है।	1 1
	(ग) प्रगति अथवा परिवर्तन के साथ विकसित होते रहने वाले लोग सच्चे अर्थों में अपनी उपलब्धियों के सहारे लम्बे समय तक जीवित रहते हैं। इसके विपरीत जो लोग निष्क्रिय या कर्महीन हो जाते हैं उनका जीवन व्यर्थ है।	1
	(घ) शिरीष के फूलों की विशेषता फल बनने पर मजबूती से पेड़ से लगे रहना है, जब तक नए फल आकर उन्हें धक्का देकर पेड़ से गिरा नहीं देते।	1+1=2
11	(क) कस्टम अधिकारी के इस कथन से यह पता चलता है कि पाकिस्तानी क्षेत्र में रह रहे मूल रूप से हिन्दुस्तानी और हिन्दुस्तान में रह रहे मूलतः पाकिस्तानी नागरिक अपने मूल (जन्म स्थान) से लगाव बनाए रखेंगे तो धीरे—धीरे दोनों देशों के संबंध परस्पर मैत्री और भाई—चारे के हो जाएँगे। (पक्ष / विपक्ष में तर्क अपेक्षित) $3+3+3+3=12$ अंक	
	(ख) वांछित परिवर्तन समस्त समाज तक पहुंचाने की गतिशीलता, बहुविध हितों/ साधनों में सबका हिस्सा, समाज की सबके हितों के प्रति सजगता, अवसरों कीं समाज के लोगों को समान उपलब्धता (कोई तीन बिंदु)	
	(ग) लेखक ने सिनेमा जगत के प्रसिद्ध कलाकार श्री राजकपूर को चार्ली चैपलिन का भारतीयकरण कहा है क्योंकि उन्होंने चार्ली के अभारतीय रूप—स्वरूप को बहुत निकट से जिया।	1½ 1½
	(घ) इन्द्रसेना नंग—धड़ंग 10—12 लड़कों का समूह थी, जो 'काले मेघा पानी दे .....' की समवेत स्वर में पुकार लगाते थे, जीजी ने इन पर पानी फेंके जाने को पानी का अर्ध्य चढ़ाना कहकर सही ठहराया और कहा कि यदि हम पानी नहीं देंगे तो हमें कैसे मिलेगा।	1½ 1½
	(ङ) ● भवितन में अच्छे सेवक के गुण थे, पर अवगुण भी थे	
	● भवितन स्वामिभक्त थीं।	
	● रुपए—पैसे इधर—उधर रख देती थी।	
	● अपनी कमियों के विरुद्ध तर्क—वितर्क करती थीं।	

- बातों को घुमा—फिरा कर कहना उसकी आदत थी।
- चोरी और झूठ बोलने के साथ सीनाजोरी उसकी आदत थी।

(कोई तीन बिंदु)

12 (क) लेखक में कविता के प्रति रुचि जगाने और कविता करना सिखाने में उसके 3+3= 6 अंक  
अध्यापक का बहुत योगदान था। श्री सॉलगेकर मराठी के अध्यापक व कवि  
थे। वे कविता पढ़ाते समय स्वयं उसमें रम जाते थे। वे सुरीले गले से कविता  
का सख्त पाठ करते, छंद की लय, तुक का ध्यान प्रसिद्ध कवियों से अपनी  
मुलाकात के संस्मरण सुनाते। उनके अध्यापन की इन्हीं विशेषताओं के कारण  
लेखक के मन में कविताओं के प्रति रुचि उत्पन्न हुई और वह उन्हीं के हाव—  
भाव, ध्वनि, गति, चाल और रस का आख्यादान आंखों और कानों की सारी शक्ति  
लगाकर करने लगा। 3

(ख) यशोधर बाबू किशन—दा के आदर्शों एवं सिद्धांतों के प्रति हृदय की गहराई से  
पूर्णतः समर्पित थे, वे किशन—दा की मृत्यु के बाद उनकी परंपराओं का पूर्णतः  
पालन करने के लिए समर्पित थे। किशन—दा के पुरातनपंथी विचारों से हट कर  
उन्हें कुछ भी करना स्वीकार्य नहीं था, इसी फेर में वे नई पीढ़ी या अपने परिवार  
के साथ भी ताल—मेल नहीं बिठा पाते थे। 3

(ग) सिंधु घाटी सभ्यता साधन संपन्न थी, यह बात उस सभ्यता के भव्य खंडहरों से  
सिद्ध होती है। स्नानागार, कुओं—तालाबों, गली—सड़क व्यवस्था तथा जलनिकासी  
की ढ़की नालियां उनके शानदार रहन—सहन और उन्नत जीवन—शैली पर प्रकाश  
डालते हैं। उनमें सादगी थी न कि दिखावा या आडंबर। उनका अनुशासन  
राजपोषित न होकर समाज पोषित था। खुदाई से प्राप्त वस्तुओं से यह सिद्ध होता  
है कि उनमें कहीं भी अनावश्यक विस्तार या दिखावटीपन नहीं था। 3

13 (क) ऐन फ्रैंक ने अपनी डायरी किट्टी नामक एक निर्जीव गुड़िया को संबोधित करते 2+2=4 अंक  
हुए अनेक कारणों से लिखी होगी

- वह अपने आस—पास आतंक और भय से त्रस्त लोगों का त्रास अनुभव कर  
रही थी
- वह अपने निजी सुख—दुख और ऐतिहासिक परिवेश से उत्पन्न त्रासदियों  
को अपने परिवार के सदस्यों के साथ बांटने में संकोच करती थी।
- उसका जीवन एकाकी था, जिससे वह अंतर्मुखी हो गई थी। 2
- नाज़ियों के अत्याचारों से उत्पन्न भावनाएं निर्जीव किट्टी के सामने प्रकट  
करना उसे सरल लगा।

(कोई दो कारण)

- (ख) मुअनजों—दड़ो पाकिस्तान के सिंध प्रांत में स्थित पुरातात्विक स्थान जहाँ सिंधु घाटी सभ्यता बसी थी।

2

मुअनजो—दड़ो सिंधु—घाटी सभ्यता के अवशेषों, भारतीय सभ्यता तथा संस्कृति के प्राचीनतम होने के प्रमाण, नगरीय संस्कृति के योजनाबद्ध निर्माण के पुरातात्विक अवशेषों के लिए प्रसिद्ध है।

- (ग) 'जो हुआ होगा' कथन के दो अर्थ –

- (i) यथास्थिति को ज्यों का त्यों स्वीकार कर लेना  
(ii) भूतकाल को भूल कर यथास्थिति को ग्रहण कर लेना  
(iii) जो भाग्य में था, उसे वैसा ही मान लेना।

(कोई दो)

2

- 14 ऐन फ्रैंक ने अपनी डायरी में स्त्रियों की शिक्षा, उनके व्यक्तित्व के विकास, उनके अधिकार, उनकी स्वतंत्रता एवं पुरुषों से समानता की कल्पना एवं प्रबल समर्थन किया है।

5 अंक

आज ऐन फ्रैंक की कल्पना के अनुरूप ही स्त्रियां शिक्षित हो रही हैं, उन्हें उनके व्यक्तित्व के विकास के पूर्ण अवसर प्राप्त होते हैं। नारियों को भी उनके समस्त अधिकार मिल रहे हैं – पुरुषों में बराबरी के साथ प्रत्येक क्षेत्र में जाने की पूरी छूट है।

5

अथवा

'जूझ' शब्द का अर्थ है – जूझना या कठिन संघर्ष करना इस कहानी का नायक पढ़ने लिखने तथा जीवन में विकास के पथ पर अग्रसर होने के लिए अत्यंत विषम परिस्थितियों में कठिन संघर्ष करता है अर्थात बेहतर जीवन के लिए 'जूझता' है। अतः कहानी का 'जूझ' शीर्षक पूर्णत, औचित्यपूर्ण (उचित) है।

# 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. | Mention the two sections of the Harappan Settlements and give one main feature of each.                    | 2 |
| 2. | How had Bernier described a complex social reality of the artisans under the Mughals ? Give anyone reason. | 2 |
| 3. | Mention the two earliest Bhakti Movements of Tamil Nadu, giving the main difference between them.          | 2 |
| 4. | Mention the significance of census operation undertaken by the British in India.                           | 2 |
| 5. | When Gandhiji returned to India in 1915 he observed a few changes in India. Mention any two such changes.  | 2 |

**PART - B**  
**SECTION - I**

Answer any three of the following questions:

- |    |   |   |
|----|---|---|
| 6. | Critically examine the duties as laid down in 'Manusmriti' for the Chandals.  | 5 |
| 7. | Describe briefly how do the historians usually classify the contents of Mahabharata ?<br>Why is the text described as an itihas ? | 5 |
| 8. | "The mid first millennium BCE is often regarded as a turning point in the World History." Justify the statement.                  | 5 |
| 9. | Describe the teachings of the Buddha.   | 5 |

**SECTION - II**

Answer any two of the following questions:

- |     |  |   |
|-----|--|---|
| 10. | "Krishnadeva Raya's rule was characterised by expansion and consolidation.<br>Justify the statement on the basis of evidences. | 5 |
| 11. | Describe briefly the expansion and consolidation of Mughal Empire under Jalaluddin Akbar (1556-1605).                          | 5 |
| 12. | Describe the characteristic features of Mughal Chronicles.   | 5 |

**SECTION - III**

Answer any three of the following questions:

- |     |   |   |
|-----|---|---|
| 13. | Explain the impact of American Civil War of 1861 on Indian peasants.  | 5 |
| 14. | "The annexation of Awadh displaced not just the Nawab but also dispossessed the taluqdars of the region, causing break down of an entire social order." Critically examine the statement. | 5 |
| 15. | Explain briefly the difference between town and countryside in precolonial period.  | 5 |
| 16. | "Some scholars see partition as a culmination of communal politics." Examine the statement.   | 5 |

## PART - C

17. How were the Panchayats formed during sixteenth and seventeenth centuries? Explain their functions and authorities.

8

### OR

Explain the origin, consolidation and the role of zamindars in the villages. Were they an exploitative class?

18. Examine the causes and the contribution of Non-Cooperation Movement to India's Freedom Struggle. Why did Gandhiji couple Non-Cooperation Movement with Khilafat Movement?

8

### OR

Assess the significance of Salt March in India's Freedom Struggle. How did the British Government react to it?

## PART - D

### (Source Based Questions)

Read the following extracts (Q. Nos. 19 to 21) carefully and answer the questions that follow:

**19. The Malabar Coast (Present-day Kerala)**

Here is an excerpt from Periplus of the Erythraean Sea, composed by an anonymous Greek sailor (c. first century CE) :

They (i.e. traders from abroad) send large ships to these market-towns on account of the great quantity and bulk of pepper and malabathrum (possibly cinnamon, produced in these regions). These are imported here, in the first place, a great quantity of coin; topaz ..... antimony (a mineral used as a colouring substance), coral, crude glass, copper, tin, lead ..... There is exported pepper, which is produced in quantity in only one region near these markets ..... Besides this there are exported great quantities of fine pearls, ivory, silk cloth, ..... transparent stones of all kinds, diamonds and sapphires and tortoise shell.

Archaeological evidence of a bead-making industry, using precious and semi-precious stones, has been found in Kodumanal (Tamil Nadu). It is likely that local traders brought the stones mentioned in the *Periplus* from sites such as these to the coastal ports.

- |   |   |
|---|---|
| (1) Explain the importance of Malabar Coast.                        | 3 |
| (2) How did the exchange of goods take place? Explain with example. | 2 |
| (3) Explain the working of the bead making industry.                | 2 |
| (4) Who used these land and river routes?                           | 1 |

$(3 + 2 + 2 + 1 = 8)$

## OR

### **The importance of boundaries**

The Manusmrti is one of the best-known legal texts of early India, written in Sanskrit and compiled between c. second century BCE and c. second century CE. This is what the text advises the king to do :

Seeing that in the world controversies constantly arise due to the ignorance of boundaries, he should... have... concealed boundary markers buried - stones, bones, cow's hair, chaff, ashes, potsherds, dried cow dung, bricks, coal, pebbles and sand. He should also have other similar substances that would not decay in the soil buried as hidden markers at the Intersection of boundaries.

- |   |   |
|---|---|
| (1) Why did the controversies of boundaries arise? Explain.           | 2 |
| (2) Suggest the ways to solve the boundary problems.                  | 3 |
| (3) Explain with example any such problem being faced by India today. | 3 |

$(2 + 3 + 3 = 8)$

20.

### **Dehli**

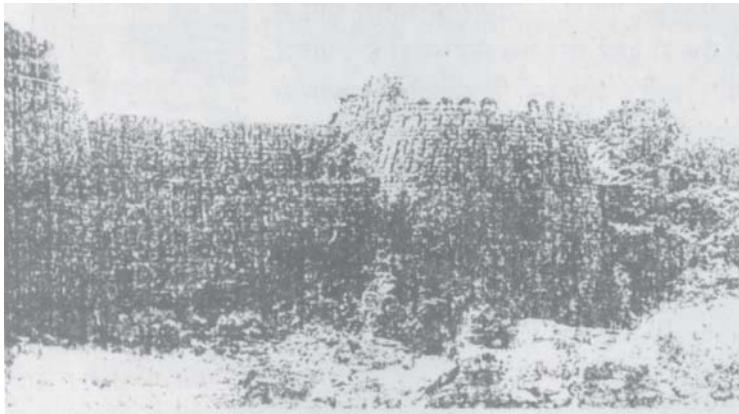
Here is 'an excerpt from Ibn Battuta's account of Delhi, often spelt as Delhi in texts, of the period:

The city of Delhi covers a wide area and has a large population. . . . The rampart round the city is without parallel. The breadth of its wall is eleven cubits; and inside it are houses for the night sentry and gate-keepers. Inside the ramparts, there are store-houses for storing edibles, magazines, ammunition, ballistas and siege machines. The grains that are stored (in these ramparts) can last for a long time, without rotting.... In the interior of the rampart, horsemen as well as infantrymen move from one end of the city to another.



*Fig: An arch in Tughlakabad, Delhi*

The rampart is pierced through by windows which open on the side of the city, and it is through these windows that light enters inside. The lower part of the rampart is built of stone; the upper part of bricks. It has many towers close to one another. There are twenty eight gates of this city which are called darwaza, and of these, the Budaun Darwaza is the greatest; inside the Mandwi darwaza there is a grain market; adjacent to the Gul Darwaza there is an orchard .... It (the city of Dehli) has a fine



*Fig: Part of the fortification wall of the settlement*

cemetery in which graves have domes over them, and those that do not have a dome, have an arch, for sure. In the cemetery they sow flowers such as tuberose, jasmine, wild rose, etc.; and flowers blossom there in all seasons.

- |  |   |
|--|---|
| (1) How had Ibn Battuta described the cities in the Sub-Continent? | 2 |
| (2) What was his description of Delhi?                             | 4 |
| (3) Mention any four changes in Delhi of today.                    | 2 |

$$(2 + 4 + 2 = 8)$$

## OR

### **The Poor Peasant**

An excerpt from Bernier's description of the peasantry in the countryside:

Of the vast tracts of country constituting the empire of Hindustan, many are little more than sand, or barren mountains, badly cultivated, and thinly populated. Even a considerable portion of the good land remains un-tilled for want of labourers; many of whom perish in consequence of the bad treatment they experience from Governors. The poor people, when they become incapable of discharging the demands of their rapacious lords, are not only often deprived of the means of subsistence, but are also made to lose their children, who are carried away as slaves. Thus, it happens that the peasantry, driven to despair by so excessive a tyranny, abandon the country.

In this instance, Bernier was participating in contemporary debates in Europe concerning the nature of state and society, and intended that his description of Mughal India would serve as a warning to those who did not recognize the "merits" of private property.

- |  |   |
|--|---|
| (1) How have the tracts of Hindustan been described by Bernier?                              | 2 |
| (2) Why did the land remain untilled? Explain.   | 2 |
| (3) What happens when the poor peasants are unable to fulfil the demands of their landlords? | 4 |
| $(2 + 2 + 4 = 8)$  |   |

**21. "No, no! You can never be ours"**

This is the third story the researcher related:

I still vividly remember a man I met in Lahore in 1992. He mistook me to be a Pakistani studying abroad. For some reason he liked me. He urged me to return home after completing my studies to serve the qaum (nation). I told him I shall do so but, at some stage in the conversation, I added that my citizenship happens to be Indian. All of a sudden his tone changed, and much as he was restraining himself, he blurted out.

"Oh Indian! I had thought you were Pakistani." I tried my best to impress upon him that I always see myself as South Asian. "No, no! You can never be ours. Your people wiped out my entire village in 1947, we are sworn enemies and shall always remain so."

- |   |   |
|---|---|
| (1) What did the person advise the researcher who met him in Lahore in 1992 ?<br>Why did he say like this? Explain. | 2 |
| (2) How did the person react on knowing that the researcher was an Indian?  | 2 |
| (3) What did the Indian try to explain?   | 2 |
| (4) Who was right and why? Explain.   | 2 |

$(2 + 2 + 2 + 2 = 8)$

**OR**

**The Muslim League Resolution of 1940**

The League's resolution of 1940 demanded:

that geographically contiguous units are demarcated into regions, which should be so constituted, with such territorial readjustments as may be necessary, that the

areas in which the Muslims are numerically in a majority as in the north-western and eastern zones of India should be grouped to constitute "Independent States" in which the constituent units shall be autonomous and sovereign.

- |   |   |
|---|---|
| (1) Explain the background of the League's Resolution of 1940.          | 2 |
| (2) Explain the provisions of the Resolution of 1940.                   | 2 |
| (3) What did Mohd. Iqbal say on this issue in his Presidential Address? | 3 |
| (4) Was the demand of the League reasonable? Comment.                   | 1 |

$$(2 + 2 + 3 + 1 = 8)$$

### PART - E

22. On the given political outline map of India label the following:

- |  |   |
|--|---|
| (i) Three major Buddhist sites.                            |   |
| (ii) Two important kingdoms or towns. (C 600 BCE - 600 CE) | 5 |

### OR

On the given political outline map of India mark and label the following:

Any five territories/cities under Babur, Akbar & Aurangzeb's reign.

23. On the given political outline map of India five important places of the Revolt of 1857 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 **for the Blind candidates only in lieu of map questions (Q. Nos. 22 & 23.)**

22. Mention names of any five Mature Harappan sites.

5

### OR

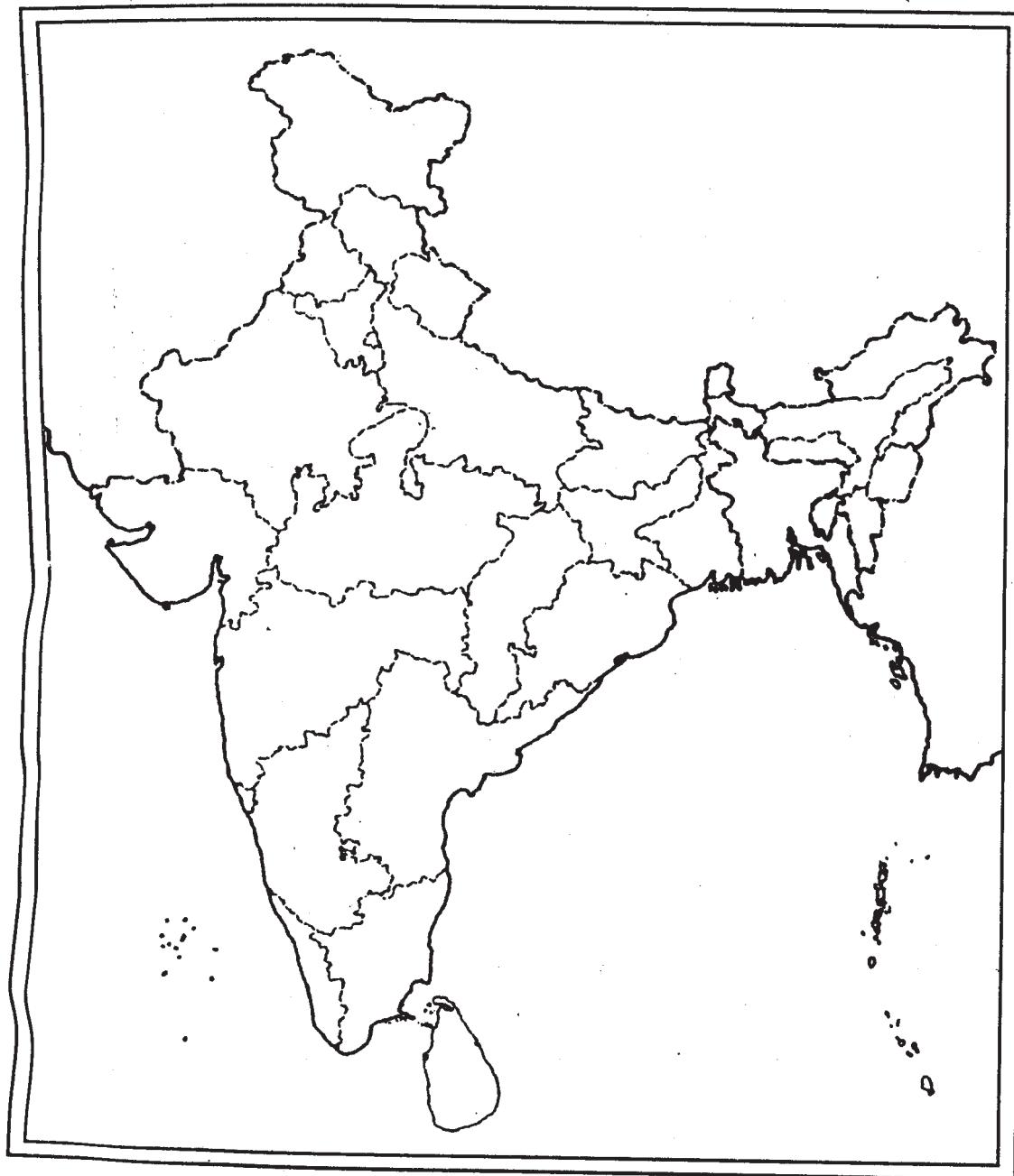
Mention the names of any five territories / cities under Babur, Akbar and Aurangzeb.

23. Mention the names of any five centres of Indian National Movement.

5

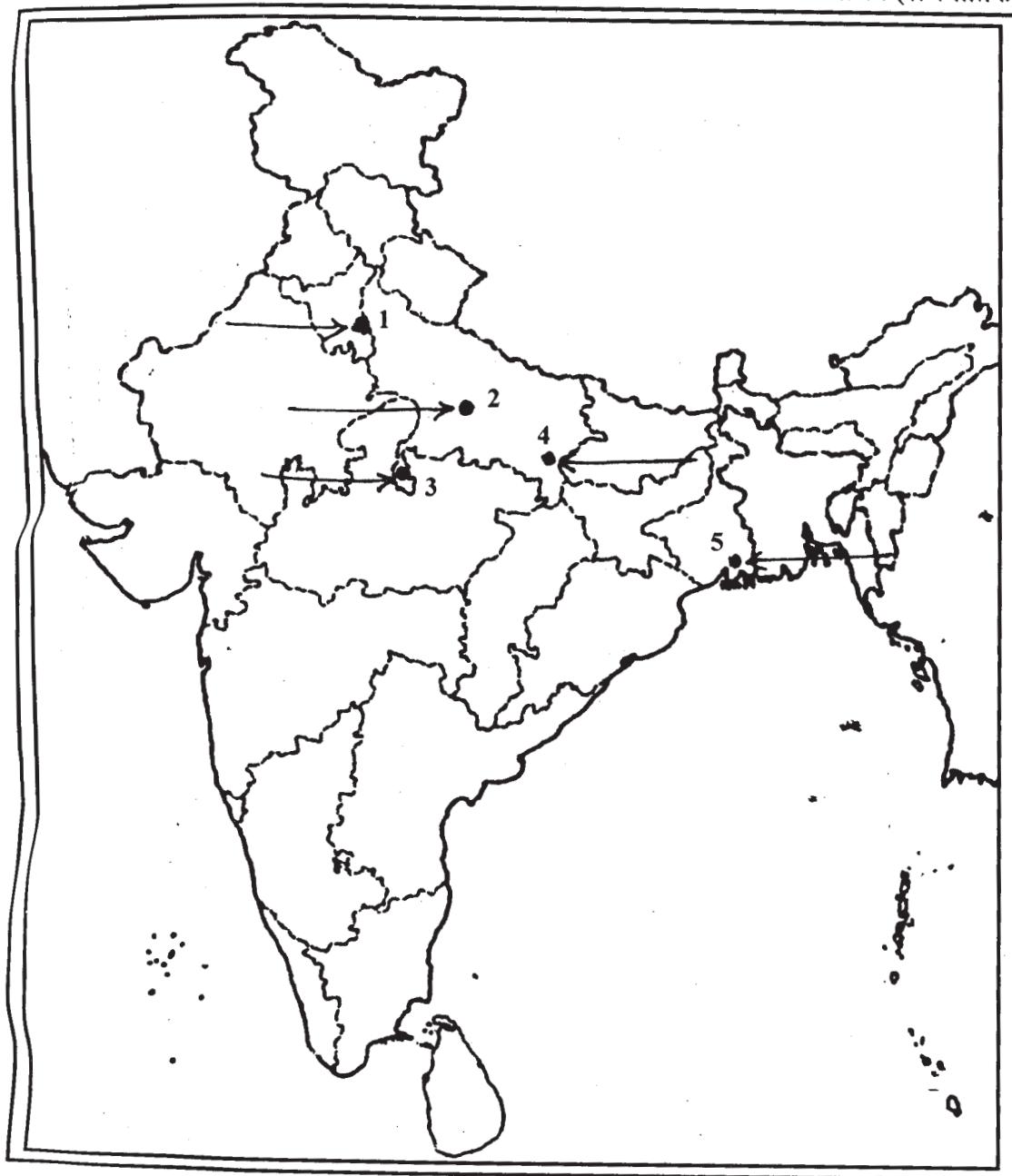
Map for Q. No. 22  
प्रश्न सं. 22 के लिए मानचित्र

**Outline Map of India (Political)**  
**भारत का रेखा-मानचित्र (राजनीतिक)**



Map for Q. No. 23  
प्रश्न सं. 23 के लिए मानचित्र

**Outline Map of India (Political)**  
**भारत का रेखा-मानचित्र (राजनीतिक)**



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## **QUESTION PAPER CODE 61/1**

### **Part – A**

Answer all the questions given below.

- |  |   |
|--|---|
| 1. Mention any four items found in the graves of the Harappans.  | 2 |
| 2. Mention Bernier's views about private property and crown ownership of land.                                       | 2 |
| 3. Who led a new religious movement in Karnataka ? What were his followers known as ?                                | 2 |
| 4. Why did paupers from rural areas flock to the cities? Mention any two reasons.                                    | 2 |
| 5. What did Gandhiji tell the upper castes of a village to do, during his Salt March, if they wanted to get Swaraj ? | 2 |

### **PART B**

#### **SECTION I**

Answer any three of the following questions.

- |  |   |
|--|---|
| 6. "The mid-first millennium BCE is often regarded as a turning point in world history."<br>Justify the statement.   | 5 |
| 7. Describe how the kinship relations changed with reference to Mahabharata.   | 5 |
| 8. "Early Buddhist teachings had given great importance to self-effort in achieving Nibbana." Justify the statement. | 5 |
| 9. Describe the structure of the Stupa and give any two examples of important stupas.                                | 5 |

#### **SECTION II**

Answer any two of the following questions.

- |   |   |
|---|---|
| 10. "Strain began to show within the imperial' structure following Krishnadeva Raya's death in 1529." Critically examine the statement. | 5 |
| 11. Who wrote the 'Akbarnama' ? Describe its content in brief.  | 5 |
| 12. 'Describe briefly how the emperor began his day in the balcony and at Diwan-i-am.   | 5 |

### **SECTION III**

Answer any three of the following questions.

- |  |   |
|--|---|
| 13. Explain the impact of refusal of money-lenders to extend loans to Ryots, around 1865, under the colonial rule in India.                        | 5 |
| 14. "The national movement in the twentieth century drew its inspiration from the events of 1857." Support this statement with examples.           | 5 |
| 15. Describe briefly the changes that came in towns from the mid 18th century onwards.   | 5 |
| 16. "Amidst all the turmoil following March 1947, Gandhiji's valiant efforts bore fruit to bring harmony among the people." Justify the statement. |   |

### **PART C**

- |  |   |
|--|---|
| 17. Why were the Jati Panchayats formed during 16th and 17th centuries? Explain their functions and authority. | 8 |
|--|---|

### **OR**

How was agriculture organised around two major seasonal cycles during the 16th and 17th centuries? Was it only for subsistence or otherwise? Explain.

- |   |
|---|
| 18. Explain the sources from which we can reconstruct the political career of Mahatma Gandhi and the history of National Movement of India. |
|---|

### **OR**

"Wherever Gandhiji went rumours spread of his miraculous powers." Explain with examples.

### **PART D (Source Based Questions)**

Read the following extracts (questions no. 19 to 21) carefully and answer the questions that follow.

#### **19. Life in a small village**

The Harshacharita is a biography of Harshavardhana, the ruler of Kannauj, composed in Sanskrit by his court poet, Banabhatta (c. seventh century CE). This is an excerpt from the text, an extremely rare representation of life in a settlement on the outskirts of a forest in the Vindhya range :

The outskirts being for the most part forest, many parcels of rice-land, threshing ground and arable land were being apportioned by small farmers ... it was mainly spade culture ... owing to the difficulty of ploughing the sparsely scattered fields covered with grass, with their few clear spaces, their black soil was as stiff as black iron ...

There were people moving along with bundles of bark ... countless sacks of plucked flowers, ... loads of flax and hemp bundles, quantities of honey, peacocks' tail feathers, wreaths of wax, logs, and grass. Village wives hastened en route for neighbouring villages, all intent on thoughts of sale and bearing on their heads baskets filled with various gathered forest fruits.

- |       |   |   |
|-------|---|---|
| (i)   | Who was the author of 'Harshacharita' ?   | 1 |
| (ii)  | Describe the outskirts of a forest in the Vindhya.  | 3 |
| (iii) | Describe the activities of the people of that area. Mention two main activities of the farmers of that time and of today. | 3 |
| (iv)  | Mention two activities of the village women.  | 1 |

## OR

### **The anguish of the king**

When the king Devanampiya Piyadassi had been ruling for eight years, the (country of the) Kalingas (present-day coastal Orissa) was conquered by (him).

One hundred and fifty thousand men were deported, a hundred thousand were killed, and many more died.

After that, now that (the country of) the Kalingas has been taken, Devanampiya (is devoted) to an intense study of Dhamma, to the love of Dhamma, and to instructing (the people) in Dhamma.

This is the repentance of Devanampiya on account of his conquest of the (country of the) Kalingas.

For this is considered very painful and deplorable by Devanampiya that, while one is conquering an unconquered (country) slaughter, death and deportation of people (take place) there ...

- |      |  |   |
|------|--|---|
| (i)  | Who was called 'Devanampiya Piyadassi' ? Give his brief description. | 1 |
| (ii) | Mention the importance and limitations of inscriptions.              | 3 |

- |       |  |   |
|-------|--|---|
| (iii) | Explain the effects of war of Kalinga on Ashoka.   | 2 |
| (iv)  | Why did the king repent after the war of Kalinga ? | 2 |

## 20. **The child sati**

This is perhaps one of the most poignant descriptions by Bernier:

At Lahore I saw a most beautiful young widow sacrificed, who could not, I think, have been more than twelve years of age. The poor little creature appeared more dead than alive when she approached the dreadful pit; the agony of her mind cannot be described; she trembled and wept bitterly; but three or four of the Brahmanas, assisted by an old woman who held her under the arm, forced the unwilling victim toward the fatal spot, seated her on the wood, tied her hands and feet, lest she should run away, and in that situation the innocent creature was burnt alive. I found it difficult to repress my feelings and to prevent their bursting forth into clmporous and unavailing rage ...

- |       |   |   |
|-------|---|---|
| (i)   | Describe what Bernier saw at Lahore.                    | 2 |
| (ii)  | How had the agony of the girl been described?           | 3 |
| (iii) | How and why was the girl forced towards the fatal spot? | 3 |

## OR

### **Nuts like a man's head**

The following is how Ibn Battuta described the coconut:

These trees are among the most peculiar trees in kind and most astonishing in habit. They look exactly like date-palms, without any difference between them except that the one produces nuts as its fruits and the other produces dates. The nut of a coconut tree resembles a man's head, for in it are what look like two eyes and a mouth, and the inside of it when it is green looks like the brain, and attached to it is a fibre which looks like hair. They make from this cords with which they sew up ships instead of (using) iron nails, and they (also) make from it cables for vessels.

- |      |  |   |
|------|--|---|
| (i)  | Explain the uses of the coconut.   | 3 |
| (ii) | Explain the difference between coconut tree and palm tree.               | 1 |
| (ii) | How has the coconut been described similar to man's head?                | 2 |
| (ii) | Do you agree or not with the explanation given by Ibn Battuta ? Explain. | 2 |

## 21. "A voice in the wilderness"

Mahatma Gandhi knew that his was "a voice in the wilderness" but he nevertheless continued to oppose the idea of Partition:

But what a tragic change we see today. I wish the day may come again when Hindus and Muslims will do nothing without mutual consultation. I am day and night tormented by the question what I can do to hasten the coming of that day. I appeal to the League not to regard any Indian as its enemy... Hindus and Muslims are born of the same soil. They have the same blood, eat the same food, drink the same water and speak the same language.

SPEECH AT PRAYER MEETING, 7 SEPTEMBER 1946,  
CWMG, YOL.92,P. 139

But I am firmly convinced that the Pakistan demand as put forward by the Muslim League is un-Islamic and I have not hesitated to call it sinful. Islam stands for the unity and brotherhood of mankind, not for disrupting the oneness of the human family. Therefore, those who want to divide India into possible warring groups are enemies alike of Islam and India. They may cut me to pieces but they cannot make me subscribe to something which I consider to be wrong.

HARIJAN, 26 SEPTEMBER 1946, CWMG, YOL. 92, P. 229

- |       |  |   |
|-------|--|---|
| (i)   | Explain what did Gandhiji wish to see again.   | 3 |
| (ii)  | Explain how the demand for Pakistan was un-Islamic.                                  | 3 |
| (iii) | Why did Mahatma Gandhi say that his voice was a voice in the wilderness?<br>Explain. | 2 |

**OR**

### What "recovering" women meant

Here is the experience of a couple, recounted by Prakash Tandon in his Punjabi Century, an autobiographical social history of colonial Punjab:

In one instance, a Sikh youth who had 'run amuck during the Partition persuaded a massacring crowd to let him take away a young, beautiful Muslim girl. They got married, and slowly fell in love with each other. Gradually memories of her parents, who had been killed, and her former life faded. They were happy together, and a little boy was born. Soon, however, social workers and the police, labouring assiduously to recover abducted women, began to track

down the couple. They made inquiries in the Sikh's home-district of Jalandhar; he got scent of it and the family ran away to Calcutta. The social workers reached Calcutta. Meanwhile, the couple's friends tried to obtain a stay-order from the court but the law was taking its ponderous course. From Calcutta the couple escaped to some obscure Punjab village, hoping that the police would fail to shadow them. But the police caught up with them and began to question them. His wife was expecting again and now nearing her time. The Sikh sent the little boy to his mother and took his wife to a sugar-cane field. He made her as comfortable as he could in a pit while he lay with a gun, waiting for the police, determined not to lose her while he was alive. In the pit he delivered her with his own hands. The next day she ran high fever, and in three days she was dead. He had not dared to take her to the hospital. He was so afraid of the social workers and the police would take her away.

- |       |   |   |
|-------|---|---|
| (i)   | Describe the tragic experience of the Sikh youth who persuaded the killers to let him take the girl with him. | 2 |
| (ii)  | Why did the social workers and police want to recover the Muslim girl?  | 2 |
| (iii) | Explain the relations between both, the Muslim girl and the Sikh youth.                                       | 2 |
| (iv)  | How did the girl die? Explain.  | 2 |

### **PART E**

- |      |  |       |
|------|--|-------|
| 22.  | On the given political outline map of India (on page 17) mark and label the following towns: | 3+2=5 |
| (i)  | Mathura, Puhar, Kannauj  |       |
| (ii) | Two places of major Buddhist sites: Amaravati, Sanchi.                                       |       |

### **OR**

On the given political outline map of India (on page 17) mark and label five important towns of South India during 14th to 18th century. Mysore, Kolar, Golconda, Bidar, Thanjavur.

5

- |     |   |   |
|-----|---|---|
| 23. | On the given political outline map of India (on page 19) five important centres of the Revolt of 1857 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/cities under British control in 1857.

5

**OR**

Mention any five mature Harappa sites.

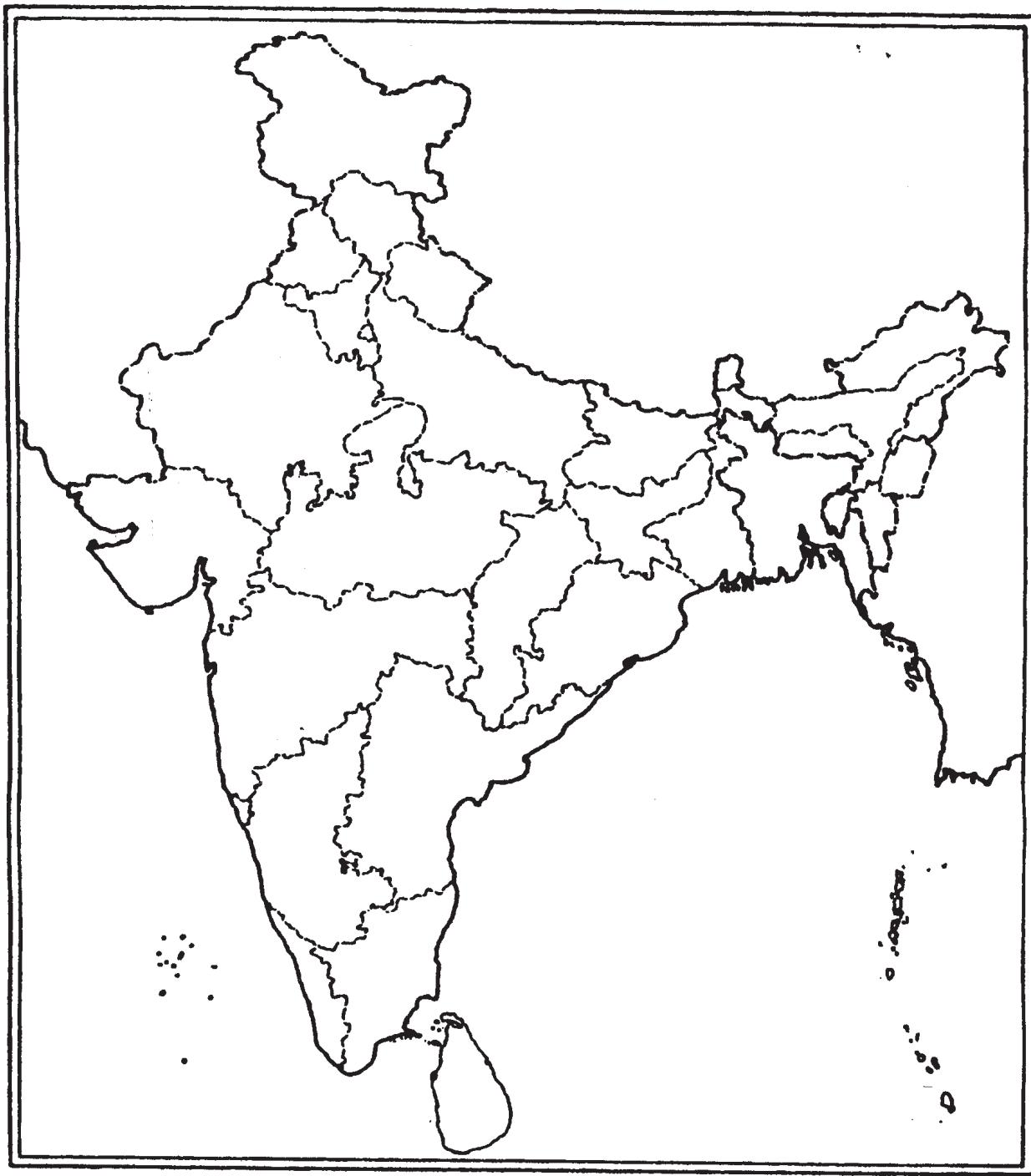
23. Mention names of five important places in South India during fourteenth to eighteenth centuries.

For question no. 22

प्रश्न सं. 22 के लिए

**Outline Map of India (Political)**

**भारत का रेखा-मानचित्र (राजनीतिक)**

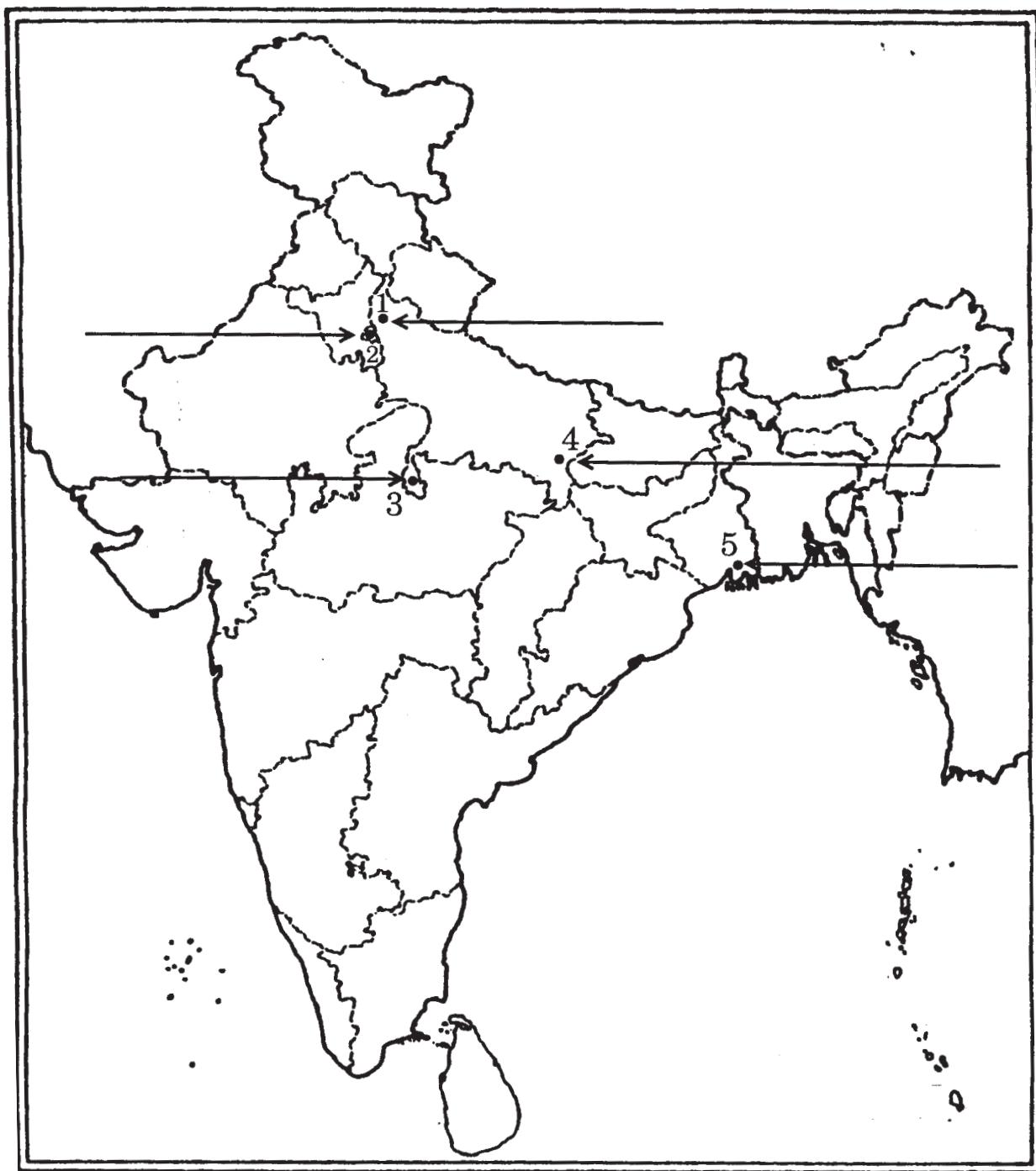


For question no. 23

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. 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.
5. 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)**

1. Two sections of the Harappan Settlements :
  - a) (1) the settlement was divided into 2 sections, One was smaller but higher
  - (2) The second section was much larger but at a lower level
  - (3) The smaller and higher level section was called Citadel
  - (4) The lower part of the section was called the Lower Town.

(any two points about Harappan Settlements)  $\frac{1}{2}+\frac{1}{2}=1$
  
- b) One main feature of Citadel :-

  - a) The higher settlement or Citadel was made on mud brick platform
  - b) It was walled
  - c) It was physically separated from the lower town

(any one point)  $\frac{1}{2}$

One main feature of the Lower Town :-

- a) The Lower Town was walled
  - b) There were several buildings built on platforms.
- (any one point)  $\frac{1}{2}$

Other relevant points include :-

- c) Both were planned settlements

- d) They used standardized bricks, burnt bricks or baked ones  
e) (any other relevant points) 1+1=2

(Page 5)

2. Bernier's description of complex social reality of the artisans under the Mughals—any one reason for the description.
- a) He projected the Mughal state as tyrannical.  
b) He felt that the artisans had no incentive to improve the quality of manufactures as state took away all profits.  
c) Manufactures were on the decline.  
d) He also states that large amount of gold / precious metals flowed into India  
e) He also notices that there was a large prosperous merchant group (Page 133)  
f) (any other relevant point) (any two points) 2

3. Two earliest Bhakti Movements of Tamil Nadu were-
- a) Alvars  
b) Nayanars
- The main difference between them—  $\frac{1}{2}+\frac{1}{2}=1$
- a) The alvars worshipped Vishnu  $\frac{1}{2}+\frac{1}{2}=1$   
b) The Nayanars worshipped Shiva 1+1=2  
e) (any other relevant point) (Page 143)

4. The significance of the census operation undertaken by the British in India—
- a) The census was a head count  
b) It helped in studying the cities and their growth  
c) The information about different sections of populations could be gathered  
d) The data on birth, death, age sex, caste, occupation was gathered  
e) Any other relevant point. (any two points) 2
- (Page - 320)

5. When Gandhiji returned to India in 1915, he observed a few changes–
- a) It was still a colony of the British
  - b) It was politically more active
  - c) There were many more branches of INC in major towns and cities.
  - d) Swadeshi movement had brought the middle classes into the national movement.
  - e) New leaders like Bal Gangadhar Tilak, Bipin Chandra Pal and Lala Lajpat Rai had emerged as important leaders of national movement
  - f) Other important leaders of INC included Mohammad Ali Jinnah and Gopal Krishna Gokhale.
  - g) Moderates wanted a gradual and persuasive approach.
  - h) (any other relevant point) (any 2 points) 2

(Page 347)

### [PART-B]

#### SECTION-I

6. The duties as laid down in Manusmriti for the Chandals :–
- a) They had to live outside the village
  - b) They had to use discarded utensils
  - c) They had to wear clothes of the dead
  - d) They had to use iron ornaments
  - e) They could not walk about in villages and cities at night
  - f) They had to dispose of the bodies of those who did not have relatives
  - g) They had to serve as executioners
  - h) They had to use a clapper to make a sound in the streets so that people could avoid seeing them.
  - i) (any other relevant point) (any 5 points) (Page 66) 5

7. The historians usually classify the contents of Mahabharata as follows :–
- a) The Sanskrit, in the Mahabharata, is simple and is widely and easily understood
  - b) The Mahabharata was classified into two broad heads :–

- (i) Narrative
  - (ii) Didactic
- c) The didactic section includes stories
- d) The narrative section contains a social message
- e) The Mahabharata was meant to be a dramatic moving story
- f) The didactic portions of the book were added later

(to be assessed as a whole) (Page 71-74) 4

The text is called Itihas because—

- a) The meaning of Itihas is ‘thus it was’
- b) It is generally translated to mean history 1
- c) (any other relevant point) (any one point) 4+1=5

8. “The mid first millennium BCE is often regarded as a turning point in the World History”
- a) It saw the emergence of thinkers such as Zarathustra in Iran, Kongzi in China, Socrates, Plato and Aristotle in Greece and Mahavira and Gautama Buddha in India
  - b) They tried to understand the mysteries of the existence
  - c) They tried to understand relationship between human beings and cosmic order.
  - d) New Kingdoms and cities were developing
  - e) The socio economic life was changing
  - f) The thinkers understood these developments well
  - g) Many new ideas are found in Upanishads eg: life after death; meaning of life; the idea of rebirth etc.
  - h) Sacrificial traditions existed at that time and they were questioned by Buddha and Mahavira.
  - i) (Any other relevant point)

To be assessed as a whole (Pages 110-112) 5

9. Teachings of Buddha-
1. Buddha’s teachings are reconstructed from stories
  2. These stories are found in ‘Sutta Pitaka’

3. They describe his miraculous powers
4. They let us know about how Buddha tried to convince people through reason and persuasion rather than through supernatural powers
5. He convinced a woman who was in grief over the death of a child about the variable nature of death and did not advise her to bring back her son to life.
6. He spoke in a simple language which common people could understand
7. He said, world is transient (Anicca) and constantly changing.
8. It is also soulless (anatta) and there is nothing permanent or eternal in about the world
9. By following a path of moderation, human beings can rise above these worldly troubles
10. Existence of God is irrelevant to Buddhism.
11. Buddha considered social world as the creation of humans rather than of divine origin
12. He advocated that people should follow ethics and be humane.
13. He believed that individual effort can change social relations.
14. Individual agency and righteous action as the means to escape from the cycle of rebirth.

(any five points)

(Page 91)

5

## **SECTION-II**

10. ‘Krishnadeva Raya’s rule was characterized by expansion and consolidation’-
  - a) This was the time when the land between Tungabhadra and Krishna rivers was acquired.
  - b) The rulers of Orissa were subdued
  - c) The Sultan of Bijapur was defeated
  - d) The army was made strong and there was military preparedness
  - e) He gave peace and prosperity to the kingdom.
  - f) He built temples and impressive gopurams to many South Indian temples
  - g) He built a town called Nagalpuram near Viyayanagar.
  - h) His successors were not able to control rebellious Nayars and the empire declined and the control shifted to the Aravidus
  - i) Any other relevant point

(to be assessed as a whole)

Page 173

5

11. The expansion and consolidation of Mughal Empire under Jalaluddin Akbar (1556-1605)
- a) Jalaluddin Akbar was the greatest of all the Mughal emperors.
  - b) He expanded and consolidated the Empire through conquests and political alliances between the mughals and local chieflains.
  - c) He made it the largest and the richest kingdom of his time.
  - d) He extended the empire to the Hindukush mountains.
  - e) He checked the expansion of Uzbeks of Turan and Safavids of Iran.

( to be assessed as a whole)

Page 225

5

12. The characteristic features of Mughal Chronicles-
- a) They were written to project a vision of an enlightened kingdom.
  - b) They wanted to convey to those who resisted Mughal rule that resistance was bound to fail.
  - c) They wanted everyone to know about their rule in the future
  - d) The authors were courtiers.
  - e) The histories written by them were focused on the ruler, his family, the court and nobles, wars and administrative arrangements.
  - f) They had titles like, ‘Akbar Nama’, Shahjahan Nama, Alamgir Nama etc.
  - g) The history of the empire was synonymous with that of the emperor.
  - h) (Any other relevant point) (Any 5 points)

(Page 226)

5

### [SECTION - III]

13. The Impact of the American Civil War of 1861 on Indian peasants-
1. When the American Civil War broke out in 1861, there was panic in the cotton circles of Britain. They sent messages to India to increase cotton exports to Britain.
  2. The export merchants of Bombay gave advances to the sahukars, who in turn extended credit to those rural money lenders who promised to get the product.
  3. The ryots in the Deccan villages found access to limitless credit.
  4. The Sahukars’ extended long term loan.

- 5. Cotton production in the Bombay Deccan expanded.
- 6. These boom years did not bring prosperity to all cotton producers. Some rich peasants only gained.
- 7. To a large majority cotton expansion meant debt.
- 8. The ‘ryots’ fell in the clutches of the money lenders who were devious.
- 9. The money lenders exploited them and made them poor.
- 10. (Any other relevant point from the Chapter)

Page 280-81

5

(To be assessed as a whole)

14. “The annexation of Awadh displaced not just the Nawab but also dispossessed the Taluqdars of the region, causing a break down of an entire social order”
- a) The countryside of Awadh had many estates and forts of Taluqdars.
  - b) The Taluqdars had held power for generations.
  - c) They maintained an army before the British took over.
  - d) They enjoyed a degree of autonomy
  - e) They had accepted the suzerainty of the nawab.
  - f) They paid the revenue of their taluqs to the British
  - g) The British did not tolerate the power of the Taluqdars.
  - h) They were annexed, disarmed and their best forts were destroyed
  - i) The British land revenue policy reduced their power
  - j) They introduced the summary settlement.
  - k) It was based on the idea that Taluqdars had no permanent rights over land.
  - l) They removed them from power.
  - m) 67% of the Taluqdars were dispossessed.
  - n) By removing them, they thought they will settle the land with the owners of soil.
  - o) They wanted to reduce the exploitation done to peasants
  - p) They wanted to increase the revenue returns to the state
  - q) The ties of loyalty and patronage had bound the peasant to the Taluqdar but it was disrupted.
  - r) The British over-assessed the revenue due and used inflexible methods of collection.
  - s) (any other relevant point)

(any 5 points)

5

(Pages 298-299)

15. The difference between the town and countryside in the pre-colonial period-
1. The towns and countryside represent specific forms of economic activities and cultures.
  2. There were artisans, traders, administrators and rulers in towns.  
In the countryside people subsisted by cultivating land, rearing animals, foraging in the forest.
  3. The town people thrived on taxes and surplus they got from agriculture. They dominated ever country population
  4. The towns had fortified walls; the villages had not.
  5. Towns were separated from countryside by walls.
  6. However the separation between town and country was fluid.
  7. Peasant travelled long distances on pilgrimage passing through towns during the times of famine.

(to be assessed as a whole)

Page – 317

5

16. “Partition was the culmination of communal politics”
1. Muhammad Ali Jinnah gave the theory that Hindus and Muslims in colonial India, constituted two separate nations.
  2. Many historians say that the events of 1947 were closely connected with the history of Hindu – Muslim conflict throughout medieval and modern period.
  3. They do not see that there was sharing and co-existence as well between Hindus and Muslims.
  4. The separate electorate for Muslims, created by the British, shaped the communal politics according to them.
  5. This resulted in the use of sectarian slogans.
  6. It resulted in the British distributing favours to religious groups.
  7. The logic of electorate politics deepened and hardened idealities.
  8. The communities became actively opposed to each other and were hostile.
  9. ‘Music before the Mosque’ angered the Muslims
  10. The cow protection movement angered the muslims
  11. Shuddhi movements angered the Muslims
  12. The Hindus were angered by ‘tabligh’ & ‘tanzim’ movement
  13. Solidarity emerged within the communities

(any five points)

(Page – 383)

5

### [PART-C]

17. Panchayats were formed in the 16th and 17th centuries-
1. The village Panchayat was an assembly of elders.
  2. It consisted of important people of the village with hereditary rights over their property.
  3. In a mixed caste village, the panchayat was a heterogeneous body.
  4. It represented various castes and communities in the village.
  5. The village menial or agricultural worker was not likely to be represented here.
  6. The decisions made by the Panchayat were binding on the members
  7. The Panchayat was headed by ‘Muqaddam’ or ‘mandal’.
  8. He was chosen by the consensus of village elders and ratified by the zamindars.
  9. He held office as long as he enjoyed the confidence of elders.
  10. He supervised village accounts. He was assisted by the Patwari.
  11. The Panchayat derived its funds from individuals

(to be assessed as a whole)                    (any 8 points)                    (Pages - 202-203)

8

### OR

The origin, consolidation and role of zamindars in the villages-

1. They are a class of people in the villages who lived off agriculture
2. They did not directly participate in agricultural production.
3. They enjoyed certain socio-economic privileges
4. They had a superior status in rural society.
5. Caste factor made them superior to others.
6. They performed certain services (Khidmat) for the state.
7. They held ‘milkiyat’ or personal lands or property, which were cultivated for the personal use of the zamindars.
8. They hired the labour to do cultivation
9. The zamindars could sell, mortgage, bequeath these lands at will
10. They were powerful because they could collect revenue on behalf of the state. They were paid by the state for this work.

11. They controlled military resources which gave them political power
12. Most zamindars had forts (Qilachas) and they had armed contingents (army cavalry units of artillery and infantry etc.)
13. The zamindars were at the ‘apex’. Abul Fazl says that an ‘Upper-caste Brahmana-Rajput’ combine had established control over the rural society.
14. The intermediate castes and muslims also had zamindaris.
15. The zamindars may have conquered lands. These may have been the origin of zamindaris.
16. The zamindaris were consolidated in a slow process
17. They colonized new lands. They transferred rights, by the order of the state and by purchase. Many people of low castes also entered zamindari group in this way.
18. Lineage-based zamindaris were consolidated. Rajputs and jats adopted the above strategies to do so.
19. Sadgops, who were peasants pastoralists, carved out powerful zamindaris in central and south western Bengal.
20. The zamindars played an important role by settling cultivators. They gave them cash loans. The buying and selling of zamindaris was also done.
21. The zamindars established markets where the peasants sold their produce and the zamindars also sold their products from the ‘milkiyat’.

(To be assessed as a whole for the 6 points)

$1 \times 6 = 6$

The zamindars were exploitative but –

- i) their relationship with the cultivators was reciprocal, paternalistic and patronage oriented.
- ii) the bhakti saints condemned caste-based exploitation and other forms of oppression but they did not portray zamindars as exploiters .
- iii) the zamindars got support from the peasants to fight against the state

(Any two points)

2

(P211,12,13)

$6+2=8$

18. The causes and contribution of Non-cooperation Movement to India’s freedom struggle:-

1. The British government followed repressive policies during the First World War eg. Press Censorship.
2. They passed the Rowlatt Act.
3. The meeting organized to protest against the Rowlatt Act at Jalianwala Bagh, was attacked by General Dyer and hundreds of people were killed and injured.
4. Gandhiji decided to couple the Khilafat issue in with the Non-cooperation Movement in order to strengthen the movement.

(elaborate the points)

5. Gandhiji started a popular movement-
  - a) students stopped going to schools and colleges
  - b) lawyers refused to attend law courts
  - c) strikes were organized by working classes.
  - d) hill tribes violated the forest laws
  - e) the farmers refused to pay taxes
  - f) the peasants refused to do ‘begar’ etc.
  - g) Gandhiji taught the people self discipline, renunciation, self-denial, Ahimsa, satyagraha through Non-cooperation Movement.
  - h) The aim of the Movements was self rule.
  - i) The Movement shook the foundations of the British rule in India.
  - j) Many Indians including Gandhiji were put in jail.

(To be assessed as a whole)

Pages -349-51

8

## OR

**Significance of Salt March in India’s freedom struggle-**

1. The Salt March was started by Gandhiji to break the salt law.
2. He started the march from Sabarmati, went to Dandi to break the salt law. Thousands of people joined him.
3. The salt manufacturing and sale was a state monopoly and was widely disliked by the people.
4. Salt was indispensable to all and people were not allowed to make salt or sell it.

5. This March brought Gandhiji to world attention. He was covered by the European and American press.
6. Women participated in large numbers.
7. The British realised that their days in India were numbered.

(to be assessed as a whole)

5

8. The British reactions-

1. The British called the 1st Round Table Conference at London but no important leader attended it.
2. Gandhi-Irwin Pact was signed and the Movement was stopped
3. The Second Round Table conference was held in London and Gandhiji attended the conference. He came back to India disappointed.
4. There was repression by the British. Many leaders were arrested and jailed. People were lathicharged.

3

(Any 3 points) pages 355-61

5+3=8

#### **[PART – D]**

19. 1. i) The traders from abroad sent large ships to these market towns (Malabar) due to the production of pepper and malabathrom (Dalchini)
- ii) Great qualities of pearls, ivory, silk cloth, transparent stones of all kinds, diamonds and sapphires and tortoise shells were exported.
- iii) Evidence of bead-making industry
2. Exchange of goods were made by the introduction of coinage. Punch-marked coins, made of silver or copper, were used.
3. In bead-making industry procured precious and semi-precious stones and after finishing them they were exported.
4. Those who traversed these routes included peddlers who travelled on foot, and merchants who travelled with caravans of bullock carts and pack animals and the seafarers, whose ventures were very risky, but highly profitable. A wide range of goods were taken from one place to another.

2+2+2+2=8

Page 44

#### **OR**

1. i) Controversies arose due to the ignorance of boundaries

- ii) Sometimes boundaries of villages were changed which cause confusion. It could be by forced occupations.
  - iii) Absence of boundary marks also cause controversies
2. i) Some sort of marks should be there or a clear demarcation should be made
- ii) Records in the form of authentic maps must be prepared
3. India is facing boundary problem with China, Pakistan, Bangladesh, Burma etc. There are boundary problems between states also.

$2+3+3=8$

Page 39

20. 1. Ibn Battuta's description of cities in the subcontinent-
- a) He described the population
  - b) he described fortifications and walls
  - c) He described the gates
  - d) He gave description of the facilities in the cities- houses, bazaars, entertainment, army etc.
  - e) He described the architecture and buildings found in the city.
  - f) He described the flora & fauna (eg. paan, coconut etc.)

(any two points)

$1+1=2$

2. i) Delhi had a large population
- ii) It had a huge area
- iii) There was a rampart around the city.
- iv) There was a huge wall which had houses for security gatekeepers and sentries.
- v) Inside the rampart there were store-houses for edibles, magazines, grains etc.
- vi) There were 28 gates of this city.

any other relevant points from the source.

(any 4 points)

$1+1+1+1=4$

Page 127

3. Any four changes in Delhi mentioned by the students may be given marks.

$\frac{1}{2} \times 4 = 2$

$2+4+2=8$

- |     |   |   |
|-----|---|---|
| 21. | <ul style="list-style-type: none"> <li>1.     ● He liked him as he took him to be a Pakistani.</li> <li>       ● He urged him to return home after completing his studies. He said these words because he wanted him to serve his nation (i.e. Pakistan)</li> </ul> | 2 |
| 2.  | <ul style="list-style-type: none"> <li>● His tone changed on knowing that the researcher was an Indian. He had thought him to be a Pakistani. He shouted ‘No, no, you can never be ours.</li> </ul>   | 2 |
| 3.  | <p>The researcher tried his best to explain that he was a south Asian.</p>  | 2 |
| 4.  | <p>The Indian was correct because he was a broad-minded person and for him all men or women were equal in this world.</p>   | 2 |

$2+2+2+2=8$

**OR**

- |    |   |              |
|----|---|--------------|
| 1. | <p>The background of the League Resolution of 1940.</p> <ul style="list-style-type: none"> <li>a) The Congress had won majority in most provinces</li> <li>b) The Muslim League had fared badly</li> <li>c) Any other relevant point</li> </ul>   | 2            |
| 2. | <p>Provisions of the Resolution of 1940:-</p> <ul style="list-style-type: none"> <li>a) Geographically contiguous units demarcated into regions</li> <li>b) Territorial readjustments in the Muslim majority areas.</li> <li>c) The North East and NW regions, where Muslims were in a numeral majority, created as independent states.</li> <li>d) They will be autonomous and sovereign.</li> </ul> | (Any 2) 2    |
| 3. | <p>Muhammad Iqbal’s Presidential address visualized a Muslim majority area in North Western India as an autonomous unit.</p>  | 3            |
| 4. | <p>They can give any opinion and its explanation</p>  | (Page-387) 1 |

$2+2+3+1=8$

**[Part-E]**

22. As per the Map given
23. As per the Map given

**For the Blind candidates in lieu of map questions Q. 22 and Q. 23**

22. Names of any five Mature Harappan sites :

Harappa, Banwali, Kalibangan, Balakot, Rakhigadi, Dholavira, Nageshwar, Lothal,       $1 \times 5 = 5$   
Mohanjodero, Chanhudaro Kot-Diji.

**OR**

Five territories / cities under Babur, Akbar, Aurangzeb :

Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa

23. Names of any five centres of Indian National Movement :

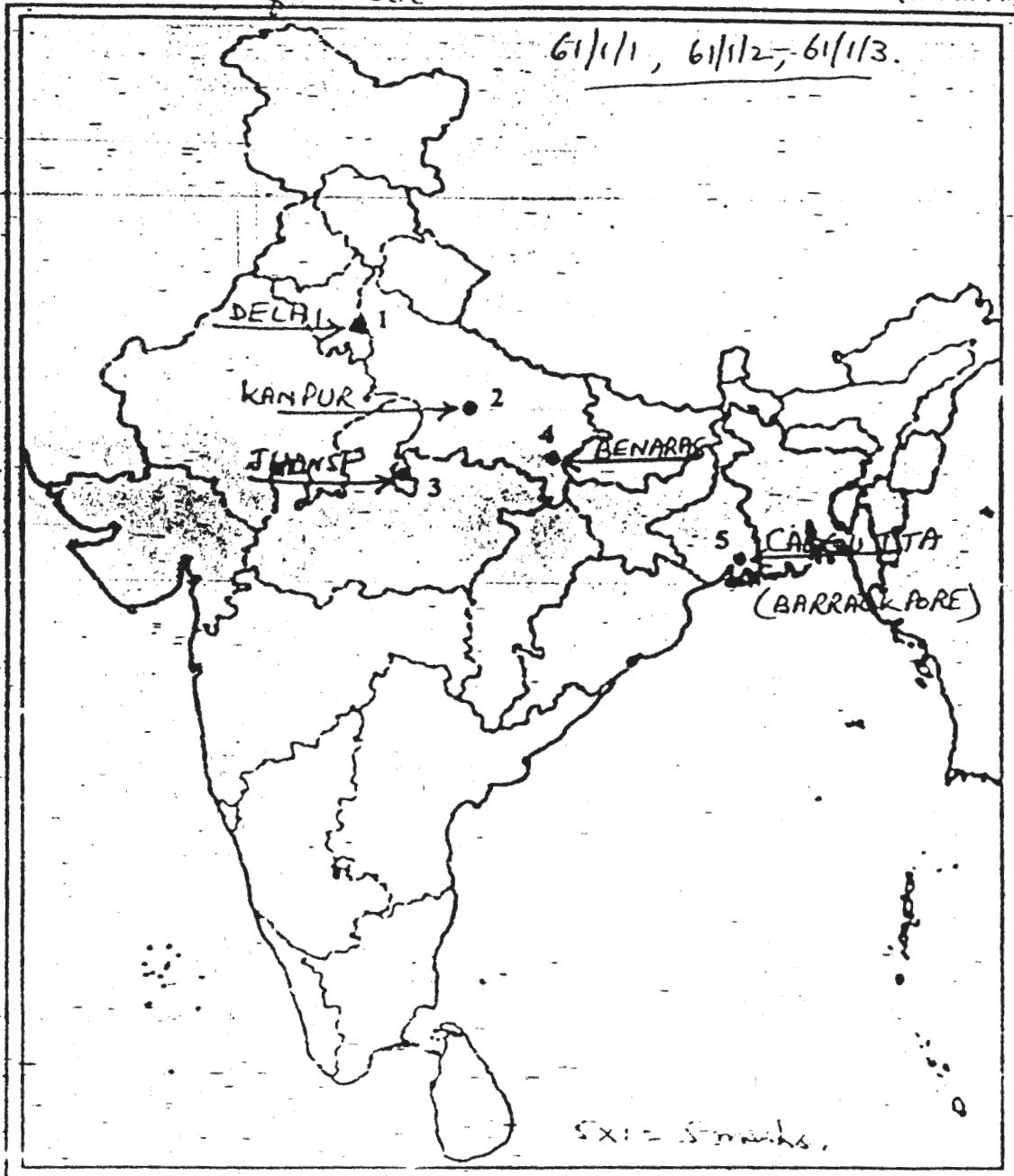
Champaran, Khera, Ahmedabad, Banaras, Amritsar, Chauri-Chaura, Lahore,       $1 \times 5 = 5$   
Bardoli, Dandi, Bombay, Karachi.

Map for Q. No. 23  
प्रश्न सं. 23 के लिए मानचित्र

Outline Map of India (Political)  
भारत का रेखा-मानचित्र (राजनीतिक)

Centres of Revolt.

61/1/1, 61/1/2, 61/1/3.



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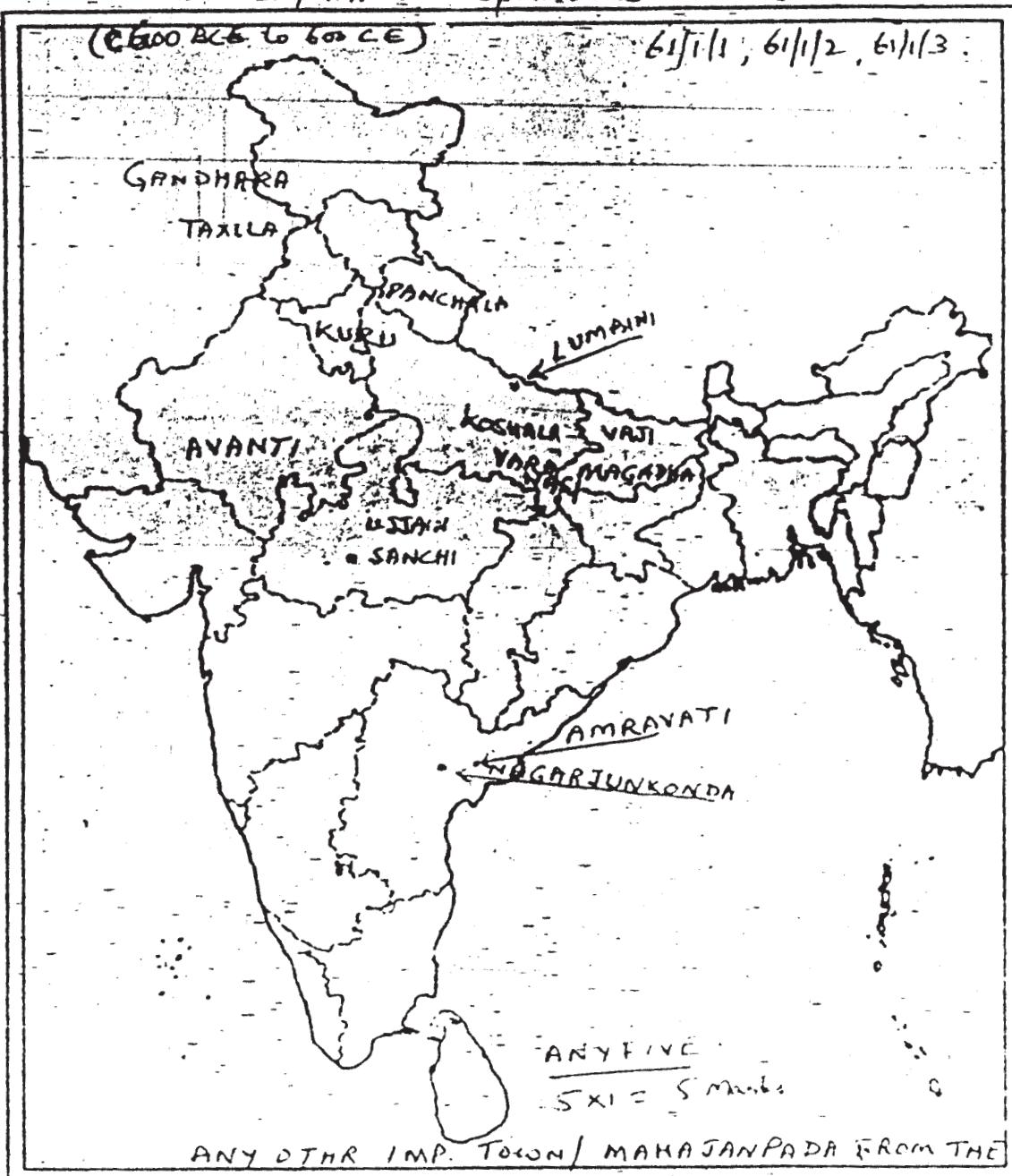
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Map for Q. No. 22 (OR)

प्रश्न सं. 22 के लिए मानचित्र

Outline Map of India (Political)

BUDHIST SITES / IMP. TOWNS / KINGDOMS भारत का रेखा-मानचित्र (राजनीतिक)

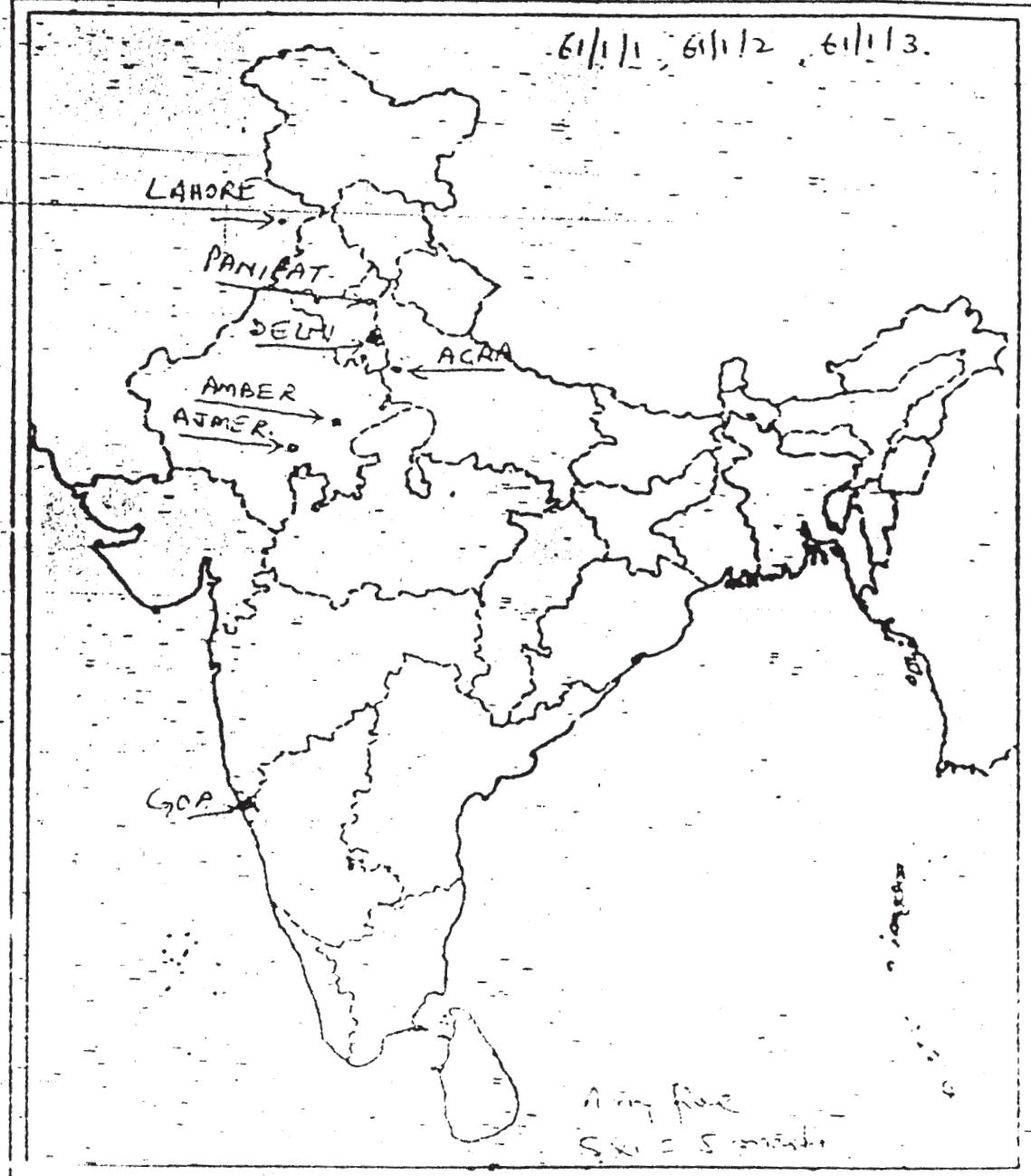


Map for Q. No. 22

प्रश्न सं. 22 के लिये भारतीय

Outline Map of India (Political)

Territories/cities under  
Sikhs, Akbar  
Aurangzeb भारत का रेखा-मानचित्र (राजनीतिक)



**QUESTION PAPER CODE 61/1**  
**EXPECTED ANSWERS/VALUE POINTS**

**PART-A (Answer all questions)**

- |    |  |                              |
|----|--|------------------------------|
| 1. | Graves contain :— (a) Pottery, (b) ornaments/jewellery of both, women and men.<br>(c) shell rings, (d) micro beads, (e) copper mirrors   | $\frac{1}{2} \times 4$<br>=2 |
|    | (Any four points)  | Page – 9                     |
| 2. | i) Bernier was a firm believer in private property<br><br>ii) Crown ownership of land – he feels it was harmful for both, the state and the people, as land owners could not pass their land to their children.<br><br>iii) This in turn proved to be harmful for the emergence of private property–land holders averse to long term investment and improvement of land. | 1+1=2                        |
|    | (Any two points)   | Page – 130                   |
| 3. | i) Religious movement was started by a Brahman named Basavanna.<br><br>ii) Followers were known as Virashivas or Lingayats   | 1+1=2                        |
|    |  | Page-147                     |
| 4. | i) Flocked to cities in the hope of employment.<br><br>ii) Some saw cities as places of opportunity.<br><br>iii) Some were attracted towards a different type of life there.   | .                            |
|    | (Assess as a whole)  | Page 330                     |
| 5. | i) Gandhiji told the upper caste people of the village that if they wanted Swaraj they must serve untouchables. They could not get Swaraj merely by the repeal of the salt taxes or other taxes.<br><br>ii) For Swaraj one must make amends for the wrong done to the untouchables.<br><br>iii) Hindus, Sikhs, Muslims, Parsis have to unite.                            | 2                            |
|    | (Any two points)   | Page-359                     |

**[PART B]**

**SECTION I**

6. i) It saw the emergence of thinkers such as Zorathustra in Iran, Kong Zi in

China, Socrates, Plato and Aristotle in Greece, Mahavira & Gautam Buddha in India

- ii) They tried to understand the mysteries of existence, relationship between human beings and cosmic order.
- iii) Development of social and economic life
- iv) Development of Kingdoms & cities.
- v) Life was changing in the variety of ways in Ganga valley.
- vi) Thinkers attempted to understand these developments.
- vii) Use of iron tools led to the emergence of new towns & cities.

(Assess as a whole)

Page-84

5x1=5

7. Mahabharata is a story about the changes of kinship relations

- i) Feud over land and power between Pandavas and Kauravas who belonged to a single ruling family.
- ii) Conflict ended in a battle, in which the Pandavas emerged victorious.
- iii) The patrilineal succession was proclaimed.
- iv) The story of Mahabharata reinforced the idea of patriliney.
- v) Sons could claim the resources (including the throne in the case of kings) after the death of their father.

(Assess as a whole)

Page-55

5x1=5

8. Buddhist teachings had given great importance to self effort for achieving Nibbana because—

- i) Buddha got Nibbana. He was regarded as a human being who attained nibbana through his own efforts.
- ii) Buddha insisted on individual agency and righteous action.
- iii) One should escape from the cycle of rebirth & attain self realization.
- iv) To do away with ego and desire
- v) Once this is attained, a person can achieve Nibbana
- vi) Once Nibbana is achieved, suffering can end for those who renounced the world.

(Assess as a whole)

Page-103

5

- 9.a) i) In the first instance it was only a simple semi-circular round of earth called ‘anda’.
- ii) Gradually it evolved into a more complex structure balancing round the square shape.
- iii) Above the ‘anda’ there was ‘harmika’, a balcony like structure that represented the abode of Gods.
- iv) Arising from the ‘harmika’ there was Yashiti surrounded by a chhatri around the mound was a railing.
- v) Early stupas at Sanchi and Bharhut were plain except for the stone railings with the gateways which were richly carved at four cardinal points.
- vi) The devotees entered from the eastern gate and took a round of the mound which was richly carved.
- vii) Later stupas were elaborately carved with niches and sculptures..
- b) The famous names of two stupas are —
- i) Amravati
  - ii) Sanchi
  - iii) Shahji ki Dheri

(Any four points, any two names)      Page-96, 97

5

## PARTA SECTION II

10. i) His successors were troubled by rebellious nayakas or military chiefs.
- ii) By 1542 control at the centre had shifted to another ruling lineage, that of Aravidu, which remained in power till the end of 17th century.
- iii) During this period, military ambitions of rulers of vijayanagar as well as of Deccan Sultanate resulted in shifting of alignments leading to alliance of Sultanate rulers against Vijayanagar.
- iv) In 1565 Rama Raya, the Chief Minister of Vijayanagar, led the army in battle of Rakshasi –Tangadi (Tali-Kota) where his forces were routed by combined armies of Bijapur, Ahmednagar & Golconda.
- v) The victorious armies sacked city of Vijayanagar and it was totally abandoned within a few years – focus shifted to east where Aravidu – dynasty ruled.

(Assess as a whole)      Page-173

5

11. ‘Akbar Nama’ was written by Abul Fazl in Persian language—  
 ‘Akbar Nama’ is divided into three books —
- i) First volume contains history of mankind from Adam to Akbar’s life (30 years)
  - ii) The second volume closes in 1601
  - iii) The third book is ‘Ain- i- Akbari’
  - iv) The book provided detailed study of all aspects of Akbar’s empire – geographical, social, administrative and cultural.
  - v) It also tells us about diverse population existing in the empire – Hindus, Jains, Buddhists and Muslims – and a composite culture.

(Assess as a whole)

Page – 231

1+4=5

- 12 A i) The emperor began his day at sunrise  
 ii) With personal religious devotions or prayers.  
 iii) Then he appeared on a small balcony, the Jharoka, facing the east  
 iv) Jharoka Darshan was introduced to broaden the acceptance of imperial authority as a popular faith.
- B i) After Jharoka Darshan the emperor walked to the public hall of audience (diwan - i – am) to conduct primary business of his government  
 ii) State officials presented reports and made requests.  
 iii) Two hours later the emperor was in the diwan-i-khas to hold private audiences and discuss confidential matters.

(Assess as a whole)

Page – 238

3+2=5

### **SECTION III**

- 13 i) It enraged the ‘ryots’ as they were solely dependent on the money lenders for survival.  
 ii) Debts mounted and peasants were not able to pay back the loan to the money lenders.  
 iii) The peasant had no option but to give over all his possessions, land, carts etc. to the money lender.  
 iv) Without animals he couldn’t cultivate land. He had to hire animals and took land on rent.  
 v) He had to sign a ‘Deed of Hire’ which stated very clearly that these animals and land did not belong to him.  
 vi) Any other relevant point.

(Assess as a whole)

Page 282

5

- 14 i) It is very true that the national movement drew its inspiration from the events of 1857.
- ii) It was the first war of Independence in which people of all the sections of society came together to fight the foreign rule.
- iii) Leaders of the revolt were presented as heroic figures leading the country into battle of freedom.
- iv) The revolt roused the people to come together and fight against the oppressive British rule in India.
- v) The poets and the writers also gave their full support with their narratives and poems.
- vi) Many books have been written to highlight the contribution of many patriots like Rani Jhansi, Tantia Tope and many others. Specially subhadra Kumari Chauhan and her poem. "khoob larimardani woh to Jhasiwali rani thi".

(Any five points)

Page 313

5

- 15 i) From the mid 18th century onwards there was a new phase of change in towns.
- ii) Commercial centres such as Surat, Masulipatnam, Dhaka etc had declined.
- iii) The trade then shifted to other places.
- iv) The British gradually acquired political control after the battle of Plassey in 1754.
- v) With the expansion of East India Company and its trade colonial port cities like Madras, Calcutta and Bombay grew as new economic capitals and also became centres of colonial administration's political power.
- vi) New occupations developed in colonial cities.
- vii) People in search of employment, flocked to these colonial cities.

(Any five points)

(Page 320)

5

- 16 i) Gandhiji decided to stake his all in a bid to vindicate his life long power of non-violence and his conviction that people's heart could be changed.
- ii) He moved from village of Naokhali to Bihar, riot-torn slums of Calcutta and Delhi in an effort to stop Hindus and Muslims to kill each other and to reassure minority community.
- iii) In Delhi he tried to build a spirit of mutual trust and confidence between the two communities. (eg. of Shahid Ahmad Dehlavi)

- iv) On 28th Nov. 1947 on Guru Nanak's birthday, he addressed Sikhs at Sisganj Gurdwara and noticed no Muslim around and commented that it was shameful to drive out Muslims from the city.
- v) When Gandhiji began a fast to bring about a change of heart many Hindus and Muslims migrants fasted with him. It left an 'electric' impact.
- vi) Gandhi ji's martyrdom finally ended this drama of violence.

(Assess as a whole)

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### **[PART C]**

17. i) In addition to village Panchayats each caste had their own jati panchayat.
- ii) They wielded lot of power for example – in Rajasthan they settled civil disputes among members of different castes
- iii) Mediated in contested claims on land, decided whether marriages were performed according to norms of caste group.
- iv) They determined who had ritual precedence in village function and so on.
- v) In most cases except criminal justice, state respected the decision of Jati panchayats.
- vi) Petitions were presented to panchayat complaining about taxation or demand for 'begar', imposed by superior caste or state official.
- vii) Some times collective petitions were made by caste groups or a community protesting against morally illegitimate demands from elite groups.
- viii) Village panchayats were also regarded as court of appeal.

(Assess as a whole)

Page-202, 203 & 204

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### **OR**

- i) Agriculture was organized around two major seasonal cycles – Kharif (autumn) and Rabi (spring)
- ii) It means in almost all regions minimum of two crops a year were grown (except in very arid region)
- iii) In some places three crops were produced – variety of crops were produced in places with continuous water supply. For example – Agra produced 39 varieties of crops, Delhi produced 43 and Bengal produced 50 varieties of rice alone.

- iv) The focus was on the cultivation of basic staples; it did not mean that agriculture in medieval India was only for subsistence.  
Our sources tell us about term – ‘Jins-i-Kamil’ (perfect crop)
- v) Mughal state encouraged peasants to grow cash crops as it brought more revenue.
- vi) Crops such as cotton and sugarcane were Jins-i-Kamil par excellence and cash crops like oil seeds and lentils.

This shows how subsistence and commercial production were closely intertwined in an average peasant’s holding.

8

(Assess as a whole)

Page – 200

- 18 i) Writings and speeches of Mahatma Gandhiji and contemporaries’ Speeches help us to know about public voice of an individual
- ii) Letters – through private letters we get a glimpse of private thoughts. Letters express anger, pain, dismay and anxiety, their hopes and frustration (A Bunch of Letters by Nehru)
- iii) Autobiographies – give us an account of the past that is often rich in human detail.  
They tell us what the author could recollect, what she / he saw was important for him/her.
- iv) Through police eyes / or Govt; Records give account of the events and personality of Gandhiji and records of different occasions. – such as Dandi March.
- v) Contemporary newspapers: published in English as well as in other Indian languages which tracked Mahatma Gandhi’s movements and reported his activities and also represented what ordinary Indians thought of him.

(Assess as a whole)

Page 367-373

8

OR

- I There were many rumours of Gandhiji’s miraculous powers.
- i) In some places it was said that he had been sent by the king to redress the grievances of the farmers and that he had the power to overrule all local officials.
  - ii) Gandhi ji’s appeal among the poor and peasants, in particular, was enhanced by his ascetic life style.