

MARKING SCHEME

2012

CLASS XII
HUMANITIES SUBJECTS



**CENTRAL BOARD OF SECONDARY EDUCATION
DELHI**

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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 2012 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 2012 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 urge the teachers to encourage their students to make use of this publication.

M.C. SHARMA
CONTROLLER OF EXAMINATIONS

भारत का संविधान

ठद्देशिका

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

सामाजिक, आर्थिक और 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 ² [राष्ट्र की एकता
और अखण्डता] सुनिश्चित करने वाली बंधुता
बढ़ाने के लिए

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

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

भाग 4 क मूल कर्तव्य

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

- (क) संविधान का पालन करें और उसके आदर्शों, संस्थाओं, राष्ट्र 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 सामासिक संस्कृति की गौरवशाली परंपरा का महत्व समझें और उसका परिरक्षण करें;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत बन, झील, नदी, और वन्य जीव हैं, रक्षा करें और उसका संवर्धन करें तथा
प्राणी 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 ऊँचाईयों को छू लें।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹ [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 ² [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)
-

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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Senior School Certificate Examination (XII)

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MARKING SCHEME FOR THE SENIOR SCHOOL CERTIFICATE
EXAMINATION, 2012**

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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. While there is no denying that the world loves a winner, it is important that you recognize the signs of stress in your behaviour and be healthy enough to enjoy your success. Stress can strike anytime, in a fashion that may leave you unaware of its presence in your life. While a certain amount of pressure is necessary for performance, it is important to be able to recognise your individual limit. For instance, there are some individuals who accept competition in a healthy fashion. There are others who collapse into weeping wrecks before an exam or on comparing marks-sheets and finding that their friend has scored better.
2. Stress is a body reaction to any demands or changes in its internal and external environment. Whenever there is a change in the external environment such as temperature, pollutants, humidity and working conditions, it leads to stress. In these days of competition when a person makes up his mind to surpass what has been achieved by others, leading to an imbalance between demands and resources, it causes psycho-social stress. It is a part and parcel of everyday life.
3. Stress has a different meaning, depending on the stage of life you are in. The loss of a toy or a reprimand from the parents might create a stress shock in a child. An adolescent who fails an examination may feel as if everything has been lost and life has no further meaning. In an adult the loss of his or her

companion, job or professional failure may appear as if there is nothing more to be achieved.

4. Such signs appear in the attitude and behaviour of the individual, as muscle tension in various parts of the body, palpitation and high blood pressure, indigestion and hyper-acidity. Ultimately the result is self-destructive behaviour such as eating and drinking too much, smoking excessively, relying on tranquillisers. There are other signs of stress such as trembling, shaking, nervous blinking, dryness of throat and mouth and difficulty in swallowing.
5. The professional under stress behaves as if he is a perfectionist. It leads to depression, lethargy and weakness. Periodic mood shifts also indicate the stress status of the students, executives and professionals.
6. In a study sponsored by World Health Organization and carried out by Harvard School of Public Health, the global burden of diseases and injury indicated that stress diseases and accidents are going to be the major killers in 2020.
7. The heart disease and depression - both stress diseases - are going to rank first and second in 2020. Road traffic accidents are going to be the third largest killers. These accidents are also an indicator of psycho-social stress in a fast moving society. Other stress diseases like ulcers, hypertension and sleeplessness have assumed epidemic proportions in modern societies.
8. A person under stress reacts in different ways and the common ones are flight, fight and flee depending upon the nature of the stress and capabilities of the person. The three responses can be elegantly chosen to cope with the stress so that stress does not damage the system and become distress.
9. When a stress crosses the limit, peculiar to an individual, it lowers his performance capacity. Frequent crossings of the limit may result in chronic fatigue in which a person feels lethargic, disinterested and is not easily motivated to achieve anything. This may make the person mentally undecided, confused and accident prone as well. Sudden exposure to un-nerving stress may also result in a loss of memory. Diet, massage, food supplements, herbal medicines, hobbies, relaxation techniques and dance movements are excellent stress busters.
 - (a) (i) What is stress? What factors lead to stress? 2
 - (ii) What are the signs by which a person can know that he is under stress? 2

- | | |
|--|------------------|
| <ul style="list-style-type: none"> (iii) What are the different diseases a person gets due to stress? (iv) Give any two examples of stress busters. (v) How does a person react under stress? <p>(b) Which words in the above passage mean the same as the following?</p> <ul style="list-style-type: none"> (i) fall down (para 1) (ii) rebuke (para 3) (iii) inactive (para 9) | 2
1
2
3 |
|--|------------------|
2. Read the passage given below and answer the questions that follow:

8 marks

Research has shown that the human mind can process words at the rate of about 500 per minute, whereas a speaker speaks at the rate of about 150 words a minute. The difference between the two at 350 is quite large.

So a speaker must make every effort to retain the attention of the audience and the listener should also be careful not to let his mind wander. Good communication calls for good listening skills. A good speaker must necessarily be a good listener.

Listening starts with hearing but goes beyond. Hearing, in other words is necessary but is not a sufficient condition for listening. Listening involves hearing with attention. Listening is a process that calls for concentration. While, listening, one should also be observant. In other words, listening has to do with the ears, as well as with the eyes and the mind. Listening is to be understood as the total process that involves hearing with attention, being observant and making interpretations. Good communication is essentially an interactive process. It calls for participation and involvement. It is quite often a dialogue rather than a monologue. It is necessary to be interested and also show or make it abundantly clear that one is interested in knowing what the other person has to say.

Good listening is an art that can be cultivated. It relates to skills that can be developed. A good listener knows the art of getting much more than what the speaker is trying to convey. He knows how to prompt, persuade but not to cut off or interrupt what the other person has to say. At times the speaker may or may not be coherent, articulate and well organised in his thoughts and expressions. He may have it in his mind and yet he may fail to marshal the right words while communicating his thought. Nevertheless a good listener puts him at ease, helps him articulate and facilitates him

to get across the message that he wants to convey. For listening to be effective, it is also necessary that barriers to listening are removed. Such barriers can be both physical and psychological. Physical barriers generally relate to hindrances to proper hearing whereas psychological barriers are more fundamental and relate to the interpretation and evaluation of the speaker and the message.

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

SECTION - B
(Advanced Writing Skills)

35 Marks

3. Your school has planned an excursion to Lonavala near Mumbai during the autumn holidays. Write a notice in not more than 50 words for your school notice board, giving detailed information and inviting the names of those who are desirous to join. Sign as Naresh/Namita, Head Boy/Head Girl, D.V. English School, Thane, Mumbai.

5 marks

OR

C.P.R. Senior Secondary School, Meerut is looking for a receptionist for the school. Draft an advertisement in not more than 50 words to be published in classified columns of Hindustan Times. You are Romola Vij, Principal of the school.

4. Your school Commerce Association organised a seminar for class XII students of the schools of your zone on the topic, 'Rising prices create a crisis'. As Co-ordinator of the programme, write a report in 100-125 words for your school magazine. You are Piyush/Priya of ABC School, Agra.

10 marks

OR

A new indoor gymnasium has recently been constructed and inaugurated at APJ International School at Goa. As special correspondent of 'The Hindu' draft a report in 100-125 words on the gymnasium and the inauguration ceremony.

5. You are Pritam/Priti, 27, W.E.A. Karol Bagh, Delhi. You have decided to shift your residence to Faridabad and hence decided to discontinue your membership of Brain Trust Library, Karol Bagh. Write a letter to the Librarian, requesting him to cancel your membership and refund your security deposit of Rs. five thousand explaining your inability to continue your membership.

10 marks

OR

You are Anu/Arun, 13 W.E.A. Karol Bagh, New Delhi. You feel very strongly about the ill-treatment meted out to stray dogs at the hands of callous and indifferent people. Write a letter to the editor of a national daily giving your views on why some people behave in such a manner and how these dogs should be treated.

6. Spurt of violence previously unknown in Indian schools makes it incumbent on the educationists to introduce value education effectively in schools. Write an article in 150-200 words expressing your views on the need of value education. You are Anu/Arun.

10 marks

OR

Regular practice of yoga can help in maintaining good health and even in the prevention of so many ailments. Write a speech in 150-200 words to be delivered in the morning assembly on the usefulness of yoga.

SECTION - C
(Text Books)

45 Marks

7. (a) Read the extract given below and answer the questions that follow: **4 marks**

The stunted, unlucky heir

Of twisted bones, reciting a father's gnarled disease,

His lesson, from his desk. At back of the dim class

One unnoted, sweet and young. His eyes live in a dream,

Of squirrel's game, in tree room, other than this.

(i) Who is the 'unlucky heir' and what has he inherited? 2

(ii) What is the stunted boy reciting? 1

(iii) Who is sitting at the back of the dim class? 1

OR

For once on the face of the Earth

let's not speak in any language,

let's stop for one second,

and not move our arms so much.

- | | | |
|-------|--|------------------------|
| (i) | Why does the poet want us to keep quiet? | 2 |
| (ii) | What does he want us to do for one second? | 1 |
| (iii) | What does he mean by 'not move our arms' ? | 1 |
| (b) | Answer any three of the following in 30-40 words each: | 2 x 3 = 6 marks |
| (i) | Why are the young trees described as 'sprinting' ? | |
| (ii) | How is a thing of beauty a joy forever? | |
| (iii) | Why didn't the 'polished traffic' stop at the roadside stand? | |
| (iv) | Why did Aunt Jennifer choose to embroider tigers on the panel? | |

8. Answer the following in 30-40 words each: **2 x 5 = 10 marks**

- (a) What changes did the order from Berlin cause in the school?
- (b) Why was Douglas determined to get over his fear of water ?
- (c) How were Shukla and Gandhiji received in Rajendra Prasad's house?
- (d) How did the author discover who the English visitor to the Studios was?
- (e) What did the publisher think of 'The Name of the Rose' ?

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

How are the attitudes of the ironmaster and his daughter different? Support your answer from the text.

OR

Compare and contrast Sophie and Jansie highlighting their temperament and aspirations.

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

How did the Tiger King stand in danger of losing his Kingdom? How was he able to avert the danger?

OR

What are phytoplanktons ? How are they important to our eco-system ?

11. Answer the following in 30-40 words each: **2 x 4 = 8 marks**
- (a) Did Hana think the Japanese tortured their prisoners of war ? Why?
 - (b) How did the Wizard help Roger Skunk ?
 - (c) How does Mr. Lamb keep himself busy when it is a bit cool?
 - (d) Who was Carter? What did the Governor ask him to do ?

QUESTION PAPER CODE 1/1

SECTION A : READING

20 Marks

1. Read the passage given below and answer the questions that follow: **12 marks**
- 1 While there is no denying that the world loves a winner, it is important that you recognise the signs of stress in your behaviour and be healthy enough to enjoy your success. Stress can strike anytime, in a fashion that may leave you unaware of its presence in your life. While a certain amount of pressure is necessary for performance, it is important to be able to recognise your individual limit. For instance, there are some individuals who accept competition in a healthy fashion. There are others who collapse into weeping wrecks before an exam or on comparing mark-sheets and finding that their friend has scored better.
- 2 Stress is a body reaction to any demands or changes in its internal and external environment. Whenever there is a change in the external environment such as temperature, pollutants, humidity and working conditions, it leads to stress. In these days of competition when a person makes up his mind to surpass what has been achieved by others, leading to an imbalance between demands and resources, it causes psycho-social stress. It is a part and parcel of everyday life.
- 3 Stress has a different meaning, depending on the stage of life you are in. The loss of a toy or a reprimand from the parents might create a stress shock in a child. An adolescent who fails an examination may feel as if everything has been lost and life has no further meaning. In an adult the loss of his or her companion, job or professional failure may appear as if there is nothing more to be achieved.
- 4 Such signs appear in the attitude and behaviour of the individual, as muscle tension in various parts of the body, palpitation and high blood pressure, indigestion and hyper-acidity. Ultimately the result is self-destructive behaviour

such as eating and drinking too much, smoking excessively, relying on tranquillisers. There are other signs of stress such as trembling, shaking, nervous blinking, dryness of throat and mouth and difficulty in swallowing.

- 5 The professional under stress behaves as if he is a perfectionist. It leads to depression, lethargy and weakness. Periodic mood shifts also indicate the stress status of the students, executives and professionals.
- 6 In a study sponsored by World Health Organisation and carried out by Harvard School of Public Health, the global burden of diseases and injury indicated that stress diseases and accidents are going to be the major killers in 2020.
- 7 The heart disease and depression - both stress diseases - are going to rank first and second in 2020. Road traffic accidents are going to be the third largest killers. These accidents are also an indicator of psycho-social stress in a fast-moving society. Other stress diseases like ulcers, hypertension and sleeplessness have assumed epidemic proportions in modern societies.
- 8 A person under stress reacts in different ways and the common ones are flight, fight and flee depending upon the nature of the stress and capabilities of the person. The three responses can be elegantly chosen to cope with the stress so that stress does not damage the system and become distress.
- 9 When a stress crosses the limit, peculiar to an individual, it lowers his performance capacity. Frequent crossings of the limit may result in chronic fatigue in which a person feels lethargic, disinterested and is not easily motivated to achieve anything. This may make the person mentally undecided, confused and accident prone as well. Sudden exposure to un-nerving stress may also result in a loss of memory. Diet, massage, food supplements, herbal medicines, hobbies, relaxation techniques and dance movements are excellent stress busters.
 - (a) (i) What is stress? What factors lead to stress? 2
 - (ii) What are the signs by which a person can know that he is under stress? 2
 - (iii) What are the different diseases a person gets due to stress? 2
 - (iv) Give any two examples of stress busters. 1
 - (v) How does a person react under stress? 2

(b) Which words in the above passage mean the same as the following? 3

- (i) fall down (para 1)
- (ii) rebuke (para 3)
- (iii) inactive (para 9)

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

8 marks

Research has shown that the human mind can process words at the rate of about 500 per minute, whereas a speaker speaks at the rate of about 150 words a minute. The difference between the two at 350 is quite large.

So a speaker must make every effort to retain the attention of the audience and the listener should also be careful not to let his mind wander. Good communication calls for good listening skills. A good speaker must necessarily be a good listener.

Listening starts with hearing but goes beyond. Hearing, in other words is necessary, but is not a sufficient condition for listening. Listening involves hearing with attention. Listening is a process that calls for concentration. While listening, one should also be observant. In other words, listening has to do with the ears, as well as with the eyes and the mind. Listening is to be understood as the total process that involves hearing with attention, being observant and making interpretations. Good communication is essentially an interactive process. It calls for participation and involvement: It is quite often a dialogue rather than a monologue. It is necessary to be interested and also show or make it abundantly clear that one is interested in knowing what the other person has to say.

Good listening is an art that can be cultivated. It relates to skills that can be developed. A good listener knows the art of getting much more than what the speaker is trying to convey. He knows how to prompt, persuade but not to cut off or interrupt what the other person has to say. At times the speaker may or may not be coherent, articulate and well-organised in his thoughts and expressions. He may have it in his mind and yet he may fail to marshal the right words while communicating his thought. Nevertheless a good listener puts him at ease, helps him articulate and facilitates him to get across the message that he wants to convey. For listening to be effective, it is also necessary that barriers to listening are removed. Such barriers can be both physical and psychological. Physical barriers generally relate to hindrances to proper hearing whereas psychological barriers are more fundamental and relate to the interpretation and evaluation of the speaker and the message.

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

SECTION B :
ADVANCED WRITING SKILLS

35 Marks

- | | |
|--|---------|
| <p>3. You are Mohan / Mohini, General Manager of P.K. Industries, Hyderabad. You need an accountant for your company. Draft, in not more than 50 words, an advertisement to be published in 'The Hindu' in classified columns.</p> | 5 marks |
|--|---------|

OR

You lost your Titan wrist-watch in your school. Draft a notice, in not more than 50 words, to be placed on your school notice board. You are a student of Class XII of Rani Ahalya Devi Senior Secondary School, Gwalior. Sign as Rani / Ram.

- | | |
|---|----------|
| <p>4. Your school has recently arranged a musical night in the school auditorium. Write a report in 100 - 125 words on this programme, for your school magazine. You are Mahima / Mahesh, Cultural Secretary of Vasant Vihar Public School, Itarsi. Invent the details.</p> | 10 marks |
|---|----------|

OR

You witnessed a fire accident in a slum area near your colony on Saturday night. You were very much disturbed at the pathetic sight. Write a report in 100 - 125 words for your school magazine. You are Lakshmi / Lakshman, a student of P.D.K. International School, Madurai.

- | | |
|--|----------|
| <p>5. Write a letter to the Station Master, Anand, informing him about the loss of your suitcase which you realized only on alighting at Anand. You travelled by Navjivan Express from Chennai to Anand. You are Priya / Prasad of 12, Kasturi Bai Street, Chennai - 20.</p> | 10 marks |
|--|----------|

OR

As a parent, write a letter to the Principal, ABC School Delhi, requesting him/her to grant your ward Akhil/Asha Arora, permission to attend the school two hours late for a month as he/she has to attend the coaching classes arranged by Sports Authority of India, on being selected for participation in National Swimming Championship.

6. Dance, as shown in some reality shows on TV, seems to be a mix of gymnastics and P.T. exercises. Actually it is neither. India has a rich tradition of classical and folk dances. Write an article in 150 - 200 words on the need to have a reality show exclusively based on Indian classical dances. You are Anu/Arun.

10 marks

OR

You are Ajay/Anu, Head Boy/Girl of Kendriya Vidyalaya, Kanpur. You have seen some students of junior classes littering the school compound and verandahs with tiffin left-overs. It makes the school look unclean and untidy. Write a speech in 150 - 200 words to be delivered in the morning assembly, advising such students to keep the school neat and clean.

**SECTION C
TEXT BOOKS**

45 Marks

7. (a) Read the extract given below and answer the questions that follow: 4 marks

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,
Just one to inquire a farmer's prices are.

- (i) Which open window is referred to ? Why does sadness lurk there? 2
(ii) What does the farmer pray for? 1
(iii) Is the farmer's prayer ever granted? How do you know? 1

OR

Far far from gusty waves these children's faces.
Like rootless weeds, the hair torn around their pallor:
The tall girl with her weighed-down head. The paper—
seeming boy, with rat's eyes.

- (i) What are the children compared to ? 1
(ii) Why do you think the tall girl is sitting with a weighed down head? 1
(iii) Give two phrases which tell us that the children are under-nourished. 2

(b) Answer any three of the following in 30 - 40 words each: 2x3=6 marks

- (i) What were the poet's feelings at the airport? How did she hide them?
- (ii) How can suspension of activities help?
- (iii) Why is 'grandeur' associated with the 'mighty dead' ?
- (iv) How do the words, 'denizens' and 'chivalric' add to our understanding of Aunt Jennifer's tigers?

8. Answer the following in 30 - 40 words each: 2×5=10 marks

- (a) How did M. Hamel say farewell to his students and the people of the town?
- (b) Who was the owner of Ramsjo iron mills? Why did he visit the mills at night?
- (c) Why did Douglas go to Lake Wentworth in New Hampshire? How did he make his terror flee?
- (d) Why could the bangle-makers not organise themselves into a co-operative?
- (e) Why did Sophie not want Jansie to know anything about her meeting with Danny Casey?

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

Give an account of Gandhiji's efforts to secure justice for the poor indigo sharecroppers of Champaran.

OR

Subbu was a troubleshooter. Do you agree with this statement? Give an account of Subbu's qualities of head and heart.

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

How was 'injured' McLeery able to befool the prison officers?

OR

What impression do you form about Dr. Sadao as a man and as a surgeon on your reading the chapter, 'The Enemy' ?

11. Answer the following in 30 - 40 words each: $2 \times 4 = 8$ marks

- (a) What did Charley learn about Sam from the stamp and coin store?
- (b) Why was the Maharaja so anxious to kill the hundredth tiger?
- (c) How does Jo want the story to end?
- (d) What peculiar things does Derry notice about the old man, Lamb?

Marking Scheme — 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, the answer deserving more marks should be retained and the other answer be scored out.
8. Q1 under Section A (Reading) and Q7(a) 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(a)].
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.
15. As per orders of the Hon'ble Supreme Court, the candidates would now be permitted to obtain photocopy of the answer book on request on payment of the prescribed fee. All examiners/head examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

[FOR THE HEAD EXAMINERS ONLY]

1. Answer scripts must be given to the evaluators for evaluation only after the given Marking Scheme has been thoroughly discussed with them collectively or individually. No exceptions, please.
2. The Head Examiner is required to go through the first five evaluated answer scripts of each examiner scrupulously to ensure that the evaluator concerned has evaluated the answer scripts as per the instructions provided in the Marking Scheme.
3. The Head Examiner is expected to examine the answer containing the value points that has not been provided in the Marking Scheme but the evaluator finds it equally correct for the purpose of awarding marks and give his / her decision which will be binding on the evaluator.
4. It is the bounden duty of each and every Head Examiner to do the random checking along with the answer books which deserve 90 marks and above, as reported by individual evaluators. The final decision in this regard, however, will rest with the Head Examiner only.

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.
- (i) – body reaction to any demand or changes in its internal and external environment 1 mark
– changes in external environment such as temperature, pollutants humidity and working conditions 1 mark
– imbalance between demands and resources
– unrealistic ambitions
(any 2)
- (ii) – muscle tension in various parts of the body / palpitation / high blood pressure / indigestion / hyper-acidity / lethargic / disinterested / not easily motivated / mentally undecided / confused / accident prone / trembling / shaking / nervous blinking / dryness of throat and mouth / difficulty in swallowing / chronic fatigue / lowers performance capacity / periodic mood shifts / self destructive behaviour such as eating and drinking too much, smoking / excessively relying on tranquilisers 2 marks
(any two)
- (iii) – heart disease / depression / ulcers / hypertension / sleeplessness / high BP / indigestion / hyper-acidity / chronic fatigue! loss of memory 2 marks
(any two)
- (iv) – diet / massage / food supplements! herbal medicines / hobbies / relaxation techniques / dance movements 1 mark
(any two)

(v) –	reacts in different ways. common ones are flight, fight and flee depending on the nature of stress and capabilities of the person / a professional behaves as if he is a perfectionist / stress has a different meaning depending on the stage of life / self destructive behaviour such as eating and drinking too much, smoking excessively, relying on tranquilisers	2 marks
	(any two)	
(b) (i)	collapse	1 mark
(ii)	reprimand	1 mark
(iii)	lethargic	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)**
- **Content must be divided into headings 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

Title

1 mark

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

3 mark

Suggested Notes

Title: Good Communication Skills / Good Listening / Listening Skills / Art of Listening / Listening / Good Communication and Listening / any other relevant title

- 1 Research
 - 1.1 human mind processes 500 wpm
 - 1.2 speaker speaks 150 wpm
 - 1.3 difference between the 2
- 2 A Good Speaker / Good Communication / Listening
 - 2.1 must retain attention of audience
 - 2.2 stop not to let mind wander
 - 2.3 must be a good listener
- 3 Listening / Requirement of Listening / Listening Skills
 - 3.1 hearing with attention
 - 3.2 being observant
 - 3.3 making interpretations
 - 3.4 concentration
 - 3.5 participation
- 4 A Good Listener / Good Listening - an Art / Traits Of Good Listening
 - 4.1 gets much more from speaker
 - 4.2 knows how to prompt and persuade
 - 4.3 puts speaker at ease
 - 4.4 helps him articulate
 - 4.5 facilitates speaker to convey thoughts
- 5 Effective Listening / Barriers to Good Listening
 - 5.1 barriers - phy. / psychological
 - 5.1.1. physical-hindrance to hearing
 - 5.1.2. psychological-interpretations & evaluation

(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

(EXCURSION TO LONAVALA)

- what (excursion to Lonavala)
- when (autumn break / duration of trip /date) - mode of transport (optional)
- meant for which class / age group
- other details (cost of trip / accommodation)
- last date for submission of names
- whom to contact
- any other relevant details

OR

ADVERTISEMENT

Content 3 marks

Expression 2 marks

Suggested value points

(SITUATION VACANT - FOR A RECEPTIONIST)

- name of school
- name of vacant post
- qualifications required, skills, personality, age

- salary / gender (optional)
- minimum experience required
- remuneration
- last date of applying
- contact details
- 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 | [2½] |
| ● coherence and relevance of ideas and style | [2½] 5 marks |

Suggested value points:

(UNPRECEDENTED PRICE RISE/ RISING PRICES CREATE A CRISIS / any other suitable heading)

- what - seminar on the problems of price rise and ways of dealing with it
- when - day, date and time
- where - venue
- by whom (School Commerce Association)
- participants (class XII)
- panel of resource persons / speakers
- highlights of the lecture
- any other relevant details

OR

Suggested value points

(INAUGURATION OF GYMNASIUM)

- what - a new indoor gymnasium constructed and inaugurated
- size of the gym / number and types of machines available / ambience / facilities available
- when (day, date, time of inauguration)
- where (APJ International School, Goa)
- chief guest / other guests / audience
- details of the inauguration programme
- any other relevant details

5 LETTER WRITING

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

Format 2 marks

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

Content 4 marks

Expression

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

(CANCELLATION OF LIBRARY MEMBERSHIP)

Suggested Value Points

- purpose (cancellation of membership and refund of Rs.5000 security deposit)
- reason (shift of residence to Faridabad)
- mention membership number
- status of issued books (if any)

- request for cancellation of membership and refund of Rs. 5000 as security deposit
- any other relevant details

OR

(ILL TREATMENT OF STRAY DOGS)

Suggested Value Points

Introducing the problem

- inhuman treatment to stray dogs
- present condition in cities: a large number of stray dogs in streets! beaten and teased by adults and children alike / killed due to accidents / catch fatal diseases
- callous and indifferent attitude of people
- why people behave in this manner - insensitive, treat stray dogs as a menace, no love for stray dogs, out of fear or any other reason

Suggestions: sensitising people / creating awareness / urging humane treatment; role of municipal authorities; NGOs etc

- 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

(VALUE EDUCATION - A MUST IN SCHOOLS / any other suitable title)

- present condition in schools (increase in violence / lack of discipline)
- reasons: overexposure to media / lack of emotional support / overambitious nature / peer pressure / lack of deterrence / any other)
- consequences: (spoils school culture and environment / self destruction / harm to society and country)

- suggestions for improvement (morning assemblies ,inspiring talks, stories, interaction with parents and teachers, counselling etc.)
- any other relevant details

OR

SPEECH

Content 5 marks

Expression

<ul style="list-style-type: none"> ● grammatical accuracy, appropriate words and spelling ● coherence and relevance of ideas and style 	[2½] [2½] 5 marks
--	---

Suggested Value Points

(USEFULNESS OF YOGA / any other suitable title)

- addressing the audience
- highlighting the problems (increase in health problems - physical, mental, emotional, psychological, etc)
- advantages of yoga (a way of life)
- increase in yoga centres today / its popularity : :
- cures many ailments /works on body, mind and soul/no side effects / slow and steady process / gives long lasting results
- appropriate and relevant conclusion
- 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) (i) – the boy with twisted bones / the one with deformity / a boy sitting in the slum classroom / the stunted boy / the boy who inherited his father's gnarled disease 1 mark
- inherited twisted bones / deformity / gnarled disease 1 mark
- (ii) – his lesson / father's gnarled disease 1 mark
- (iii) – one unnoted / sweet and young / dreamer / one who dreams about a squirrel's game 1 mark

OR

- (i) – to take stock of our mindless activities / to be able to count to twelve / to do self-analysis / for mental relaxation / to ensure peace / to introspect / to save mankind from imminent doom 2 marks
- (ii) – keep quiet / not speak / not to move our arms so much / stop all activities / to do nothing - no speech, no activity 1 mark
- (iii) – no movement / no activity / not to harm others / no wars / no violence 1 mark

(b) Short answer type questions (Poetry) : any three

Distribution of marks:

Content: 1 mark

Expression 1 mark

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

Value points:

- (i) – trees appear to be running when seen from the moving car / symbolic of life / youth / energy / vigour / continuity of life 2 marks
- (ii) – its loveliness increases / is perennial / is constant / sustains human spirit in all ages & stages / never passes into nothingness / moves away the pall from our dark spirits / makes life worth living 2 marks
- (iii) – their mind set on their destination / are insensitive and indifferent / the road side stand does not matter to them / does not have anything of value for them 2 marks

- (iv) – wanted to project her wishes on the panel / to express her hidden desire / wanted to forget her meek, miserable life / wanted to be like the tigers - fearless, proud, unafraid, chivalrous / to escape from the harsh realities of her life 2 marks

8 Short answer type questions (Prose)

Distribution of marks:

Content: 1 mark

Expression

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

Value points:

(a) – announcement that French would not be taught anymore / German would be taught by a new master 2 marks

- was their last French lesson
- no bustle and commotion (quiet as a Sunday morning)
- M. Hamel - patient, calm but inwardly emotional
- students in their seats, sitting quietly
- the teacher M. Hamel in special dress
- sad villagers sitting on last benches like other students
- School seemed strange and solemn on that day
- The teacher explained everything very patiently

(any two)

(b) – His fear of water ruined his fishing trips 2 marks

- deprived him of the joy of canoeing, boating and swimming

(anyone)

(c) – allowed them to stay on the grounds 2 marks

- Rajendra Prasad was out of town
- The servants knew Shukla

- They thought Gandhi was another peasant
 - Gandhi not permitted to draw water from the well as servants not sure about his caste
 - (any two)
 - went to British Council Library to get details of the short story contest 2 marks organised by a British periodical
 - read editor's name and found it was the poet who had visited the studios
 - (any one)
 - liked the novel but did not expect to sell more than 3,000 copies 2 marks
 - novel dealt with mystery, medieval history, metaphysics and theology
 - assumed that it was a difficult reading experience
 - did not expect a good response in America as few people have seen a cathedral and have studied Latin .
 - (any two)

Q 9 & 10 [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.]

9 Distribution of marks:

Content:

5 mark

Expression

5 mark

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

Value points:

Ironmaster

- impulsive, doubting, poor judge of character, loving father
 - invites Peddler to his house, realises that he is no acquaintance, threatens to hand him over to the Sheriff, asks him to leave his house as fast as he can

- owner of Ramsjo Iron Mill / devoted to his work / greatest ambition is to ship out good iron to the market
 - watches the work in his mill, both night and day / makes nightly rounds of inspection
 - gives in to the request of his daughter to allow the peddler to be with them on the Christmas Eve (any two)

Daughter

- loving, caring, kind, thoughtful, generous, magnanimous, observant, insightful, true Christian spirit
 - observant - notices that the peddler is afraid, concludes that either he has stolen something or he has escaped from jail
 - better powers of persuasion - convinces the peddler to accompany her to the Manor house on the promise that he can leave as freely as he comes
 - even after knowing the truth, argues with her father to be kind and generous and to allow the peddler to stay with them
 - succeeds in transforming the peddler

OR

Sophie and Jansie are classmates and friends

Sophie

- daydreamer / escapist / hero worshipper
 - wants to have a boutique / to be an actress / a designer / or do something sophisticated
 - shares her dreams only with her brother, considers Jansie as nosy (gossip monger)
 - adores Danny Casey - football player and fantasizes meeting him
 - any other point

(any two)

Jansie

- realistic and practical / worldly wise
- knows that they are poor and earmarked for biscuit factory
- warns Sophie against unrealistic and unachievable dreams
- takes interest in knowing about new things / different in thinking and temperament
- has no unrealistic dreams
- any other point

(any two)

10 Distribution of marks:

Content 4 marks

Expression

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

Value points:

- the Tiger King annoyed a high ranking British officer by refusing to allow him to kill tigers in his province
- did not even allow him to get himself photographed with the tiger killed by the king
- prevented a British officer from fulfilling his desire - so stood in danger of losing his kingdom

(anyone)

- averted the danger by sending a gift of fifty diamond rings (to choose one or two from) to the British officer's wife.

OR

- microscopic, single celled plants (grass) of the sea (1 mark)
- important to our ecosystem
- nourish and sustain the entire food chain of the Southern Ocean

- they use sun's energy to absorb carbon and synthesize organic compounds by photosynthesis
- they will be affected with ozone depletion
- the lives of all the marine animals and birds and global carbon cycle will be affected
- they carry a metaphor for existence - take care of small things and the big things will fall into place

(any two) (3 marks)

11 Distribution of marks:

Content: 1 mark

Expression 1 mark

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

Value Points:

- | | | |
|---|------------------------------|---------|
| (a) – Yes | $(\frac{1}{2} \text{ mark})$ | 2 marks |
| <ul style="list-style-type: none"> – had heard about stories of suffering of prisoners of war/ tortured body of the American POW confirmed her fears / remembered General Takima who beat his wife cruelly at home/ wondered if he could be so cruel to his wife, he would be more cruel to an enemy soldier (1$\frac{1}{2}$ marks) | | |
| (b) – removed his foul smell with the magic spell / gave him the beautiful smell of roses / helped him in having many friends | 2 marks | |
| (c) – gets a ladder and a stick and pulls down the crab apples / makes jelly / enjoys the humming of bees in his garden / sits in the sun / reads books / makes toffee with honey | 2 marks | |
| (any two) | | |
| (d) – Detective Superintendent | $(\frac{1}{2} \text{ mark})$ | 2 marks |
| <ul style="list-style-type: none"> – asked him to take McLeery with him and follow Evans on McLerry's direction (1$\frac{1}{2}$ 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) – body reaction to any demand or changes in its internal and external environment 1 mark
- changes in external environment such as temperature, pollutants, humidity and working conditions 1 mark
- imbalance between demands and resources
- unrealistic ambitions
- (any 2)
- (ii) – muscle tension in various parts of the body / palpitation / high blood pressure / indigestion / hyper-acidity / lethargic / disinterested / not easily motivated / mentally undecided / confused / accident prone / trembling / shaking / nervous blinking / dryness of throat and mouth / difficulty in swallowing / chronic fatigue / lowers performance capacity / periodic mood shifts / self destructive behaviour such as eating and drinking too much, smoking excessively, relying on tranquilisers 2 marks
- (any two)
- (iii) – heart disease / depression / ulcers / hypertension / sleeplessness / high BP/indigestion/hyper-acidity/chronic fatigue/loss of memory 2 marks
- (any two)
- (iv) – diet / massage / food supplements / herbal medicines / hobbies / relaxation techniques / dance movements 1 mark
- (any two)

(v) –	reacts in different ways, common ones are flight, fight and flee depending on the nature of stress and capabilities of the person / a professional behaves as if he is a perfectionist / stress has a different meaning depending on the stage of life / self destructive behaviour such as eating and drinking too much, smoking excessively, relying on tranquilisers	2 marks
	(any two)	
(b) (i)	collapse	1 mark
(ii)	reprimand	1 mark
(iii)	lethargic	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)**
- **Content must be divided into headings 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

Title

1 mark

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

3 marks

Suggested Notes

Title: Good Communication Skills / Good Listening / Listening Skills / Art of

Listening / Listening / Good Communication and Listening / any other relevant title

- 1 Research
 - 1.1 human mind processes 500 wpm
 - 1.2 speaker speaks 150 wpm
 - 1.3 difference between the 2
- 2 A Good Speaker / Good Communication / Listening
 - 2.1 must retain attention of audience
 - 2.2 stop not to let mind wander
 - 2.3 must be a good listener
- 3 Listening / Requirement of Listening / Listening Skills
 - 3.1 hearing with attention
 - 3.2 being observant
 - 3.3 making interpretations
 - 3.4 concentration
 - 3.5 participation
- 4 A Good Listener / Good Listening - an Art / Traits Of Good Listening
 - 4.1 gets much more from speaker
 - 4.2 knows how to prompt and persuade
 - 4.3 puts speaker at ease
 - 4.4 helps him articulate
 - 4.5 facilitates speaker to convey thoughts
- 5 Effective Listening / Barriers to Good Listening
 - 5.1 barriers - phy. / psychological
 - 5.2 physical-hindrance to hearing
 - 5.3 psychological-interpretations & evaluation

(b) **Summary**

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

Content 2 marks

Expression 1 mark

SECTION B: ADVANCED WRITING SKILLS

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

3 ADVERTISEMENT

Content 3 marks

Expression 2 marks

Suggested value points

(SITUATION VACANT / WANTED / REQUIRED)

- post - Accountant
- name of company (employer)
- qualifications
- age
- mode of application
- last date of receipt of application
- gender / salary (optional)
- who to apply to
- any other relevant details

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

OR

NOTICE

Format 1 mark

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

Content 2 marks

Expression 2 marks

Suggested value points

(LOSS OF WRIST WATCH)

- lost a Titan Watch
- when
- where
- description - colour, strap, dial, ladies / gents (anyone)
- request to return with reward if any
- contact
- any other relevant details

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

Suggested value points:

(MUSICAL NIGHTI any other suitable heading)

- what
- when
- where - venue
- target audience (students / parents)
- highlights - performers / special guests
- audience response
- any other relevant details

OR

Suggested value points

(FIREACCIDENT / any other suitable heading)

- what
- when
- where
- the scene (billowing smoke, panic, wailing of victims, arrival of fire engine)
- suspected cause (how)
- loss / damage (life / property)
- visit of officials
- enquiry ordered
- rescue and relief (first aid etc / compensation)
- response of neighbourhood
- any other relevant details

(NOTE: first / third person account may be accepted)

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

(LOSS OF SUITCASE)

Suggested Value Points

- details of train journey / compartment (coach no, seat no, date, time - optional)
- description of suitcase
- request for immediate action
- contact details
- any other relevant details

OR

(PERMISSION TO ATTEND SCHOOL LATE)

Suggested Value Points

- details of your ward (name / class / section)
- information about selection for National Swimming Championship
- reason - coaching by Sports Authority
- requesting permission for 2 hr late attendance for one month (specify time in the morning)
- 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

(NEED FOR INDIAN CLASSICAL DANCE BASED REALITY SHOWI any other suitable title)

Status of present reality shows

- mix of gymnastics and PT exercises

- do not represent Indian culture
- ape the west

(anyone)

Need for exclusive reality show to showcase Indian classical and folk dances.

- classical and folk dances represent India's cultural legacy
- can revive the national spirit since many old art forms are dying
- will reach a large target audience because of the viewership of reality shows

(anyone)

- any other relevant details

OR

SPEECH

Content 5 marks

Expression

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

Suggested Value Points

(LITTERING THE SCHOOL COMPOUND)

- addressing the audience
- stating the problem
- surroundings unclean, untidy and unhygienic

(anyone)

- importance and need to keep the premises clean
- students' responsibility
- use of dustbins
- ensure clean surroundings

(anyone)

- conclusion

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) (i) – of the roadside stand 1 mark

– no one stops there to buy their farm products 1 mark

(ii) – squeal of brakes / sound of a stopping car / wishing someone to stop, ask the price and buy their produce / to get some city money in hand 1 mark

(iii) – no 1 mark

– they wait all day in open prayer / cars stop for other reasons but not to buy 1 mark

OR

(i) – rootless weeds 1 mark

(ii) – physically and mentally exhausted / malnourished / burdened by poverty / because of the misfortunes of her life 1 mark

(iii) – paper seeming / hair tom round their pallor / rootless weed / rat's eyes (any two) 2 marks

- (b) Short answer type questions (Poetry) : any three

Distribution of marks:

Content:

1 mark

Expression

1 mark

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

Value points:

- | | | |
|---------|--|---------|
| (i) – | fear of separation / worried about her ageing mother / fear of losing her mother / anxiety | 2 marks |
| – | by smiling / saying 'see you soon amma' / a cheerful farewell | |
| (ii) – | time to introspect / to assess our own actions/ avoid destruction of mankind/reflect | 2 marks |
| – | | |
| (iii) – | the heroic and impressive deeds of the dead inspire us and leave a legacy / remind us of the power and courage of great people | 2 marks |
| – | | |
| (iv) – | tigers / bold / fearless / brave / can help the woman in trouble | 2 marks |

8 Short answer type questions (Prose)

Distribution of marks:

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

- | | | |
|-------|---|---------|
| (a) – | announced that it was the last French lesson / asked everybody to preserve their language since it is most beautiful and also key to their freedom / prison / wrote on the blackboard "Viva La France" / said - school is dismissed, you may go | 2 marks |
| (b) – | the ironmaster / Mr Willmansson | 2 marks |
| – | to inspect that the work was done well / to ensure the quality of the work / nightly rounds of inspection / routine inspection | |
| (c) – | to swim on his own and test if the old terror of water had left him | 2 marks |
| – | swam two miles across / swam all strokes / terror returned for a moment but he laughed at it / brushed aside the fear | |
| (d) – | no leader among them | 2 marks |
| – | scared of authorities | |
| – | scared of being hauled up and beaten by the police | |
| – | years of exploitation left them timid | |

- vicious circle of sahukars, middlemen, politicians, policemen, keepers of law, bureaucrats
 - (any two)
- (e) – Jansie was nosey / gossip monger 2 marks
- she feared Jansie might tell the whole neighbourhood
 - Sophie's fantasy would be exposed
 - Jansie could not keep any secret
 - (any two)

Q 9 & 10 [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.]

9 Distribution of marks:

Content: 5 marks

Expression 5 marks

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

Value points:

- studied the problems and got the facts
- visited the Secretary of the British landlords' association
- met the British Official Commissioner of Tirthut Division
- consulted the lawyers and chided them for collecting fee from the sharecroppers
- disobeyed the court order and listened to the voice of conscience
- inspired the peasants to overcome fear and be self reliant
- was prepared to go to prison for the sake of peasants

- agreed to 25% refund to make the poor farmers realize their rights
 - inspired the lawyers to go to jail with him
 - four protracted interviews with the Lieutenant Governor
 - ensured the triumph of civil disobedience
- (any four)

OR

Subbu was a trouble shooter

- he was no 2 at Gemini Studio
- an amazing actor / poet – tailor made for films
- creative and came up with solutions for a problem
- gave direction and definition to Gemini Studio in its golden years
- charitable, improvident and welcoming in nature, hospitable
- cheerful at all times
- wrote novels and stories

(any four)

10 Distribution of marks:

Content	4 marks
Expression	5 marks

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

Value points:

- injured McLeery was Evans himself
- Evans impersonated McLeery with all make-up
- didn't take an ambulance to avoid being taken to hospital
- found a German question paper to convince the Governor of Evans' plans
- managed to leave the premises with the Detective Superintendent, Carter

(any two)

OR

- obedient son / humane / kind / compassionate / patriotic / a caring husband /
a good human being / rose above national prejudice (any two)
- duty conscious / professional / skilful (anyone)

11 Distribution of marks:

Content: 1 mark

Expression 1 mark

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

Value Points:

- (a) – Sam had bought 800 dollars worth of old style currency 2 marks
- (b) – to prove the astrologer's prediction wrong - about him being killed by
the hundredth tiger / to save himself from being killed 2 marks
- (c) – wants the wizard to hit the mommy back / wants the story to end on a
happy note / wished that Roger Skunk continues with the smell of roses 2 marks
- (d) – that he leaves the gates always open / welcomes strangers / the way
Derry was treated / received by Lamb / he spoke things that others
never did / lives in a huge house and a garden without curtains 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) It was the year 2003. As a part of my efforts to understand schools and children of all ages, I happened to visit a Bangalore school that had a pre-school section. I followed the standard strategy of being a "fly on the wall," observing, absorbing, and when the situation was conducive, asking questions to students, teachers and administrators there.
 - (2) The four-year-old in the junior kindergarten class was smart and highly communicative. She was very forthcoming with her responses. I asked her what she liked and what she did not like in general. She loved her school, her teacher, her mother, and her grandmother. She did not like it when her elder brother fought with her. She also did not like it when her grandmother told her bed-time stories!
 - (3) This was rather strange, since I had believed that most children liked stories told by the elders in the family. So I was wondering why she did not like her grandmother telling her bed-time stories. After some patient interaction, the little girl told us: "When she tells me the stories, I go to sleep. But she wakes me up and asks me - the moral of the story!" I was stunned by her unexpected explanation. What struck me personally was the girl's ability to explain her discomfort. I also began to think about several misconceptions that elders have about issues related to the next generations.

- (4) Such as that we believe the stories are told in order that children would understand the moral of the story. Or that they go to the school to learn. Or that employees go to office to work.
- (5) Is it correct to assume that children go to school only to learn? They could be going there because that is what is expected of them by their parents. Or because they like to be with their friends in school. Or for the one teacher who tells them nice stories. Or they like the playground and the sports facilities.
- (6) The children are not even at a stage to understand the "moral" of the story. They may understand it cumulatively through several stories - which would be sunk in several layers of their understanding, only to emerge later. Or their moral of the story would be different than what we understand it to be. What about the pure enjoyment of the story by itself? What about several other uses of the story - such as understanding the language, relating to the characters, imagining the ethos, the feelings, and so on ?
- (7) As in many spheres of life, one of the biggest challenges in the educational system is that we have a first generation of leaders and educators that decide the education policy, the second generation of teachers that are responsible for facilitating education for the children who belong to a third generation.
- (8) Understanding third-generation children is a complex process and needs special efforts on the part of all concerned, including parents.
- (9) The third-generation children are fearless, articulate, independent, rational (capable of a high degree of analysis on "what is right and wrong" for them), impatient, non-hierarchical, and have wider methods of accessing knowledge. This requires a radically different organization of schools and classrooms, including in terms of the seating arrangements, the teaching-learning process, methods and material, and the quality of interaction with the children. Parents and teachers must jointly understand that comparing situations with their own childhood and therefore expecting certain types of responses from the children, will not work.
- (10) Children and their future must be at the heart of any decisions about curriculum, classroom practices, examination system and school management system.
- (a) On the basis of your understanding of the passage, answer the following in your own words:

- | |
|---|
| <p>(i) Why did the little girl in the kindergarten not like the stories told by her grandmother? 2</p> <p>(ii) What is the writer's opinion about children being told stories with morals? 2</p> <p>(iii) What according to the writer is the problem with the education system today? 2</p> <p>(iv) According to the writer what should be the focus of modern day school system? 2</p> |
| <p>(b) Pick out words/phrases from the passage which are similar in meaning to the following: 4</p> <ul style="list-style-type: none"> (i) watching without being noticed or observed (para-1) (ii) willing to co-operate (para-2) (iii) a mistaken belief or a misunderstanding (para-3) (iv) a distinctive character, belief and culture of people (para-6) |

2. Read the given passage carefully and answer the question that follow: **8 marks**

When was the last time you laughed really hard - a hearty, side splitting belly laugh that suddenly grabbed you and sent you reeling out of control?

Modern science is beginning to confirm that this kind of laughter is not only enjoyable but also health promoting. Laughter is an invigorating tonic that heightens and brightens the mood, gently releasing us from tensions and social constraints.

If you hate to do a regular workout, laughter may be the exercise programme you've been looking for! Laughter is called "inner jogging". A robust laugh gives the muscles of your face, shoulders, diaphragm and abdomen a good workout. Heart rate and blood pressure temporarily rise, breathing becomes faster and deeper and oxygen surges through your bloodstream. Sometimes your muscles go limp and your blood pressure temporarily may fall, leaving you in a mellow euphoria. A good laugh can burn up as many calories per hour as brisk walking.

Sadly, our culture seems to inhibit humour. We learn to associate growing up with "getting serious" and being serious is somehow associated with being solemn and humourless. Sometimes we repress our good humour, because we are afraid that others will think we are frivolous or foolish.

But you need to repair your sense of humour. Expose yourself to humour and seek out things that make you laugh. Having a good sense of humour doesn't mean you have to have a store of jokes or tell them perfectly. Do not worry about how well you are telling it.

Focus on yourself rather than others. If you can allow yourself the inevitable mistakes then you can laugh at yourself. Those who can laugh at themselves have a much stronger sense of self worth than those who can't. A stressful situation can sometimes be transformed into a bit of fun if you can see the humour in it. Make sure that people around you are fun to be with. Certain people make you feel relaxed and happy. Spend more time with people who boost your mood. Research has shown that just changing your facial muscles can set off different physiological changes. It can also trigger different thoughts that affect moods of sadness, happiness and anger. And if you can't smile, fake it.

Not all humour is positive and healthy. Watch out for scorn, sarcasm, ridicule and contempt and inappropriate humour. And don't joke about people's names. They have to live with them. It is important to be sensitive.

Humour can be a powerful medicine and laughter can be contagious. And the only side effect is pleasure.

- (a) Make notes on the passage given above in any format using recognizable abbreviations. Give a suitable title to the passage. **5 marks**

- (b) Write a summary based on the notes you have made in about 80 words. **3 marks**

SECTION-B (Writing)

25 Marks

3. Ratna's 3 month old pet Alsatian, Caesar has been missing for 2 days from her house in 76, Sainik Farms, Dehradun. Draft an advertisement in 50-80 words to be put in the classified columns of a newspaper giving all relevant details. **5 marks**

OR

Fatima is a student of St. Thomas School, Ghaziabad. Her school has recently added a gymnasium with the latest equipments. She is asked by her teacher to write a factual description of the gymnasium for the school prospectus. Write the description in 50-80 words.

4. Mrs Sen is the Warden of the school hostel of St. Marks School Ludhiana, Punjab. The linen, towels, blankets, mattresses and pillows need to be replaced as most of these items are worn out or torn. Write a letter to Sleepwell Stores, 34, M.G. Road Ludhiana ordering the above mentioned items and requesting them to send the items at the earliest before the school reopens after the summer vacation. (80-100 words)

10 marks

OR

You are Rini / Rishi Singh and want to change your job. You saw the following advertisement in the classified columns of Times Today and decide to apply for the job. Write an application and send it along with your biodata to the Director, HR. Media Communications, Block B 4, Ring Road, Noida.

Media Communications

A creative, innovative ad agency, having a strong presence in media and communications, urgently requires- ***Marketing Executive***,

- Minimum Qualifications–BA/BSc/BCom
- Communication skills-English & Hindi
- Computer literate.
- Apply within 7 days to-Media Communications;
Block B4, Ring Road, NOIDA

5. Jagpreet/Jassi attended a seminar on the occasion of the International Day on Drug Abuse and Illicit Trafficking and was appalled to hear about this increasing menace and its detrimental effect on society. He/she jotted down some points which he/she decides to use while talking about drug abuse in the school assembly. Using these inputs write a speech in about 200 words that he/she could deliver during the school assembly.

10 marks

- *90 million drug users in the world -1 million heroin addicts in India officially, 5 million unofficially.*
- *affected group - earlier high income group; today all sections of society*
- *increase in crimes - eve teasing, violent clashes at home; thefts etc;*
- *damage to moral, physical, psychological, intellectual growth-loss of human potential.*

OR

You are Irfan/Shehnaz studying in Class XII. You came across the following piece in the Education Times and decide to write an article for your school magazine expressing your views on the subject. Write the article in about 200 words.

Beating the Pressure

Coping with stress is not so easy, especially when you are a student. Today's youngsters are a stressed lot. Be it studies, peer pressure, parental demands or societal expectations-they are pressurized from all sides. But youngsters must learn to manage their stress. Plan, learn from examples, communicate and manage your stress-----

SECTION-C (Grammar)

20 Marks

6. Re-arrange the following sentences sequentially to make complete sense: **5 marks**
- (a) Finally action will be taken against offenders.
 - (b) The Ghaziabad Police have launched a helpline for women with cellular operations.
 - (c) The phones will be attended to by female Sub Inspectors selected for their sensitivity.
 - (d) This helpline was first launched by the Meerut Police Zone Inspector General.
 - (e) A reward of Rs. 1000 will be offered to anyone for information that will curb eve teasing.
7. You are Rohit/Rama, a member of the Social Service Wing of the school. You have been asked to have a talk with a Traffic Constable about his life and experiences. One exchange has been done for you as an example. Write 5 more exchanges that took place between you two. Use the input given below to construct the dialogue. **5 marks**

Reasons for joining the service, hours of duty, traffic-rule offenders, handling road rage, family life.

Rohit/Rama : Sir, I see you at this traffic crossing every day. I would really like to know something about your life.

Traffic Constable: Sure. What would you like to know?

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

A herd of over 20 elephants stray dangerously close to a populated area. The word 'stray' is underlined.

- (1) to the railway track and the highways near a forest

(2) area in West Bengal upon Sunday morning. The area

(3) between two forests was a elephant corridor and the

(4) herd is trapped between the track and the national

(5) highway. The elephant remained stranded there for

(6) the day but were driven back to the forest on the

(7) evening. Forest Department official immediately

(8) alerted the Railway authorities of the herd and

(9) trains passing in the stretch were asked to slow

(10) down. The officials also asks for help from the district

Police as large crowds gathered to watch the elephants.

9. Lifeline Hospital has recently opened a branch in Gurgaon. You are Robin/Rebecca who has joined the Customer Care Cell of the hospital. You have been asked to construct a set of 10 questions to be used in a feedback form for people using the hospital. Using the given input make the questionnaire. **5 marks**

Location, number of wards, cleanliness, specialty wards, nursing care, doctors, cost of treatment, concessions for the economically challenged, cafeteria/canteen, facilities for organ transplant

SECTION-D (Literature)

35 Marks

10. Choose anyone of the extracts given below and answer the questions that follow: **7 marks**

These boys with old, scared faces, learning to walk

They'll soon forget their haunted night

- (a) Who are the 'boys' referred to in these lines? 1

(b) Why do they have scared faces? 1

- | | | |
|-----|--|---|
| (c) | What is paradoxical about the second line? | 2 |
| (d) | Why do the 'boys' have haunted nights? | 2 |
| (e) | Why do they have to learn to walk again? | 1 |

OR

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

- | | | |
|-----|---|---|
| (a) | Name the poem and the poet. | 1 |
| (b) | Who is the person referred to as 'her' ? | 1 |
| (c) | Pick out the literary device used in the first line and explain it. | 2 |
| (d) | How has the person been crippled ? | 2 |
| (e) | What are the other changes that have happened to her? | 1 |

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

- | | |
|-----|---|
| (a) | Why do the bees get fooled during the autumn season? Describe their condition during this season. |
| (b) | Pick out any two examples used in the poem, 'Curtain' to emphasize the theme of separation. |
| (c) | How does the narrator convey the trauma experienced by the soldiers in the poem, 'Survivors' ? |

12. Answer the following in 80-100 words: **5 marks**

Where had Sergeant Morris found the monkey's paw? How many people had used it before the Whites? Why was Morris reluctant to hand over the paw to the Whites?

OR

Who was Queen Mother? What was strange about her relationship with Alexander?

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

- | | |
|-----|---|
| (a) | Do you think Roux from the lesson, 'Judgement of Paris' was benefitted from his meeting with the comedians in the cafe? Give reasons for your answer. |
|-----|---|

- (b) Despite her house being requisitioned by the Government, Mrs. Malik was not too upset. Give reasons.
- (c) What were the reasons that made Asoka such a popular king with his subjects?

14. Answer the following in 100-125 words:

7 marks

Compare and contrast the two old men- the beggar from the story, 'What's Your Dream' ? and Iona Potapov from the story, 'Grief' .

OR

A newspaper critic present at Lisa's performance after Doronin's death is taken in by the sheer brilliance of her performance. He writes a short report describing the events that have led to the transformation of Lisa from a small time actress to a 'real' one. Write the report.

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

(20 Marks)

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

12 marks

- 1 Life begins at 40. Mine certainly did. Our son wanted to study at a good university abroad. In the early 1950s, if you had a dream, it remained unfulfilled unless you could afford it. Taking a loan was unthinkable. That was only for life and death matters. We advised our son to keep studying and graduate well from school.
- 2 For the first time in my life I thought of taking up a job. At 40 ? No degrees, no business experience. Not very promising. Besides, I would hate to be cooped up in an office from nine to five. What would I like to do ? I liked meeting people. That suggested travel, tourism, hotels. Although we had lived in Calcutta for years, I had never really seen the city. For the next four Sundays, my husband drove me to all the places in the Guide Book. My inspection tours showed there was good scope for an entrepreneur in city tourism. Why not become a tourist guide? I was sure I could do a much better job. Then the 'buts' set in. What will people say? Why is Silloo roaming around in taxis with strange men? Are the Mehta's so hard up ? Could I take it ?
- 3 It wouldn't require much capital. The only investment was myself. The more knowledge I acquired about the country, the better I would be at my job. I

definitely liked the idea because it gave me freedom to be myself. One morning, dressed elegantly, I went to a major travel agent's office. Assuming me to be a customer, I was shown to the Manager's desk. I told him what I had discovered and suggested he engage me as a guide for his tourists. Mr. Roper was astonished but receptive. He said, "Mrs. Mehta, you are the answer to our prayers. Many a time we have to pull out the office staff because we have no one to accompany our VIP tourists." Thus began Mrs. Mehta's Guide Service.

- 4 Next day I called some of my friends to coffee. I selected four ladies. All were educated, intelligent and comfortable in any society. They were bored with their lives and as I expected, ready to try something new. I warned them that they would earn peanuts but learn a great deal. I prepared a slim guide book about India. My guides should know something about India's history, geography, governance, economy, population, religions, etc ...
- 5 We spend a large part of the time driving around and talking to the tourists. By the end of the tour we have usually established a good rapport. When I read some of the letters tourists have written to me, I feel a glow in my heart even now. I don't remember their faces but they must have been nice people to take time from their busy lives to say 'thank you' to a guide so far away. Here are some of the nicest letters. "You are the best guide I've ever had in all my lengthy travels." "You contributed more to my understanding of India than several dozens of other people." "The very delicious tea in your home and the stimulating conversation is one of the highlights of our trip." What more can one want?
- 6 Slowly, the business grew. Suddenly, everyone wanted to be one of Mrs. Mehta's guides. Those who had taken a dim view of my career choice began calling me up !
- 7 In the meantime, my son got a scholarship to the university.
 - (a) On the basis of your understanding of the passage, answer the following in your own words:
 - (i) Why was the narrator unable to fulfill her son's dream of studying abroad? 2
 - (ii) What are the factors that dissuaded the narrator from taking up a job as a tourist guide? 2

- | | |
|---|---------|
| <p>(iii) What did the narrator require to start her new business? 2</p> <p>(iv) Was the narrator a successful businesswoman? Give reasons for your answer. 2</p> <p>(b) Pick out words/phrases from the passage which are similar in meaning to the following: 4</p> <ul style="list-style-type: none"> (i) someone who starts a business (para 2) (ii) willing to listen or consider suggestions (para 3) (iii) understanding and respecting one another (para 5) (iv) making one feel active/inspiring (para 5) | |
| 2. Read the given passage carefully and answer the questions that follow: | 8 marks |

The key finding in a recent study that even top schools in major cities in India suffer from the entrenched tendency to impart rote learning may have some shock value to those who believe that private educational institutions place greater emphasis on quality and holistic education. However, for those closely observing the school education scenario, it is a re-affirmation of a bitter truth: schools in our country are, by and large, quite far from seeing education as a process of learning with understanding, acquiring knowledge through self-discovery and conceptualisation; rather, education remains a mere transmission of information in a rigid classroom atmosphere, where the emphasis is on memorisation and the objective is to rush through a pre-determined syllabus and prepare children for examinations. While on the scholastic side the WIPRO-Educational Initiatives 'Quality Education Study', which covered 89 schools, shows fall in learning standards among students in classes 4, 6 and 8 over the last five years, it also flags a disturbing deficit of social sensitivity on the part of a sizable section of students. Responses to some questions relating to the education of girls and attitudes towards immigrants, the disabled, and HIV-positive patients, indicated biases that could, over time, grow into prejudices. Exploring the mind of the young at a formative stage in this way, which some might consider methodologically challengeable, is a particularly valuable part of this study. It will be a serious mistake to ignore the broad trend that indicates misconceptions of early years being carried on to a higher age and the possibility of these children imbibing biases they see in their family atomsphere or social milieu.

Over the years, there have been some serious efforts to put in place a national curriculum framework. For instance, the Yash Pal Committee's progressive report

of 1993, *Learning without Burden*, demonstrated how the curriculum load was a burden on the child and highlighted the defects of the examination system. The National Curriculum Framework 2005 was a game attempt to provide a vision of education as a pursuit of both quality and equity. Yet, despite increasing awareness that learning is not mere information accumulation and that teaching ought to be recast into a facilitation of children's discovery of their own potential and understanding, the emphasis in practice continues to be on textbooks and exams. Conceptual understanding is not encouraged anywhere near enough, and sport, art, debate, and cultural activity are kept at the distant periphery. It is time not merely for fostering greater awareness about the need for holistic education but also to chalk out more imaginative pedagogic means to make education an inclusive and quality-centric epistemic process.

- (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. Cardio-vascular diseases cause 29% deaths every year making it the world's no. 1 killer. A few lifestyle changes can bring down the number. On the occasion of 'World Heart Day', Puneet has decided to design a poster to create an awareness in his school about the dangers of modern lifestyle and its effect on the human heart. Draft the poster in 50 to 80 words. 5 marks

OR

The recent earthquake in Sikkim has left thousands affected. Goonj, an NGO, has decided to help the victims by collecting woollens and foodgrains to help them survive the coming winter season. Poonam Singla, the Social Service Wing Co-ordinator of Harsha Public School, has been asked to draft a notice for her school notice board asking students to contribute generously. Draft the notice in 50 to 80 words.

4. Radha read the following news item and decided to write a letter to the editor of a national daily, highlighting the problem of repeated terrorist attacks and what she feels should be done to combat this menace. Write the letter in 125 - 150 words. 10 marks

Delhi Blast: Yet another wake-up call?

Delhi Speaks:

- Blaming each other no use - all agencies sit together; take stock of situation
- Attitude of common man one of indifference; as long as families safe - it's business as usual
- terrorism complex phenomena; only talking about war on terror won't work; one has to execute and deliver.

OR

Jose/Josephine has recently bought a laptop from Jumbo Electronics, 2/4 Main Street, Bengaluru. However it has begun to malfunction within a week of buying it. Write a letter in 125 - 150 words to the manager of the shop listing out the problems you are facing, asking him to rectify them.

5. You are Rana/Rajni studying in Class XII. You came across the following piece in a magazine and decided to write an article for your school magazine expressing your views on the subject. Write the article in about 200 words.

10 marks

Beating the Pressure

Coping with stress is not so easy, especially when you are a student. Today's youngsters are a stressed lot. Be it studies, peer pressure, parental demands or societal expectations – they are pressurized from all sides. But youngsters must learn to cope. Plan, learn from examples, communicate and manage their stress...

OR

The following statistics ring a warning bell about the alarming rise in pollution in the metropolitan cities of India. Taking help from the given data, Raghu/Rati writes a speech to be delivered on World Environment Day in the morning assembly of his/her school on the need to be more aware of the dangers we are causing to our environment and suggesting solutions for the same. Write the speech in about 200 words.

Huge price to pay for so called progress !!!

- *67% air pollution due to vehicular pollution 25% industries / thermal power plants*

- *Air pollution kills one every hour*
- *7500 premature deaths due to air pollution*
- *1 out of 10 -15 people likely to get lung cancer*
- *1 out of every 10 school kids suffers from asthma*

SECTION C - GRAMMAR

20 Marks

6. Re-arrange the following sentences sequentially to make complete sense: 5 marks

- This decay results in sharp pain experienced on consumption of cold and hot foods.
- Pain can also occur due to several reasons, like receding gums, incorrect brushing techniques, etc.
- The pain arises when the innermost layer of our tooth is exposed.
- Moreover, surveys conducted have shown that 40% of the country's population suffers from tooth decay.
- People often do not take tooth decay seriously or are unaware about the possible consequences.

7. Yash / Yana attended a mountaineering camp during the summer break. Later she was interviewed by a reporter of the journal "TREKKER" on her experiences at the camp. Write 5 more exchanges that took place between them. Use the input given below to construct the dialogue. One has been done as an example. 5 marks

Desire to trek; Group of young people accompanying; facilities; challenges; feelings after the adventure.

Reporter : How long did it take you to climb the peak?

Yash/Yana : It took us a fortnight.

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

Skipping breakfast, especially amidst primary and eg amidst - among

- secondary school children, affect mental performance
- in a classroom, thus lending weight to the old adage that

- (iii) a healthy breakfast gets you off to a good start for the day.
 - (iv) New research shows that eating breakfast benefits the memory.
 - (v) It provides essential nutrient and energy. Children who skip breakfast
 - (vi) does not make up for nutrient and energy deficits later in the day
 - (vii) and tend to perform poorly in tests of cognition than those
 - (viii) who had their breakfasts. Study conducted by some doctor's
 - (ix) in U.K. found that a high blood glucose level after having
 - (x) breakfast is one of the key reasons for improvement in performance.
9. Fitness First, a wellness centre, has opened in your locality. Ravi / Radhika is doing a summer job there during his/her vacations. He/She has been asked to construct a set of 10 questions that they are to use as a feedback form for customers. Use the input given below to make the questionnaire. The first question has been done as an example.

5 marks

Location, capacity, decor, cleanliness and hygiene, variety of equipment, quality of trainers, adequate number of trainers, service, time spent with customers.

Have you visited the wellness centre before?

SECTION D - LITERATURE

35 Marks

10. Choose anyone of the following extracts and answer the questions that follow:

7 marks

And a pain still throbs in the old, old scars

And they pulse again with a keener sting –

I know why he beats his wing!

- (a) Name the poem and the poet. 1
- (b) Why has the word 'old' been repeated twice in the first line? 2
- (c) Why is the bird bruised and full of scars? 2
- (d) How does the bird try to cope with its pain? 2

OR

A poem should be equal to

Not true

For all the history of grief

An empty doorway and a maple leaf

For love

The leaning grasses and two lights above the sea

A poem should not mean but be

(a) Name the poem and the poet. 1

(b) What are the symbols used in the above lines? What do they convey? 2

(c) Explain the line - 'A poem should not mean but be' ? 2

(d) According to the poet, what is the purpose of using symbols in a poem? 2

11. Answer any two of the following in about 50 words each: 2×4=8

(a) Why does the narrator of the poem, 'Ode to Autumn' describe autumn as a season of 'mists and mellow fruitfulness' ?

(b) What does the narrator of the poem, 'Curtain' wish to convey by referring to Hamlet?

(c) Describe the feelings of the son depicted in the poem, 'Of Mothers, Among Other Things'. What does he wish to express by saying 'my tongue licks bark'?

12. Answer anyone of the following in 80-100 words: 5

What are the elements used by the writer of the play, 'The Monkey's Paw' to create a feeling of horror?

OR

Who was Perdiccas ? Why was he missing from the camp when Alexander decided to move towards India ? Was he a part of the army when they moved camp and started on their journey to India? Give reasons for your answer.

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

2×4=8

(a) How is a child's world different from that of an adult's as discussed in the essay, 'Hum of Insects' ?

- (b) Why did Iona have to unburden himself to his horse? What does this tell you about the people around him?
- (c) Give examples from the story, 'The Actress' that reveal Lisa to be a sensitive person.

14. Answer anyone of the following in 100 - 125 words:

7

"Room 10' × 8' highlights the deteriorating family values in society."

Explain this statement with reference to the story.

OR

Compare and contrast the characters of Robichon and Quinquart. Do you agree with the judgement of Paris? Give reasons for your answer.

Marking Scheme — Functional English

General Instructions :

1. The Marking Scheme carries only suggested value points for the answers. These are only guidelines and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the marks should 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 in 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 answers. 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.10 (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 are to be deducted for exceeding the word limit.
14. As per orders of the Honourable Supreme Court, the candidates would now be permitted to obtain photocopy of the Answer Book on request on payment of the prescribed fee. All Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.
15. All Examiners/Head Examiners are instructed that while evaluating the answer scripts, if the answer is found to be totally incorrect, the (x) should be marked on the incorrect answer and awarded '0' mark.
16. A full scale of marks - 0 to 100 is to be used. In case of an answer book deserving 95 marks and above, marks be awarded in consultation with the Head Examiner only.

QUESTION PAPER CODE 212/1
EXPECTED ANSWERS/VALUE POINTS

SECTION A:	(READING)	20 Marks
Q1 READING	LEARNING FROM FAILURE	TOTAL MARKS: 12

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 : As marked in the question paper

Note : No penalty for spelling and grammar errors.

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

Suggested Answers:

- a)
- i.. fell asleep 1
woken up from sleep, asked to tell the moral of the story 1
- ii. children not at a stage to understand morals / understanding stories takes time / child's understanding of morals varies from that of adults (any two) 1+1
- iii. 1st generation leaders and educators decision makers, 2nd generation teachers facilitators and 3rd generation learners; understanding 3rd generation learners a complex process/ today's learners have wider exposure 1+1
- iv. focus –
on children and their future when decisions are made on curriculum,
exams and school management system/
teaching process/
quality of interaction/
radically different organization of schools and classrooms in terms of seating arrangements/
the teaching learning process/ methods and materials
(any 2) 1+1

b. VOCABULARY**4 marks****Objective :** To deduce the meanings of unfamiliar lexical items.**Marking :** 1 mark each (4 marks)

- Answers :**
- (i) fly on the wall
 - (ii) forthcoming \communicative
 - (iii) misconception
 - (iv) ethos

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 : Laughter-The Best Medicine \ Inner Jogging

- I. Benefits
 - a. healthy & enjoyable
 - b. brightens mood
 - c. relaxes from tension & social constraints
- II. An exercise
 - a. considered inner jogging
 - b. workout for mus. of face/shoulder/etc;
 - c. O₂ surges thro. blood stream
 - d. burns calories

- III. Culture and humour
 - a. growing up means getting serious
 - b. being serious means being humourless
 - c. humour thus repressed
 - d. consider being humorous as foolish
- IV. Need to improve sense of humour
 - a. expose oneself to humour
 - b. learn to laugh at self
 - c. be with fun loving ppl
 - d. see humour in stressful situations
- V. Not all humour positive and healthy
 - a. scorn/sarcasm/ridicule inappropriate
 - b. joking about names is insensitive

Key to Abbreviations used:

&	-	and
02	-	oxygen
thro.	-	through
mus.	-	muscles
ppl.	-	people
/	-	or

- 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

Marking:	Content	2 marks
	Expression	1 mark
SECTION B	WRITING	TOTAL - 25 MARKS
	In Section B, where questions have been designed to test the writing skills of the students, expression (grammatical accuracy, appropriate vocabulary and style, spellings, organization and presentation of relevant matter in a coherent and logical way) is important.	
Q.3. OPTION-1	ADVERTISEMENT-LOST DOG	TOTAL – 5 MARKS
Objective:	To design a classified advertisement in an appropriate style	
Marking :	Format	1 mark
	Title - Lost and Found \ Missing	
	Content	2 marks
	Suggested Value Points	
	1. breed; gender; colour; age; size; identifying features;	
	– lost - when and where;	
	– contact person - name and address/ telephone number	
	– mention of reward (if any)	
	Expression	2 marks
Option-2	FACTUAL DESCRIPTION - GYMNASIUM	TOTAL – 5 MARKS
Objective :	To use a style appropriate to writing a factual description	
Marking :		5 marks
	Format (title)	½ mark
	Content	2½ marks
	Suggested value points:	
●	location	
●	Size	
●	description of equipments	

● people using it	
● benefits	
Expression	2 marks
● accuracy	1 mark
● fluency	1 mark
Q.4. Option -1	LETTER ORDERING GOODS
	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	
● placing order for linen/towels/etc	
● details - quantity /colour /size/brand etc	
● discount (if any)	
● mode of payment	
● any other relevant details	
Expression	4marks
● grammatical accuracy, appropriate words and spellings	2 marks
● coherence and relevance of ideas and style	2 marks

Note: Credit to be given even if all the points in the question are not mentioned due to the word limit constraint in the question.

Or

Option -2	APPLICATION FOR JOB WITH CV	TOTAL -10 MARKS
Objectives:	To use an appropriate style to write a formal letter. To plan, organize and present ideas coherently	
Marking:	Format 1. sender's address 2. date 3. address of the addressee 4. salutation 5. subject 6. complimentary close 7. sender's signature/name	2 marks
	Content	4 marks
	Suggested value points <ul style="list-style-type: none">reference to the newspaper advertisementapplication for Marketing Executivepersonal detailseducational qualificationsexperiencetwo references	
	Expression	4 marks
	<ul style="list-style-type: none">grammatical accuracy, appropriate words and spellingscoherence and relevance of ideas and style	2 marks 2 marks

Note: No marks to be deducted if CV is included in the letter of application

Q.5. Option -1	SPEECH – DRUG ADDICTION	TOTAL – 10 MARKS
	Objective: To write in a style appropriate to the given situation	
	To plan, organize and present ideas coherently	
Marking:	Format (to include greeting's and thanking the gathering)	1 mark
	Content	4 marks

Suggested Value Points

- refer to the given input
- reasons for increase in menace
- effect on individual and society
- measures to fight it at both social and personal levels

Any other relevant points

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

Option – 2

ARTICLE – STRESS

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	1 mark
(heading and writer's name)		

Content	4 marks
---------	---------

Suggested value points

- reasons for stress
- effects of stress
- how to deal with it

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

Marking: 1 mark for every correct answer

Answer **(b, d, c, e, a) or (b, d, c, a, e)**

- b. The Ghaziabad Police have launched a helpline for women with cellular operations.
- d. This help-line was first launched by the Meerut Police Zone Inspector General.
- c. The phones will be attended to by female Sub Inspectors selected for their sensitivity.
- e. A reward of Rs.1 000 will be offered to anyone for information that will curb eve teasing
- a. Finally action will be taken against offenders.

Or

- b. The Ghaziabad Police have launched a helpline for women with cellular operations.
- d. This help-line was first launched by the Meerut Police Zone Inspector General.
- c. The phones will be attended to by female Sub Inspectors selected for their sensitivity.
- d. Finally action will be taken against offenders.
- e. A reward of Rs.1000 will be offered to anyone for information that will curb eve teasing

Q7. DIALOGUE WRITING	TOTAL-5 MARKS
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Objectives: To extend the given input into a meaningful dialogue

Marking: 1 mark each for every correct exchange provided it is accurately and appropriately expressed. No marks should be awarded if there is

any inaccuracy. This includes inaccuracies in grammar, spelling or punctuation. 5 marks

Sample Answers

Rohit/Rama: Sir, why did you join the police force?

Policeman: It was my childhood dream to become a policeman.

Rohit/Rama: What are your duty hours?

Policeman: I am on duty for ten hours a day.

Rohit/Rama: How do you handle the traffic - rule offenders?

Policeman: The offenders are fined Rs.100.

Rohit/Rama: How do you deal with incidents of road rage?

Policeman: I deal with them very strictly.

Rohit/Rama: Sir, does your work affect your family life?

Policeman: Of course, it does, however, I have learnt to cope with it.

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.

Incorrect	Correct
1. highways	highway
2. upon	on
3. a	an
4. is	was
5. elephant	elephants
6. on	in

1.	highways	—	highway
2.	upon	—	on
3.	a	—	an
4.	is	—	was
5.	elephant	—	elephants
6.	on	—	in

- | | | | |
|-----|----------|---|-----------|
| 7. | official | — | officials |
| 8. | of | — | about |
| 9. | in | — | through |
| 10. | asks | — | asked |

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 feedback form in the given input. Any other suitable questions may be acceptable. Marks should be awarded even if the child answers in the questionnaire format.

Sample Answers:

1. Do you think the hospital is centrally located?
2. Are there adequate numbers of wards in the hospital?
3. Is the cleanliness of the hospital satisfactory?
4. Are the speciality wards well equipped?
5. Is the nursing care adequate?
6. Are the doctors a committed lot?
7. Is the cost of treatment reasonable?
8. Does the hospital give concession to the economically challenged people?
9. Does the hospital have a canteen?
10. Is the hospital equipped for organ transplants?

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) SURVIVORS

- a. soldiers who have survived the war/combatants/soldiers/survivors
(any 1) 1
- b. because of the physical/mental trauma faced at the warfront /horrors of war/tiredness/exhaustion/shock and strain/victims of neurasthesia
(any 2) 1
- c. – that the non-combatants feel that the combatants will forget their haunted nights and trauma and return to the war front
– but in reality they are like helpless children; suffering / pride shattered 2
- d. – reminded of the scenes of horror witnessed at the battle ground
– guilty at not being able to avenge the deaths of their comrades and their helplessness 2
- e. injuries on the battle field have crippled them /
trying to cope with life after war 1

OPTION (2) Of Mothers, Among Other Things

- a. Of Mothers, Among Other Things ½
- A.K. Ramanujan ½
- b. mother 1
- c. hands are a wet eagle's—metaphor 1
mother's hands compared to the eagle's two black crinkled feet (talons) 1
- d. finger caught in a garden trap 1
while trying to catch a mouse 1

- e. become thinner; emaciated; feather of a onetime wing; dark and roughened skin; bent body
 (any two) $\frac{1}{2} + \frac{1}{2}$

Q11. POETRY (Any two)

TOTAL 4×2=8 MARKS

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

Marking: Content: 3 marks

Expression: 1 mark

- a. They are fooled because there is an abundance of later flowers

They believe warm days will continue for ever

They are satiated with nectar / over brimming of clammy cells

- b. goodbye/

fingers loosen from warm interchange/

division piles emphasis like bullets/

the wave is broken/

no touch now/

distance out measures time engulfs identity/ quiet disaster/

two Hamlets/

white murder of one kiss/

shrunken senses

two worlds apart/

one dark air separate and strange

(any two)

- c. through the mention of the various sufferings experienced by the soldiers like- haunted nights, cowed subjection, their dreams drip with murder, learning to walk again, shattered pride, scared faces, eyes filled with hatred- broken and mad; stammering and disconnected talk; neurasthesia;

any other relevant answer

(any four)

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) THE MONKEY'S PAW**Suggested Answers:**

- He had got the paw from a fakir
- had been used by 2 people before the Whites
- because the first person who had used the paw had wished for death and Morris had also faced trouble; according to him paw brought bad luck-so reluctant to give it to anyone

OR**OPTION (2) AN ADVENTURE STORY****Suggested Answer :**

- Queen Mother, mother of Darius, King of Persia, Alexander's enemy, also his prisoner
- though a prisoner was respected and loved by Alexander-treated her like his mother- wanted her approval and blessings before leaving for India.
- kneels down and thanks Queen Mother profoundly for breaking her vow of silence
- calls her mother

Q13. FICTION (Any two)**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. was helped by Robichon who masqueraded as Roux and gave his first speech at Apperville Sous Bois; earned double the money; free publicity for subsequent lectures; got rid of tensions and stress associated with his first public appearance on stage / debut postponed.

- b. firstly acquired by government / no headache of private tenants/ rent directly and regularly credited to bank / also transferred from Delhi. (any 2)
- c. Asoka-father figure, practised whatever he preached; built roads, hospitals other facilities for the subjects; appointed Censors of Piety and Almoners; kept strict watch on officers; engaged in the spread of Law of Piety; worked towards the progress, welfare and happiness of people; ensuring justice for all especially the old, the homeless and those with large families; practising high moral standards personally (any 2)

Q14. LONG ANSWERS - FICTION

Total 7 marks

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

Marking: Content - 4 marks
Expression - 3 marks

Option -1 COMPARISON OF BEGGAR & IONA

Note: Marks should be awarded for the students' creativity

Suggested Value Points:

Similarity both old, lonely, poor, frail, wanted to pour out their heart

Dissimilarity Iona- depressed, introvert, difficulty in expressing himself, overwhelmed by circumstances, grief, had a family

beggar- extrovert, happy-go-lucky, garrulous, friendly, wise, at peace with himself, in rags, spoke English, had everything but lost it

Option-2 ACTRESS

Suggested Value Points

- brilliant performance of Lisa,
- brought dialogues to life
- experiences at warfront
- meeting Doronin-love of her life-subsequent death
- pain and suffering -matured her as an actress

Note: No marks to be deducted for format

QUESTION PAPER CODE 212
EXPECTED ANSWERS/VALUE POINTS

SECTION A **READING** **20 MARKS**

Q1. READING **TOTAL MARKS: 12**

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

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

Answers : (a)

- i. couldn't afford it 1 mark
taking loan unthinkable/loans meant only for serious issues 1 mark
 - ii. fear of what people would say 1 mark
assumed they were in a financial crisis/narrator moving around with unknown people (anyone) 1 mark
 - iii. investing herself/ knowledge of the country/less capital / identifying people who would like to act as guides and help her (any two) 2 marks
 - iv. yes 1 mark
evident from the letters of appreciation that she received/ many people wanted to join her company 1 mark

b. VOCABULARY

Objective : To deduce the meanings of unfamiliar lexical items.

Marking: 1 mark each (4 marks)

- Answers :**
- i. entrepreneur
 - ii. receptive
 - iii. rapport
 - iv. stimulating

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 3 marks
(minimum three sub headings)

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 : NEED FOR HOLISTIC EDUCATION

OR

Any other suitable title

- I. School edn scenario today.
 1. No emphasis on quality & holistic edn
 2. Edn - mere transformation of infn.
 - i. rushing through syllabus
 - ii. rigid classrooms
 - iii. emphasis on rote lrng.
 - iv. preparing for exams
 - v. practised even in top private schools
- II. Research results
 1. fall in lrng. standards
 2. lack of social sensitivity
 3. bias against immigrants, disabled, edn. of girls
 4. misconceptions in formative years dangerous
 - i. impacts attitudes in adult life.
- III. Some recommendations
 1. Yashpal Committee report 1993
 - i.. curriculum a burden
 - ii. defective exam system
 2. NCF 2005 - vision
 - i. edn - a pursuit of quality and equity
 3. need for holistic education
 - i. creating imaginative pedagogy
 - ii. make edn inclusive and quality centric
- IV. Ground reality
 1. continuing dependence on textbooks and exams

2. conceptual understanding not encouraged
 3. cultural activities secondary

Key:

1. edn. – education
 2. thru – through
 3. infn. – information
 4. &. – and
 5. lrng. – learning
 6. NCF – National Curriculam Framework

Note:

1. Any other suitable abbreviations made by the students may be accepted.
2. No penalty if a key to the abbreviations is not given.

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.

SECTION B (WRITING) TOTAL - 25 MARKS

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

Q.3. OPTION 1	POSTER - HEALTHY LIFESTYLE	TOTAL – 5 MARKS
Objective:	To write in an appropriate style of a poster (blurbs, bullets, different font size etc. maybe considered)	
Marking :	Content	3 marks

Suggested Value Points

- heading / caption
 - theme/ purpose
 - catchy slogans
 - dangers of modem lifestyle
 - effect on human heart
 - name of the issuing authority (optional)
 - 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

OPTION 2

NOTICE - DONATION

TOTAL – 5 MARKS

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

- state the purpose - to collect donations
 - time, date, venue for collection
 - any other relevant information

Expression 2 marks

- coherence and relevance of ideas, accuracy and style

Q.4. Option -1 LETTER TO THE EDITOR 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

- use points given in the input - terrorism complex phenomenon
- take responsibility for the problems
- not depend on government for solutions
- proactive citizens/ sensitive to others
- suggest measures to tackle the issue.

Expression 4 marks

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

Option -2 LETTER OF COMPLAINT 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

- reference to date of purchase
- details of defect
- problems caused
- mention of warranty/guarantee period
- asking for replacement/repair

Expression 4 marks

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

Q.5. Option -1 ARTICLE - BEATING THE PRESSURE 10 MARKS

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

To plan, organize and present ideas coherently.

To use given input and arrive at conclusions.

Marking: Format 1 mark

(heading and writer's name)

Content 4 marks

Suggested value points

- reasons for stress
- effect! result of stress
- dealing with stress/ solutions
- other relevant points

Expression 5 marks

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

Option – 2

SPEECH – POLLUTION

TOTAL – 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 the gathering)

Content 4 marks

Suggested Value Points

- refer to given data/input
- reasons for pollution
- measures to control pollution
- other relevant points

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

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

Marking: 1 mark for every correct answer

Answer

(v, i, iii, ii, iv) or (v, iv, i, iii, ii)

- v. People often do not take tooth decay seriously or are aware about the possible consequences.
- i. This decay results in sharp pain experienced on consumption of cold and hot foods.
- iii. The pain arises when the innermost layer of our tooth is exposed.
- ii. Pain can also occur due to several reasons, like receding gums, incorrect brushing techniques etc.
- iv. Moreover, surveys conducted have shown that 40% of the country's population suffers from tooth decay.,

Or

- v. People often do not take tooth decay seriously or are aware about the possible consequences.
- iv. Moreover, surveys conducted have shown that 40% of the country's population suffers from tooth decay.
- i. This decay results in sharp pain experienced on consumption of cold and hot foods.
- iii. The pain arises when the innermost layer of our tooth is exposed.
- ii. Pain can also occur due to several reasons, like receding gums, incorrect brushing techniques etc.

Q7. DIALOGUE WRITING

TOTAL-5 MARKS

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. Reporter: What motivated you to go on a trek?
Yash/Yana: I enjoy trekking.

- b. Reporter: How many people were there in your group?
Yash/Yana: We were ten in our group.
- c. Reporter: Were you satisfied with the facilities provided?
Yash/Yana: They were good.
- d. Reporter: Was the trek challenging?
Yash/Yana: Yes, that's what made it interesting.
- e. Reporter: How do you feel after the adventure?
Yash/Yana: I feel really great.

(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
i.	affect -	affects
ii.	a -	the
iii.	of -	off
iv.	show -	shows
v.	nutrient -	nutrients
vi.	does -	do
vii.	than -	over
viii.	had -	have
	study -	studies
	doctor's -	doctors
ix.	-	no error
x.	reason -	reasons

**Note: Line viii has 3 options as indicated above. Line ix has no error.
 $\frac{1}{2}$ mark to be awarded irrespective of whether a student has made the correction or not.**

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

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

Marking: ½ mark each for every accurate question framed

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

Suggested Answers:

1. Is the wellness centre centrally located?
2. How large is the centre?
3. Do you like the decor of the centre?
4. Are you satisfied with the cleanliness and hygiene of the centre?
5. Is the equipment adequate and well maintained?
6. Are you happy with the quality of the trainers?
7. Are there adequate number of trainers?
8. Are the trainers courteous and helpful?
9. Are you satisfied with the service?
10. Do the trainers spend adequate time with the customers?

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

In 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.

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

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

Marking: 7 marks

Answers:

OPTION (1)	SYMPATHY	
a) Sympathy		- ½ mark
Paul Laurence Dunbar		- ½ mark
b) -to emphasize the fact that the scars are not new - to emphasize that the pain is an old one		- 1 mark - 1 mark
c) because of its repeated attempts at freeing itself from the cage, has hurt itself with wings bleeding and bosom sore.		- 2 marks
d) sings a song a prayer to God asking for freedom		- 2 marks

OPTION (2)	ARS POETICA	
a) Ars Poetica		- ½ mark
Archibald Macleish		- ½ mark
b) empty doorway; maple leaf; leaning grass; two lights above the sea grief; love		- 1 mark - 1 mark
c) a poem should be open to individual interpretation/should have an emotional appeal rather than an intellectual one		- 2 marks
d) symbols are suggestive/allow scope for interpretation/they convey abstract emotions and feelings through symbols (any two points)		- 2 marks

Q11. POETRY (Any two)**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) • It is a season of mists and mellow sunlight
• just the right season for the fruits to ripen
• a season of abundance - flowers and fruits

- b)
 - The loneliness of the lovers / their soliloquies
 - their feeling of indecisiveness whether their decision to separate has been the right one
 - c)
 - He is upset at the changes he observes in his mother
 - Her frail and emaciated body makes him emotional - conveyed by the use of the phrase 'my tongue licks bark.'/his regret/sadness

Q12. DRAMA THE MONKEY'S PAW

TOTAL-5 MARKS

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

Marking: Content: 3 marks

Expression: 2 marks

OPTION (1) THE MONKEY'S PAW

- the story of the Fakir
 - the curse behind the monkey's paw
 - the gruesome death of the first owner and later Herbert
 - the eagerness of the second owner(Morris) to destroy it
 - the setting of the play - on a cold winter evening; house situated next to the graveyard.
 - the movement of the paw in Mr. White's hand
 - the faces in the fire
 - the second wish asking for the dead son to come alive again
 - the frantic knocking on the door by Herbert's Spirit.
 - the climax - none found when door is opened.

(any four points to be included)

OPTION (2) AN ADVENTURE STORY

- Perdiccas was an officer in Alexander's army,
 - He had been sent by Alexander to escort Queen Mother from Babylon to the camp
 - No, he had been asked to escort Queen Mother back.

Q13. PROSE (Any two)**TOTAL 4X2=8 MARKS**

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

Marking: Content: 3 marks

Expression: 1 mark

- a) – Child's world exists only as far as he can see
– believes everyone who smiles is kind and everyone who laughs is happy/
happy times last forever
– Even the maid servant & the man servant, the ox and the donkey are
happy
– In the end everyone will be saved from being burnt in the fires of Hell
by the skin of their teeth
– spends most of the time happily playing in the garden

(any two points)

Adult world - run down machine, stuffy room, full of stabbing creatures/
burdened by responsibilities of life

- b) – There was no one to listen to his story / share his grief
– The people were too busy with their lives to care about an old poor man
– He was of no consequence to anyone
– The people were too 'insensitive / callous
- c) – She wonders whether the soldiers would want to see her performance
at the time of a war
– is upset by the sadness of the people around her suffering the loss of
family members in the war
– wants to shoot the enemy after she is exposed to scenes of battle at the
front
– is upset by the trivial talks of the people around her after returning from
the war front

(any three points)

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 students' creativity

Suggested Value Points:

- respect not accorded to elders
- elders treated as redundant material
- Mrs. Malik's insensitive attitude to her mother-in-law
- Mrs. Malik's daughter-in-law ignores her
- talks in English to exclude her from the conversation
- does not acknowledge mother-in-law's contribution in building the house
- gives her the store room to live in

(any four points)

OPTION (2) THE JUDGEMENT OF PARIS**Suggested Value Points:**

Compare and Contrast 2 marks

Robichon - happy-go-lucky; robust; big built; great comedian; open; sporting; snobbish .

Quinquart - skinny; small built; talented comedian; secretive; loved Suzanne passionately.'

Judgement of Paris-both answers possible. 2 marks

Yes, because Quinquart outsmarted Robichon who had fooled the people of Paris

No, because Quinquart had not performed in front of the people. So he had not really fulfilled the conditions of the bet.

हिंदी (ऐच्छिक)

निर्धारित समय : 3 घंटे

आधिकतम अंक : 100

प्रश्नपत्र संख्या 29/1/1

खंड - 'क'

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

ज्ञान-राशि के संचित कोष ही का नाम साहित्य है। सब तरह के भावों को प्रकट करने की योग्यता रखने वाली और निर्दोष होने पर भी, यदि कोई भाषा अपना निज का साहित्य नहीं रखती तो वह, रूपवती भिखारिन की तरह, कदापि आदरणीय नहीं हो सकती। उसकी शोभा, उसकी श्रीसंपन्नता, उसकी मान-मर्यादा उसके साहित्य पर ही अवलंबित रहती है। जाति विशेष के उत्कर्षापकर्ष का, उसके उच्चनीच भावों का, उसके धार्मिक विचारों और सामाजिक संघटन का उसके ऐतिहासिक घटनाचक्रों और राजनैतिक स्थितियों का प्रतिबिंब देखने को यदि कहीं मिल सकता है तो उसके ग्रंथ-साहित्य ही में मिल सकता है। सामाजिक शक्ति या सजीवता, सामाजिक अशक्ति या निर्जीवता और सामाजिक सभ्यता तथा असभ्यता का निर्णायक एकमात्र साहित्य है।

जातियों की क्षमता और सजीवता यदि कहीं प्रत्यक्ष देखने को मिल सकती है तो उसके साहित्य रूपी आईने में ही मिल सकती है। इस आईने के सामने जाते ही हमें यह तत्काल मालूम हो जाता है कि अमुक जाति की जीवनी शक्ति इस समय कितनी या कैसी है और भूतकाल में कितनी और कैसी थी। आप भोजन करना बंद कर दीजिए या कम कर दीजिए, आपका शरीर क्षीण हो जाएगा और भविष्य-अचिरात् नाशोन्मुख होने लगेगा। इसी तरह आप साहित्य के रसास्वादन से अपने मस्तिष्क को चिंतित कर दीजिए, वह निष्क्रिय होकर धीरे-धीरे किसी काम का न रह जाएगा। शरीर का खाद्य भोजन है और मस्तिष्क का खाद्य साहित्य। यदि हम अपने मस्तिष्क को निष्क्रिय और कालांतर में निर्जीव-सा नहीं कर डालना चाहते, तो हमें साहित्य का सतत सेवन करना चाहिए और उसमें नवीनता और पौष्टिकता लाने के लिए उसका उत्पादन भी करते रहना चाहिए।

(क) “सब तरह के भावों को प्रकट करने वाली आदरणीय नहीं हो सकती”-

कथन का आशय स्पष्ट कीजिए।

2

(ख) किसी भी जाति-विशेष का ग्रंथ-साहित्य उसकी किन-किन परिस्थितियों को दर्शाता

है और क्यों?

2

- (ग) 'साहित्य के सतत सेवन और उसके उत्पादन से' लेखक का क्या तात्पर्य है और यह क्यों ज़रूरी है? 2
- (घ) साहित्य को 'आईना' क्यों कहा गया है? विवेचन कीजिए। 2
- (ङ.) "शरीर का खाद्य भोजन है और मस्तिष्क का खाद्य साहित्य।" - लेखक के इस कथन से क्या तात्पर्य है? 2
- (च) साहित्य के रसास्वादन से मस्तिष्क को वंचित करने का क्या परिणाम होने का अँदेशा है? 1
- (छ) उपर्युक्त गद्यांश को एक उपयुक्त शीर्षक दीजिए। 1
- (ज) विलोम शब्द लिखिए :
क्षीण, उत्कर्ष 1
- (झ) एक उपसर्ग और एक प्रत्यय अलग कीजिए :
भोजनीय, अभाव, अवलंबित, प्रतिबिंब 1
- (ज) वह निष्क्रिय होकर धीरे-धीरे किसी काम का न रह जाएगा। इस वाक्य को संयुक्त वाक्य रचना में बदलिए। 1
2. निम्नलिखित काव्यांश को ध्यान से पढ़िए और पूछे गए प्रश्नों के उत्तर दीजिए : $1 \times 5 = 5$
- अरे! चाटते जूठे पत्ते जिस दिन देखा मैंने नर को
उस दिन सोचा : क्यों न लगा दूँ आज आग इस दुनिया भर को?
यह भी सोचा : क्यों न टेंटुआ घोटा जाय स्वयं जगपति का?
जिसने अपने ही स्वरूप को रूप दिया इस घृणित विकृति का।
- जगपति कहाँ? अरे, सदियों से वह तो हुआ राख की ढेरी;
वरना समता-संस्थापन में लग जाती क्या इतनी ढेरी?
छोड़ आसरा अलखशक्ति का, रे नर, स्वयं जगत्पति तू है,
तू यदि जूठे पत्ते चाटे, तो मुझ पर लानत है, थू है।
- ओ भिखर्मंगे, अरे पराजित, ओ मजलूम, अरे चिर दोहित,
तू अखंड भंडार शक्ति का, जाग और निद्रा-सम्मोहित,

प्राणों को तड़पाने वाली हुंकारों से जल-थल भर दे,
अनाचार के अंबारों में अपना ज्वलित पलीता भर दे ।

भूखा देख तुझे गर उमड़े आँसू नयनों में जग-जन के
तो तू कह दे : नहीं चाहिए हमको रोने वाले जनखे;
तेरी भूख, असंस्कृति तेरी, यदि न उभाड़ सके क्रोधानल,
तो फिर समझूँगा कि हो गई सारी दुनिया कायर, निर्बल ।

(क) भूखे मनुष्य को जूठे पत्ते चाटते देख कर कवि के मन में क्या विचार उठा?

(ख) राख की ढेरी कौन हो गया है? कवि ने ऐसा क्यों कहा है?

(ग) कवि शोषित-पराजित मनुष्य को क्या कहकर प्रेरित करता है?

(घ) आशय स्पष्ट कीजिए :

‘अनाचार के अंबारों में अपना ज्वलित पलीता भर दे।’

(ङ.) किन पंक्तियों का आशय है कि दलित-शोषित भारतीय को सहानुभूति के आँसू नहीं, व्यवस्था को बदलने वाले गुस्से की ज़रूरत है?

अथवा

निर्मम कुम्हार की थापी से
कितने रूपों में कुटी-पिटी,
हर बार बिखेरी गई किंतु
मिट्ठी फिर भी तो नहीं मिटी ।

आशा में निश्छल पल जाए, छलना में पड़कर छल जाए,
सूरज दमके तो तप जाए, रजनी ठुमके तो ढल जाए,
यों तो बच्चों की गुड़िया-सी भोली मिट्ठी की हस्ती क्या -
ऑँधी आए तो उड़ जाए, पानी बरसे तो गल जाए,

फसलें उगतीं, फसलें कटतीं लेकिन धरती चिर उर्वर है ।

सौ बार बने, सौ बार मिटे लेकिन मिट्ठी अविनश्वर है

मिट्ठी गल जाती पर उसका विश्वास अपर हो जाता है

- (क) आशय स्पष्ट कीजिए - 'मिट्टी फिर भी तो नहीं मिटी'।
- (ख) मिट्टी को गुड़िया-सी भोली क्यों बताया गया है?
- (ग) मिट्टी बार-बार बनने, सँवरने और मिटने पर भी कैसी बनी रहती है?
- (घ) मिट्टी के बारे में कवि के दो कथन हैं - 'मिट्टी की हस्ती क्या' और 'मिट्टी अविनश्वर है।' इनमें से किसी एक पर अपना मत लिखिए।
- (ड.) इस कविता में निहित मूल भाव को स्पष्ट कीजिए।

खंड - 'ख'

3. निम्नलिखित विषयों में से किसी एक पर लगभग 400 शब्दों में निबंध लिखिए : 10
- (क) समय अमूल्य धन है।
 - (ख) राष्ट्र-हित सर्वोपरि है।
 - (ग) जनसंख्या में स्त्रियों का घटता अनुपात।
 - (घ) सांप्रदायिकता : देश की प्रगति में बाधक
 - (ड.) शिक्षक-शिष्य संबंध : आज के नज़रिए से
4. किसी दैनिक समाचार पत्र के संपादक के नाम पत्र लिखिए जिसमें खाद्य-पदार्थों में मिलावट रोकने के उपायों पर सुझाव दिए गए हों। 5

अथवा

कल्पना कीजिए कि आपने पत्रकारिता के क्षेत्र में अपना अध्ययन पूरा कर लिया है और किसी प्रसिद्ध दैनिक समाचार पत्र में पत्रकार पद के लिए आवेदन पत्र भेजना है। इसके लिए स्व-वृत्त सहित आवेदन पत्र लिखिए।

5. फ़ीचर क्या है? इसे लिखते हुए किन-किन बातों को ध्यान में रखना चाहिए? 5

अथवा

टी.वी. खबरें किन-किन चरणों से होकर दर्शकों के पास पहुँचती हैं? उन पर संक्षेप में प्रकाश डालिए।

6. निम्नलिखित प्रश्नों के उत्तर दीजिए : $1 \times 5 = 5$
- (क) इंटर नेट पत्रकारिता आजकल बहुत लोकप्रिय क्यों है?

- (ख) भारत में पहला छापाखाना कब और किस उद्देश्य से खोला गया था?
- (ग) मुद्रित माध्यम से क्या तात्पर्य है?
- (घ) समाचार लेखन के छह ककार कौन-कौन से हैं?
- (ड.) खोजी रिपोर्ट से क्या तात्पर्य है?

खंड - 'ग'

7. निम्नलिखित काव्यांश की सप्रसंग व्याख्या कीजिए :

8

चकई निसि बिछुरै दिन मिला । हौं निसि बासर बिरह कोकिला ॥
 रैनि अकेलि साथ नहिं सखी । कैसें जिआँ बिछोही पँखी ॥
 बिरह सँचान भँवै तन चाँड़ा । जीयत खाइ मुएँ नहिं छाँड़ा ॥
 रकत ढरा माँसू गरा, हाड़ भए सब संख ।
 धनि सारस होइ ररि मुई आइ समेटहु पंख ॥

अथवा

धीरे-धीरे होने की सामूहिक लय
 दृढ़ता से बाँधे है समूचे शहर को
 इस तरह कि कुछ भी गिरता नहीं है
 कि हिलता नहीं है कुछ भी
 कि जो चीज़ जहाँ थी
 वहीं पर रखी है
 कि गंगा वहीं है
 कि वहीं पर बँधी है नाव
 कि वहीं पर रखी है तुलसीदास की खड़ाऊँ
 सैंकड़ों बरस से ।

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

$3+3=6$

- (क) 'वसंत आया' कविता की मूल संवेदना स्पष्ट कीजिए ।

(ख) 'राधौ! एक बार फिर आवौ' पद के आधार पर कौशल्या की व्याकुलता का चित्रण कीजिए।

(ग) 'मैंने देखा एक बूँद' कविता का प्रतिपाद्य स्पष्ट कीजिए।

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

3+3 = 6

(क) सरस तामरस गर्भ विभा पर - नाच रही तरुशिखा मनोहर।

छिटका जीवन हरियाली पर - मंगल कुंकुम सारा

(ख) 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।

(ग) श्री रघुनाथ-प्रताप की बात, तुम्हें दसकंठ न जानि परी।

तेलनि तूलनि पूँछि जरी न जरी, जरी लंक जराय जरी ॥

10. निम्नलिखित गद्यांश की सप्रसंग व्याख्या कीजिए :

6

जिन रेखाओं और रंगों से कवि चित्र बनाता है, वे उसके चारों ओर यथार्थ जीवन में बिखरे होते हैं और चमकीले रंग और सुधर रूप ही नहीं, चित्र के पाश्वर भाग में काली छायाएँ भी वह यथार्थ जीवन से ही लेता है। राम के साथ वह रावण का चित्र न खींचे तो गुणवान, वीर्यवान, कृतज्ञ, दृढ़व्रत, चरित्रवान, दयावान, विद्वान, समर्थ और प्रिय-दर्शन नायक का चरित्र फीका हो जाए और वास्तव में उसके गुणों के प्रकाशित होने का अवसर ही न आए।

अथवा

जहाँ बाहर का आदमी फटकता न था, वहाँ केंद्रीय और राज्य सरकारों के अफ़सरों, इंजीनियरों और विशेषज्ञों की कतार लग गई। जिस तरह जमीन पर पड़े शिकार को देखकर आकाश में गिर्धों और चीलों का झुंड मँडराने लगता है, वैसे ही सिंगरौली की घाटी और जंगलों पर ठेकेदारों, वन अधिकारियों और सरकारी कारिंदों का आक्रमण शुरू हुआ।

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

(क) संदेश भेजते समय बड़ी बहुरिया की तथा हरगोबिन की मनःस्थिति पर प्रकाश डालिए।

(ख) “कुटज में न विशेष सौंदर्य है, न सुगंध, फिर भी लेखक ने उसमें मानव के लिए एक संदेशा पाया है।” - इस कथन की पुष्टि करते हुए बताइए कि वह संदेश क्या है?

(ग) ‘उसे भी मनोकामना का पीला-लाल धागा और उसमें पड़ी गिठार का मधुर स्मरण हो आया। ‘दूसरा देवदास’ कहानी के आधार पर उपर्युक्त कथन पर टिप्पणी कीजिए।

12. विष्णु खरे अथवा केशवदास के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी किन्हीं दो प्रमुख काव्यगत विशेषताओं का उल्लेख कीजिए। 6

अथवा

भीष्म साहनी अथवा पंडित चंद्रधर शर्मा ‘गुलेरी’ के जीवन तथा रचनाओं का संक्षिप्त परिचय देते हुए उनकी भाषा-शैली की दो प्रमुख विशेषताओं पर प्रकाश डालिए।

13. निम्नलिखित में से किन्हीं तीन के उत्तर दीजिए : 3+3+3 = 9

(क) ‘अपना मालवा’ पाठ के लेखक को यह क्यों लगता है कि हमारी आज की सभ्यता इन नदियों को गंदे पानी के नाले बना रही है?

(ख) कोइयाँ किस कहते हैं? इसकी विशेषताएँ ‘बिस्कोहर की माटी’ पाठ के आधार पर बताइए।

(ग) ‘आरोहण’ कहानी में घर लौटते समय रूपसिंह को एक अजीब किस्म की लाज और झिझक क्यों घेरने लगी थी?

(घ) भैरों ने सूरदास की झोंपड़ी क्यों जलाई? उस घटना से उसके चरित्र का कौन सा रूप उभरता है?

14. ‘सूरदास की झोंपड़ी’ कहानी के आधार पर सूरदास के चरित्र की विशेषताओं पर प्रकाश डालिए। 6

अथवा

‘पर्वतारोहण’ कहानी के आधार पर पर्वतीय जीवन की कठिनाइयों पर प्रकाश डालिए।

खंड - 'क'

- निम्नलिखित गद्यांश को ध्यान से पढ़िए और पूछे गए प्रश्नों के उत्तर दीजिए :

मधुर वचन व रसायन हैं जो पारस की भाँति लोहे को भी सोना बना देता है। मनुष्यों की तो बात ही क्या, पशु-पक्षी भी उसके वश में हो, उसके साथ मित्रवत् व्यवहार करने लगते हैं। व्यक्ति का मधुर व्यवहार पाषाण-हृदयों को भी पिघला देता है। कहा भी गया है “तुलसी मीठे बचन ते, जग अपनो करि लेत ।”

निस्संदेह मीठे वचन औषधि की भाँति श्रोता के मन की व्यथा, उसकी पीड़ा व वेदना को हर लेते हैं। मीठे वचन सभी को प्रिय लगते हैं। कभी-कभी किसी मूदुभाषी के मधुर वचन घोर निराशा में डूबे व्यक्ति को आशा की किरण दिखा उसे उबार लेते हैं, उसमें जीवन-संचार कर देते हैं; उसे सान्त्वना और सहयोग दे कर यह आश्वासन देते हैं कि वह व्यक्ति अकेला व असहाय नहीं, अपितु सारा समाज उसका है, उसके सुख-दुख का साथी है। किसी ने सच कहा है :

“मधुर वचन हैं औषधि, कटुक वचन हैं तीर ।”

मधुर वचन श्रोता को ही नहीं, बोलने वाले को भी शांति और सुख देते हैं। बोलने वाले के मन का अहंकार और दंभ सहज ही विनष्ट हो जाता है। उसका मन स्वच्छ और निर्मल बन जाता है। वह अपनी विनम्रता, शिष्टता, एवं सदाचार से समाज में यश, प्रतिष्ठा और मान-सम्मान को प्राप्त करता है। उसके कार्यों से उसे ही नहीं, समाज को भी गौरव और यश प्राप्त होता है और समाज का अभ्युत्थान होता है। इसके अभाव में समाज पारस्परिक कलह, ईर्ष्या-द्वेष, वैमनस्य आदि का घर बन जाता है। जिस समाज में सौहार्द नहीं, सहानुभूति नहीं, किसी दुखी मन के लिए सान्त्वना का भाव नहीं, वह समाज कैसा? वह तो नरक है।

- | | |
|--|---|
| (क) मधुर वचन निराशा में डूबे व्यक्ति की सहायता कैसे करते हैं? | 2 |
| (ख) मधुर वचन को ‘औषधि’ की संज्ञा क्यों दी गई है? स्पष्ट कीजिए। | 2 |
| (ग) मधुर वचन बोलने वाले को क्या लाभ देते हैं? | 2 |
| (घ) समाज के अभ्युत्थान में मधुर वचन अपनी भूमिका कैसे निभाते हैं? | 2 |
| (ड.) मधुर वचन की तुलना पारस से क्यों की गई है? | 1 |
| (च) लेखक ने कैसे समाज को नरक कहा है? | 2 |

(छ) उपर्युक्त गद्यांश को एक उपयुक्त शीर्षक दीजिए। 1

(ज) विलोम शब्द लिखिए : 1

श्रोता, सम्मान।

(झ) उपसर्ग और प्रत्यय अलग कीजिए : 1

विनप्र, सदाचारी।

(ज) मिश्र वाक्य में बदलिए - बोलने वाले के मन का अहंकार और दंभ सहज ही विनष्ट हो जाता है। 1

2. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए : $1 \times 5 = 5$

कविताओं में

पेड - चिड़िया - फूल - पौधे

और मौसम का अब ज़िक्र नहीं होता

कविताओं में होते हैं

संवेदनहीन लोग

जो धन के बल पर

सच-झूठ को नकारते हुए

जीवन जी रहे हैं।

कविताएँ सदा सच बोलती हैं

झूठ का भंडा फोड़ती हैं

और सच यह है कि आज का मानव

छल से, बल से लूट रहा है,

उसने काट डाले हैं

सारे के सारे वन-उपवन

धरती का चप्पा-चप्पा

पट गया है भवनों से।

और लोगों ने ड्राइंग रूम में लगा दी है
 बौना साइज़ प्रजातियाँ पौधों की
 और सजा दी हैं असंख्य पक्षियों की
 कृत्रिम आकृतियाँ
 कैलेंडर-पेंटिंग्स के रूप में
 जिन्हें देखकर
 बच्चे पूछते होंगे -
 कैसे होते हैं
 विशालकाय पेड़ ?
 चिड़िया कैसे चहचहाती है ?
 आकाश इतना खाली क्यों है ?
 पर्वत इतने निर्वस्त्र क्यों ?
 हवाएँ सहमी-सहमी है,
 बादल क्यों नहीं बरसते ?
 तब तुम्हारा उत्तर क्या होगा ?
 मैं तुम्हीं से पूछता हूँ।

तुम्हारे ड्राइंग-रूम की चिड़िया
 पौधों की किस्में
 प्लास्टिक के फूल
 खोज पाएँगे इन सभी
 प्रश्नों का समाधान ?

- (क) कवि की दृष्टि में अब कविताओं में किन बातों की चर्चा नहीं होती ?
- (ख) आज का मानव छल-बल से किसे लूट रहा है और क्यों ?
- (ग) ड्राइंग-रूमों को देखकर बच्चों की जिज्ञासा का कारण आप क्या मानते हैं ?

- (घ) ‘तब तुम्हारा उत्तर क्या होगा?’ बताइए ऐसी स्थिति में आपका उत्तर क्या होगा?
- (ङ.) किन पंक्तियों का संकेत बिगड़ते पर्यावरण की ओर है?

अथवा

फूल से बोली कली “क्यों व्यस्त मुरझाने में है,
 फ़ायदा क्या गंध औ” मकरंद बिखराने में है?
 तूने अपनी उम्र क्यों वातावरण में घोल दी,
 मनमोहक मकरंद की पंखुड़ियाँ क्यों खोल दीं।
 तू स्वयं को बाँटता है जिस घड़ी से है खिला,
 किंतु इस उपकार के बदले में तुझकों क्या मिला?
 मुझे देखो मेरी सब खुशबू मुझी में बंद है,
 मेरी सुंदरता है अक्षय, अनछुआ मकरंद है।”

फूल उस नादान की वाचालता पर चुप रहा,
 फिर स्वयं को देखकर भोली कली से ये कहा -
 ‘ज़िन्दगी सिद्धांत की सीमाओं में बँटती नहीं,
 ये वो पूँजी है जो व्यय से बढ़ती है, घटती नहीं।
 चार दिन की ज़िन्दगी खुद को जिए तो क्या जिए?
 बात तो तब है कि जब मर जाएँ औरों के लिए,
 प्यार के व्यापार का क्रम अन्यथा होता नहीं,
 वह कभी पाता नहीं है जो कभी खोता नहीं।”

- (क) कली की दृष्टि से फूल के कौन-से काम व्यर्थ हैं?
- (ख) आशय स्पष्ट कीजिए - ‘तू स्वयं को बाँटता है।’
- (ग) फूल ने कली को नादान और भोली क्यों समझा?
- (घ) “चार दिन की ज़िन्दगी खुद को जिए तो क्या जिए” पंक्ति का भाव स्पष्ट कीजिए।
- (ङ.) प्रस्तुत काव्यांश के माध्यम से कवि हमें क्या जीवन-संदेश देना चाहता है?

खंड - 'ख'

3. निम्नलिखित विषयों में से किसी एक विषय पर निबंध लिखिए : 10
- (क) मेरे जीवन की वह सुखद घटना
 - (ख) आधुनिक नारी
 - (ग) भारतीय ग्रामों में बदलता जीवन
 - (घ) वर्तमान शिक्षा-प्रणाली
4. अपने क्षेत्र के किसी प्रतिष्ठित दैनिक समाचार-पत्र के संपादक के नाम पत्र लिखिए जिसमें ग्रामीण पंचायतों को दलगत राजनीति से मुक्त करने के सुझाव दिए गए हों। 5

अथवा

ईंधन के मूल्यों में लगातार हो रही वृद्धि के बारे में अपने विचार व्यक्त करते हुए केंद्रीय सरकार के ऊर्जा मंत्री को पत्र लिखिए।

5. मुद्रित माध्यम जनसंचार के आधुनिक माध्यमों में सबसे पुराना है। इसकी किन्हीं तीन विशेषताओं और दो कमियों पर प्रकाश डालिए। 5

अथवा

रेडियो के लिए समाचार-लेखन में किन-किन बुनियादी बातों को ध्यान में रखना चाहिए?

6. निम्नलिखित प्रश्नों के उत्तर दीजिए : $1 \times 5 = 5$
- (क) वेबसाइट पर हिंदी पत्रकारिता शुरू करने का श्रेय किसे दिया जाता है?
 - (ख) उलटा पिरामिड शैली क्या है?
 - (ग) विशेष रिपोर्ट कैसे लिखी जाती है?
 - (घ) संपादकीय लेखन से क्या तात्पर्य है?
 - (ङ.) पत्रकारिता में 'बीट' किसे कहते हैं?

खंड - 'ग'

7. निम्नलिखित काव्यांश की सप्रसंग व्याख्या कीजिए : 8

जननी निरखति बान धनुहियाँ

बार-बार उर नैननि लावति प्रभु जू 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 जेंड्य जो भावै गई निछावरि मैया”
 कबहुँ समुद्धि बन गमन राम को रहि चकि चित्रलिखी-सी ।
 तुलसीदास वह समय कहे तें लागति प्रीति सिखी-सी ।।

अथवा

गीत गाने दो मुझे तो
 वेदना को रोकने को ।
 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 ।

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

3+3 = 6

(क) “यह दीप अकेला स्नेह-भरा

है गर्व भरा मदमाता”

उक्त कथन के संदर्भ में लिखिए कि व्यष्टि का समष्टि में विलय कैसे संभव है।

(ख) ‘वसंत आया’ कविता में “कवि ने आज के मनुष्य की जीवन-शैली पर व्यंग्य किया है ।”

(ग) ‘कन्ये, गत कर्मों का अर्पण कर, करता मैं तेरा तर्पण’

उक्त कथन के पीछे छिपी वेदना और विवशता पर अपने विचार व्यक्त कीजिए।

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

- (क) सिंधु तर्यों उनको बनरा तुम पै धनुरेख गई ने तरी ।
बाँधोई बाँधत सो न बन्यो उन वारिधि बाँधिकै बाट करी ॥
- (ख) पिय सौं कहेहु सँदेसड़ा, ऐ भँवरा ऐ काग ।
सो धनि बिरहें जरि मुई तेहिक धुआँ हम लाग ॥
- (ग) तोड़ो तोड़ो तोड़ो
ये ऊसर बंजर तोड़ो
ये धरती परती तोड़ो
सब खेत बनाकर छोड़ो ।

10. निम्नलिखित गद्यांश की सप्रसंग व्याख्या कीजिए : 6

दुख और सुख तो मन के विकल्प हैं । सुखी वह है जिसका मन वश में है । दुखी वह है जिसका मन परवश है । परवश होने का अर्थ है खुशामद करना, दाँत निपोरना, चाटुकारिता, हाँ-हजूरी । जिसका मन अपने वश में नहीं है, वही दूसरे के मन का छंदावर्तन करता है, अपने को छिपाने के लिए मिथ्या आडंबर रचता है, दूसरों को फँसाने के लिए जाल बिछाता है ।

अथवा

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

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

- (क) ‘प्रेमधन की छाया-सृति’ निबंध में चौधरी साहब के व्यक्तित्व के किन-किन पहलुओं को उजागर किया गया है?
- (ख) ‘संवदिया’ कहानी में संवदिया के चरित्र के कौन-कौन से पक्ष उभर कर आए हैं? स्पष्ट कीजिए ।
- (ग) औद्योगीकरण ने पर्यावरण को कैसे प्रभावित किया है? - ‘जहाँ कोई वापसी नहीं’ पाठ के आधार पर उत्तर दीजिए ।

12. केदारनाथ सिंह अथवा विद्यापति के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी किन्हीं दो काव्यगत विशेषताओं पर प्रकाश डालिए।

6

अथवा

पंडित चंद्रधर शर्मा 'गुलेरी' अथवा भीष्म साहनी के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी भाषा-शैली की दो विशेषताएँ लिखिए।

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

$3+3+3=9$

- (क) 'आरोहण' कहानी में शैला और भूप ने मिलकर पहाड़ पर नई ज़िंदगी कैसे शुरू की?
- (ख) 'बिस्कोहर की माटी' के आधार पर प्रकृति, नारी और सौंदर्य के बारे में लेखक की मान्यताओं को स्पष्ट कीजिए।
- (ग) लेखक को क्यों लगता है कि हमारी आज की सभ्यता नदियों के शुद्ध जल को गंदे पानी के नाले बना रही है? 'अपना मालवा' पाठ के आधार पर उत्तर दीजिए।
- (घ) 'सूरदास' कहानी में भैरों ने सूरदास की झोंपड़ी क्यों जलाई? कारण स्पष्ट कीजिए।

14. 'सूरदास' के व्यक्तित्व की विशेषताएँ सोदाहरण स्पष्ट कीजिए।

6

अथवा

'बिस्कोहर की माटी' के आधार पर बिस्कोहर गाँव में गर्मी और वर्ष ऋतु में होने वाली परेशानियों का वर्णन कीजिए।

अंक योजना - हिंदी (ऐच्छिक)

सामान्य निर्देश :

1. मूल्यांकन करते समय कृपया निम्नलिखित निर्देशों को ध्यान पूर्वक पढ़िए तभी किसी भी संशय की स्थिति में मुख्य परीक्षक से स्पष्टीकरण प्राप्त करें।
2. अंक योजना तैयार करते समय पूर्ण सावधानी बरती गई है। फिर भी यह ध्यान में रखना महत्वपूर्ण है कि यह न तो विस्तृत है और न ही अंतिम है। यदि परीक्षार्थी ने कोई अन्य उपयुक्त बिंदु अपने उत्तर में दे दिया है जो अंक योजना में प्रश्न के उत्तर के लिए दिए गए बिंदु से अतिरिक्त है, तो परीक्षार्थी को उसके लिए उपयुक्त अंक दिए जाए (पूर्ण लाभ)। जहाँ भी आवश्यकता पड़े वहाँ परीक्षक अपने ज्ञान तथा अनुभव का प्रयोग करें।
3. अंक योजना में प्रश्न के उत्तर के लिए केवल सुझात्मक मूल्य बिंदु दिए गए हैं: ये केवल मार्ग दर्शन मात्र के लिए हैं न कि ये ही प्रश्न का पूर्ण उत्तर हैं। परीक्षार्थी अपने शब्दों में उत्तर लिखता है किंतु सही लिखता है तो उसे इसके लिए उपयुक्त अंक दिए जायें।
4. मुख्य परीक्षकों को परीक्षकों द्वारा जाँची गई पहली पाँच उत्तर पुस्तिकाएँ पूरी तरह से जाँचनी चाहिए ताकि यह सुनिश्चित किया जा सके कि उन्होंने अंक योजना के निर्देशों के अनुसार ही मूल्यांकन किया है। शेष उत्तर पुस्तिकाएँ, यह सुनिश्चित करने के पश्चात कि उनके द्वारा जाँची गई उत्तर पुस्तिकाओं में प्रत्येक परीक्षक की जाँच में विशेष अंतर नहीं है तभी उन्हें शेष उत्तर पुस्तिकाएँ जाँचने के लिए दी जायें।
5. मार्किंग न तो अति कठोर हो और न ही अधिक उदार हो। गलत स्पैलिंग के लिए अंक न काटे जाए। गलत नामों के लिए, विस्तार में यदि कुछ कमी है या छोटी-मोटी गलती है या कुछ छूट गया है तो उसके लिए भी अंक न काटे जायें। उत्तर की शब्द सीमा पार करने पर भी अंक न काटे जाएँ।
6. यदि परीक्षार्थी दोनों विकल्पों के उत्तर लिख देता है तो दोनों विकल्पों को पढ़कर जो भी अच्छा हो उसके उपयुक्त अंक दिए जायें।
7. अनेक उत्तरों के मूल्य बिंदुओं में विशेष विभाजन किया गया है तो ऐसी स्थिति में परीक्षक विभिन्न विभाजनों में उनकी उपयुक्ता के अनुसार अर्थात् यदि उत्तर में परीक्षार्थी की समझ और प्रश्न की सीमा के अनुसार अंक देने के लिए अपने विवेक के अनुसार मूल्यांकन कर सकते हैं।

8. कुछ प्रश्न उच्च स्तरीय विचारणीय हो सकते हैं। ऐसे प्रश्न आपके लिए विशेष रूप से तारांकित कर दिए गए हैं। इन सभी प्रश्नों का मूल्यांकन सावधानी पूर्वक किया जाए तथा परीक्षार्थी की समझ एवं विश्लेषणात्मक योग्यता की जाँच की जाए।
9. मूल्यांकन में संपूर्ण अंक पैमाने - 0 से 100 का प्रयोग अभीष्ट है, अर्थात् परीक्षार्थी ने यदि सभी अपेक्षित उत्तर-बिंदुओं का उल्लेख किया है तो उसे पूरे 100 अंक दिए जाने चाहिए।
10. माननीय भारतीय उच्चतम् न्यायालय के निर्णय को मानते हुए बोर्ड ने यह निर्णय लिया है कि जो उम्मीदवार आवश्यक फीस की अदायगी कर अपनी उत्तरपुस्तिका की फोटोकॉपी लेना चाहेगा उसे वर्ष 2012 से फोटोकॉपी की हुई उत्तरपुस्तिका उपलब्ध करवाई जाएगी। इसलिए यह अत्यंत आवश्यक हैं कि मूल्यांकन कठोरता से अंकयोजना का पालन करते हुए ही किया जाए ताकि बोर्ड आपके मूल्यांकन को सही ठहरा सके।

प्रश्न-पत्र-संख्या 29/1/1

खंड (क)

- | | | |
|---|--|---------|
| 1 | क रूपवती होते हुए भी भिखारिन का आदर नहीं होता वैसे ही जिस भाषा का अपना साहित्य नहीं उसका साहित्य-समाज में सम्मान नहीं होता। चाहे वह कितनी ही समर्थ क्यों न हो। | 2 |
| ख | राजनीतिक, धार्मिक, सामाजिक परिस्थितियों को दर्शाता है, क्योंकि साहित्यकार तत्कालीन परिस्थितियों से प्रभावित होता है। | 1+1 = 2 |
| ग | उसका तात्पर्य उसके अध्ययन, आलोचना और साहित्य सृजन से है। नवीनता और परिपक्वता लाने के लिए जरूरी है। | 1+1 = 2 |
| घ | सामाजिक परिस्थितियों, घटनाओं के साथ-साथ तत्कालीन समाज की सबलताओं और दुर्बलताओं को दर्शाता है। | 2 |
| ङ | शरीर को हृष्ट-पुष्ट रखने के लिए भोजन जरूरी है वैसे ही मस्तिष्क को विकसित करने के लिए साहित्य लेखन, अध्ययन, मनन अपेक्षित है। | 2 |
| च | मस्तिष्क का विकास अवरुद्ध होगा, सोच-विचार की शक्ति का ह्रास होगा। | 1 |

छ	‘साहित्य की महत्ता’ या अन्य कोई भी उपयुक्त शीर्षक	1
ज	हृष्ट-पुष्ट, अपकर्ष	$\frac{1}{2}+\frac{1}{2}=1$
झ	ईय, इत - प्रत्यय (कोई एक)	$\frac{1}{2}+\frac{1}{2}=1$
ज	वह निष्क्रिय हो गया और धीरे-धीरे किसी काम का न रहा।	1
		= 15
2	कवि का क्रोध उबलने लगा। दुनिया को भस्म करने की बात सोचने लगा, ईश्वर के प्रति हिंसक विचार जागे।	1
ख	जगपति, अभी तक समाज में समानता नहीं है।	$\frac{1}{2}+\frac{1}{2}=1$
ग	अत्याचारियों को दंड देने की शक्ति है, साहसी हो, अपनी शक्ति का उपयोग करो।	1
घ	अन्याय के प्रति आवाज उठाने की जरूरत है, शिव के समान प्रलयंकारी रूप धरने की जरूरत है।	1
ड	‘भूखा देख तुझे कायर निर्बल’	1

अथवा

क	मिट्टी अनश्वर है, वह मिट्टी नहीं स्वरूप बदलती है।	1
ख	अबोध है, हँसमुख है जिस पर धूप, आँधी आदि का प्रभाव नहीं पड़ता है और वह सह लेती है।	1
ग	उसका मूल स्वरूप अमर है, वह नष्ट नहीं होता, प्रकृति के परिवर्तनों से अछूती है।	1
घ	हर परिस्थिति में हँसती रहती है। घबराती नहीं।/ मिट्टी अमर है केवल अपना रूप बदलती है।	1
ड	मिट्टी हर बार नया रूप धारण करती है। मिट्टी की महिमा मिटने और मिटकर पुनः संवरने में है।	1

खंड (ख)

3	किसी एक विषय पर निबंध लेखन अपेक्षित :	10
●	भूमिका	1
●	विषय वस्तु एवं प्रतिपादन	6

	● उपसंहार	1
	● भाषा-शैली	2
4	पत्र लेखन :	5
स	● औपचारिकताएँ	- 2
स	● विषय वस्तु	- 2
स	● भाषा-शैली	- 1
5	फीचर पत्रकारीय लेखन, सुव्यवस्थित, सृजनात्मक आत्मनिष्ठ लेखन। उद्देश्य - पाठकों को सूचना देना, शिक्षित करना और मनोरंजन करना।	2+3 = 5
स	● विषय से जुड़े पात्रों की मौजूदगी जरूरी	
स	● विषय के विभिन्न पहलुओं को सामने लाना	
स	● प्रस्तुति सजीव, दिलचस्प और आकर्षक	
स	● प्रासांगिक सूचनाएँ और तथ्य हों	
स	● विशेषज्ञों के वक्तव्य उद्धृत करना	
स	● भविष्य की योजनाएँ उजागर करना	

अथवा

- फ्लैश या ब्रेकिंग न्यूज
- ड्राई एंकर
- फोन-इन
- एंकर-विजुअल
- एंकर बाइट
- लाइव
- एंकर पैकेज
- उपर्युक्त चरणों पर अति संक्षिप्त टिप्पणी अपेक्षित

6	क	इंटरनेट पर समाचारों का संप्रेक्षण और पुष्टि तत्काल। पाठक अपनी सुविधानुसार जानकारी ले सकता है।	1
	ख	1556 में मिशनरियों के धर्मप्रचार की पुस्तकें छापने के लिए।	1
	ग	मुद्रित अर्थात् छपाई। इसमें अखबार, पत्रिकाएँ और पुस्तकें आती हैं।	1
	घ	क्या, कहां, कब, कैसे, क्यों और किसके साथ हुआ?	1
	ड	रिपोर्टर द्वारा मौलिक शोध और छानबीन के जरिए ऐसी सूचनाएं और तथ्य सामने लाए जाते हैं जो पहले अनुपलब्ध हों।	1

7 सप्रसंग व्याख्या -

कवि व कविता का नामोल्लेख	- 1/2+1/2
पूर्वापर प्रसंग	- 1
व्याख्या बिंदु	- 4
काव्यांश की शिल्पगत विशेषताएँ	- 1
भाषा शुद्धता व अभिव्यक्ति	- 1
चकई निसि पंख।	

प्रसंग :

कवि ‘मलिक मुहम्मद जायसी’, ‘बारहमासा’

परदेश गए नागमती के पति रत्नसेन की अनुपस्थिति में वियोगिनी नागमती की पूस मास में विरह दशा का चित्रण।

व्याख्या बिंदु :

- चकवी के समान रानी नागमती की मनः स्थिति का वर्णन
- चकवी दिन में तो मिल लेती है पर नागमती को वह संयोग-सुख भी उपलब्ध नहीं।
- रात्रि में अकेली है और विरह रूपी बाज नागमती के शरीर पर दृष्टि गड़ाए है कि वह कब मरे और उसे भोजन प्राप्त हो।
- रक्त बूंद-बूंद कर हड्डियों को छोड़ रहा है, माँस सूख गया है, हड्डियां शंख जैसी। सारस की भाँति ‘पिऊ, पिऊ’ रटती हुई शेष पंखों को समेटने का पति को आग्रह।

विशेष :

- वियोग पक्ष का मार्मिक चित्रण
- अनुप्रास, अतिशयोक्ति, रूपक अलंकार
- दोहा-चौपाई छंद
- अवधी भाषा

अथवा

धीरे-धीरे सैंकड़ों बरस से ।

प्रसंग :

कवि ‘केदारनाथ सिंह’, ‘बनारस’

बनारस के दशाश्वमेध घाट पर सांझ के समय श्रद्धालुओं की भीड़ का वर्णन ।
शिवनगरी का सौंदर्य ज्यों का त्यों है ।

व्याख्या बिंदु :

जीवन में ठहराव है । सभी काम धीरे-धीरे हो रहे हैं । धीरे-धीरे होना - सारे नगर को दृढ़ता से एक सूत्र में बांधे हुए हैं । जो जहाँ था, वहाँ है - तुलसी की खड़ाऊँ, घाट पर बंधी नाव, गंगा आदि कुछ भी नहीं बदला ।

सभी जड़-चेतन मानो किसी महान उद्देश्य से इस घाट पर उपस्थित हैं ।

विशेष :

- काव्यांश में लोगों की संवेदनशीलता का अद्भुत परिचय
- सरल विवरणात्मक शैली में लिखी खड़ी बोली की रचना

8 क किन्हीं दो प्रश्नों के उत्तर अपेक्षित -

3+3 = 6

ऋतु परिवर्तन पर यहाँ के मशीनी युग और महानगर निवासियों की अज्ञानता का उल्लेख । संवेदनहीन मानव को बसंत के आगमन का भी नहीं पता चलता । पल्लों का झड़ना, कोंपलों का फूटना, कोयल का कूकना, भंवरों की गुंजार आदि प्राकृतिक सौंदर्य पर उसकी दृष्टि ही नहीं जाती । दफ्तर की छुट्टी या कैलेंडर से विशेष त्योहार का पता लगता है । व्यक्ति का प्रकृति से कटना ही कवि की चिंता है ।

ख कौशल्या राघव को एक बार वन से लौटने की बात कहती हैं । उनके प्रिय घोड़ों का हवाला देकर अपनी चिंता व्यक्त करती हैं । उनकी सौगुना अधिक सेवा होने पर भी

वे हिमपात से प्रभावित कमल जैसे हो गए हैं। राम दर्शन की अभिलाषा का मार्मिक चिन्हण है।

ग कवि सागर से अलग हुई बूँद के अस्तित्व को देखकर यह अनुभव करता है कि यह जीवन क्षणभंगुर है। व्यक्ति क्षणभंगुरता, नश्वरता से बच सकता है यदि उसे ब्रह्म-बोध हो जाए।

खंड (ग)

9 दो काव्यांशों का काव्य-सौंदर्य अपेक्षित - $3+3=6$

भाव सौंदर्य	- $1\frac{1}{2}$	3
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शिल्पगत सौंदर्य	- $1\frac{1}{2}$	
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(क) सरस कुंकुम सारा।

भाव-सौंदर्य :

भारत में प्रातःकालीन पूर्व दिशा में उगते सूर्य के सौंदर्य का अद्वितीय वर्णन। सूर्य की सुनहरी किरणें वृक्षों की चोटियों और शाखाओं से छनती हुई कमलों के कोषां पर नाच रही हैं। उसे देख लगता है कि प्रकृति देवी ने मंगल कामना करते हुए चारों ओर कुंकुम और केसर बिखेर दिया हो।

शिल्प-सौंदर्य :

- प्रतीकात्मक शैली, लाक्षणिक भाषा
- संस्कृतनिष्ठ शब्दावली का सफल प्रयोग
- उपमा, मानवीकरण, उत्थेक्षा अलंकार
- बिंब योजना

10 सप्रसंग व्याख्या - 6

कवि व कविता का नामोल्लेख	- $\frac{1}{2}+\frac{1}{2}$
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पूर्वापर प्रसंग	- 1
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व्याख्या बिंदु	- 3
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विशेष	- 1
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जिन रेखाओं अवसर ही न आए।

प्रसंग : ‘रामविलास शर्मा’, ‘यथासै रोचते विश्वम्’

प्रजापति से कवि की तुलना करते हुए लेखक स्पष्ट करता है कि प्रजापति की सृष्टि से असंतुष्ट होकर दूसरा समाज बनाना कवि का जन्मसिद्ध अधिकार है।

व्याख्या बिंदु :

- लेखक अपनी रुचि के अनुसार समाज की सृष्टि करना चाहता है।
- वह अच्छे-बुरे, सुंदर-असुंदर दोनों परस्पर विरोधी चित्रों की सृष्टि अपने इदं-गिर्द देखे जाने वाले यथार्थ से करता है।
- वह आदर्श भी दिखाता है ताकि जन समाज प्रभावी बने।

विशेष :

- संस्कृतनिष्ठ भाषा
- खड़ी बोली
- प्रवाहपूर्ण, सरल व सशक्त, रोचक भाषा - शैली

अथवा

जहाँ बाहर शुरू हुआ।

6

प्रसंग : ‘निर्मल वर्मा’, ‘जहाँ कोई वापसी नहीं’

संगरौली की अपार खनिज पदार्थों की संपदा की जानकारी मिलते ही वहां सरकारी अफसरों, विशेषज्ञों और इंजीनियरों का आगमन होना।

व्याख्या बिंदु :

- संगरौली में कोई जाना ही नहीं चाहता था।
- अब धन के लोलुप सरकारी, गैर-सरकारी विशेषज्ञों, इंजीनियरों के लिए ऐसा आकर्षण केंद्र बना कि लोगों का बसना गौरव की बात हो गई।
- जनसमुदाय गिर्दों और चीलों की भाँति उमड़ पड़ा।

विशेष :

- भाषा सरल, सरस, प्रभावी और प्रवाहपूर्ण
- लोलुप समाज का यथार्थ चित्रण

11 क किन्हीं दो प्रश्नों के उत्तर अपेक्षित -

4+4 = 8

बड़ी बहुरिया ने जब यह संदेश भेजा कि मैं भाई-बहनों की नौकरी करके पेट पाल लूंगी, बच्चों की जूठन खाकर एक तरफ कोने में पड़ी रहूँगी। माँ ने नहीं बुलाया तो घड़ा बाँधकर पोखर में डूब मरूँगी। खाने-पीने की मोहताज, देवर-देवरानियों द्वारा सताई गई, उपेक्षिता बहुरिया की निराशाजन्य मनः स्थिति। उसे दुखी देख हरगोविंद की आंखें भर आईं।

ख कुट्ज शिवालिक की पहाड़ी की चट्टानों पर खिलने वाला एक ठिगना पौधा।

- मनुष्य को निरंतर कर्मशील व संघर्षरत रहना चाहिए।
- प्रतिकूल परिस्थितियों में भी विचलित न होकर हँसते रहना।
- प्रिय-अप्रिय कुछ भी मिले - उसे सहर्ष स्वीकार करना।

ग इस कथन के माध्यम से लेखिका ने देवदास और पारो के प्रेम की भावना को दर्शाया है। वे दोनों अतीत की मीठी स्मृतियों में डूब कर उन प्रेमजनित भावनाओं में खो जाते हैं।

12 किसी एक का जीवन परिचय अपेक्षित -

6

विष्णु खरे : जीवनी

- जन्म सन् 1940, छिंदवाड़ा - मध्य प्रदेश
- क्रिश्चियन कालेज से अंग्रेजी साहित्य में एम.ए.
- इंदौर समाचार - उपसंपादक
- दिल्ली तथा मध्य प्रदेश के महाविद्यालय में अध्यापक
- लघु-पत्रिका 'व्यास' का संपादन
- साहित्य अकादमी में उप सचिव
- नवभारत टाइम्स में कार्यकारी संपादक
- नवभारत टाइम्स, जयपुर के संपादक, जवाहरलाल नेहरू स्मारक संग्रहालय तथा पुस्तकालय - दो वर्ष वरिष्ठ अध्येता, स्वतंत्र लेखक, अनुवादक

रचनाएँ

- लेखन प्रकाशन का आरंभ

- टी.एस. इलियट का अनुवाद - मेरु प्रदेश और अन्य कविताएँ, दूसरा कविता संग्रह - 'एक गैर-रूपानी समय में', तीसरा संग्रह - 'खुद अपनी आँख से', चौथा - 'सबकी आवाज के पर्दे में', पाँचवा, - 'पिछला बाकी', छठा - 'काल और अवधि के दरमियान', समीक्षा पुस्तक - 'आलोचना की पहली किताब'

काव्यगत विशेषताएँ

1. अभ्यस्त जड़ताओं और अमानवीय स्थितियों के विरुद्ध सशक्त नैतिक स्वर की अभिव्यक्ति
2. भारतीय संस्कृति, नैतिक मूल्यों के उल्लेख द्वारा पौराणिक संदर्भों को प्रतिपादित करना
3. मानव-कल्याण की भावना

केशवदास

जीवनी -

जन्म 1555 ई. में ओरछा नगर में हुआ। ओरछापति महाराज इंद्रजीत सिंह उनके मुख्य आश्रयदाता थे। उन्हें वीर सिंह देव का आश्रय भी मिला था। विषयों के अध्येता-साहित्य और संगीत, धर्मशास्त्र और ज्योतिष, राजनीति और वैद्यक। केशव जी की काव्य रचना में उनके तीन रूप आचार्य, महाकवि तथा इतिहासकार दिखाई देते हैं।

रचनाएँ -

कवि प्रिया, रसिक प्रिया, रामचंद्र चंद्रिका, वीर चरित्र, वीरसिंह देव चरित, जहाँगीर जसचंद्रिका विज्ञान गीत आदि।

- विशेषताएँ :**
1. केशव की काव्य भाषा ब्रज है।
 2. बुंदेली के शब्दों का सटीक प्रयोग
 3. संस्कृत भाषा का प्रभाव भी है।

भीष्म साहनी

जीवनी - जन्म 1915 को रावलपिंडी में हुआ। गवर्नमेंट कालेज, लाहौर से अंग्रेजी साहित्य में एम.ए. किया और पंजाब विश्वविद्यालय से पीएच.डी. की उपाधि प्राप्त की। अध्यापन कार्य में रत रहे - अंबाला कॉलेज, खालसा कॉलेज (अमृतसर), जाकिर हुसैन कॉलेज (दिल्ली विश्वविद्यालय)। 'विदेशी भाषा प्रकाशन गृह' मास्को में भाषा अनुवादक रहे।

प्रमुख रचनाएँ -

भाग्य रेखा, भटकती राख, पहला पाठ, वाड्चू, पटरियाँ, शोभा यात्रा, निशाचर, डायन, पाली (कहानी संग्रह) हानूश, माधवी, मुआवजे, कबिरा खड़ा बाजार में (नाटक), गुलेल का खेल (बालोपयोगी कहानियाँ) आदि। नई कहानियों के कुशल संपादक।

‘साहित्य अकादमी पुरस्कार’ से सम्मानित किया गया। हिंदी अकादमी ने उन्हें ‘शलाका सम्मान’ से सम्मानित किया।

साहित्यिक विशेषताएँ -

भाषा शैली में पंजाबी भाषा की सोंधी-सोंधी महक महसूस की जा सकती है। भाषा में उर्दू शब्दों का प्रयोग विषय को आत्मीयता प्रदान करता है। साहनी जी छोटे-छोटे वाक्यों का सफल प्रयोग करके विषय को रोचक एवं प्रभावी बना देते हैं। संवादों का सटीक प्रयोग वर्णन में ताज़गी ला देता है।

पं.चंद्रधर शर्मा गुलेरी

जीवनी -

जन्म सन् 1883 को पुरानी बस्ती, जयपुर, हिंदी के प्रमुख रचनाकार, अनेक भाषाओं के ज्ञाता, संस्कृत के प्रकांड पंडित, भाषा-विज्ञान में गहरी रुचि, प्राचीन इतिहास तथा पुरातत्व उनका प्रिय विषय था।

प्रमुख रचनाएँ -

गुलेरी जी के सृजनशीलता के चार पड़ाव -

1. समालोचक, 2. मर्यादा, 3. प्रतिभा, 4. नागरी प्रचारिका पत्रिका - इन पत्रिकाओं में शर्मा जी का रचनाकार व्यक्तित्व उभर कर सामने आया। उन्होंने निबंधों के अतिरिक्त तीन कहानियाँ लिखीं - ‘बुद्ध का कांटा’, ‘सुखमय जीवन’ और ‘उसने कहा था’ ‘इतिहास दिवाकर’ की उपाधि से उन्हें सम्मानित किया गया।

साहित्यिक विशेषताएँ -

1. समाज का यर्थाथ चित्रण
2. वर्णनात्मक, चित्रात्मक, विवरणात्मक शैलियों का प्रयोग।
3. आम बोलचाल की भाषा का प्रयोग, सजीव दृश्य चित्रण शैली का प्रयोग

13. क आधुनिक सभ्यता औद्योगीकरण की सभ्यता है। परिणामतः रासायनिक पदार्थ, कचरा आदि नदियों में बहाना। जिससे पानी का प्रवाह अवरुद्ध होता है और पानी गंदला। $3 \times 3 = 9$
- ख कोइयां जलपुष्प होता है। वर्षा ऋतु में जल पोखर, गड्ढे पानी से भर जाते हैं उसमें ये पुष्प उग जाते हैं। शरद ऋतु में सरोवरों में पड़ता चांदनी का प्रतिबिंब और कोइयां की खिली हुई पंखुड़ियां एक हो जाती हैं।
- ग रूपसिंह अपने घर से चुपचाप नौकरी के चक्कर में भाग गया था। ग्यारह वर्ष बाद जब घर लौटा तो उसे लज्जा इस बात की थी कि वह किस मुँह से घरवालों से अपनापन जताएगा क्योंकि उसने घर से कोई संपर्क नहीं रखा था। घरवालों की क्या प्रतिक्रिया होगी? यही झिझक थी।
- घ ● सूरदास ने भैरों की पत्नी सुभागी को अपने यहाँ आश्रय दिया जबकि उसकी अपनी पत्नी से कुछ अनबन थी। समाज में भैरों और उसकी पत्नी को लेकर बातें हो रही थीं। चरित्र को लेकर भी आशंकाएँ थीं। इन सब बातों से परेशान था। सूरदास से ईर्ष्या थी।
- भैरों ईर्ष्यालु, बदले की भावना से भरा हुआ, धन का लोभी था।
- 14 - सूरदास एक अंधा भिखारी, भीख माँगता है किंतु सुभागी व मिठुआ जैसों को आश्रय दिए हुए है। आड़े वक्त के लिए रूपयों की बचत कर कुछ जमा-पूँजी भी रखता है। 6
- पितरों के दान, श्राद्ध आदि में विश्वास रखता है।
- झोंपड़ी जलाने वाले पर संदेह होते हुए भी जबान पर नहीं लाता। झोंपड़ी के जलने से ज्यादा चोट उसे रूपयों की थैली के खो जाने पर है।
- वह आत्मविश्वासी, दृढ़-निश्चयी और परिश्रमी है। परिश्रम व दृढ़-निश्चय से ही वह एक क्या सौ बार झोंपड़ी बनाने की बात करता है।
- वह प्रतिशोध न लेकर क्षमा कर देने के पक्ष में है। अतः वह एक आदर्श पात्र है जो साहस और स्वाभिमान का प्रतीक है।

अथवा

- ‘आरोहण’ कहानी के आधार पर पर्वतीय जीवन संघर्षमय है। पर्वतीय क्षेत्र की जिंदगी बहुत कठिन एवं दुखद होती है। स्त्रियाँ पुरुषों के साथ कंधे से कंधा मिलाकर मुश्किल के समय कार्यरत रहती हैं। 6

पर्वतवासियों की दिनचर्या कठिनाई व मुश्किलों से ओत-प्रोत है। क्या खान-पान, क्या बीमारी, क्या कपड़ा, हर दैनिक जीवन में काम आने वाली चीजों के लिए वे दूसरे पर निर्भर करते हैं। यहाँ तक कि भू-स्खलन से फैले मलबे को हटाना, खेतों को ढलवाँ बनाना, झारने को पहाड़ काट कर, मोड़कर, खेतों तक लाना है। वे हरपल मौत के बीच रहते-रहते भीतर से काफी ठोस और सख्त हो जाते हैं क्योंकि उन्हें हर पल प्राकृतिक आपदाओं का सामना करना पड़ता है।

इन सब विपरीत स्थितियों में भी वे अपनी इस भयानक जीवन शैली को छोड़कर नीचे नहीं जाना चाहते। वे पर्वतों के बीच रहते-रहते स्वयं भी वज्र की तरह कठोर हो गए हैं।

प्रश्न-पत्र-संख्या 29/1

खंड (क)

1	क	अपठित गद्यांश के उत्तर :-	2
		मधुर वचन, निराश व्यक्ति को आशा की किरण दिखा, व्यथा दूर कर सुख शांति प्रदान करते हैं।	
	ख	मीठे वचन, निराश व्यक्ति के मन की व्यथा, पीड़ा व वेदना दूर करने में औषधि का ही काम करते हैं।	2
	ग	मधुर वचन, वक्ता के मन को शांत, सुखी व विनम्र बनाते हैं।	2
	घ	मधुर वचन, बोलने वाले के कार्यों से उसे ही नहीं, समाज को भी गौरव व यश प्राप्त होता है।	2
	ङ	मधुर वचन, वह रसायन है जो पारस की भाँति लोहे को भी सोना बना दे अर्थात् पाषाण हृदय पिघल कर मित्रवत् व्यवहार करने लगता है।	1
	च	किसी के अप्रियवचन समाज में कलह-क्लेश, वैर-द्वेष को जन्म दे वातावरण को अशांत बनाकर नरक जैसा बना देता है आदि।	2
	छ	‘मधुर वचन हैं औषधि’ अथवा मीठे वचनों का प्रभाव अथवा अन्य कोई भी उचित शीर्षक।	1
	ज	श्रोता-वक्ता, सम्मान-अपमान	1
	झ	वि, सत्, आ उपसर्ग, ‘ई’-प्रत्यय।	1

ज	मिश्र वाक्य : ‘जो बोलता है उसके मन का अहंकार और दंभ सहज ही विनष्ट हो जाता है। (बोलने वाले के मन में जो अहंकार और दंभ होता है वह सहज ही विनष्ट)	1
2	दो में से एक काव्यांश में पूछे गए प्रश्नों के उत्तर।	$1 \times 5 = 5$
क	कविताओं में प्रश्नों का समाधान ?	
	पेड़-चिड़िया, फूल-पौधे और मौसम का अब ज़िक्र नहीं होता।	
ख	मानव छल-बल से प्रकृति को लूट रहा है और यह लूट है - संवेदनहीन लोगों द्वारा अपनी स्वार्थपूर्ति के लिए।	
ग	सारे के सारे वन-उपवनों का कटना और धरती का चप्पा-चप्पा भवनों से पटना।	
घ	तब हम निरुत्तर हो जाएँगे।	
ड	बिगड़ते पर्यावरण की पंक्तियाँ ‘कैसे होते हैं बादल क्यों नहीं बरसते?’	

अथवा

- क कली की दृष्टि से फूल के व्यर्थ काम : मुरझाना, गंध और मकरंद बिखराना, पंखुड़ियाँ खोलना और पूरी उम्र वातावरण में घोलना।
- ख आशय स्पष्टीकरण :
- पंखुड़ियाँ खोलकर मकरंद बिखरने की आजीवन प्रक्रिया करना अर्थात् समाज हेतु अपने शुभ कर्मों को, कार्यों को करना।
- ग स्वार्थी लोगों की दृष्टि में परोपकारी लोग, समष्टि भाव से जीने वाले निःस्वार्थी लोग, सदा नादान और भोले ही माने जाते हैं।
- घ भाव स्पष्टीकरण : ‘चार दिन जिए’
- आजीवन समाज हेतु शुभ कार्य करना ही जीवन है।
 - स्वार्थी रहकर केवल अपने लिए ही जीना, जीना नहीं।
- ड जीवन-संदेश : जीवन वही जो औरों के काम आए। परोपकारी बन समाज कल्याण करना।

3 किसी एक विषय पर निबंध :

10

भूमिका	- 1
विषय वस्तु एवं प्रतिपादन	- 6
उपसंहार	- 1
भाषा-शैली	- 2

4 पत्र लेखन :

औपचाकिताएँ आरंभ व सत्यापन	: 2
प्रतिपादन	: 2
भाषा-शैली	: 1

5 मुद्रित माध्यमों की विशेषताएँ

5

- (i) छपे शब्दों में स्थायित्व, उसे आराम से पढ़ने, सोचने-समझने की सुविधा।
- (ii) लिखित भाषा के विस्तार में मुद्रित माध्यमों की भूमिका विशेष, लिखित भाषा व्याकरण से अनुशासित।
- (iii) विश्लेषण करने में सुविधा-गूढ़ व गंभीर बातें लिखी जा सकती हैं।

कमियाँ :

- (i) निरक्षरों के लिए मुद्रित माध्यम बेकार
- (ii) इनका प्रकाशन एक निश्चित अवधि में
- (iii) लेखक या पत्रकार का प्रकाशन से पूर्व आलेख में मौजूद अशुद्धियों को गलतियों को सही करना - अतः समय अधिक लगता है।

अथवा

रेडियो के लिए समाचार लेखन की बुनियादी सावधानियाँ :-

- (i) समाचार कॉपी साफ-सुथरी टाइप की गई हो।
- (ii) कंप्यूटर पर तैयार की जाए तो ट्रिपल स्पेस में हो।

	(iii) दोनों ओर हाशिया छोड़ा जाए।	
	(iv) कोई भी शब्द पंक्ति के अंत में विभाजित न किया जाए।	
	(vi) जटिल और कठिन शब्द न हों - संयुक्ताक्षर कम से कम हों।	
	(vii) अंक 1 से 10 तक के शब्दों में और 11 से 999 तक के अंकों में।	
	(viii) तिथियों को वैसे लिखा जाए जैसे बोलते हैं न कि अंकों में। भाषा आम बोलचाल की सरल और हर क्षेत्र व हर योग्यता वाले को समझ आ जाए।	
6	क बेबसाइट पर विशुद्ध पत्रकारिता का श्रेय तहलका डॉट कॉम को।	$1 \times 5 = 5$
	ख उल्टा पिरामिड	
	इसमें सबसे महत्वपूर्ण तथ्य या सूचना अर्थात् क्लाइमैक्स को सबसे ऊपर दिया जाता है - पैराग्राम के ऊपर बाद के पैराग्राफ में उससे कम महत्वपूर्ण सूचना या तथ्य की जानकारी दी जाती है।	
	ग विशेष रिपोर्ट : यह गहरी छानबीन, विश्लेषण और व्याख्या के आधार पर लिखी जाती है। खोजी रिपोर्ट, विश्लेषणात्मक रिपोर्ट व विवरणात्मक रिपोर्ट ऐसे ही लिखी जाती है।	
	घ संपादकीय लेखन : संपादकीय किसी व्यक्ति विशेष का विचार नहीं होता, उसे किसी नाम के साथ नहीं छापा जाता। संपादकीय लिखने का दायित्व उस अखबार में काम करने वाले संपादक और उसके सहयोगियों पर होता है।	
	ड खबरें कई तरह की - राजनीतिक, आर्थिक, अपराध, खेल, फिल्म से जुड़ी हुई। संवाददाताओं के बीच काम का विभाजन उनकी दिलचस्पी और ज्ञान को ध्यान में रखते हुए किया जाता है। मीडिया की भाषा में इसे 'बीट' कहते हैं।	
7	काव्यांश की सप्रसंग व्याख्या	
	कवि व कविता का नामोल्लेख	$1/2 + 1/2$
	पूर्वापर संबंध	1
	व्याख्या मुख्य बिंदुओं की	4

शिल्पगत विशेषताएँ	1	
भाषा-शैली अभिव्यक्ति	1	8
जननी निरखति सिखी सी		
(i) कवि तुलसीदास द्वारा रचित पद ‘अंतरा भाग-2’ से अवतरित।		
(ii) राम के वनगमन के पश्चात् माता कौशल्या के हृदय की विरह वेदना।		
(iii) माँ कौशल्या का बार-बार राम के धनुष बाण की ओर देखना, राम के सुंदर जूते देखना, प्रातः मधुर वचन से श्री राम को जगाना।		
(iv) सहसा याद आना कि श्री राम वन को चले गए - चित्र की भाँति स्थिर हो जाना, प्रेम की मोरनी के समान बन जाना भाव स्पष्टीकरण अपेक्षित।		
विशेष - माता कौशल्या की विह्वलता, ब्रज भाषा, ‘सिख-सी’ उपमा अलंकार, अनुप्रास - बंधु बोलि, बड़ी बार, स्मृति बिंब, वात्सल्यरस, संगीतात्मकता।		

अथवा

गीत गाने काल देखो।

कवि : निराला

कविता: ‘गीत गाने दो मुझे’

निराला ने चोट खाए, संघर्ष करते-करते होशवालों के भी होश खो गए - उनमें आशा का संचार करने हेतु, खुशियों के रंग भरने की पुकार है।

विशेष - प्रगतिवादी दौर की रचना

- ठग-ठाकुरों में शोषकवर्ग का प्रतीकात्मक समावेश।
- अनुप्रास अलंकार।
- खड़ी बोली।

8 क दो प्रश्नों के उत्तर अपेक्षित 3+3 = 6

यह दीप मदमाता

- दीप स्नेह भरा, गर्वभरा, मदमाता भी हैं पर हैं अकेला

- दीप की व्यक्तिगत सत्ता का पंक्ति या समूह में विलय होना दीप की ताकत, सत्ता व लक्ष्य का सार्वभौमीकरण है। व्यक्ति का समष्टि में, आत्मबोध का विश्वबोध का रूपांतरण होना।

ख बसंत आया

- मनुष्य की आधुनिक जीवन शैली
- प्रकृति से नाता टूटना, व्यस्तता, प्रकृति में आ रहे परिवर्तनों को न देख पाना
- संवेदनहीन हो, मादक ऋतु 'बसंत' में भी आह्लादित न होना।
- नई कोंपलों का फूटना, हवा का बहना, कोयल-भ्रमर की मस्ती - पर निगाहें नहीं उठतीं - चिंता का विषय।

ग कन्ये, तर्पण

- निराला को पुत्री के लिए कुछ न कर पाने का बोध सालता है।
- पुत्री की असमय मृत्यु, जीवन-संघर्ष, वेदना और सभी अच्छे कर्मों का फल श्राद्ध रूप में अर्पित।
- श्राद्ध रूप में जल वस्तुओं का तर्पण, निराला द्वारा अपने कर्मों के फल पुत्री की तृप्ति की कामना के लिए अर्पित

9 क किन्हीं दो का काव्य सौंदर्य

$3+3 = 6$

- अंगद द्वारा रावण को राम की महिमा, प्रताप द्वारा उसे चेताने का प्रयास।
 - राम की प्रशंसा के बहाने रावण की निंदा।
2. बांधोई बांधत बारिधि बांधि कै बाट में अनुप्रास
- ओज गुण का समावेश
 - ब्रज भाषा, वीर रस की व्यंजना।

ख प्रिय सौं

- अगहन मास (शीतऋतु) में प्रेमी के वियोग में नायिका का विरहाग्नि में जलना।
- भंवरे तथा काम के समक्ष अपनी दशा का वर्णन (राजा रत्नसेन को नागमती का सदेश)

- बारहमासा वर्णन के अंतर्गत अगहन मास के शीत का प्रभाव
- भौंग और काग को दूत बनाकर भेजना।
- भाषा : अवधी, छंद - दोहा
- रस - वियोग, शृंगार रस

ग तोड़ो छोड़ो

नई कविता के कवि रघुवीर सहाय की उद्बोधनात्मक कविता

- एक ओर चट्टानों, बंजरभूमि तोड़ने का भाव दूसरी ओर मन में व्याप्त ऊब-खीज को भी दूर करने का भाव।
- तोड़ो-तोड़ो - पुनरुक्ति प्रकाश अलंकार प्रयोगवादी शैली
- चरती - परती - तुकांत शब्द
- सरल - सुबोध भाषा
- नवनिर्माण में अब - खीझ बाधक तत्व

10 गद्यांश की सप्रसंग व्याख्या -

लेखक, पाठ का नाम - ½+½

पूर्वापर प्रसंग - 1

व्याख्या - 3

विशेष - 1

कुल = 6

दुख और सुख जाल बिछाता है।

- (i) लेखक - आचार्य हजारी प्रसाद द्विवेदी
- (ii) निबंध - 'कुट्टज'
- (iii) कुट्टज छोटा सा ठिगना पौधा, हर परिस्थिति में लहराने वाला, हरा-भरा।
- (iv) कुट्टज की जीवन-शैली पर लेखक के दार्शनिक विचार

दुख और सुख की अवस्थाएँ, एक व्यक्ति जिस परिस्थिति में दुख की अनुभूति करता है दूसरा सुख की। वस्तुतः मन का संयमित न होना, दूसरों के वश में होना ही दुख का मुख्य कारण है।

अथवा

दूर जलधारा निर्मलानंद है।

- लेखक - ममता कालिया
- कहानी - 'दूसरा देवदास'
- गंगा पर स्नानार्थियों का स्नान, पूजा पाठ करने, श्रद्धाभाव से निज की कामना व कल्याण हेतु जाना।
- हर की पौड़ी पर भीड़ व जमघट के दृश्य का वर्णन -
- दिल्ली की सड़कों की भीड़ से भिन्न
- ऊँच-नीच, अमीर-गरीब के भेद से हटकर जनकल्याण की भावना
- अहम् का त्याग, कुठारहित, आत्माराम होना शुद्ध आनंद की प्राप्ति।
- वातावरण का सजीव चित्रण, भाषा सरल संस्कृतनिष्ठ दार्शनिक शब्दावली

11 क किन्हीं दो के उत्तर अपेक्षित -

4+4 = 8

प्रेमधन की छाया-स्मृति, निबंध में शुक्ल जी ने चौधरी साहब के व्यक्तित्व के निम्न पहलुओं को उजागर किया।

- आकर्षक व्यक्तित्व : कंधों पर बिखरे बाल एक भव्य मूर्ति के समान; बामनाचार्य जी ने उन्हें 'मुगलानी नारी' कहा
- रईसी प्रवृत्ति : उनकी हर अदा से रियासत और तबीयतदारी टपकती। जब वे टहलते थे तब एक छोटा-सा लड़का पान की तश्तरी लिए उनके पीछे-पीछे रहता।
- उत्सव प्रेमी : वसंत पंचमी, होली इत्यादि में नाच रंग और उत्सव मनाना।
- वचन-वक्रता : बात की काँट-छाँट करने में अनोखे, विलक्षण वक्रता, नौकरों के साथ निराले संवाद।
- प्रसिद्ध कवि : चौधरी साहब एक प्रसिद्ध कवि, पूरा नाम - उपाध्याय बदरीनारायण चौधरी -प्रेमधन'। घर पर लेखकों की भीड़।

ख ‘संवदिया’ के चारित्रिक गुण :

- संवदिया गुप्त समाचार ले जाता है।
- भगवान के घर से ही संवदिया बनकर आता है।
- संवदिया संवाद का प्रत्येक शब्द याद रखता है।
- वह संवाद को उसी सुर-स्वर में सुनाता है जैसा उसे सुनाया जाता है।
- किंतु गाँववालों के मन में संवदिया के बारे में धारणा है कि वह कामचोर, निठल्ला और पेटू आदमी होता है।
- वह औरतों का गुलाम होता है क्योंकि वह उनकी मीठी बोली सुनकर नशे में आ जाता है।

ग औद्योगीकरण ने पर्यावरण को इस ढंग से प्रभावित किया-

‘जहाँ कोई वापसी नहीं’ : निर्मल वर्मा

- औद्योगीकरण से पर्यावरण में असंतुलन
- चारों ओर पेड़-पौधों, वन-जंगल आदि संपदा का विनाश
- खनिज संपदा नष्ट
- कृषि योग्य भूमि को उजाड़ना
- लोगों को उजाड़कर विस्थापित करना।

12 केदारनाथ सिंह:

6

जीवनी : जन्म 7 जुलाई 1934 में, बलिया जिले के चकिया गाँव में हुआ। काशी हिंदू विश्वविद्यालय से हिंदी में एम.ए. करने के बाद ‘आधुनिक हिंदी कविता में बिंब विधान’ विषय पर पी-एच.डी. की उपाधि प्राप्त की। जवाहरलाल नेहरू विश्वविद्यालय में भारतीय भाषा केंद्र में हिंदी के प्रोफेसर के पद से अवकाश प्राप्त किया। संप्रति दिल्ली में रहकर स्वतंत्र लेखन कर रहे हैं।

रचनाएँ :

काव्य संग्रह ‘अभी बिल्कुल अभी’, ‘जमीन पक रही है’, ‘यहाँ से देखो’, अकाल में सारस’

आलोचनात्मक पुस्तक - ‘कल्पना और छायावाद’

निबंध संग्रह - ‘मेरे समय के शब्द और कब्रिस्तान में पंचायत’

काव्यगत विशेषताएँ :

1. सौंदर्य और प्रेम
2. आस्था और विश्वास का स्वर
3. सामाजिक चेतना की अभिव्यक्ति

(किन्हीं दो काव्यगत विशेषताओं का उल्लेख अपेक्षित है।)

अथवा

विद्यापति:

जीवनी : जन्म-मधुबनी (बिहार) कि बिस्पी गाँव, जो विद्या और ज्ञान के लिए प्रसिद्ध था। मिथिला नरेश राज शिवसिंह के अभिन्न मित्र, राजकवि व सलाहकार। अत्यंत कुशाग्र बुद्धि व तर्कशील। साहित्य, संस्कृति, संगीत, ज्योतिष, इतिहास, दर्शन, न्याय, भूगोल आदि के प्रकांड पंडित। आदिकाल और भक्तिकाल के संधि कवि कहे जा सकते हैं।

रचनाएँ :

‘कीर्तिलता’, ‘कीर्ति पताका’, ‘पुरुष परीक्षा’, ‘भू-परिक्रमा’, ‘लिखनावली’, ‘पदावली’

साहित्यिक विशेषताएँ :

1. रचनाओं पर दरबारी संस्कृति और अपभ्रंश काव्य परंपरा का प्रभाव।
2. पदावली के गीतों में भक्ति व शृंगार की गूंज पद-लालित्य, मानवीय प्रेम और व्यावहारिक जीवन के विविध रंग पदों को मनोरम और आकर्षक बनाते हैं।
3. राधा-कृष्ण के प्रेम के माध्यम से लौकिक प्रेम के विभिन्न रंग पदों को मनोरम और आकर्षक बनाते हैं। विभिन्न रूपों का चित्रण
4. संस्कृत, अवहट (अपभ्रंश) और मैथिली तीनों भाषाओं में रचना। अरबी-फारसी के शब्दों का भी स्वाभाविक प्रयोग।

नोट - किन्हीं दो विशेषताओं का उल्लेख अपेक्षित है।

अथवा

पंडित चंद्रधर शर्मा गुलेरी:

जीवनी : जन्म-सन् 1883 को जयपुर, हिंदी के प्रमुख रचनाकार, अनेक भाषाओं के ज्ञाता,

संस्कृत के प्रकांड पंडित, भाषा-विज्ञान में गहरी रुचि, प्राचीन इतिहास तथा पुरातत्व उनका प्रिय विषय था ।

प्रमुख रचनाएँ :

गुलेरी जी की सृजनशीलता के चार पड़ाव -

1. समालोचक (1903-06 ई.) 2. मर्यादा (1911-12), 3. प्रतिभा (1918-20), 4. नागरी प्रचारिका पत्रिका ।

इन पत्रिकाओं में शर्मा जी का रचनाकार व्यक्तित्व बहुविध रूप से उभर कर सामने आया । उन्होंने निबंधों के अतिरिक्त, तीन कहानियाँ लिखीं - 'बुद्ध का कांटा', 'सुखमय जीवन' और 'उसने कहा था' ।

साहित्यिक विशेषताएँ :

1. समाज का यथार्थ चित्रण
2. वर्णनात्मक, चित्रात्मक, विवरणात्मक शैलियों का प्रयोग
3. आम बोलचाल की भाषा का प्रयोग, सजीव दृश्य चित्रण-शैली का प्रयोग ।

अथवा

भीष्म साहनी:

जीवनी : जन्म 1915 को रावलपिंडी में हुआ । अंग्रेजी साहित्य में एम.ए. किया और पंजाब विश्वविद्यालय से पी-एच.डी. की उपाधि प्राप्त की । कॉलेज स्तर पर अध्यापन कार्य में रत रहे । विदेशी भाषा प्रकाशन गृह, मास्को में भाषा अनुवादक रहे ।

रचनाएँ :

'भाग्यरेखा', 'भटकती राख', 'पहला पाठ', 'वाड़चू', 'पटरियां, शोभा यात्रा', 'निशाचर डायन', 'पाली (कहानी संग्रह)', 'हानूश', 'माधवी', 'मुआवजे', 'कबिरा खड़ा बाजार में (नाटक)', 'गुलेल का खेल (बालोपयोगी कहानियाँ)', आदि । 'नई कहानियों' के कुशल संपादक ।

'साहित्य अकादमी पुरस्कार' से सम्मानित हिंदी अकादमी ने उन्हें 'शलाका सम्मान' से सम्मानित किया ।

साहित्यिक विशेषताएँ :

भाषा शैली में पंजाबी भाषा की सोंधी-सोंधी महक महसूस की जा सकती है । भाषा में उर्दू शब्दों का प्रयोग विषय को आत्मीयता प्रदान करता है । साहनी जी छोटे-छोटे वाक्यों

का सफल प्रयोग करके विषय को रोचक एवं प्रभावी बना देते हैं। संवादों का सटीक प्रयोग वर्णन में ताज़गी ला देता है।

- 13 क किन्हीं तीन प्रश्नों के उत्तर अपेक्षित 3+3+3 = 9
- आरोहण ।
- दोनों का भू-स्खलन से फैले मलबे को हटाना ।
 - खेतों को ढलवाँ बनाना ।
 - पहाड़ काट कर झरने को खेतों तक लाना ।
 - हरा-भरा बना कर यथासंभव फसल प्राप्त करना ।
 - दोनों ने मेहनत के बल पर नई जिंदगी की कहानी लिखी ।
- ख बिस्कोहर की माटी ।
- उस औरत का सौंदर्य बिसनाथ के हृदय में जूही के फूल की खुशबू की तरह बस गया ।
 - वो औरत लेखक को जूही की लता बनी चाँदनी के रूप में लगी ।
 - यहाँ चाँदनी भी प्रकृति, फूल भी, खुशबू भी और आकाश भी प्रकृति है। इन सभी उपमाओं से अलंकृत वह नारी लेखक को साक्षात् प्रकृति दिखाई देती है।
- ग नदियों को गंदे पानी के नाले ।
- जल के अंधाधुध अनुचित प्रयोग से आज जल के स्रोतों का कम होना ।
 - नदियों में गाद भर गई और वनों के कटाव से बरसात भी कम होती है।
 - अवशिष्ट पदार्थों को इन्हीं नदियों में प्रवाहित कर उन्हें गंदे पानी का नाला बनाना ।
- घ सूरदास की झोपड़ी जलाने के कारण ।
- सूरदास द्वारा भैरों की पत्नी सुभागी को अपने घर में आश्रय देना ।
 - बदनामी होने पर बदला लेने के लिए भैरों का बेताब होना ।
 - मौका मिलते ही सूरदास की झोपड़ी से रुपयों की थैली चुराना और झोपड़ी में आग लगा देना ।

14 ● सूरदास एक अंधा भिखारी, सुभागी व मिठुआ जैसों को आश्रय देना । 6

- आड़े वक्त के लिए जमा-पूंजी रखना ।
- पितरों के दान, श्राद्ध आदि में विश्वास रखना ।
- झोपड़ी जलाने वाले पर संदेह होते हुए भी जुबान पर नहीं लाता ।
- आत्मविश्वासी, दृढ़-निश्चयी तथा परिश्रमी है ।
- इन्हीं गुणों के बल पर वह एक बार क्या सौ बार झोपड़ी बनाने की बात करता है ।
- प्रतिशोध न लेकर क्षमा करना ही उसे एक आदर्श पात्र बनाता है ।

अथवा

- गाँव में गर्मी से होने वाली परेशानियाँ - चिलचिलाती धूप, लू लगने का डर ।
- घर से बाहर न निकल पाना ।
- दोपहरी में कार्य करने की अपेक्षा निद्रा अधिक ।
- लेखक के बचपन में ऐसी 'लू' चलती दोपहरी में भी नाच देखने निकल जाता

अथवा

वर्षा ऋतु में होने वाली परेशानियाँ :

- वर्षा ऐसे सीधे एकाएक नहीं आती थी ।
- बादल घिरते गड़गड़ाहट होती
- पूरा आकाश बादलों से घिर जाता कि दिन में रात हो जाती ।
- कई दिन लगातार की वर्षा से दीवारें गिरने, घर धंसकने लगते हैं ।
- गाँव में वर्षा के बाद कीचड़ बदबू ।
- खाना बनाने के लिए जलावन की भारी किल्लत होती ।

हिंदी (केंद्रिक)

निर्धारित समय : 3 घंटे

अधिकतम अंक : 100

प्रश्नपत्र संख्या 2/1/1

खंड 'क'

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

आज किसी भी व्यक्ति का सबसे अलग एक टापू की तरह जीना संभव नहीं रह गया है। भारत में विभिन्न पंथों और विविध मत-मतांतरों के लोग साथ-साथ रह रहे हैं। ऐसे में यह अधिक ज़रूरी हो गया है कि लोग एक दूसरे को जानें; उनकी ज़रूरतों को, उनकी इच्छाओं-आकांक्षाओं को समझें; उन्हें तरजीह दें और उनके धार्मिक विश्वासों, पद्धतियों, अनुष्ठानों को सम्मान दें। भारत जैसे देश में यह और भी अधिक ज़रूरी है, क्योंकि यह देश किसी एक धर्म, मत या विचारधारा का नहीं है। स्वामी विवेकानंद इस बात को समझते थे और अपने आचार-विचार में अपने समय से बहुत आगे थे। उनका दृढ़ मत था कि विभिन्न धर्मों-संप्रदायों के बीच संवाद होना ही चाहिए। वे विभिन्न धर्मों-संप्रदायों की अनेकरूपता को जायज और स्वाभाविक मानते थे। स्वामीजी विभिन्न धार्मिक आस्थाओं के बीच सामंजस्य स्थापित करने के पक्षधर थे और सभी को एक ही धर्म का अनुयायी बनाने के विरुद्ध थे। वे कहा करते थे - यदि सभी मानव एक ही धर्म का मानने लगें, एक ही पूजा-पद्धति को अपना लें और एक सी नैतिकता का अनुपालन करने लगें तो यह सबसे दुर्भाग्यपूर्ण बात होगी क्योंकि यह सब हमारे धार्मिक और आध्यात्मिक विकास के लिए प्राणघातक होगा तथा हमें हमारी सांस्कृतिक जड़ों से काट देगा।

- (क) उपर्युक्त गद्यांश के लिए एक उपयुक्त शीर्षक दीजिए। 1
- (ख) टापू किसे कहते हैं? 'टापू की तरह' जीने से लेखक का क्या अभिप्राय है? 2
- (ग) 'भारत जैसे देश में यह और भी अधिक ज़रूरी है।' क्या ज़रूरी है और क्यों? 2
- (घ) स्वामी विवेकानंद को 'अपने समय से बहुत आगे' क्यों कहा गया है? 2
- (इ.) स्वामीजी के मत में सबसे दुर्भाग्यपूर्ण स्थिति क्या होगी और क्यों? 2
- (च) भारत में साथ-साथ रह रहे किन्हीं चार धर्मों और मतों के नाम लिखिए। 1
- (छ) गद्यांश से 'अनु-' और 'सम्-' उपसर्ग वाले दो शब्द चुनकर लिखिए। 1
- (ज) मूल शब्द और प्रत्यय अलग कीजिए- स्थापित, नैतिक 1

(झ)	यह देश किसी एक धर्म, मत या विचारधारा का नहीं है। उपर्युक्त वाक्य को संयुक्त वाक्य में बदलिए।	1
(ज)	समास नाम लिखिए - पूजा-पद्धति, मत-मतांतर	1
(ट)	अपने वाक्यों में प्रयोग कीजिए - प्राणघातक, अनुष्ठान	1
2.	निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए :	

1x5 = 5

‘सर! पहचाना मुझे?’
बारिश में भीगता आया कोई
कपड़े कीचड़-सने और बालों में पानी।
बैठा। छन-भर सुस्ताया। बोला, नभ की ओर देख-
‘गंगा मैया पाहुन बनकर आई थीं,
झोंपड़ी में रहकर लौट गई।
नैहर आई बेटी की भाँति
चार दीवारों में कुदकती - फुदकती रहीं
खाली हाथ वापस कैसे जातीं!
घरवाली तो बच गई -
दीवारें ढहीं, चूल्हा बुझा’ बरतन-भाँडे -
जो भी था सब चला गया।
प्रसाद-रूप में बचा है नैनों में थोड़ा खारा पानी
पल्ली को साथ ले, सर, अब लड़ रहा हूँ
ढही दीवार खड़ी कर रहा हूँ
कादा-कीचड़ निकाल फेंक रहा हूँ।’
मेरा हाथ जेब की ओर जाते देख
वह उठा, बोला - ‘सर, पैसे नहीं चाहिए।
जरा अकेलापन महसूस हुआ तो चला आया
घर-गृहस्थी चौपट हो गई पर

रीढ़ की हड्डी मज़बूत है सर!

पीठ पर हाथ थपकी देकर

आशीर्वाद दीजिए -

लड़ते रहो।'

- (क) बाढ़ की तुलना मायके आई हुई बेटी से क्यों की गई है?
- (ख) बाढ़ का क्या प्रभाव पड़ा?
- (ग) 'सर' का हाथ जेब की ओर क्यों गया होगा?
- (घ) आगंतुक सर के घर क्यों आया था?
- (ड.) कैसे कह सकते हैं कि आगंतुक स्वाभिमानी और संघर्षशील व्यक्ति है?

खंड - 'ख'

3. निम्नलिखित में से किसी एक विषय पर निबंध लिखिए : 5
- (क) भ्रष्टाचार का विरोध
 - (ख) 24×7 चैनलों का शोर
 - (ग) संपन्न भारत
 - (घ) मेरा प्रिय सिने-सितारा
4. सड़क मरम्मत कार्य में निर्धारित बजट और उसके उपयोग की जानकारी सूचना का अधिकार कानून के अंतर्गत प्राप्त करने के लिए दिल्ली नगर निगम के आयुक्त को पत्र लिखिए। 5

अथवा

देश में बढ़ रही महँगाई के दो कारणों और रोकने के दो उपायों का उल्लेख करते हुए किसी प्रतिष्ठित समाचार पत्र के संपादक को पत्र लिखिए।

5. 'भ्रष्टाचार के विरोध में उमड़ता जन सैलाब' अथवा 'पढ़ाई-लिखाई से वंचित बचपन' विषय पर एक फ़ीचर का आलेख लिखिए। 5
6. (क) 'किसानों की समस्याएँ' अथवा 'कन्या-भूषण-हत्या' विषय पर एक आलेख लिखिए। 5
- (क) संक्षेप में उत्तर दीजिए : 1x5 = 5

- (i) समाचार किसे कहते हैं?
- (ii) संचार माध्यमों के दो प्रमुख प्रकारों का नामोल्लेख कीजिए।
- (iii) समाचार लेखन की 'उल्टा पिरामिड' शैली क्या है?
- (iv) विज्ञापनों की दो उपयोगिताएँ लिखिए।
- (v) इंटरनेट की लोकप्रियता के दो कारण लिखिए।

खंड - 'ग'

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

2x4 = 8

तिरती है समीर-सागर पर

अस्थिर सुख पर दुख की छाया -

जग के दग्ध हृदय पर

निर्दय विप्लव की प्लावित माया -

यह तेरी रण-तरी

भरी आकांक्षाओं से

घन, भेरी-गर्जन से सजग सुप्त अंकुर

उर में पृथ्वी के, आशाओं से

नवजीवन की, ऊँचा कर सिर,

ताक रहे हैं, ऐ विप्लव के बादल।

(क) कविता किसे संबोधित है? उसे विप्लव का प्रतीक क्यों माना गया है?

(ख) रणतरी किसे कहते हैं? वहाँ रणतरी को आकांक्षाओं से भरी क्यों कहा है?

(ग) क्रांति के सुप्त अंकुर आकाश की ओर क्यों ताक रहे हैं?

(घ) भाव स्पष्ट कीजिए :

तिरती है समीर-सागर पर

अस्थिर सुख पर दुख की छाया।

अथवा

सकहु न दुखित देखि मोहि काऊ ।

बंधु सदा तव मृदुल सुभाऊ ॥

मम हित लागि तजेहु पितु माता ।

सहेहु बिपिन हिम आतप बाता ॥

सो अनुराग कहाँ अब भाई ।

उठहु न सुनि मम बच बिकलाई ॥

जौं जनतेउँ बन बंधु बिठोहू ।

पितु बचन मनतेउँ नहिं ओहू ॥

(क) राम लक्ष्मण की किन-किन विशेषताओं का उल्लेख कर रहे हैं?

(ख) ‘सो अनुराग कहाँ अब भाई’ कथन का कारण स्पष्ट कीजिए।

(ग) ‘यह मुझे पहले ज्ञात होता तो मैं पिता की आज्ञा नहीं मानता’ - क्या ऐसा संभव था?
पक्ष या विपक्ष में तर्क दीजिए।

(घ) आशय स्पष्ट कीजिए:

‘उठहु न सुनि मम बच बिकलाई ।’

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

2x3 = 6

आखिरकार वही हुआ जिसका मुझे डर था

ज़ोर ज़बरदस्ती से

बात की चूड़ी मर गई

और वह भाषा में बेकार घूमने लगी

हारकर मैंने उसे कील की तरह

उसी जगह ठोंक दिया

(क) उपमा अलंकार का उदाहरण छाँटकर उसका सौंदर्य स्पष्ट कीजिए।

(ख) काव्यांश से दो मुहावरे चुनकर उनका लक्ष्यार्थ स्पष्ट कीजिए।

(ग) काव्यांश की भाषा पर टिप्पणी कीजिए।

अथवा

तुम्हें भूल जाने की
दक्षिण ध्रुवी अंधकार-अमावस्या
शरीर पर, चेहरे पर, अंतर में पा लूँ मैं
झेलूँ मैं, उसी में नहा लूँ मैं।

- (क) रूपक अलंकार का उदाहरण चुनकर उसका सौंदर्य स्पष्ट कीजिए।
- (ख) अमावस्या के लिए प्रयुक्त विशेषण पहचानिए और बताइए कि उनसे विशेष्य में क्या अर्थ जुड़ता है?
- (ग) काव्यांश की भाषा पर टिप्पणी कीजिए।

9. किन्हीं दो प्रश्नों के उत्तर दीजिए :-

3+3 = 6

- (क) सोदाहरण सिद्ध कीजिए कि ‘फ़िराक की रुबाइयों में हिंदी का एक घरेलू रूप दिखता है।’
- (ख) ‘छोटा मेरा खेत’ कविता के आधार पर खेत और कागज़ के पन्ने की समानता के तीन बिंदुओं पर प्रकाश डालिए।
- (ग) सिद्ध कीजिए कि ‘कैमरे में बंद अपाहिज’ करुणा के मुखौटे में छिपी क्रूरता की कविता है।

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

2x4 = 8

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 ‘पर्चेज़िंग पावर’ के गर्व में अपने पैसे से केवल एक विनाशक शक्ति - शैतानी शक्ति, व्यंग की शक्ति ही बाज़ार को देते हैं। न तो वे बाज़ार का लाभ उठा सकते हैं, न उस बाज़ार को सच्चा लाभ दे सकते हैं। वे लोग बाज़ार का बाज़ारूपन बढ़ाते हैं।

- (क) ‘बाज़ार का बाज़ारूपन’ से लेखक का क्या अभिप्राय है? स्पष्ट कीजिए।
- (ख) बाज़ार को सार्थकता कौन दे सकता है? कैसे?
- (ग) ‘पर्चेज़िंग पावर’ क्या है? उससे बाज़ार का अहित कैसे होता है?
- (घ) क्या आप लेखक की राय का समर्थन करते हैं? क्यों? तर्क सम्मत उत्तर दीजिए।

अथवा

हम आज देश के लिए करते क्या है? माँगें हर क्षेत्र में बड़ी-बड़ी हैं, पर त्याग का नाम निशान नहीं है। अपना स्वार्थ आज एकमात्र लक्ष्य रह गया है। हम चटखारे लेकर इसके या उसके भ्रष्टाचार की बात करते हैं पर क्या कभी हमने जाँचा है कि अपने स्तर पर हम उसी भ्रष्टाचार के अंग तो नहीं बन रहे हैं? काले मेघा दल के दल उमड़ते हैं, पानी झमाझम बरसता है पर गगरी फूटी की फूटी रह जाती है, बैल पियासे रह जाते हैं। आखिर कब बदलेगी यह स्थिति?

- (क) लेखक को हमारे स्वभाव से शिकायत क्यों है?
- (ख) भ्रष्टाचार की चर्चा करते हुए लेखक क्या अपेक्षा करता है? क्यों?
- (ग) आशय स्पष्ट कीजिए:
काले मेघा, दल के दल पियासे रह जाते हैं।
- (घ) आपके विचार में यह स्थिति कब बदलेगी और कैसे बदलेगी?

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

3x4 = 12

- (क) पाठ के आधार पर ‘भक्तिन’ की तीन विशेषताओं पर प्रकाश डालिए।
- (ख) ‘लुट्टन पहलवान की ढोलक गाँव के असहाय और मरणासन्न लोगों को मरने का हौसला देती थी।’ इस कथन पर अपने विचार व्यक्त कीजिए।
- (ग) चार्ली चैप्लिन कौन था? उनके बचपन और पारिवारिक परिवेश पर प्रकाश डालिए।
- (घ) ‘नमक’ कहानी की मूल संवेदना पर अपने विचार व्यक्त कीजिए।
- (ड.) जातिप्रथा को श्रमविभाजन का ही एक रूप न मानने के पीछे आंबेडकर के तर्कों का उल्लेख कीजिए।

12. किन्हीं दो प्रश्नों के उत्तर दीजिए :

3+3 = 6

- (क) ‘अतीत में दबे पाँव’ के आधार पर प्रतिपादित कीजिए कि सिंधु सभ्यता में भव्यता का आडंबर नहीं था।
- (ख) ‘जूझा’ कहानी के प्रमुख पात्र को पढ़ना जारी रखने के लिए कैसे जूझना पड़ा और किस उपाय से वह सफल हुआ?
- (ग) यशोधर पंत पर किशन दा के प्रभाव की समीक्षा कीजिए।

13. किन्हीं दो प्रश्नों के उत्तर दीजिए :

2+2 = 4

- (क) ‘ऐन फेंक की डायरी’ में नारी के अधिकारों पर व्यक्त विचारों पर टिप्पणी कीजिए।

(ख) ‘जो हुआ होगा’ कथन के दो आशय ‘सिल्वर वेडिंग’ कहानी के संदर्भ में स्पष्ट कीजिए।

(ग) ‘मुअनजो-दड़े क्यों प्रसिद्ध हैं? दो कारण लिखिए।

14. ‘जूझ’ कहानी के शीर्षक का औचित्य सिद्ध कीजिए।

5

अथवा

‘सिल्वर वेडिंग’ कहानी के आधार पर यशोधर पंत के स्वभाव की विशेषताओं पर प्रकाश डालिए।

प्रश्नपत्र संख्या 2/1

खंड ‘क’

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

जर्मनी के सुप्रसिद्ध विचारक नीत्शे ने, जो विवेकानन्द का समकालीन था, घोषणा की कि ‘ईश्वर मर चुका है।’ नीत्शे के प्रभाव में यह बात चल पड़ी कि अब लोगों को ईश्वर में दिलचस्पी नहीं रही। मानवीय प्रवृत्तियों को संचालित करने में विज्ञान और बौद्धिकता निर्णायक भूमिका निभाते हैं - यह स्वामी विवेकानन्द को स्वीकार नहीं था। उन्होंने धर्म को बिलकुल नया अर्थ दिया। स्वामी जी ने माना कि ईश्वर की सेवा का वास्तविक अर्थ ग्रीबों की सेवा है। उन्होंने साधुओं-पंडितों, मंदिर-मस्जिद, गिरजाघरों-गोंपाओं के इस परंपरागत सोच को नकार दिया कि धार्मिक जीवन का उद्देश्य संन्यास के उच्चतर मूल्यों का पाना या मोक्ष-प्राप्ति की कामना है। उनका कहना था कि ईश्वर का निवास निर्धन-दरिद्र-असहाय लोगों में होता है क्योंकि वे ‘दरिद्र-नारायण’ हैं। ‘दरिद्र-नारायण’ शब्द ने सभी आस्थावान् स्त्री-पुरुषों में कर्तव्य-भावना जगाई कि ईश्वर की सेवा का अर्थ दीन-हीन प्राणियों की सेवा है। अन्य किसी भी संत-महात्मा की तुलना में स्वामी विवेकानन्द ने इस बात पर ज्यादा बल दिया कि प्रत्येक धर्म ग्रीबों की सेवा करे और समाज के पिछड़े लोगों का अज्ञान, दरिद्रता और रोगों से मुक्त करने के उपाय करे। ऐसा करने में स्त्री-पुरुष, जाति-संप्रदाय, मत-मतांतर या पेशे-व्यवसाय से भेदभाव न करे। परस्पर वैमनस्य या शत्रुता का भाव मिटाने के लिए हमें धृणा का परित्याग करना होगा और सबके प्रति प्रेम और सहानुभूति का भाव जगाना होगा।

(क) नीत्शे कौन था? उसने क्या घोषणा की थी?

1

(ख) नीत्शे की घोषणा के पीछे क्या सोच थी?

2

(ग) धर्म के बारे में स्वामी विवेकानंद ने क्या विचार दिया? इसका क्या आशय था?	2
(घ) पारंपरिक विचारों के अनुसार धार्मिक जीवन का उद्देश्य क्या माना गया था?	1
(ङ.) 'दरिद्र-नारायण' से क्या आशय है? इस शब्द से लोगों में क्या भावना जाग्रत हुई?	2
(च) स्वामी विवेकानंद ने किस बात पर बल दिया और क्यों?	2
(छ) आपसी भेदभाव मिटाने के लिए क्या किया जाना चाहिए?	2
(ज) उपर्युक्त गद्यांश के लिए एक उपयुक्त शीर्षक दीजिए।	1
(झ) उपसर्ग और प्रत्यय अलग कीजिए - संचालित अथवा निर्धनता।	1
(ज) सरल वाक्य में बदलिए :	1
स्वामी जी ने माना कि ईश्वर सेवा का वास्तविक अर्थ ग्रीबों की सेवा है।	

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

तुम नहीं चाहते थे क्या -

फूल खिलें

भौंरे गूँजें

तितलियाँ उड़ें?

नहीं चाहते थे तुम -

शरदाकाश

वसंत की हवा

मंजरियों का महोत्सव?

कोकिल की कुहू, हिरनों की दौड़?

तुम्हें तो पसंद थे भेड़िये

भेड़ियों-से धीरे-धीरे जंगलाते आदमी

समूची हरियाली को धुआँ बनाते विस्फोट!

तुमने ही बना दिया है सबको अंधा-बहरा

आकाशगामी हो गए सब

कोलाहल में ढूबे, वाणी-विहीन!

अब भी समय है
 बाकी है भविष्य अभी
 खड़े हो जाओ अँधेरों के ख़िलाफ़
 वेद-मंत्रों के ध्याता,
 पहचानो अपनी धरती
 अपना आकाश!

- (क) आतंकी विस्फोटों के क्या-क्या परिणाम होते हैं?
- (ख) आतंकवादियों को धरती के कौन-कौनसे रूप नहीं लुभाते?
- (ग) आशय स्पष्ट कीजिए :
तुम्हें पसंद थे भेड़िये।
धीरे-धीरे ज़ंगलाते आदमी।
- (घ) ‘अब भी समय है’ कहकर कवि क्या अपेक्षा करता है?
- (ड.) काव्यांश के आधार पर वसंत ऋतु के सौंदर्य का शब्द-चित्र अपने शब्दों में प्रस्तुत कीजिए।

खंड - ‘ख’

3. निम्नलिखित में से किसी एक विषय पर निबंध लिखिए : 5
- (क) भारत की युवा शक्ति
 - (ख) संचार-क्रांति
 - (ग) बाढ़ की विभीषिका
 - (घ) वन रहेंगे : हम रहेंगे
4. अपने कार्यक्रमों के द्वारा अंधविश्वासों और रूढ़िवादी विचारधारा का प्रचार करने वाले ‘क-ख-ग’ चैनल के बारे में अपनी राय व्यक्त करते हुए किसी प्रतिष्ठित समाचार-पत्र के संपादक को पत्र लिखिए। 5

अथवा

आपके गाँव से कस्बे तक की सङ्क की दुर्दशा का वर्णन करते हुए अपने क्षेत्र के संसद्-सदस्य को पत्र लिखकर अनुरोध कीजिए कि अपनी क्षेत्रीय विकासनिधि से तात्कालिक मरम्मत करवाएँ और सरकार के लोकनिर्माण विभाग से कार्यवाही करने के लिए आवश्यक क़दम उठाएँ।

5. “मैं रामलीला मैदान से लिख रहा हूँ” अथवा “अस्पताल के साधारण वार्ड से” विषय पर एक फ़ीचर का आलेख लिखिए।

5

6. (क) निम्नलिखित के उत्तर संक्षेप में दीजिए :

1x5 = 5

- (i) संपादक के दो प्रमुख कार्यों का उल्लेख कीजिए।
- (ii) विशेष लेखन से आप क्या समझते हैं?
- (iii) मुद्रित माध्यम की एक विशेषता बताइए जो इलैक्ट्रॉनिक माध्यम में नहीं है।
- (iv) हिंदी में प्रकाशित किन्हीं चार दैनिक समाचार-पत्रों के नाम लिखिए।
- (v) समाचार-लेखन के छह ‘ककारों’ का नामोल्लेख कीजिए।

- (ख) ‘विज्ञापनों की लुभावनी दुनिया’ अथवा ‘ऑखों-देखी दुर्घटना’ विषय पर एक आलेख लिखिए।

5

खंड - ‘ग’

7. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए :

2x4 = 8

ज़िंदगी में जो कुछ है, जो भी है

सहर्ष स्वीकारा है;

इसलिए कि जो कुछ भी मेरा है

वह तुम्हें प्यारा है।

गरबीली गुरीबी यह, ये गंभीर अनुभव सब

यह विचार-वैभव सब

दृढ़ता यह, भीतर की सरिता यह अभिनव सब

मौलिक है, मौलिक है

इसलिए कि पल-पल में

जो कुछ भी जाग्रत है, अपलक है -

संवेदन तुम्हारा है!

- (क) कवि ने क्या सहर्ष स्वीकारा है और क्यों?
- (ख) 'ग़रीबी' के लिए प्रयुक्त विशेषण का भाव-सौंदर्य स्पष्ट कीजिए।
- (ग) कविता का 'तुम' (तुम्हें) कौन है? आप ऐसा कैसे कह सकते हैं?
- (घ) भावार्थ स्पष्ट कीजिए :

पल-पल में जो कुछ भी जाग्रत है, अपलक है-

संवेदन तुम्हारा है!

अथवा

बच्चे प्रत्याशा में होंगे,

नीड़ों से झाँक रहे होंगे -

यह ध्यान परों में चिड़िया के भरता कितनी चंचलता है!

दिन जल्दी-जल्दी ढलता है!

मुझसे मिलने को कौन विकल ?

मैं होऊँ किसके हित चंचल ?

यह प्रश्न शिथिल करता पद को, भरता उर में विह्वलता है,

दिन जल्दी-जल्दी ढलता है!

- (क) दिन ढलते समय पक्षियों की द्रुत गति का कारण कवि क्या मानता है?
- (ख) आदमी को घर लौटने की खास जल्दी नहीं दिखाई पड़ती, क्यों?
- (ग) बच्चों की 'प्रत्याशा' क्या हो सकती है? उनकी व्याकुलता कैसे व्यक्त की गई है?
- (घ) भाव स्पष्ट कीजिए:

यह प्रश्न शिथिल करता पद को,

भरता उर में विह्वलता है।

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

2x3 = 6

प्रभु प्रताप सुनि कान विकल भए बानर निकर।

आइ गयउ हनुमान, जिमि करुना महँ वीर रस ॥

- (क) 'उत्त्रेक्षा' अलंकार का सौंदर्य स्पष्ट कीजिए।
- (ख) अनुप्रास अलंकार के दो उदाहरण चुनकर लिखिए।
- (ग) काव्यांश में प्रयुक्त भाषा की दो विशेषताएँ बताइए।

अथवा

नील जल में या किसी की
गौर झिलमिल देह जैसे हिल रही हो!
और
जादू टूटता है इस उषा का अब
सूर्योदय हो रहा है।

- (क) उषा का जादू क्या है और क्यों टूट रहा है?
- (ख) काव्यांश का बिंब स्पष्ट कीजिए।
- (ग) काव्यांश की भाषा पर टिप्पणी कीजिए।

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

3+3 = 6

- (क) 'बादल राग' कविता के आधार पर बादल के विप्लवकारी स्वरूप का चित्रण कीजिए।
- (ख) 'कैमरे में बंद अपाहिज' कविता में शारीरिक चुनौती झेलते अन्यथा सक्षम लोगों के प्रति कवि के रवैये पर टिप्पणी कीजिए।
- (ग) 'बात सीधी थी पर' के आधार पर लिखिए कि भाषा को सहूलियत से बरतने से कवि का क्या आशय है? ऐसा न करने पर क्या परिणाम होता है?

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

2x4 = 8

भक्तिन और मेरे बीच सेवक-स्वामी का संबंध है, यह कहना कठिन है; क्योंकि ऐसा कोई स्वामी नहीं हो सकता, जो इच्छा होने पर भी सेवक को अपनी सेवा से न हटा सके और ऐसा कोई सेवक भी नहीं सुना गया, जो स्वामी के चले जाने का आदेश पाकर अवज्ञा से हँस दे। भक्तिन को नौकर कहना उतना ही असंगत है, जितना अपने घर में बारी-बारी से आने-जाने वाले अँधेरे-उजाले को और आँगन में फूलने वाले गुलाब और आम को सेवक मानना।

- (क) भक्तिन कौन है? उसका वास्तविक नाम क्या था?
- (ख) महादेवी अपने और भक्तिन के संबंधों को मालिक और नौकरानी का संबंध क्यों नहीं मानती?
- (ग) महादेवी और भक्तिन के संबंधों की तुलना किनसे की गई है और क्यों?
- (घ) गद्यांश से भक्तिन के व्यक्तित्व की किन विशेषताओं का पता चलता है?

अथवा

मैं शिरीष के फूलों को देखकर कहता हूँ कि क्यों नहीं फलते ही समझ लेते बाबा कि झड़ना निश्चित है! सुनता कौन है? महाकाल देवता सपासप कोड़े चला रहे हैं; जीर्ण और दुर्बल झड़ रहे हैं, जिनमें प्राण-कण 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, वहाँ देर तक बने रहें तो काल-देवता की आँख 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) शिरीष की किस विशेषता के कारण लेखक को यह सब कहना पड़ा है?
- (ख) मूर्ख किन्हें कहा गया है और क्यों?
- (ग) महाकाल के सपासप कोड़े चलाने का क्या आशय है? इसका क्या प्रभाव दिखाई देता है?
- (घ) आशय स्पष्ट कीजिए:

हिलते-डुलते रहो, स्थान बदलते रहो, आगे की ओर मुँह किए रहो तो कोड़े की मार से बच भी सकते हो। जमे कि मरे

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

3x4 = 12

- (क) चार्ली चैप्लिन के भारतीयकरण से क्या तात्पर्य है?
- (ख) इंद्र सेना के बारे में लेखक और जीजी की राय में क्या अंतर था? आप किसके विचारों से सहमत हैं?
- (ग) भीमराव आंबेडकर के मत में दासता की व्यापक परिभाषा क्या है?
- (घ) नमक की पुड़िया को लेकर सफिया के मन में क्या द्वंद था? सफिया के भाई ने नमक ले जाने के लिए मना क्यों कर दिया था?
- (ङ.) ‘बाज़ार’ का जादू क्या है? जादू छढ़ने-उतरने का ग्राहक पर क्या प्रभाव पड़ता है?

12. निम्नलिखित में से किन्हीं दो प्रश्नों के उत्तर दीजिए : 3+3 = 6
- (क) अपने निवास के पास पहुँचकर वाई.डी. पंत को क्यों लगा कि वे किसी ग़लत जगह पर आ गए हैं? वे घर न जाकर अँधेरे में ही क्यों दुबके रहे?
 - (ख) ‘जूझ’ कहानी के लेखक की रुचि काव्य-रचना की ओर जगाने में उसके अध्यापक के योगदान पर टिप्पणी कीजिए।
 - (ग) “सिंधु-सभ्यता की खूबी उसका सौंदर्यबोध है, जो राज-पोषित या धर्म-पोषित न होकर समाज-पोषित था।” ‘अतीत में दबे पाँव’ के आधार पर इस कथन की समीक्षा कीजिए।
13. निम्नलिखित में से किन्हीं दो प्रश्नों के उत्तर दीजिए : 2+2 = 4
- (क) ‘मुअनजो-दड़ों कहाँ हैं और क्यों प्रसिद्ध हैं?
 - (ख) ड्रेसिंग गाउन पहनते समय यशोधर बाबू को भूषण की बात क्यों चुभ गई? ‘सिल्वर वेडिंग’ के आधार पर उत्तर दीजिए।
 - (ग) ‘किट्टी की डायरी’ को ऐतिहासिक दस्तावेज़ क्यों माना जाता है?
14. सेक्शन ऑफिसर के रूप में वाई.डी. पंत के व्यक्तित्व और व्यवहार पर सोदाहरण प्रकाश डालिए। 5

अथवा

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

अंक - योजना - हिंदी (केंद्रिक)

I keku; fun&k %

1. मूल्यांकन करते समय कृपया निम्नलिखित निर्देशों को ध्यान पूर्वक पढ़िए तभी किसी भी संशय की स्थिति में मुख्य परीक्षक से स्पष्टीकरण प्राप्त करें।
2. अंक योजना तैयार करते समय पूर्ण सावधानी बरती गई है। फिर भी यह ध्यान में रखना महत्वपूर्ण है कि यह न तो विस्तृत है और नहीं अंतिम है। यदि परीक्षार्थी ने कोई अन्य उपयुक्त बिंदु अपने उत्तर में दे दिया है जो अंक योजना में प्रश्न के उत्तर के लिए दिए गए बिंदु से अतिरिक्त है, तो परीक्षार्थी को उसके लिए उपयुक्त अंक दिए जाए (पूर्ण लाभ)। जहाँ भी आवश्यकता पड़े वहाँ परीक्षक अपने ज्ञान तथा अनुभव का प्रयोग करें।
3. अंक योजना में प्रश्न के उत्तर के लिए केवल सुझात्मक मूल्य बिंदु दिए गए हैं: ये केवल मार्ग दर्शन मात्र के लिए हैं न कि ये ही प्रश्न का पूर्ण उत्तर हैं। परीक्षार्थी अपने शब्दों में उत्तर लिखता है किंतु सही लिखता है तो उसे इसके लिए उपयुक्त अंक दिए जाएँ।
4. मुख्य परीक्षकों को परीक्षकों द्वारा जाँची गई पहली पाँच उत्तर पुस्तिकाएँ पूरी तरह से जाचनी चाहिए ताकि यह सुनिश्चित किया जा सके कि उन्होंने अंक योजना के निर्देशों के अनुसार ही मूल्यांकन किया है। शेष उत्तर पुस्तिकाएँ, यह सुनिश्चित करने के पश्चात कि उनके द्वारा जाँची गई उत्तर पुस्तिकाओं में प्रत्येक परीक्षक की जाँच में विशेष अंतर नहीं है तभी उन्हें शेष उत्तर पुस्तिकाएँ जाँचने के लिए दी जाएँ।
5. मार्किंग न तो अति कठोर हो और न ही अधिक उदार हो। गलत स्पैलिंग के लिए अंक न काटे जाएँ। गलत नामों के लिए, विस्तार में यदि कुछ कमी है या छोटी-मोटी गलती है या कुछ छूट गया है तो उसके लिए भी अंक न काटे जाएँ। उत्तर की शब्द सीमा पार करने पर भी अंक न काटे जाएँ।
6. यदि परीक्षार्थी दोनों विकल्पों के उत्तर लिख देता है तो दोनों विकल्पों को पढ़कर जो भी अच्छा हो उसके उपयुक्त अंक दिए जाएँ।
7. अनेक उत्तरों के मूल्य बिंदुओं में विशेष विभाजन किया गया है तो ऐसी स्थिति में परीक्षक विभिन्न विभाजनों में उनकी उपयुक्ता के अनुसार अर्थात् यदि उत्तर में परीक्षार्थी की समझ और प्रश्न की सीमा के अनुसार अंक देने के लिए अपने विवेक के अनुसार मूल्यांकन कर सकते हैं।

8. कुछ प्रश्न उच्च स्तरीय विचारणीय हो सकते हैं। ऐसे प्रश्न आपके लिए विशेष रूप से तारांकित कर दिए गए हैं। इन सभी प्रश्नों का मूल्यांकन सावधानीपूर्वक किए जाय तथा परीक्षार्थी की समझ एवं विश्लेषणात्मक योग्यता की जाँच की जाएँ।
9. मूल्यांकन में संपूर्ण अंक पैमाने - 0 से 100 का प्रयोग अभीष्ट है, अर्थात् परीक्षार्थी ने यदि सभी अपेक्षित उत्तर-बिंदुओं का उल्लेख किया है तो उसे पूरे 100 अंक दिए जाने चाहिए।
10. माननीय भारतीय उच्चतम् न्यायालय के निर्णय को मानते हुए बोर्ड ने यह निर्णय लिया है कि जो उम्मीदवार आवश्यक फीस की अदायगी कर अपनी उत्तरपुस्तिका की फोटोकॉपी लेना चाहेगा उसे वर्ष 2012 से फोटोकॉपी की हुई उत्तरपुस्तिका उपलब्ध करवाई जाएगी। इसलिए यह अत्यंत आवश्यक हैं कि मूल्यांकन कठोरता से अंकयोजना का पालन करते हुए ही किया जाए ताकि बोर्ड आपके मूल्यांकन को सही ठहरा सके।

प्रश्न-पत्र-संख्या 2/1/1

- | | | |
|----|--|---------------------------|
| 1. | क. विवेकानन्द के विचार/विवेकानन्द और धर्म/कोई अन्य उपयुक्त शीर्षक | 1 |
| | ख. चारों ओर जल से धिरा हुआ द्वीप/भूखंड, सबसे अलग रह कर जीवन जीना | 1+1 |
| | ग. लोग एक-दूसरे को जाने, समझे, एक दूसरे के धर्म अनुष्ठानों को सम्मान दें क्योंकि भारत किसी एक धर्म मत या विचारधारा का नहीं। | 1+1 |
| | घ. उनका मत था कि भारत देश किसी एक धर्म या संप्रदाय का नहीं है सभी धर्मों संप्रदायों के बीच संवाद होना चाहिए। इसी से हम कह सकते हैं कि वे अपने समय से आगे थे। | 1+1 |
| | ड. सभी एक ही पूजा पद्धति को अपना लें तो दुर्भाग्यपूर्ण स्थिति। यह हमारी संस्कृति और आध्यात्मिक विकास को जड़ से काट देगा। | 1+1 |
| | च. हिंदू, मुस्लिम, सिख, ईसाई, पारसी (कोई चार) | 1 |
| | छ. अनुष्ठान/अनुपालन, संवाद/संभव | $\frac{1}{2}+\frac{1}{2}$ |
| | ज. स्थापना+इत, नीति+इक | $\frac{1}{2}+\frac{1}{2}$ |
| | झ. यह देष किसी एक धर्म का नहीं है और न ही किसी एक मत या विचारधारा का है। | 1 |

ज.	तत्पुरुष समास, द्वंद्व समास	$\frac{1}{2}+\frac{1}{2}$
ट.	दोनों शब्दों का उपयुक्त सार्थक प्रयोग (परीक्षक के विवेकानुसार)	$\frac{1}{2}+\frac{1}{2}$
		15
2.	क. बेटी भी अचानक आती है, कूदती-फुदकती और लौट जाती है।	1
	ख. घर की दीवारें ढह गई, रसोई, भाँड़े-बर्तन सब बाढ़ की चपेट में आकर बह गए, नष्ट हो गए।	1
	ग. आगंतुक को कुछ आर्थिक सहायता देने के लिए।	1
	घ. जीवन संघर्ष में सफलता हेतु आशीर्वाद देने के लिए।	1
	ड. उसे अपनी 'रीढ़ की हड्डी' (पुरुषार्थी) पर भरोसा है। इसके बल पर ही वह नए सिरे से घर बना सकता है।	1
		5
3.	निबंध :	
	भूमिका	$\frac{1}{2}+\frac{1}{2}=1$
	विषय वस्तु : कोई तीन बिंदु	3 = 3
	भाषा-शैली और प्रस्तुतशैली	$\frac{1}{2}+\frac{1}{2}=1$
		= 5
4.	पत्र :	
	प्रारूप	1
	विषय वस्तु प्रश्नानुसार	3
	भाषा और प्रस्तुति शैली	1
		= 5
5.	फीचर का आलेख :	
	विषयवस्तु	2
	प्रभावी प्रस्तुति	2
	भाषाशैली	1
		= 5

6. क आलेख :

	विषयवस्तु	2
	प्रभावी प्रस्तुति	2
	भाषाशैली	1
		= 5
ख	(i) कोई नई घटना, महत्वपूर्ण तथ्य या सूचना समाचार कहलाता है।	1
	(ii) मुद्रित माध्यम - समाचार पत्र, पुस्तकें आदि इलैक्ट्रानिक माध्यम - दूरदर्शन, रेडियो, इंटरनेट	1
	(iii) उल्टा पिरामिड में पहले इण्ट्रो (भूमिका) दूसरा बॉडी (तथ्य) और अंत में समापन होता है। इस शैली में पिरामिड को उलटा दिया जाता है। यह विशेष लेखनशैली के अंतर्गत आता है।	1
	(iv) जागरूकता पैदा करना, सूचना देना, प्रचार संदेश (कोई दो)	1
	(v) दृश्य और प्रिंट माध्यमों के रूप में उपयोग तीव्रता, विविधता (कोई दो)	1
		= 5
7.	क. बादल को क्योंकि वे गर्जन-तर्जन के साथ बरसते हैं तो प्रकृति में नवांकुर फूटते हैं जैसे क्रांति के विनाश के बाद नया सृजन होता है।	2
ख.	रणतरी-युद्ध में भाग लेने वाली नाव, यहाँ किसान की आशाएँ भरी हैं कि क्रांति के बाद अच्छे दिन आएँगे।	2
ग.	क्रांति की प्रतीक्षा में सुप्त अंकुर आकाश की ओर ताक रहे हैं ताकि उन्हें उगने-बढ़ने का अनुकूल अवसर प्राप्त हो सके।	2
घ.	बादलों का हवा में तैरना जैसे सुखों की अस्थिरता में दुखों की संभावना।	2
		= 8

अथवा

क.	लक्ष्मण द्वारा राम को दुखी न देख पाना, लक्ष्मण का मृदु स्वभाव, भाई के लिए माता-पिता को छोड़ कर वन आना, कष्ट सहना आदि।	2
ख.	मूर्च्छित हो जाने के बाद शोक विह्वलता के कारण राम को मातृ प्रेम के अभाव का आभास, राम के प्रलाप का उत्तर न देना।	2

ग.	पक्ष-विपक्ष में तर्क, उपयुक्त सम्मत उत्तर संभव।	2
घ.	शोक विहृवलता, होश में आने का आग्रह	2
= 8		
8.	क. कील की तरह बात को ठोंक दिया-उपमा अलंकार, सौंदर्य - अप्रासंगिक, बात की निरर्थकता	2
	ख. चूड़ी मर जाना - प्रभावहीन हो जाना	
	ठोंक देना - जबरदस्ती स्थान निर्धारित करना।	2
	ग. भाषा में सरलता, लाक्षणिकता, बिंबात्मकता	2
= 6		

अथवा

क.	अंधकार- अमावस्या, सौंदर्य - अंधकार की सघनता	2
ख.	अमावस्या के लिए-'दक्षिण ध्रुवी अंधकार'	2
	विशेषण का प्रयोग - सौंदर्य - दक्षिण ध्रुवी जीवन -कष्टों की अधिकता, अंधकार स्वयं विलीन होकर कठोर कष्ट सहना।	
ग.	भाषा - खड़ी बोली, प्रतीकात्मकता, बिंबात्मकता, रूपक अंलकार।	2
= 6		

9	किन्हीं दो प्रश्नों के उत्तर अपेक्षित	
	क. घरेलू पारिवारिक प्रसंग - एक बिंब में माँ छोटे बच्चे को हाथ पर झूला रही है, बच्चे की तुलना चाँद से, दूसरे बिंब में बच्चे द्वारा चाँद लेने की जिद् द करने पर माँ द्वारा चाँद का प्रतिबिंब दर्पण में दिखाकर बच्चे को बहलाना।	3
	ख. आकृति चौकोर, बीज-विचार तथा अंकुर-रचना	3
	ग. बार-बार विकलांगों का दुख दिखाना-विकलांगों के प्रति क्रूरता, उनका दर्द प्रस्तुत करने की आड़ में उन्हें पीड़ित करना आदि।	3
		3+3 = 6

10	क. बाजार का बाजारूपन - हल्कापन, लुभावनापन, कपट बढ़ाना, सदूभाव की कमी।	2
	ख. सार्थकता वह दे सकता है जो जानता है कि वह क्या चाहता है, उसे किस वस्तु की आवश्यकता है। जैसे भगत केवल चूर्ण का सामान ही खरीदता।	2

ग.	पर्चेजिंग पावर - खरीदने की शक्ति, जेब में पैसा, मनमानी खरीददारी तथा शैतानी शक्ति से बाजार का अहित करती है।	2
घ.	हाँ, क्योंकि जब भी बाजार जाएँ, सोच कर जाएँ कि किस वस्तु की आवश्यकता है। विवेकानुसार मुक्त उत्तर संभव।	2
= 8		

अथवा

- क. हमारी माँगें बढ़ रही हैं, त्याग का नामोनिशान नहीं है, सब अपनी-अपनी स्वार्थ सिद्धि में लगे हैं।
- ख. लेखक अपेक्षा करता है कि जिस भ्रष्टाचार की चर्चा हम चटखारे लेकर करते हैं, देखें कि कहीं अपने स्तर पर हम उसी भ्रष्टाचार के अंग तो नहीं बन रहे हैं।
- ग. विकास कार्यों की हम बात तो करते हैं, परंतु इन विकास कार्यों से गरीब की स्थिति में कोई अंतर नहीं हो रहा है, वे उसका लाभ नहीं उठा पा रहे हैं।
- घ. यदि हम अपना-अपना कर्तव्य पूरी ईमानदारी व निष्ठा से करें। रिश्वत न लें तथा न दें। खुद से त्याग शुरू करें। मुक्त उत्तर संभव।

11. किन्हीं चार प्रश्नों के उत्तर अपेक्षित

- क. (i) मुँह लगी सेविका - वह अपना कार्य श्रद्धा, मनोयोग, कर्मठता, कर्तव्य भावना से करती है। सेवक धर्म में हनुमान से स्पर्धा करने वाली।
- (ii) बुद्धिमती - निरक्षर होते हुए भी समझदार महिला, सभी से आदर-सम्मान से बात करना।
- (iii) साहसी-प्रत्येक परिस्थिति का डटकर सामना किया, संपूर्ण जीवन संघर्षपूर्ण रहा, निरंतर संघर्ष करते हुए साहस का परिचय देती रही।
- ख. (i) गरीबी, असहायता, मरते समय दर्द भूल जाने के लिए ढोलक बजाता है।
- (ii) रात्रि की विभीषिका को तोड़ने में मरणासन्न लोगों में मरने की वेदना को सोत्साह सहने की उमंग भरने में ढोलक की आवाज संजीवनी प्रदान करती है।
- ग. चार्ली हास्य फिल्मों का महान कलाकार, वह एक परित्यक्ता तथा दूसरे दर्जे की स्टेज अभिनेत्री का बेटा था। उसे गरीबी, समाज तथा माँ के पागलपन से संघर्ष करना पड़ा। चार्ली के घर के पास कसाईखाना था। उसे जानवरों की चीख सुनकर दुख होता इत्यादि।

- घ. विभाजन के बाद भी संवेदनाओं में समानता, दोनों देशों के लोगों के मन में परस्पर प्रेम-भावना, जन्मभूमि के प्रति आकर्षण। मानचित्र पर लकीर खींच देने मात्र से अंतर्मन में विभाजन संभव नहीं है।
- ड. (i) जाति प्रथा, श्रमविभाजन के साथ-साथ श्रमिक विभाजन भी है।
(ii) जाति प्रथा को यदि श्रम विभाजन मान लिया जाए तो यह अस्वाभाविक है क्योंकि यह मनुष्य को रुचि पर आधारित नहीं होता।
(iii) श्रम विभाजन निश्चय ही सभ्य समाज के लिए आवश्यक है पर यह श्रम विभाजन श्रमिकों का विभिन्न वर्गों में अस्वाभाविक विभाजन नहीं करती।
- 3×4 = 12
12. किन्हीं दो प्रश्नों के उत्तर अपेक्षित -
- क. (i) सिंधु सभ्यता साधना संपन्न थी, उसमें कृत्रिमता एवं आडंबर नहीं था।
(ii) सामाजिक, धार्मिक, सांस्कृतिक जीवन में कोई कृत्रिमता नहीं थी।
(iii) यह साधारण जीवनशैली और स्वाभाविकता पर आधारित थी।
(iv) साधारण निवास में रहते तथा सहयोग भाव था।
- ख. (i) गाँव के स्थाने (प्रमुख व्यक्ति) से कहलाकर पिता को समझाना कि बेटे को स्कूल भेजो।
(ii) पढ़ाई के साथ-साथ पिता के साथ खेत में काम करना।
- ग. (i) किशन दा के कारण अतीतप्रियता, आदर्शवादिता।
(ii) वर्तमान जीवन जी कर भी यशोधर अतीतजीवी थे।
(iii) उनकी जीवन से प्रभावित थी।
- 3+3 = 6

13. किन्हीं दो प्रश्नों के उत्तर अपेक्षित -
- क. (i) नारी को भी पुरुषों के बराबर सम्मान एवं अधिकार मिले।
(ii) सैनिक की भाँति अलंकृत करना।
(iii) आने वाले समय में नारी इतनी सक्षम हो कि समाज में उसकी प्रतिष्ठा हो।
- ख. - जाने क्या हुआ - कारण ज्ञात न होना।
- न जाने किस रोग से मरा - वृद्धों के जीवन पर टिप्पणी।
- जो हुआ होगा - यानी पता नहीं क्या हुआ। किशन दा की मृत्यु का सही कारण पता नहीं लगा।

- ग. (i) मुअनजो-दड़ों अपनी वास्तुकला नगर संस्कृति, सड़कों और अनूठी चीजें ताबे, कांसे के बर्तन व मुहरों के लिए प्रसिद्ध ।
- (ii) हडप्पा कालीन संस्कृति व सभ्यता के प्रभाव के कारण । 2+2 = 4

14 शीर्षक - जूझ का अर्थ संघर्ष

- (i) नायक के पाठशाला जाने की प्रबल इच्छाशक्ति और उसकी पूर्ति के लिए किया गया संघर्ष । 4+1 = 5
- (ii) स्कूल जाने के लिए मन बेचैन । गाँव के मुखिया के माध्यम से पिता को राजी करवाना और पढ़ाई के साथ-साथ खेती में पिताजी की सहायता करके कठोर परिश्रम करके सफल होना । विषय बिंदु-4
भाषा-1
- (iii) स्कूल जाने पर सहपाठी के समान परिश्रम करना, दोस्ती का फायदा उठाना, अध्यापक से प्रेरित होकर कविता लिखना ।
- (iv) संपूर्ण कथावस्तु में कथानायक संघर्ष करता हुआ जीवन में सफल होता है । संघर्ष को आदत बना लिया ।

अथवा

यशोधर पंत के स्वभाव की विशेषताएँ -

- (i) परंपरावादी - परंपरा और मर्यादाओं का पालन करना इसलिए सेवानिवृत्ति के बाद गाँव जाने की बात सोचना ।
- (ii) संस्कारी और परंपरावादी-रिश्ते-नाते बनाने में विश्वास रखना । पत्नी की आधुनिकता पर असंगति लगना । विषय बिंदु-4
भाषा-1
- (iii) संवेदनशील - रिश्तों के प्रति संवेदनशील एवम् भावुक । बच्चे और पत्नी के मतभेद के कारण घर देर से आना । किशन दा के मरने का कारण ज्ञात न होने पर गहरा दुख होना । 4+1 = 5
- (iv) परिश्रमी - कर्मठ व मेहनती व्यक्ति थे । घर का सब काम स्वयं करते तथा दफ्तर में पूरे समय काम करते थे । सभी कार्यों को करना अपना कर्तव्य समझना ।

प्रश्न-पत्र-संख्या 2/1

1. क. - एक जर्मन विचारक $\frac{1}{2}+\frac{1}{2} = 1$
- ईश्वर मर चुका है ।

ख.	-	लोगों की ईश्वर में आस्था का न होना ।	
	-	विज्ञान और बौद्धिकता को महत्व	1+1 = 2
ग.	-	गरीबों की सेवा ही वास्तविक धर्म है ।	
	-	ईश्वर का निवास गरीबों में	1+1 = 2
घ.	-	मोक्ष प्राप्ति की कामना ।	1
ङ.	-	ईश्वर का दरिद्रों में वास	
	-	ईश्वर की सेवा के माध्यम से दीन-हीन प्राणियों की सेवा भावना ।	1+1 = 2
च.	-	गरीबों की सेवा ही वास्तविक रूप से ईश्वर की सेवा	
	-	सभी धर्म के लोग गरीबों की सेवा कर सकें ।	1+1 = 2
छ.	-	धृष्णा का परित्याग	
	-	सबके प्रति प्रेम और सहानुभूति	1+1 = 2
ज.	-	विवेकानंद और दरिद्रता	
	-	धार्मिक सदूभाव (कोई अन्य उपयुक्त शीर्षक)	1
झ.	सम्, इत		½+½ = 1

अथवा

निर्, ता

ज.	ईश्वर सेवा का वास्तविक अर्थ स्वामी जी ने गरीबों की सेवा माना ।	1
2 क.	- प्रकृति का सौंदर्य नष्ट हो जाता है ।	
	- कोलाहल होता है ।	
	- लोग अंधे-बहरे हो जाते हैं ।	1
ख.	- फूलों का खिलना, भौंरों की गूंज, बसंती हवा, कोयल की आवाज ।	1
ग.	- आतंकवादियों को खूंखार तथा प्रकृति को नष्ट करने में तल्लीन लोग पसंद थे ।	1
घ.	- सचेत होने और आतंक के विरुद्ध खड़े होने की	1
ङ.	- फूल, भौंर, कोयल, तितलियों, मंजरियों का उल्लेख करते हुए वर्णन ।	1

3.	<u>निबंध :</u>	भूमिका	$\frac{1}{2}$	
		विषय वस्तु : तीन बिंदु	3	
		भाषा-शैली	1	
		उपसंहार	$\frac{1}{2}$	5
4.	पत्र :	प्रारूप/औपचारिकताएँ	1	
		प्रश्नानुसार विषय वस्तु	3	
		भाषा, प्रस्तुति	1	5
5.	फीचर और आलेख :	विषयवस्तु	2	
		प्रभावी प्रस्तुति	2	
		भाषाशैली	1	5
6.	क.	(i) वस्तुपरकता की जाँच, प्रस्तुति, समाचारों का संपादन।	1	
		(ii) किसी विशेष विषय (खेल, स्वास्थ्य शिक्षा अपराध आदि) पर सामान्य लेखन से हट कर किया गया लेखन।	1	
		(iii) छपने के कारण स्थायित्व	1	
		(iv) दैनिक भास्कर, नई दुनिया, नवभारत टाइम्स, दैनिक जागरण, अमर उजाला, पंजाब केसरी (कोई अन्य दैनिक समाचार पत्र)	1	
		(v) कब, क्या, क्यों, कैसे, कहाँ, कौन के आलोक में समाचार की प्रस्तुति।	1	
ख.	आलेख :	विषयवस्तु	2	
		प्रभावी प्रस्तुति	2	
		भाषाशैली	1	5

खंड (ग)

7. क. कवि ने अपने जीवन में संघर्ष, अवसाद, सुख-दुख, कटु-मधुर, अनुभूतियाँ, व्यक्तित्व की दृढ़ता अर्थात् जीवन में जो भी है उसे स्वीकारा है क्योंकि वह उसकी संवेदना/रचनाप्रक्रिया/प्रेयसी को प्रिय है।
- ख. ‘गरबीली’ गरीबी में भी आत्मसम्मान की रक्षा

- ग. प्रत्यक्ष रूप में चंद्रमा के लिए और परोक्ष रूप में कवि के प्रिय पात्र के लिए। कवि की संवेदना और रचना प्रक्रिया। (उपयुक्त तर्क सहित)
- घ. हर पल की नई संवेदना जो दृश्य रूप में प्रतिक्षण आँखों के समक्ष रहती है, उसमें कवि अपनी प्रेयसी की उपस्थिति पाता है।

अथवा

- क. दिन ढलते समय पक्षियों की गति में तीव्रता अपने बच्चे के प्रति मोह के कारण है, जो घोंसलों में उनकी प्रतीक्षा में होंगे।
 - ख. आदमी अपनी इच्छानुसार जीना चाहता है, उसके घर में कोई प्रतीक्षारत नहीं है।
 - ग. - माता-पिता के भोजन लेकर लौटने की प्रत्याशा
- प्रतीक्षारत बच्चे घोंसलों से झाँक रहे हैं।
 - घ. किसी के द्वारा प्रतीक्षा करने और मिलने की आशा ही हमारे प्रयासों में चंचलता भर सकती है। अन्यथा हम शिथिल होकर फिर जड़ता को प्राप्त हो जाते हैं।
8. क. ‘जिमि करुणा महं वीर रस’ में करुण और वीर परस्पर विरोधी भावों की एक साथ कल्पना (संभावना) $2 \times 3 = 6$
- ख. प्रभु प्रताप, सुनि कान, वानर निकर। कोई दो उदाहरण।
 - ग. अवधी, तत्सम प्रधान, प्रसाद गुण, माधुर्य गुण।

अथवा

- क. सूर्योदय के पूर्व के विविध दृश्यों की प्रतीति ही जादू है। सूर्योदय के बाद जादू टूटता है।
 - ख. काव्यांश में नीली झील में गैर देह का हिलना-झिलमिलाना दृश्य बिंब है। जो अत्यंत सुंदर है।
 - ग. प्रवाहमयी, बिंबात्मक एवं सशक्त भाषा का प्रयोग किया गया है।
9. किन्हीं दो प्रश्नों के उत्तर अपेक्षित हैं -
- क गर्जन, विद्युत, वर्षा, परिवर्तन लाना आदि के आधार पर बादल के विप्लवकारी स्वरूप का निरूपण $3 + 3 = 6$
 - ख शारीरिक चुनौती झेलते लोगों की विडंबना को मीडिया द्वारा हृदयहीन तरीके से प्रस्तुत करने पर व्यंग्य करता है।

ग	प्रसंगानुसार प्रभावी भाषा का प्रयोग किया जाना चाहिए। ऐसा न करने पर निरर्थकता, व्यर्थता, प्रभावहीनता आदि।	
10. क	(i) पुराने फूल फल बनकर सूखने पर भी चिपके रहते हैं हटते नहीं। (ii) जो काल की गति को अनदेखा करना चाहते हैं क्योंकि वे समझते हैं कि जहाँ हैं वहाँ जमे रहने से कालगति से बचे रहेंगे। (iii) प्राणीमात्र जीर्ण होते हैं, मरते हैं। काल उन्हें दंडित करता रहता है। (iv) गतिशीलता पर बल दिया गया है। रुकने या निष्क्रिय हो जाने को मृत्यु माना गया है।	$2 \times 4 = 8$

अथवा

क	(i) महादेवी की सेविका। उसका वास्तविक नाम लक्ष्मी था। (ii) महादेवी भक्तिन को हटा नहीं सकती क्योंकि वह उसके जीवन का अभिन्न अंग बन चुकी है। इस अभिन्नता के कारण भक्तिन उनके आदेश को अवज्ञा से टाल देती है। (iii) महादेवी और भक्तिन के संबंधों की तुलना अंधेरा-उजाले से तथा एक ही आंगन के गुलाब तथा आम से की गई है। (iv) भक्तिन के व्यक्तित्व में सेवानिष्ठा, कर्तव्यनिष्ठा, संबंधों की धनिष्ठता। अपनत्व के कारण मालिक के प्रति अवज्ञा भाव।	
11.	किन्हीं चार प्रश्नों के उत्तर अपेक्षित -	$3 \times 4 = 12$

- क. ● चार्ली के अभिनय का भारतीय कलाकरों द्वारा अनुकरण
● भारतीय जनता ने चार्ली के उस 'फिनोमेन' को स्वीकार किया जिसमें नायक स्वयं पर हंसता है।
● 'आवारा' सिर्फ 'दि ट्रेंप' का शब्दानुवाद ही नहीं बल्कि चार्ली का भारतीयकरण ही था।
- ख. ● जीजी का कहना था कि लोक कल्याण के लिए किया गया त्याग ही फलीभूत होता है।
● लेखक इसे व्यर्थ मानता है।
● जीजी आस्थावान नारी थी।
● लेखक तर्कशील था।

- ग. ● जातीय समीकरण के आधार पर निर्धारण दासता का परिचायक है।
- किसी को अपना व्यवसाय चुनने की स्वतंत्रता न देना।
- कुछ व्यक्तियों को दूसरे लोगों द्वारा निर्धारित व्यवहार व कर्तव्यों का पालन करने के लिए विवश करना।
- घ. ● साफिया के मन में दृढ़ था कि कस्टम की नजर बचाकर नमक भारत कैसे पहुंचे।
- वह नमक की पुड़िया को कस्टम वालों को दिखाएगी और ते जाएगी।
- साफिया का भाई नमक लाने के पक्ष में नहीं था। क्योंकि पाकिस्तान से भारत को नमक का निर्यात प्रतिबंधित था।
- ड. ● बाजार का जादू है - वस्तुओं के प्रति आकर्षण।
- खरीदने के लिए लुभाना, ललचाना जिसके कारण वह अनापशनाप, अनचाहा, अनुपयोगी समान खरीदता है।
- व्यर्थ में अपना बजट बिगाड़ता है।
- वस्तुएँ खरीदने पर उसका अहं संतुष्ट हो जाता है।

12. किन्हीं दो प्रश्नों के उत्तर अपेक्षितं -

3+3 = 6

- क. ● अपने निवास के पास पहुंचकर उन्होंने देखा कि घर में सिल्वर एनीवर्सरी (विवाह की पच्चीसवीं वर्षगांठ) मनाई जा रही थी, चहल-पहल थी जिससे वे बचना चाहते थे।
- अपनी इच्छा के विपरीत काम होने पर वे उसे असंतुष्टि के साथ स्वीकार कर लेते हैं, यही असंतुष्टि उन्हें कुछ पल के लिए अंधेरे में खड़े होने को विवश करती है।
- ख. ● पढ़ाते समय अध्यापक स्वयं में रम जाते थे।
- कविता गाकर सुनाते थे फिर बैठे-बैठे अभिनय करते थे।
- लेखक की तुकबंदी का संशोधन करते तथा उसे कविता के लय, छंद, अलंकार आदि के बारे में बताते।
- ग. ● सिंधु-सभ्यता के लोगों में कला या सुरुचि का महत्व ज्यादा था।
- यहाँ कोई हथियार नहीं मिलता।

- यहाँ पर धर्म-तंत्र या राजतंत्र की ताकत का प्रदर्शन करने वाली वस्तुएँ, महल, उपासना स्थल आदि नहीं मिलते।

13. किन्हीं दो प्रश्नों के उत्तर अपेक्षित -

2+2 = 4

- क. ● मुअनजो - दड़ो' वर्तमान में पाकिस्तान में है।
- इसमें सिंधु घाटी सभ्यता के अवशेष पाए गए हैं। शायद यह अपने समय का महानगर था।
- ख. भूषण की बातों से उन्हें ये आभास हुआ कि उन्हें अपने मान-सम्मान की चिंता है पर पिता की मनःस्थिति की नहीं।
- ग. किटटी की डायरी को ऐतिहासिक मानने का कारण द्वितीय विश्वयुद्ध के समय की सामाजिक, राजनीतिक स्थितियों का प्रामाणिक वर्णन है। जो अन्यत्र दुर्लभ है।

14 ● कार्यालय में सहकर्मियों से शुष्क किंतु संयत व्यवहार करना।

5

- कर्मचारियों के साथ हँसी-मजाक करना, कार्यालय की समाप्ति के समय।
- अनुशासनप्रियता।
- कार्यालय में तय समय से अधिक बैठना।
- वे अधीनस्थों से दूरी बनाए रखते।

अथवा

- बस्तियाँ सुनियोजित तरीके से बसाई गई थीं।
- मुअनजो-दड़ो में सड़कें, मकान, स्नानागार, कोठार, कुएँ आदि के अवशेष पाए गए हैं।
- आभूषण, सुंदर लिपि, आकृतियाँ आदि तत्कालीन समाज के सौंदर्यबोध को व्यक्त करते हैं।
- सिंधु-सभ्यता से किसी प्रकार का हथियार नहीं मिला।
- उसकी खूबी उसका सौंदर्यबोध था जो राजपोषित था धर्मपोषित न होकर समाजपोषित था।

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 3) should not exceed **30** words each.
3. Answers to questions carrying **5** marks (Part 'B' – Section I, II, III Question nos. 4 to 14) should not exceed **100** words each.
4. Answers to questions carrying **10** marks (Part 'C' – Question nos. 15 and 16) should not exceed **500** 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 rules about classification of people in terms of 'gotra' under Brahmanical practice around 1000 BCE onwards. | 2 |
| 2. Mention the two ideas of Brahmanical system challenged by the Lingayatas. | 2 |
| 3. How were towns often defined in opposition to rural areas during precolonial times? Give any two points of difference. | 2 |

PART - B

SECTION - I

Answer any three of the following questions:

- | | |
|---|---|
| 4. Describe briefly the drainage system of the Harappan cities. | 5 |
|---|---|

5. Describe the sources used to construct the history of Mauryan Empire. 5
6. Who composed the original story of the text of Mahabharata ? Describe the various stages through which Mahabharata was completed between the fifth century BCE and 400 C.E. 5
7. Explain any five elements considered by the historians while analyzing the texts. 5

SECTION - II

Answer any two of the following questions:

8. How and when were the ruins of Hampi brought to light? Explain briefly. 5
9. Describe three factors that accounted for the constant expansion of agriculture during sixteenth and seventeenth centuries. 5
10. "The keeping of exact and detailed records was a major concern of the Mughal administration". Support the statement with facts. 5

SECTION -III

Answer any three of the following questions:

11. Why did the Zamindars fail to pay the revenue-demand in the early decades after the permanent settlement? Explain any two reasons briefly. 5
12. Explain the provisions of the Subsidiary Alliance imposed on Awadh in 1801 by the British. 5
13. 'Some scholars see partition as a culmination of a communal politics that started developing in the opening decades of the twentieth century.' Examine the statement. 5
14. "The discussions within the constituent assembly were also influenced by the opinion expressed by the public." Examine the statement. 5

PART - C

15. Explain the striking features about the location of Vijayanagara, its water resources and its fortifications. 10

OR

Explain how during 16th and 17th centuries agriculture was organised around two major seasonal cycles by giving examples of different crops.

16. Explain the changes reflected in the history of urban centres in India during the 18th century with special reference to network of trade.

10

OR

Explain the sources from which we can reconstruct the political career of Gandhiji and the history of the nationalist movement.

PART - D**(Source Based Questions)**

17. Read the given passage carefully and answer the questions that follow:

Why kinfolk quarrelled

This is an excerpt from the Adi Parvan (literally, the first section) of the Sanskrit Mahabharata, describing why conflicts arose amongst the Kauravas and Pandavas :

The Kauravas were the... sons of Dhritarashtra, and the Pandavas ... were their cousins. Since Dhritarashtra was blind, his younger brother Pandu ascended the throne of Hastinapura ... However, after the premature death of Pandu, Dhritarashtra became king, as the royal princes were still very young. As the princes grew up together, the citizens of Hastinapura began to express their preference for the Pandavas, for they were more capable and virtuous than the Kauravas. This made Duryodhana, the eldest of the Kauravas, jealous. He approached his father and said, "You yourself did not receive the throne, although it fell to you, because of your defect. If the Pandava receives the patrimony from Pandu, his son will surely inherit it in turn, and so will his son, and his. We ourselves with our sons shall be excluded from the royal succession and become of slight regard in the eyes of the world, lord of the earth !"

Passages such as these may not have been literally true, but they give us an idea about what those who wrote the text thought. Sometimes, as in this case, they contain conflicting ideas.

- | | |
|--|---|
| (1) Why did the citizens of Hastinapur express preference for Pandavas ? | 2 |
| (2) Explain the reactions of Duryodhana against Pandavas. | 3 |
| (3) Explain the criteria of patrilineal succession. | 3 |

(2+3+3 = 8)

OR

Fatalists and materialists

Here is an excerpt from the Sutta Pitaka, describing a conversation between king Ajatasatru, the ruler of Magadha, and the Buddha:

On one occasion King Ajatasatru visited the Buddha and described what another teacher, named Makkhali Gosala, had told him:

"Though the wise should hope, by this virtue... by this penance I will gain karma... and the fool should by the same means hope to gradually rid himself of his karma, neither of them can do it. Pleasure and pain, measured out as it were, cannot be altered in the course of samsara (transmigration). It can neither be lessened or increased... just as a ball of string will when thrown unwind to its full length, so fool and wise alike will take their course and make an end of sorrow."

And this is what a philosopher named Ajita Kesakambalin taught:

"There is no such thing, O king, as alms or sacrifice, or offerings... there is no such thing as this world or the next..."

A human being is made up of the four elements. When he dies the earthy in him returns to the earth, the fluid to water, the heat to fire, the windy to air, and his senses pass into space...

The talk of gifts is. a doctrine of fools, an empty lie... fools and wise alike are cut off and perish. They do not survive after death."

The first teacher belonged to the tradition of the Ajivikas. They have often been described as fatalists: those who believe that everything is predetermined. The second teacher belonged to the tradition of the Lokayatas, usually described as materialists. Texts from these traditions have not survived, so we know about them only from the works of other traditions.

- | | |
|--|---|
| (1) Explain what had Makkhali Gosala told the King Ajatasatru. | 3 |
| (2) Explain what did the philosopher named Ajita Kesakambalin teach. | 2 |
| (3) Describe the beliefs of fatalists. | 3 |

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

18. Read the following passage carefully and answer the questions that follow:

The One Lord

Here is a composition attributed to Kabir :

Tell me, brother, how can there be
No one lord of the world but two?
Who led you so astray?
God is called by many names:
Names like Allah, Ram, Karim, Keshav, Hari, and Hazrat.
Gold may be shaped into rings and bangles.
Isn't it gold all the same?
Distinctions are only in words that we invent...
Kabir says they are both mistaken.
Neither can find the only Ram. One kills the goat, the other cows.
They waste their lives in disputation.

- | | |
|---|---------------------------------|
| (1) Name any two scriptures in which verses, ascribed to Kabir, have been compiled. | $\frac{1}{2} + \frac{1}{2} = 1$ |
| (2) How did Kabir describe the 'Ultimate Reality' ? | 2 |
| (3) Explain the arguments given by Kabir against the lords of the world of different communities. | 3 |
| (4) Do you agree with Kabir ? Give your own views as well. | 2 |

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

OR

A warning for Europe

Bernier warned that if European kings followed the Mughal model:

Their kingdoms would be very far from being well-cultivated and peopled, so well built, so rich, so polite and flourishing as we see them. Our kings are otherwise rich and powerful; and we must avow that they are much better and more royally served. They would soon be kings of deserts and solitudes, of beggars and barbarians, such

as those are whom I have been representing (the Mughals) ... We should find the great Cities and the great Burroughs (boroughs) rendered uninhabitable because of ill air, and to fall to ruine (ruin) without any bodies (anybody) taking care of repairing them; the hillocks abandon'd, and the fields overspread with bushes, or fill'd with pestilential marshes (marshes), as hath been already intimated.

- | | | |
|-----|---|---|
| (1) | What kind of warning European traveller wants to give? Describe briefly. | 3 |
| (2) | "On what accounts Bernier's description was at variance with the contemporary Mughal records." Explain. | 3 |
| (3) | Explain Bernier's suggestions given about the great cities. | 2 |

$(3+3+2 = 8)$

19. Read the following passage carefully and answer the questions that follow:

"That is very good, Sir - bold words, noble words"

Somnath Lahiri said:

Well, Sir, I must congratulate Pandit Nehru for the fine expression he gave to the spirit of the Indian people when he said that no imposition from the British will be accepted by the Indian people. Imposition would be resented and objected to, he said, and he added that if need be we will walk the valley of struggle. That is very good, Sir - bold words, noble words.

But the point is to see when and how are you going to apply that challenge. Well, Sir, the point is that the imposition is here right now. Not only has the British Plan made any future Constitution... dependent on a treaty satisfactory to the Britisher but it suggests that for every little difference you will have to run to the Federal Court or dance attendance there in England; or to call on the British Prime Minister Clement Attlee or someone else. Not only is it a fact that this Constituent Assembly, whatever plans we may be hatching, we are under the shadow of British guns, British Army, their economic and financial stranglehold' - which means that the final power is still in the British hands and the question of power has not yet been finally decided, which means the future is not yet completely in our hands. Not only that, but the statements made by Attlee and others recently have made it clear that if need be, they will even threaten you with division entirely. This means, Sir, there is no freedom in this country. As Sardar Vallabh Bhai Patel put it some days ago, we have freedom only to fight among ourselves. That is the only freedom we have got ... Therefore, our humble suggestion is that it is not a question of getting something by working out this Plan but to declare independence here and now and call upon the Interim Government,

call upon the people of India, to stop fratricidal warfare and look out against its enemy, which still has the whip in hand, the British Imperialism – and go together to fight it and then resolve our claims afterwards when we will be free.

- | | |
|---|---|
| (1) Why did Somnath Lahiri congratulate Pt. Nehru ? | 1 |
| (2) Explain why Somnath feels that the absence of constitution will mean dependence on the British. | 3 |
| (3) How did he feel that the final power was still in the hands of the British? | 2 |
| (4) Explain the views of Sardar Vallabh Bhai Patel. | 2 |
- $(1+3+2+2 = 8)$

OR

"The real minorities are the masses of this country".

Welcoming the Objectives Resolution introduced by Jawaharlal Nehru, N.G. Ranga said:

Sir, there is a lot of talk about minorities. Who are the real minorities? Not the Hindus in the so-called Pakistan provinces, not the Sikhs, not even the Muslims. No, the real minorities are the masses of this country. These people are so depressed and oppressed and suppressed till now that they are not able to take advantage of the ordinary civil rights. What is the position ? You go to the tribal areas. According to law, their own traditional law, their tribal law, their lands cannot be alienated. Yet our merchants go there, and in the so-called free market they are able to snatch their lands. Thus, even though the law goes against this snatching away of their lands, still the merchants are able to turn the tribal people into veritable slaves by various kinds of bonds, and make them hereditary bond-slaves. Let us go to the ordinary villagers. There goes the money-lender with his money and he is able to get the villagers in his pocket. There is the landlord himself, the zamindar, and the malguzar and there are the various other people who are able to exploit these poor villagers. There is no elementary education even among these people. These are the real minorities that need protection and assurances of protection. In order to give them the necessary protection, we will need much more than this Resolution...

- | | |
|---|---|
| (1) Who are the real minorities according to Shri N.G. Ranga and why? | 2 |
| (2) Explain N.G. Ranga's views about the condition of ordinary villagers. | 3 |
| (3) Mention the views of Prof. N.G. Ranga regarding the tribal areas and the tribal law.' | 3 |
- $(2+3+3 = 8)$

20. On the given political outline map of India (on page 13) mark and label the following mature Harappan sites Rakhigadi, Nageshwar, Lothal, Kalibangan, Kotdiji. 5

OR

On the given political outline map of India (on page 13) mark and label the following territories under Babar, Akbar and Aurangzeb : Delhi, Goa, Agra, Ajmer, Amber.

21. On the given political outline map of India (on page 15) five territories/cities under the British control in 1857 have been marked as 1, 2, 3, 4, 5. Identify them and write their names on the lines drawn nearby: 5

Note: The following questions are only for the Blind candidates; in lieu of the map questions (Q. 20 and 21) :

20. Name the capital of Ashoka and four major Buddhist sites. 5

OR

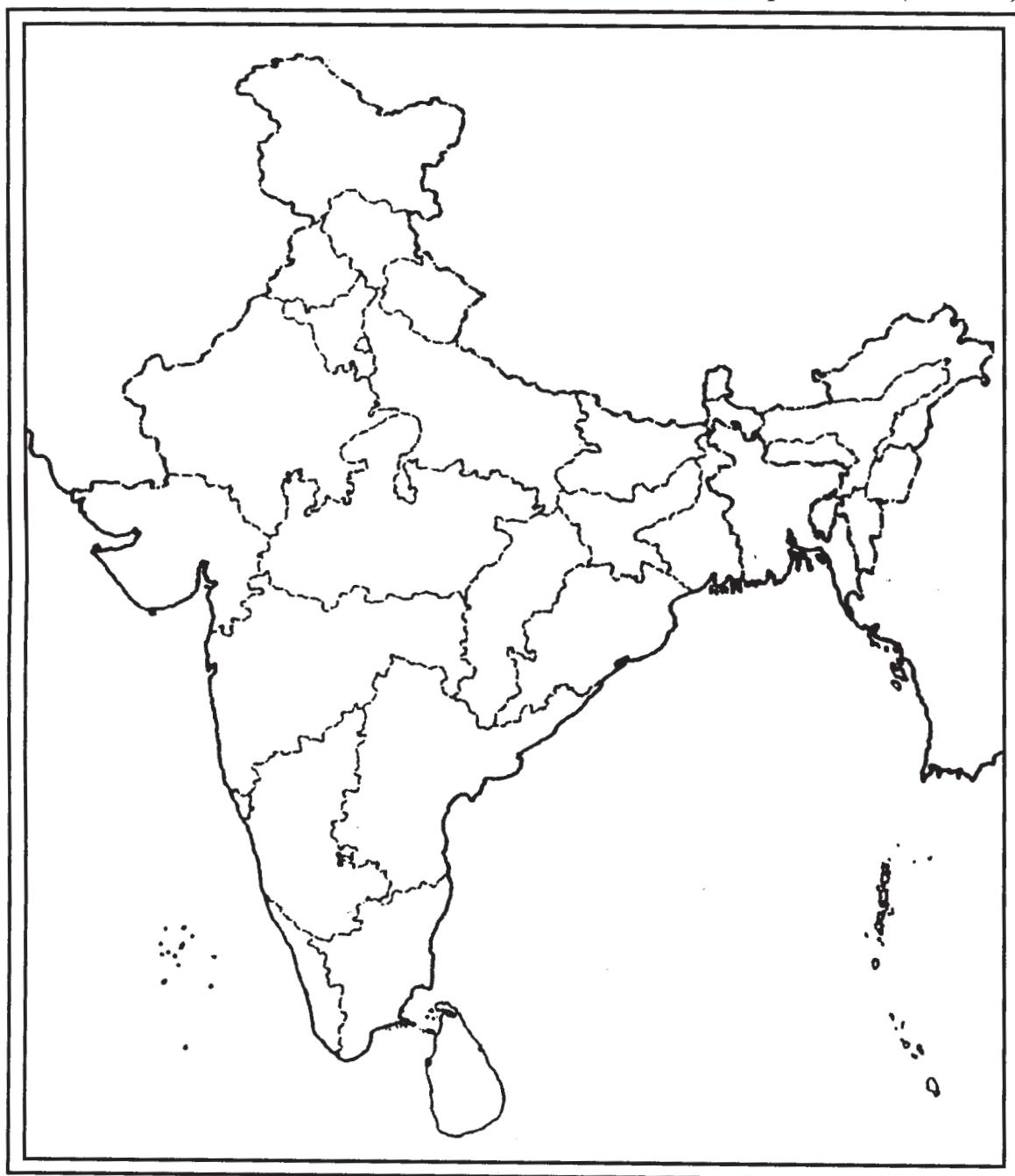
Mention any five important places in South India during 14th and 18th centuries.

21. Name any five main centres of the Revolt of 1857. 5

प्रश्न सं. 20 के लिए मानचित्र

Map for Q. No. 20

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



प्रश्न सं. 21 के लिए मानचित्र

Map for Q. No. 21

भारत का रेखा-मानचित्र (राजनीतिक)

Outline Map of India (Political)



Cut Here - - - - - यहाँ से काटें - - - - - Cut Here - - - - -

QUESTION PAPER CODE 61/1

PART A

Answer all the questions given below.

- | | |
|--|---|
| 1. How did Brahmanas develop a sharper social divide? Give two examples. | 2 |
| 2. Explain the meaning of 'Sufi Silsila'. | 2 |
| 3. How were the hill stations a distinctive feature of colonial urban development? Give two reasons. | 2 |

PART - B

SECTION I

Answer any three of the following questions.

- | | |
|--|---|
| 4. Describe briefly what has been found in burials at the Harappan sites. | 5 |
| 5. Explain how Kharosthi was deciphered. | |
| 6. "Many rituals, religious beliefs and practices were not recorded in a permanent visible form - as monuments or sculptures or even paintings." Critically examine the statement. | 5 |
| 7. Explain how do the historians usually classify the contents of the present text of Mahabharata. | 5 |

SECTION II

Answer any two of the following questions.

- | | |
|--|---|
| 8. Explain briefly any five striking features about the location of Vijayanagara. | 5 |
| 9. Describe the condition of an average peasant of North India during the seventeenth century. | 5 |
| 10. "For members of the nobility under the Mughals, imperial service was a way of acquiring power, wealth and highest possible reputation." Examine the statement. | 5 |

SECTION III

Answer any three of the following questions.

- | | |
|---|---|
| 11. Why was the power of Jotedars within the village more effective than that of Zamindars ? Explain. | 5 |
| 12. How did the white officers make it a point, during the 1820s till 1840s to maintain friendly relations with the sepoys ? Describe briefly. | 5 |
| 13. "Many historians still remain sceptical of oral history." Examine the statement. | 5 |
| 14. "A Communist member, Somnath Lahiri, saw the dark hand of British imperialism hanging over the deliberations of the Constituent Assembly." Examine the statement and give your own views in support of your answer. | 5 |

PART C

- | | |
|---|------------|
| 15. Explain how the Amara-Nayaka system was a major political innovation of the Vijayanagara Empire. Why did strain begin to show within the imperial structure after the death of Krishnadeva Raya in 1529 ? | $5+5 = 10$ |
|---|------------|

OR

Explain the organisation of the administration and army during the rule of Akbar, as given in 'Ain'.

- | | |
|--|----|
| 16. Explain any three broad architectural styles used by the British for the public buildings in the colonial cities, with examples. | 10 |
|--|----|

OR

Explain how Quit India Movement was genuinely a mass movement.

PART - D

(Source Based Questions)

17. Read the following passage carefully and answer the questions given at the end of it :

A tiger-like husband

This is a summary of a story from the Adi Parvan of the Mahabharata :

The Pandavas had fled into the forest. They were tired and fell asleep; only Bhima, the second Pandava, renowned for his prowess; was keeping watch. A man-eating rakshasa caught the scent of the Pandavas and sent his sister Hidimba to capture them. She fell in love with Bhima, transformed herself into a lovely maiden and proposed to him. He refused. Meanwhile, the rakshasa arrived and challenged Bhima to a wrestling match. Bhima accepted the challenge and killed him. The others woke up hearing the noise. Hidimba introduced herself, and declared her love for Bhima. She told Kunti; "I have forsaken my friends, my dharma and my kin; and good lady, chosen your tiger-like son for my man ... whether you think me a fool, or your devoted servant, let me join you, great lady, with your son as my husband."

Ultimately, Yudhisthira agreed to the marriage on condition that they would spend the day together but that Bhima would return every night. The couple roamed all over the world during the day. In due course Hidimba gave birth to a rakshasa boy named Ghatotkacha. Then the mother and son left the Pandavas. Ghatotkacha promised to return to the Pandavas whenever they needed him.

Some historians suggest that the term rakshasa is used to describe people whose practices differed from those laid down in Brahmanical texts.

- | | | |
|-------|--|---|
| (i) | Who was Hidimba ? Why was she sent to Pandavas and what did she do ?
Explain. | 3 |
| (ii) | How did Hidimba plead with Kunti for her love? | 2 |
| (iii) | Why were Pandavas sent to the forest? | 1 |
| (iv) | On what conditions did Bhima agree for marriage with Hidimba ? | 2 |

OR

A prayer to Agni

Here are two verses from the Rigveda invoking Agni, the god of fire, often identified with the sacrificial fire, into which offerings were made so as to reach the other deities:

Bring, O strong one, this sacrifice of ours to the gods, O wise one, as a liberal giver. Bestow on us, O priest, abundant food. Agni, obtain, by sacrificing, mighty wealth for us.

Procure, O Agni, for ever to him who prays to you (the gift of) nourishment, the wonderful cow. Maya son be ours, offspring that continues our line...

Verses such as these were composed in a special kind of Sanskrit, known as Vedic Sanskrit. They were taught orally to men belonging to priestly families.

- | | | |
|-------|--|---|
| (i) | Why were offerings made to Agni ? Explain. | 2 |
| (ii) | Mention the language in which prayers were made and why? | 1 |
| (iii) | How and when were the sacrifices made? | 2 |
| (iv) | List the objectives of the sacrifice. | 3 |
18. Read the following passage carefully and answer the questions given at the end of it :

Travelling with the Mughal army

Bernier often travelled with the army. This is an excerpt from his description of the army's march to Kashmir:

I am expected to keep two good Turkoman horses, and I also take with me a powerful Persian camel and driver, a groom for my horses, a cook and a servant to go before my horse with a flask of water in his hand, according to the custom of the country. I am also provided with every useful article, such as a tent of moderate size, a carpet, a portable bed made of four very strong but light canes, a pillow, a mattress, round leather table-cloths used at meals, some few napkins of dyed cloth, three small bags with culinary utensils which are all placed in a large bag, and this bag is again carried in a very capacious and strong double sack or net made of leather thongs. This double sack likewise contains the provisions, linen and wearing apparel, both of master and servants. I have taken care. to lay in a stock of excellent rice for five or six days' consumption, of sweet biscuits flavoured with anise (a herb), of limes and sugar. Nor have I forgotten a linen bag with its small iron hook for the purpose of suspending and draining dahi or curds; nothing being considered so refreshing in this country as lemonade and dahi.

- | | | |
|-------|--|---|
| (i) | Who was Bernier? Give his brief introduction. | 2 |
| (ii) | What was the purpose of his travel and what was expected of him while going on travel? Describe briefly. | 3 |
| (iii) | What things would you like to take with you while going on travel and why? Explain. | 3 |

OR

Declining a royal gift

This excerpt from a sufi text describes the proceedings at Shaikh Nizamuddin Auliya's hospice in 1313 :

I (the author, Amir Hasan Sijzi) had the good fortune of kissing his (Shaikh Nizamuddin Auliya's) feet ... At this time a local ruler had sent him the deed of ownership to two gardens and much land, along with the provisions and tools for their maintenance. The ruler had also made it clear that he was relinquishing all his rights to both the gardens and land. The master ... had not accepted that gift. Instead, he had lamented: "What have I to do with gardens and fields and lands? ... None of ... our spiritual masters had engaged in such activity."

Then he told an appropriate story: ".. Sultan Ghiyasuddin, who at that time was still known as Ulugh Khan, came to visit Shaikh Fariduddin (and) offered some money and ownership deeds for four villages to the Shaikh, the money being for the benefit of the dervishes (sufis), and the land for his use. Smiling, Shaikh al Islam (Fariduddin) said: 'Give me the money. I will dispense it to the dervishes. But as for those land deeds, keep them. There are many who long for them. Give them away to such persons.' "

- | | | |
|-------|---|---|
| (i) | What did the local ruler send to Shaikh Nizamuddin Auliya and why? Explain. | 2 |
| (ii) | What did Ulugh Khan offer to Shaikh Fariduddin when he visited him? | 2 |
| (iii) | Why did Nizamuddin Auliya refuse to accept the offer of Amir Hassan Sijzi and what did he say to him? | 4 |
19. Read the following passage carefully and answer the questions given 'at the end of it :

A small basket of grapes

This is what Khushdeva Singh writes about his experience during one of his visits to Karachi in 1949 :

My friends took me to a room at the airport where we all sat down and talked... (and) had lunch together. I had to travel from Karachi to London... at 2.30 a.m. ... At 5.00 p.m. ... I told my friends that they had given me so generously of their time, I thought it would be too much for them to wait the whole night and suggested they must spare themselves the trouble. But nobody left until it was dinner time...

Then they said they were leaving and that I must have a little rest before emplaning. ... I got up, at about 1.45 a.m. and, when I opened the door, I saw that all of them were still there...

They all accompanied me to the plane, and, before parting, presented me with a small basket of grapes. I had no words to express my gratitude for the overwhelming affection with which I was treated and the happiness this stopover had given me.

- | | | |
|-------|---|---|
| (i) | Give a brief introduction of Khushdeva Singh. | 2 |
| (ii) | How did his friends show their affection for him? | 2 |
| (iii) | Explain how Khushdeva Singh was seen as a symbol of humanity and harmony. | 2 |
| (iv) | How does oral history help historians in reconstructing events of the past? | 2 |

OR

What should the qualities of a national language be ?

A few months before his death Mahatma Gandhi reiterated his views on the language question:

This Hindustani should be neither Sanskritised Hindi nor Persianised Urdu but a happy combination of both. It should also freely admit words wherever necessary from the different regional languages and also assimilate words from foreign languages, provided that they can mix well and easily with our national language. Thus our national language must develop into a rich and powerful instrument capable of expressing the whole gamut of human thought and feelings. To confine oneself to Hindi or Urdu would be a crime against intelligence and the spirit of patriotism.

Harijansevak, 12 October 1947

- | | | |
|-------|--|---|
| (i) | Explain the views of Gandhiji about the qualities of the national language we should have. | 4 |
| (ii) | Explain what the Congress had accepted by 1930 about the shape of our national language. | 2 |
| (iii) | Explain what qualities Hindustani language possesses. | 2 |

PART E

20. On the given political outline map of India (on page 17) mark and label the following: 5

Ashokan Pillar inscriptions/cities/towns :

Topra, Sanchi, Kaushambi, Meerut, Mathura.

OR

On the given political outline map of India (on page 17) mark and label the following South Indian cities, during fourteenth to eighteenth centuries:

Bijapur, Quilon, Vijayanagara, Kanchipuram, Golconda.

21. On the given political outline map of India (on page 19) five important centres of the Indian National Movement have been marked as 1, 2, 3, 4, 5. Identify them and write their names on the lines drawn near them. 5

Note: *The following questions are only for the Blind Candidates in lieu of the map questions (Q. No. 20 and 21).*

20. Mention any five Mahajanpadas/cities. 5

OR

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

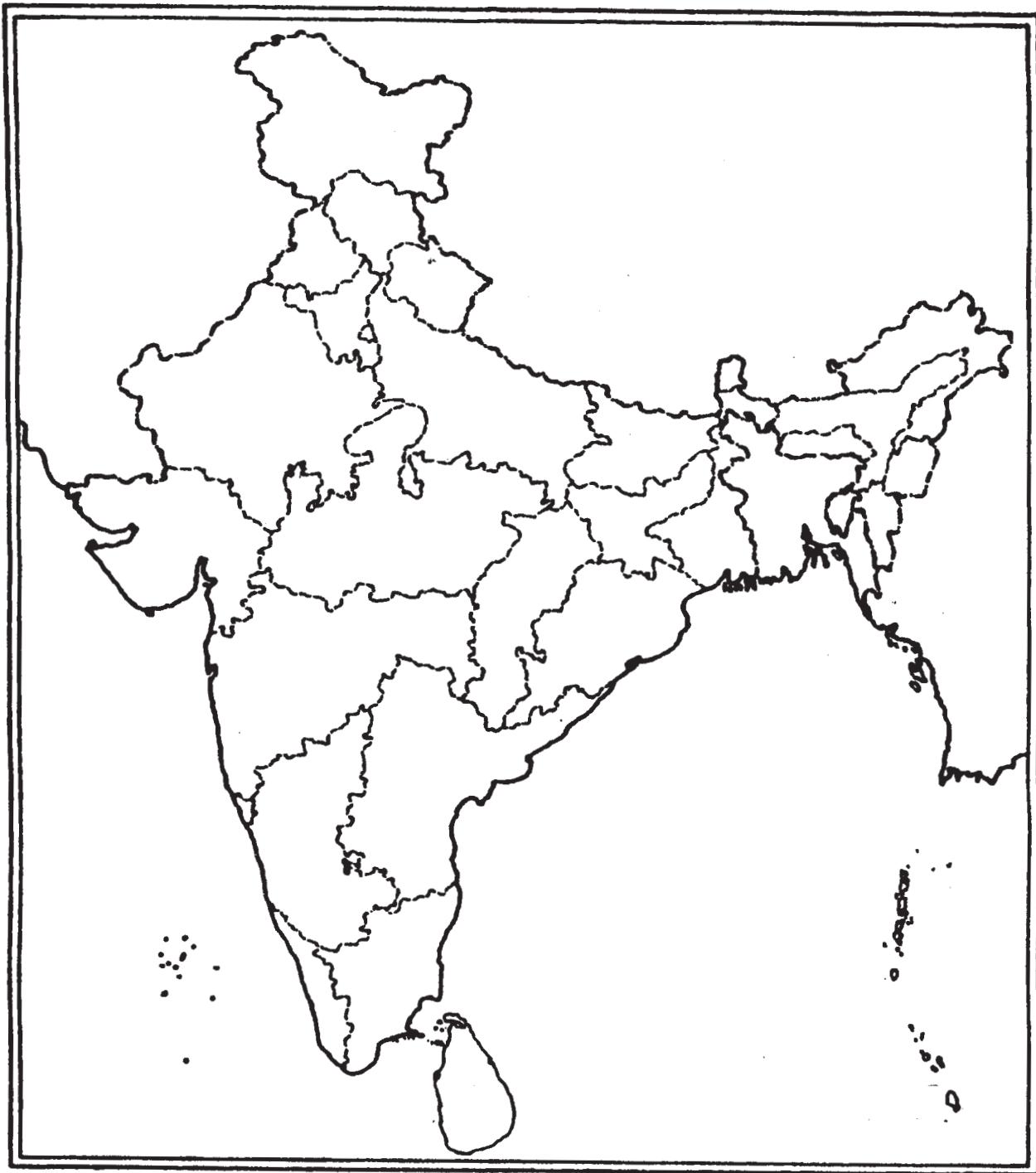
21. Mention any five main centres of the Revolt of 1857. 5

For question no. 20

प्रश्न सं. 20 के लिए

Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)

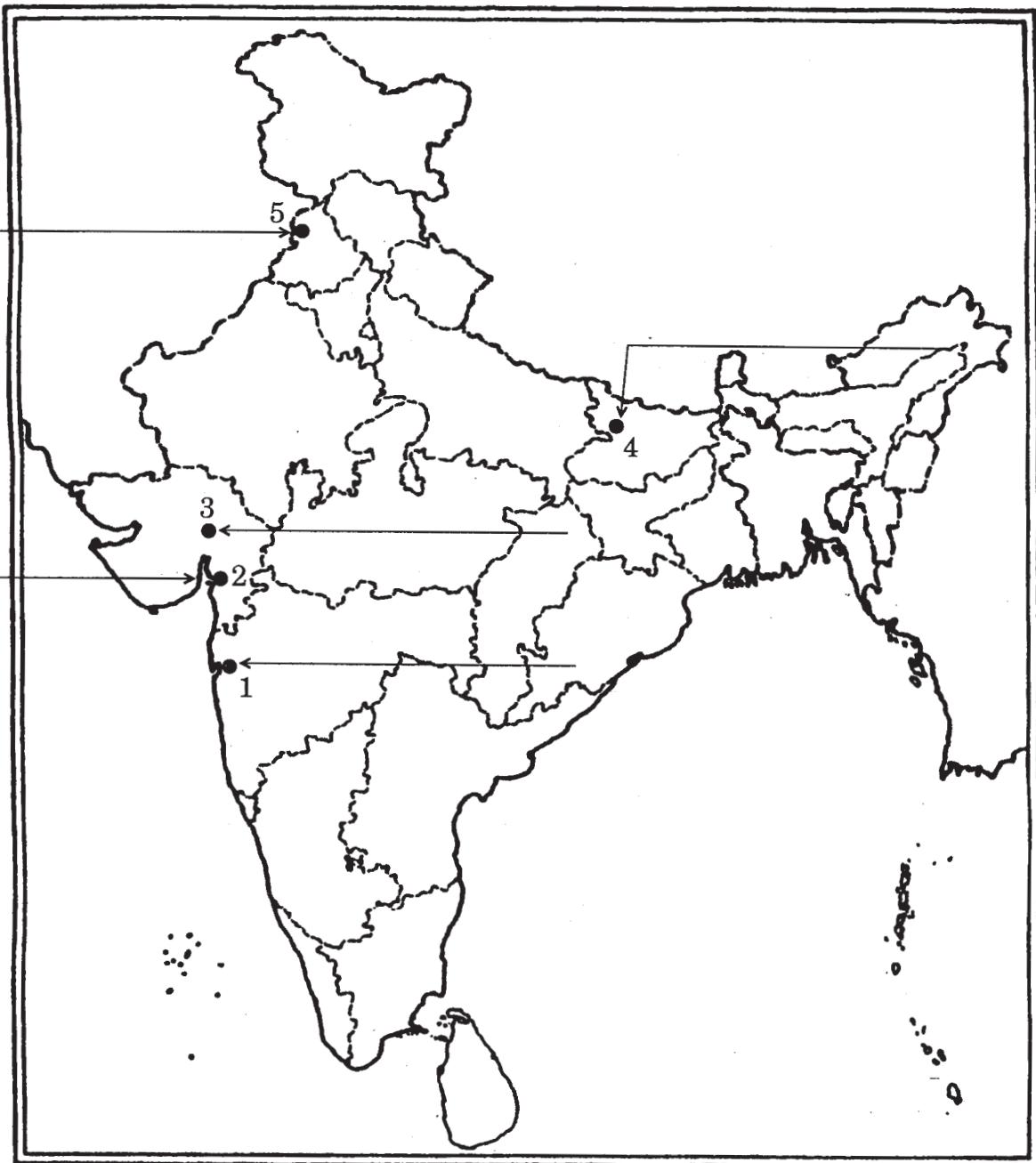


For question no. 21

प्रश्न सं. 21 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 to reduce subjectivity and bias.
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 give relevant point other than the ones listed in the Marking Scheme as the answers 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 an 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 omission of detail. No marks be deducted for overshooting word limit.
6. If a candidate answers both the options, both should be read and the better one evaluated.
7. 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.
8. 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 totaled 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.
9. A full scale of marks 0-100 has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. As per orders of the Hon'ble Supreme Court. The candidates would now be permitted to obtain photocopy of the Answer book on request on payment of the prescribed fee. All examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

QUESTION PAPER CODE 61/1/1
EXPECTED ANSWERS/VALUE POINTS

[PART-A]

1. (i) Each Gotra was named after a Vedic seer.
(ii) Women were expected to give up their father's Gotra and adopt her husband's Gotra
(iii) Members of same Gotra could not marry
(Any two points) (page 58) 1+1=2
2. Lingayats challenged the idea of caste :
(i) They challenged the idea of pollution
(ii) They encouraged the practices disapproved in Dharma shastras like post puberty marriage & re-marriage of widows.
(iii) They challenged the funerary rules such as cremation.
(iv) They ceremonially buried their dead. (Page 147)
(Any two points) 2
3. (i) In countryside, people subsisted by cultivating the land while in towns by contrast people who lived were artisans traders , administrators, rulers etc. Towns dominated over the rural areas.
(ii) Towns & cities were often fortified by walls but not the villages of the countryside.
(page 317) 2

[PART-B]

[SECTION-I]

4. Drainage system of Harappan cities-
(i) The drainage system was planned very carefully.
(ii) Road and streets were laid out along an approximate grid pattern intersecting at right angles.

- (iii) Streets were laid out with drains
- (iv) The drains were covered.
- (v) The houses were built along them.
- (vi) Domestic waste water had to flow into the street drains.
- (vii) The drains could be cleaned at regular intervals. The drains were made of burnt bricks

(page 6)

5

(To be assessed as a whole)

5. Sources to construct the history of Mauryan Empire-

- (i) Archaeological finds (sculptures...etc)
- (ii) Accounts of Megasthenes
- (iii) Arthashastra composed by Kautilya
- (iv) Buddhist, Jaina, Puranic literature & Sanskrit literary works.
- (v) Inscriptions of Asoka

(page 32)

5

(To be assessed as a whole)

6. 1. The most ambitious project of compiling Mahabharata was done by V.S. Sukhtankar and his team.

2. The original story was composed by bards (sutas) who celebrated their achievements by composing poems and transmitted it orally.
3. Later Brahmins took over the story and put it to writing.
4. The new kings wanted their 'Itihaasa' to be recorded.
5. The importance of Vishnu and Krishna grew and they became important figures of the epic.
6. With these additions, Mahabharata became voluminous.
7. It is attributed to the sage seer, Vyasa.

(To be assessed as a whole)

(page 74)

5

7. The historians examined the following to analyze the texts-

1. The language of the text whether written in Pali, Prakrit or Tamil i.e. ordinary people's language or in Sanskrit, the language of the priest or the elites.

2. The kinds of texts i.e. whether these mantras chanted by ritual Specialists or aspects like whether they were read/heard.. etc.
3. They tried to find out about the authors/their perspectives that shaped the texts.
4. They ascertained the possible dates of the composition.
5. They found out about the place where the text may have been Composed.

$1 \times 5 = 5$

(To be assessed as a whole) (page 72)

[SECTION-II]

8. It was Mackenzie who took up this project-
 1. He prepared the first survey map of the site.
 2. His first information was based on the memories of the priests of Virupaksha temple and the shrine of Pampa Devi.
 3. He collected the photographs of the site monuments.
 4. He collected several dozen inscriptions found in the temples of Hampi.
 5. Historians collected information from the inscriptions.
 6. Accounts of foreign travellers and other literature in Telugu, Kannada, Tamil and Sanskrit were studied.

(page 170)

$1 \times 5 = 5$

(Any other point)

9. The three factors that accounted for the constant expansion of agriculture in 16th & 17th cent.-
 - (i) Abundance of land.
 - (ii) Availability of labour.
 - (iii) Mobility of the peasants -were the three main factors for the constant expansion of agriculture.
 - (iv) The area received 40 inches of rainfall helping in the production of rice wheat Millets etc.
 - (v) The state govt. supported the irrigation projects.

- (vi) The state undertook digging of canals and repaired old ones.
- (vii) They used technologies that often harnessed cattle energy.
- (viii) Canals were built.
- (ix) Wooden plough with an iron tip or coulter was used.
- (x) A drill was used to plant seeds but broadcasting of seeds was the most prevalent method.
- (xi) Hoeing and weeding is done using a narrow blade with a small wooden handle.

(Any other point) (page 198) $1 \times 5 = 5$

10. Detailed records of the Mughal administration were kept in the following manner-

- (i) Mir Bakshi supervised the corps of court writers who recorded all the applications and documents presented to the court.
- (ii) Agents of nobles recorded the entire proceedings of the court
- (iii) Regional rulers recorded the orders of the rulers.
- (iv) The Akhbarat contained all kinds of information such as attendance of the court, grant of offices and titles, diplomatic missions and many other matters.
- (v) This information was very helpful in writing history of the time and that of the ruler.
- (vi) This information is valuable for writing the history of the public and Private lives of kings & nobles.
- (vii) The news reports and important official documents were carried to different Regions.
- (viii) The foot runners carried the papers and collected the contents back for their masters.

(page 246)

(To be assessed as a whole)

5

[SECTION - III]

11. Reasons for the failure of Zamindars to pay the revenue demand -

1. Initial demands were high. High demand was imposed when prices of agricultural produce were depressed.

2. The revenue was invariable regardless of the harvest.
3. Sunset law-The revenue had to be paid punctually.
4. The Permanent settlement limited the powers of the Zamindar to collect rent from the ryots.
5. Other powers of the Zamindar (Police, Cutcheries etc.) were curtailed.
6. The Jotedars and the Mandals troubled the Zamindars. (page 259)

(Any two points)

$2\frac{1}{2}+2\frac{1}{2}=5$

12. The terms of Subsidiary Alliance 1807 –

- (i) Nawab had to disband his military force.
- (ii) The British positioned their troops within the kingdom.
- (iii) The Kings had to act in accordance with the advice of the British Resident who was attached to the court.
- (iv) King was deprived of his armed forces.
- (v) Nawab became increasingly dependent on the British to maintain law and Order.
- (vi) They could no longer assert control over the rebellious chiefs and Taluqdars.

(Any other relevant point)

(Any 5 points only)

(page 296)

$1\times 5=5$

13. Partition as the culmination of communal politics-

1. Separate Electorates was introduced for muslims in 1909 and expanded in 1919 and it shaped the nature of Communal politics.
2. The meaning of Separate Electorate
3. Sectarian slogans, religious identities and distribution of favours to their own religious groups hardened Communal identities.
4. Active hostility and opposition between communities emerged.
5. Important developments in 1920's and 1930's consolidated communal Identities

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> (i) Music before mosque (ii) Shuddhi movement (iii) Tabligh & Tanzim.. etc. <p>6. Communal riots deepened differences between communities</p> <p>7. The 1937 provincial elections resulted in the victory of congress in most of the states and poor show by the Muslim League</p> <p>8. The congress refused to form a coalition with Muslim League in United provinces</p> <p>9. Emergence of Hindu Mahasabha and RSS ..etc</p> | <p>(Any other relevant point)</p> <p>(Any 5 points only)</p> | <p>$1 \times 5 = 5$</p> |
| <p>14. Influence of public opinion on the discussions in the Constituent Assembly-</p> <ul style="list-style-type: none"> (i) The news papers reported the discussions in the Constituent Assembly. (ii) The press reported the reactions of the public to the discussions in the Assembly. (iii) The press opened the opportunity to comment on different issues & published the public opinion. (iv) Criticism and counter criticism in the press in turn shaped the nature of the discussions in the Assembly. (v) Public was asked for submission of their opinion & law makers had to take account of it. (vii) For example, all India Varna-shrama Swarajya Sangh demanded that the constitution be based on Hindu works . (viii) Low caste groups demanded an end to ill treatment and also reservations of seats. (ix) Linguistic minorities demanded freedom of speech in their mother tongue. (x) Religious minorities asked for special safeguards. | | <p>(page 40)</p> <p>$1 \times 5 = 5$</p> |
| <p>(Any other relevant point)</p> <p>(Any 5 points)</p> | | |

[PART-C]

15. Location And Water Requirements-

- (i) Vijayanagar is the natural basin formed by the river Tungabhadra.
- (ii) The surrounding landscape is characterised by the stunning hills of granite forming a girdle around the city.
- (iii) Streams flowed down to the river from the rocky outcrops.
- (iv) Embankment were built along these streams to create reservoirs of varying Sizes.
- (v) Kamlapuram tank was source of water for irrigation as well as the needs of the royal centre.
- (vi) The most prominent water works included the Hiriya Canal that drew water from the canal & supplied it for irrigation.
- (viii) It separated the Sacred Centre from Urban Core.

Fortifications-

- (i) Abdur Razzaq was impressed by the fortifications of Vijayanagar.
- (ii) He mentioned seven lines of forts.
- (iii) These encircled not only the city but also the agricultural lands and forests.
- (iv) The walls linked the hills surrounding the city.
- (v) Stone blocks were used in construction.
- (vi) Significance of the fortifications that it enclosed the agricultural tracts.
- (vii) Second line of fortification went around the inner core of the urban complex.
- (viii) A third line of fortification surrounded the royal centre within which each set of major building was surrounded by its own high walls.
- (ix) There were well guarded gates. (page 177-178)

(To be assessed as a whole)

10

OR

- (i) Agriculture was organized around two major seasonal cycles, the Kharif (autumn) and the Rabi (spring).

- (ii) Most regions except those terrains that were most arid or inhospitable and they produced minimum of two crops a year.
- (iii) In areas where rainfall or irrigation assured continuous supply of water, there were three crops. This resulted in enormous variety of produce.
- (iv) According to Ain, Agra produced 39 varieties of crops, Delhi 43 and Bengal, 50 varieties of rice alone.
- (v) They produced cash crops – Jins-i-Kamil – such as cotton, sugarcane, oilseeds and lentils etc.
- (vi) Subsistence and commercial crop production were closely linked
- (vii) New crops from different parts of the world were encouraged like maize .. etc. vegetables and fruits were also introduced from the new world.

(page 200-201)

10

(To be assessed as a whole)

16. Changes in the urban centres during 18th century -

- (i) Old towns went into decline and new towns developed.
- (ii) Erosion of Mughal power led to the demise of the old towns.
- (iii) Mughal capitals like Delhi & Agra lost their political authority.
- (iv) Growth of regional capitals like Lucknow, Hyderabad, Seringapatam, Poona, Nagpur ... etc.
- (v) Traders, administrators, artisans etc. migrated from the old mughal centres to these new capitals in search of work and patronage.
- (vi) Continuous warfare between the new kingdoms resulted in mercenaries finding new employment.
- (vii) Renewed economic activity in some places and in other places, there was decline in economic activities.
- (viii) New urban settlements like Qasbah and Ganj emerged.
- (ix) European commercial companies had setup their base in different places during the early Mughal era.
- (x) With the expansion of commercial activity, the towns grew around these trading centres.

- (xi) Mercantilism, Capitalism and International trade influenced the nature of Indian society.
- (xii) Commerical centres like Dacca, Masulipatam, Surat declined and trade shifted to places like Bombay, Madras and Calcutta.
- (xiii) These new cities became centres of power and colonial administration.
- (xiv) New buildings and institutions developed and urban spaces were planned in new ways.
- (xv) New occupations developed and people from different places flocked to these new colonial cities.

(page 319-320)

10

(To be assessed as a whole)

OR

To give a brief description of at least 5 sources to Gandhiji-

- (i) Public voices and private scripts of an individual
- (ii) Speeches
- (iii) Letters to Individuals
- (iv) Publications – Harijan.. etc.
- (v) Letters written to Gandhiji (A bunch of old letters) published.
- (vi) Gandhiji's role understood through other publications.
- (vii) Conversations with Nehru and others.
- (viii) Autobiography.
- (ix) Government records
 - a) Fortnightly reports.
 - b) Police reports..etc
- (x) Newspaper reports.
- (xi) Time magazine report on Gandhiji and Dandi March.
- (xii) Oral sources (Rumours .. etc.)

(page 367)

10

(Any other relevant source)

To be assessed as a whole

[PART-D]

17. Why kinfolk quarrelled?

- | | | |
|-------|--|----------------|
| (i) | The citizens of Hastinapur expressed their preference for Pandavas because they were more capable and virtuous than the Kauravas. | 3 |
| (ii) | Reactions of Duryodhana against Pandavas-
He was jealous. He felt that the sons of Dhristharashtra would be excluded from the royal succession and will be looked down upon. | 2 |
| (iii) | Under patriliney, sons could claim the resources of their father after their death. Sometimes when there were no sons then brothers succeeded one another. Sometimes, other kinsmen claimed the throne and in exceptional cases women exercised power. | (page 55-57) 3 |

OR

Fatalists and Materialists

- | | | |
|----|---|-----------|
| 1. | Makkhali Gosala told King Ajatasatru-
Pleasure and pain cannot be altered in the course of Samsara. We can gain nothing by virtue of Karma and we can lose nothing by not doing the karma. | 3 |
| | | (page 87) |
| 2. | Ajita Keshakambalin said-
Human being is made of 4 elements when he dies he will be returned to the earth. Both fools and wise perish after death. | 2 |
| 3. | Fatalists believed that life is pre-determined and karma cannot change it. He gave an example-Just as a ball of string when thrown unwind to its full length so fool and wise alike will take their course and make an end of the sorrow. | 3 |
| | | (page 87) |

18. The One Lord-

- | | | |
|----|---|---------------------------------|
| 1. | Two scriptures in which Kabir's verses are compiled include-

Kabir Bijak, Kabir Granthavali, Adi Granth Sahib

(Any Two) | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 2. | (i) There is only one God in the world. He is known by many names .

(ii) He condemned any kind of rituals or sacrifices. | 2 |

3. Kabir argued against the lords of the world of different communities in the following manner

- a. All religious distinctions are man made
- b. There is only one God
- c. He is known as Ram, Rahim, Allah etc.
- d. He says that religions emphasize on unnecessary rituals and keep fighting with each other.

3

(To be assessed as a whole)

4. I agree with Kabir.

I also believe that there is only one God and that rituals should be discarded.
(Any other relevant/rational opinion may be considered) (page 161)

2

OR

A warning for Europe-

1. Bernier warns the European kings about the consequences that can come about if the Mughal model is followed. They would end up as kings of beggars and barbarians etc.

3

2. According to Abul Fazl, Land revenue was a remuneration of sovereignty for the protection that Mughal ruler provided to his subject and not a rent.

- b) Land revenue was not even a land tax and it was a tax on the crop.
- c) Bernier portrayed India under Mughal rule in a negative light, while the Mughal records show that trade flourished and Indian crafts were in great demand.
- d) The balance of trade was in favour of India. Bernier called Mughal cities as 'Camp Towns' but there were all kinds of towns. Delhi, Agra, Lahore etc. were flourishing towns.
- e) The opinion given by Bernier did not match with the Mughal records.

3

(Any 2 points)

3. Bernier suggested (warned) that

- (i) The kings of Europe were royally served and were rich and powerful.
- (ii) They should not follow the example of Mughal rulers and become rulers of deserts, beggars and barbarians...etc

(Page 132)

2

19. “That is very good, Sir –Bold words, noble words”-
- (i) Somnath Lahri congratulated Pandit Nehru for the fine expression that he gave to the spirit of Indian people, when he said ,there could be no imposition from the British as it will cause resentment from the Indian people. 1
 - (ii) Somnath felt that absence of the Constitution would mean dependence on the British because
 - a) For every little problem Indians would have to run to the Federal Court in England.
 - b) Indians would remain under the stranglehold or the shadow of the British. 3
- (To be assessed as a whole)
- (iii) 1. The Indian constituent assembly was a creation of the British
 - 2. India was still under British rule.
 - 3. Final power was still in British hands and the question of power was not yet decided. 2
- (Any two)
- (iv) Sardar Patel Said ‘We have freedom only to fight among ourselves’ and no other freedom. (page 414) 2
- OR**
- “The real minorities are the masses of this country”-**
- (i) The real minorities according to NG Ranga are the masses of the country i.e the poor peasant, tribals etc. These people are oppressed, depressed and suppressed and have no knowledge of their civil rights. 2
 - (ii) The ordinary villager was oppressed, suppressed and depressed. He had no civil rights. He was dominated by outsiders like traders, money lenders, zamindars ...etc.They were treated as bonded slaves.They had no elementary education. 3
- (To be assessed as a whole)
- (iii) According to NG Ranga, tribal areas have their own traditional laws. According to these laws, the tribals can’t be alienated from their lands but the traders, moneylenders and zamindars oppressed and exploited them. They needed protection in the Constitution. (page 420) 3

[PART-E]

20. Filled in map attached. 5

OR

Filled in map attached 5

21. Filled in map attached 5

FOR BLIND CANDIDATES ONLY

20. (i) The capital of Asoka was Pataliputra. 1

(ii) Four Buddhist sites are- Sarnath, Lumbini, Sanchi, Amaravati, Nagarjuna-konda. 4
(1+4=5)

(Any Four)

OR

Important places of South India during 14th – 15th centuries are-

Bidar, Vijayanagar, Chandragiri, Goa, Kanchipuram, Golconda, Mysore, Thanjavur, Kolar and Bijapur. 5

(Any Five)

21. Centres of the Revolt of 1857 –

Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Jabalpur, Agra. 5

(Any Five)

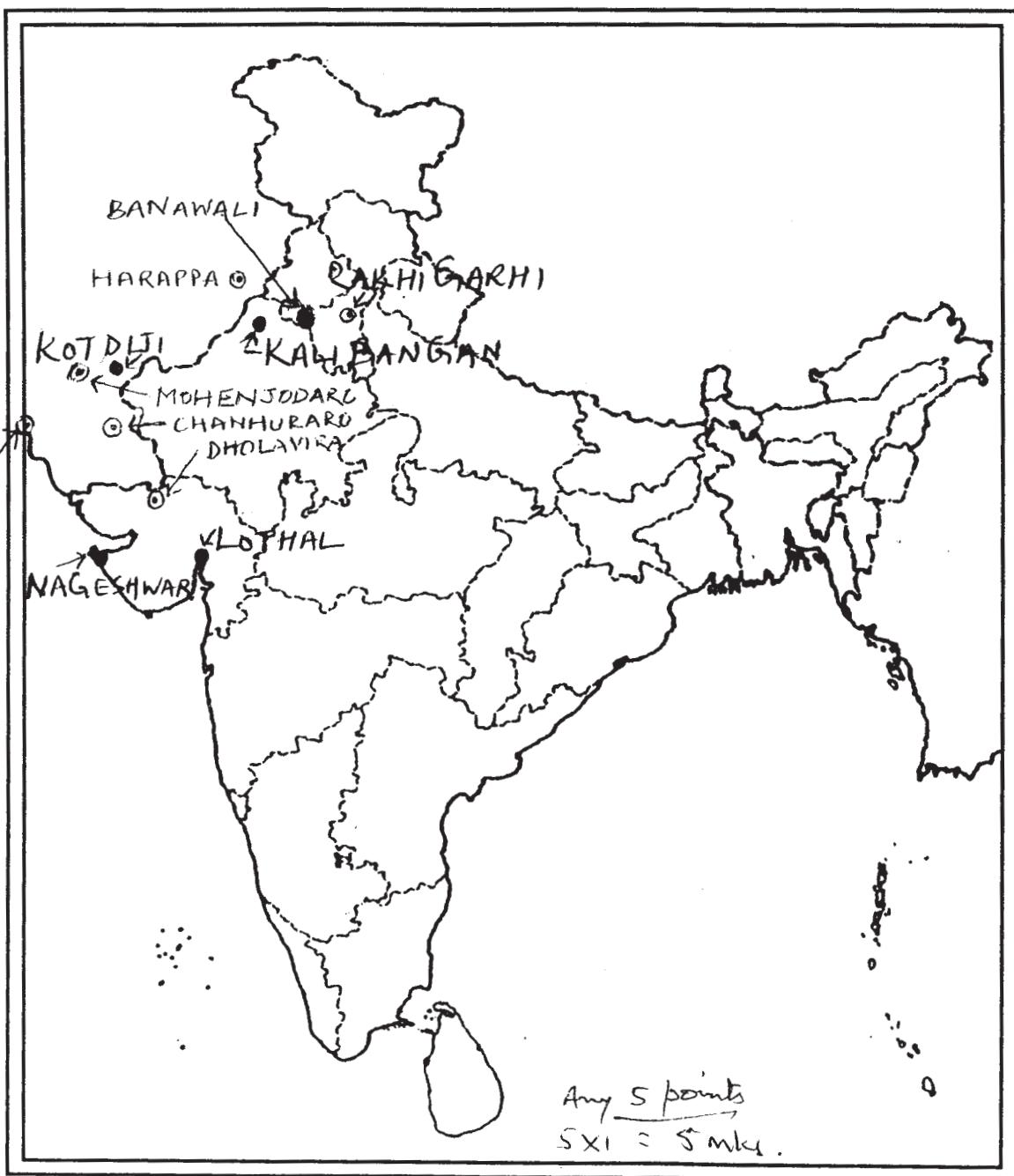
प्रश्न सं. 20 के लिए मानचित्र

Map for Q. No. 20
(~~Salhi set~~)

MATURE HARAPPAN SITES

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

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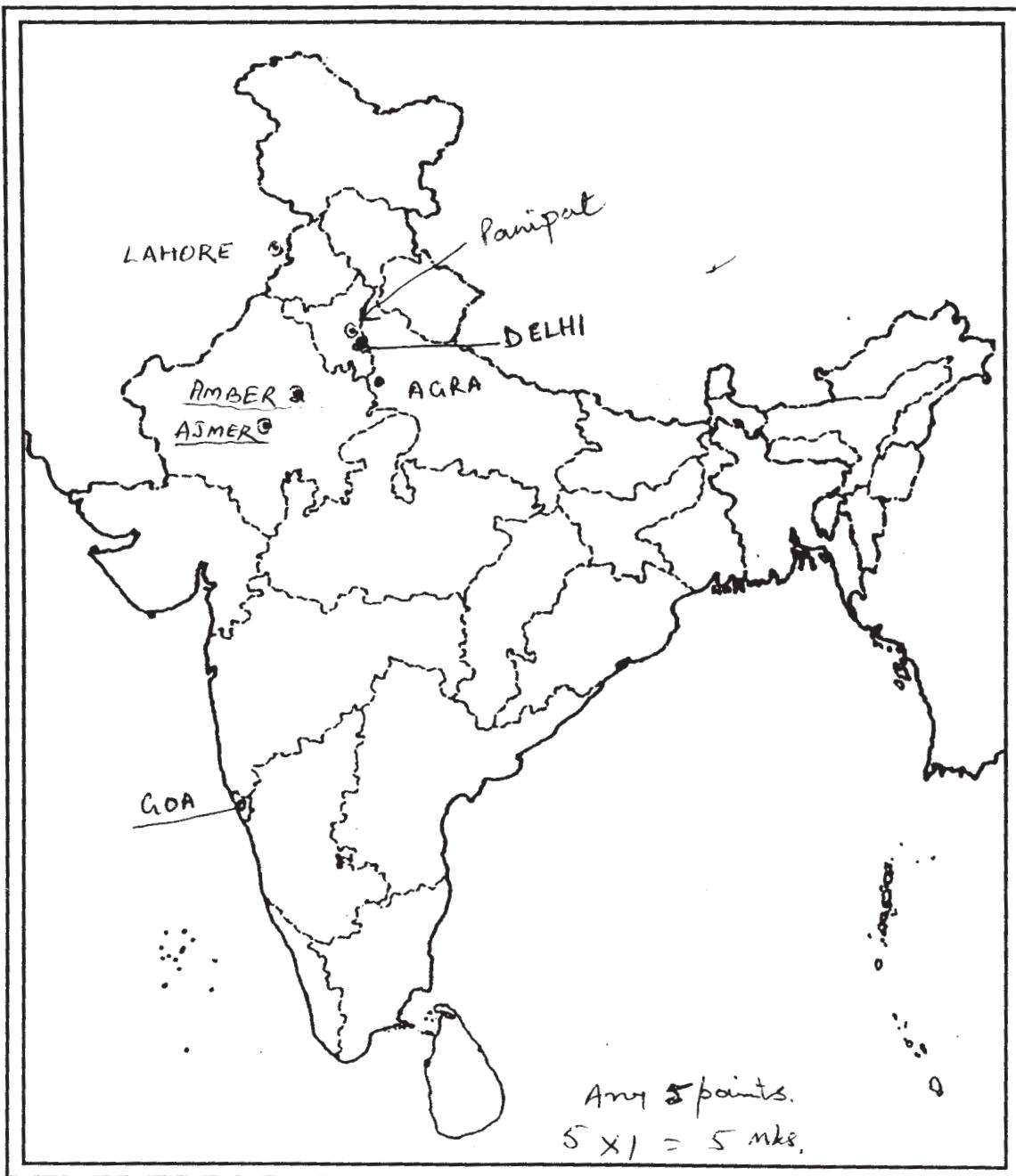
(Delhi set)

प्रश्न सं. 20 के लिए मानचित्र

Map for Q. No. 20

OR

Territories under Babur, Akbar and Aurangzeb
भारत का रेखा-मानचित्र (राजनीतिक)
Outline Map of India (Political)



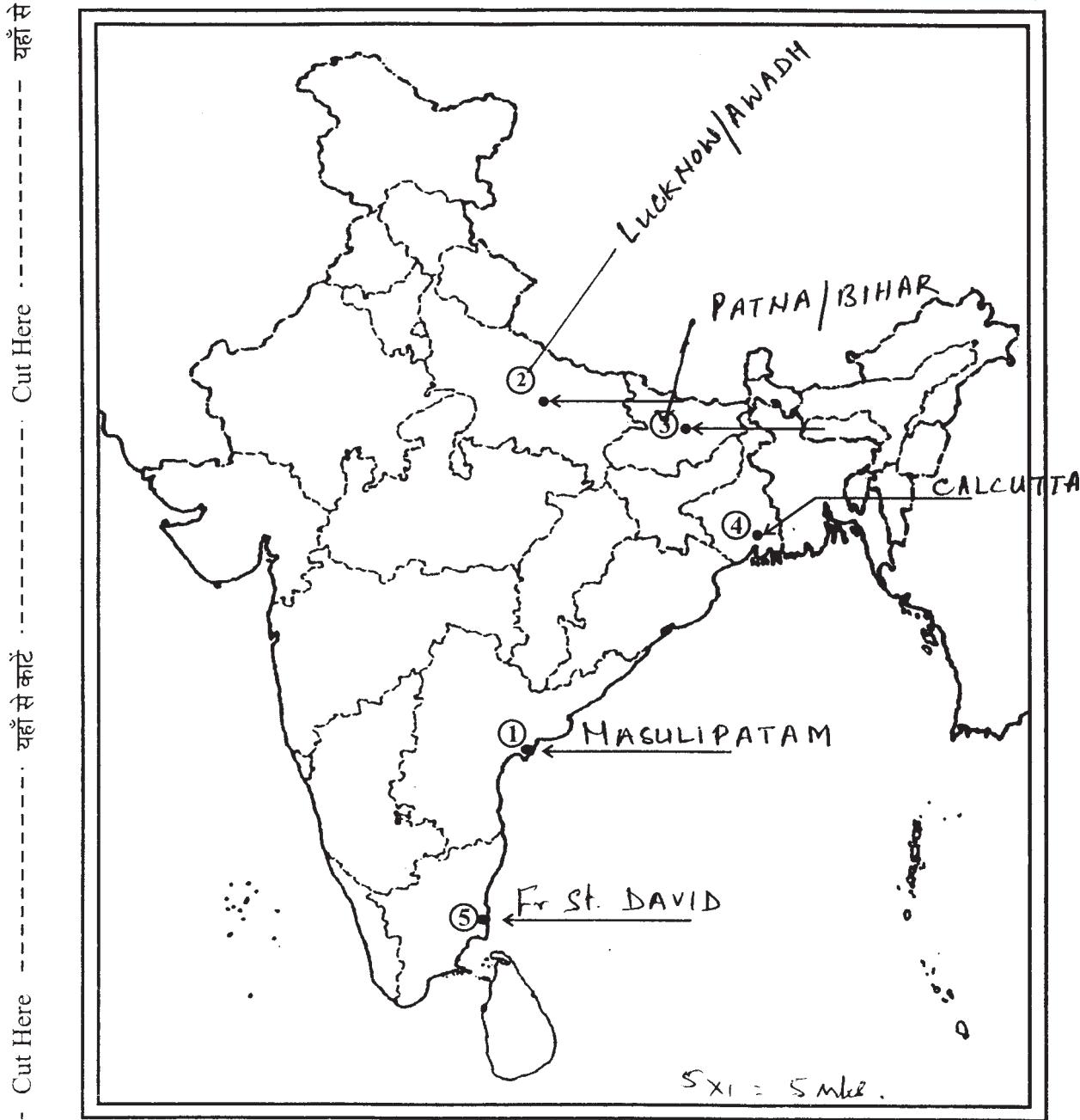
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प्रश्न सं. 21 के लिए मानचित्र

Map for Q. No. 21

Five territories / cities under British control in 1857

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



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QUESTION PAPER CODE 61/1
EXPECTED ANSWERS/VALUE POINTS

[PART-A]

1. (i) The Brahmins developed sharper social divide by classifying certain social categories as ‘untouchables’ eg. chandals.
- (ii) The other category was the people connected with the performances of rituals were sacred and by extension “pure” eg. as Brahmins. 1+1=2

Page 65

2. (i) Silsila literally means a chain signifying continuous chain between master and disciple.
- (ii) Stretching as an unbroken spiritual genealogy to the Prophet Mohammad.
- (iii) It was through this channel that spiritual power and blessing were transmitted to devotees.
- (iv) For initiation one who took an oath of allegiance, wore a patched garment and shaved their hair. 1+1=2

(Any two points)

Page 153

3. (i) The founding and setting of hill stations was initially connected with the needs of the British army.
- (ii) Hill stations became strategic places for billeting troops, guarding frontiers and launching campaigns against an enemy rulers.
- (iii) The temperate and cool climate of the Indian hills was seen as an advantage.
- (iv) Hill stations were also developed as sanatoriums i.e. places where soldiers could be sent for rest and recovery from illnesses.
- (v) The hill stations also became recreational settlements. 1+1=2

(Any two points)

Page 327-328

[PART - B]

[SECTION - I]

4. (i) Some graves contain pottery and ornaments.

- (ii) Jewellery has been found in burials of both men and women.
- (iii) Ornaments consisting of three shell rings have been found.
- (iv) A jasper bead and hundreds of micro beads were found near the skull of a male.
- (v) In some cases the dead were buried with copper mirrors.
- (vi) It appears that the Harappans did not believe in burying precious things with the dead.

5x1=5

(Any 5 points)

Page 9

- 5.
- (i) Kharoshthi, the script used in inscriptions in the north west, is different.
 - (ii) Finds of coins of Indo Greek kings have facilitated matters.
 - (iii) The names of the kings have been found written on the coins in Greek & Kharasthi scripts.
 - (iv) Foreign scholars compared the letters e.g. for “a” could be found in both the scripts for writing names like Apploodotus.
 - (v) Princep identified the language of Kharosthi inscriptions as Prakrit.
 - (vi) It became possible to read longer inscriptions as well.

5x1=5

(Any 5 points)

Page 46 & 47

- 6.
- (i) There were many rituals, religious beliefs and practices were being practiced these included daily rituals/practices observed during special occasions.
 - (ii) People may not have felt need for keeping these records due to various traditions of religious activities and philosophical ideas.
 - (iii) Many rituals and sacrifices were performed where people prayed for cattle, sons, good health, long life and many others.
 - (iv) Many elaborate sacrifices like rajasuya and ashvamedha were performed by chiefs and kings.
 - (v) Debates and discussions were practiced representing different schools of thoughts of that time – even beliefs like life after death, nature of ultimate reality, significance of the sacrificial tradition were debated.

- (vi) Some popular traditions (e.g. Shalabhanjika) have been depicted at Sanchi
(vii) May be the depictions of religious beliefs, rituals have been destroyed over the centuries. 5x1=5

(Any 5 points or any other relevant point)

(page 84, 101 104 & 105)

7. Historians usually classify the contents of the present text of Mahabharata under two broad heads.

- (i) Sections that contain stories, designated as the ‘narrative’.
(ii) Sections that contain prescriptions about social norms designated as ‘didactic’
(iii) This division is by no means watertight.
(iv) The didactic sections include stories.
(v) The narrative sections often contains a social message.
(vi) However generally historians agree that the Mahabharata was meant to be a dramatic moving story.
(vii) The didactic portions were probably added later. 5x1=5

(Any 5 points)

Page 73

[SECTION-II]

8. (i) The most striking feature about the location of Vijaya Nagar as the natural basin formed by the river Tungahadra which flows in a north easterly direction.

- (ii) The surrounding landscape is characterized by stunning granite hills that seem to form a girdle around the city.

- (ii) A number of streams flow down to the river from these rocky out crops

- (iv) In almost all cases embankments were built along these streams to create reservoirs of varying sizes.

- (v) As this is one of the most arid zones of the peninsula, elaborate arrangements had to be made to store rain water and conduct it to the city. Page 177

5x1=5

9. (i) The average peasant of north India seldom possessed more than a pair of bullocks and two ploughs.

- (ii) Most of the peasants possessed even less.
- (iii) In Gujarat peasant having about six acres of land were considered to be affluent.
- (iv) In Bengal, on the other hand five acres was the upper limit of an average peasant farm.
- (v) Ten acres would make one a rich asami.
- (vi) Cultivation was based on the principle of individual ownership.
- (vii) Peasants lands were bought and sold in the same way as the lands of other property owners.

5x1=5

(Any 5 points) Page 198

10. (i) All holders of government services (offices) held ranks (Mansab) Zat and Sawar.
- (ii) Zat was an indicator of position in the imperial hierarchy and the salary of the mansabdar.
- (iii) Sawar indicate the number of horsemen he was supposed to maintain in service.
- (iv) For acquiring the Zat and Sawar ranks in imperial service was a way of acquiring power, wealth and the highest reputation.
- (v) Any person wishing to join the service petitioned through a noble, who presented a taj wiz to the emperor. If found suitable, mansab was granted to him.
- (vi) Two groups of Indian origin entered service (Rajputs and Indian) through marriage alliances.

5x1=5

(Any 5 points) Page 245

[SECTION-III]

11. The power of the Jotedars was more effective than that of the Zamindars.
- (i) Jotedars were rich peasants.
 - (ii) They controlled vast areas of land.
 - (iii) They controlled local trade, money lending and people.

- (iv) They exercised control and influence over those living in their areas.
- (v) The Zamindars lived in urban areas and did not have direct control over the villagers.
- (vi) Jotedars tried to control the power of Zamindars by asking the peasants to delay the payment of land revenue.
- (vii) The jotedars purchased Zamindari land which was auctioned when revenue was not paid.

5x1=5

(Any 5 points)

Page 261

12. (i) In the 1820s white officers made it a point to maintain friendly relations with the sepoys.
- (ii) They took part in their leisure activities.
 - (iii) They wrestled with them, fenced with these and went out hawking with them.
 - (iv) Many of them were fluent in Hindustani and were familiar with the customs and culture of the country (India)
 - (v) These officers were close disciplinarian and father figure rolled into one.
 - (vi) In 1840s change began to be seen. The officers developed a sense of superiority and started treating the sepoys as their racial inferiors.

5x1=5

(Any 5 points)

Page 299

13. (i) They dismiss it because oral data seem to lack correctness and the chronology they and as such the information may yield be imprecise.
- (ii) Uniqueness of personal experience makes generalization difficult.
 - (iii) A large picture can not be built from such micro evidence and one witness.
 - (iv) They also think that oral accounts are concerned with tangential issues.
 - (v) The small individual experiences which remain in memory alone are irrelevant to the unfolding of larger processes of history.
 - (vi) However there is ample evidence of the happenings of the partition and the trends.
 - (vii) Sources are many others which can be compared with the oral testimony to come to a final point.

5x1=5

(Any 5 points)

Page 401

14. (i) He urged the members and Indians in general to fully free themselves from the influence of imperial rule.
- (ii) The British were still in India.
- (iii) Though an interim administration headed by Jawahar Lal Nehru was in place, but it could only operate under the *directions of the Viceroy and the British Govt. in London.
- (iv) Lahri wanted his colleagues to realize that the constituent Assembly was British made and was working on the British plans as the British Would / should like it to be worked out.
- (v) Nehru agreed that most of the nationalist leaders wanted a different kind of (constituent) Assembly and it was also true that British hand was there.

Note: Leave the last opinion to the examinees to express and reserve marks accordingly.

4+1=5

(As a whole)

Page 413

[PART - C]

15. (i) The amar nayakas were military Commanders who were given territories to govern by the raya.
- (ii) They collected taxes and other dues from the peasants, craft persons and traders in their area.
- (iii) They retained part of the revenue for personal use and for maintaining a stipulated contingent of the horses and elephants.
- (iv) They provided the King of Vijayanagar with an effective fighting force with which they brought the entire southern peninsula under their control.
- (v) Some of the revenue was also used for the maintenance of temples and irrigation works.
- (vi) The amara nayakas sent tributes to the king annually and appeared personally in the royal court with gifts to express their loyalty. Many of these Nayakas established independent kingdoms.
- (vii) The king some times changed their areas from one place to another for asserting control on them.

(Any 5 points)

[PART II]

- (i) However after the death of Krishnadeva Raya in 1529 strain began to show with in the imperial structure.
- (ii) His successors were troubled by nayakas or military chiefs.
- (iii) By 1542 control at the centre had shifted to another ruling lineage that of Aravidu.
- (iv) Aravidu remained in power till the end of the 17th century.
- (v) Shifting alignments were there during this period.
- (vi) In 1556 Ram Raya's (Chief Minister of Vijaynagar) army against the Armees of Bijapur, Ahmad Nagar and Golconda was defeated and sacked the city of Vijaynagar.

5+5=1

(Any 5 points)

Page 173, 175

OR

- (i) Ain gives detailed account of the organization of the court, administration and army.
- (ii) It also gives information about sources of revenue and the physical lay out of provinces of Akbar's empire.
- (iii) About literary, cultural and religious traditions of the people.
- (iv) Description of the various departments of Akbar's government.
- (v) It also gives elaborate description of the various provinces (Subas) of the empire.
- (vi) The Ain gives us intricate quantitative information of these provinces.
- (vii) Collecting and compiling this information systematically was an important imperial exercise.
- (viii) It informed the emperor about the varied and diverse customs and Practices.
- (ix) The Ain is made up of 5 books out of which first three books concerned imperial household and its maintenance. The second book covers the Military and civil administration and the establishment of servants.
- (x) A detailed account of subas and their administrative and fiscal divisions – Sarkar, parganas and mahals – has been highlighted.

- (xi) Ain gives detail account of Sarkars which had eight columns –
 (i) (Pargana)/mahal (2) qila (forts) (3) Arazi and zamin –i-paimuda
 (4) Naqdi (5) Suyurghal (6) Zamindars (7) and (8) contain details of troops including horse men, foot soldiers, elephants.
- (xii) Ain is therefore is a mine of information about the Mughal empire during Akbar's period.

10

(To be assessed as a whole)

Page 217

16. (i) For public buildings three broad architectural styles were used. Two of them were imported from fashions prevalent in England.
- (ii) The first was called 'neo-classical or the new classical and (ii) was neo-Gothic. New classical style and its charactersties are as follows:-
- (i) Construction of geometrical structures fronted with lofty pillars.
 - (ii) It was derived from a style that was originally typical of buildings in ancient Rome. It was considered particularly appropriate for the British empire in India.
 - (iii) British imagined that a style that embodied the grandeur of imperial Rome could be made in British Empire in India.
 - (iv) Grandeur of imperial Rome could be made to express the glory of imperial India.
 - (v) It was suitable for the tropical weather.
 - (vi) Town Hall in Bombay was made in this style.
 - (vii) Another group of commercial buildlings during the cotton boom was Elphinstone circle which was subsequently named as Horniman circle.
 - (viii) It made innovative use of covered arcades at ground level to shield the shopkeepers and pedestrians from rain and sun of Bombay.

The other style was neo-Gothic

- (i) Another style of neo-Gothic style was characterized by the high pitched roofs. Pointed arches and detailed decoration.
- (ii) This style had its roots in churches build in northern Europe.
- (iii) This was revived in the mid 19th century in England.

- (iv) It was adopted for Bombay.
- (v) An impressive group of building facing the sea front secretariat, university of Bombay and high court were built in this style library clock tower.
- (vi) The spectacular example of the neoGothic architecture is the Victoria Terminus, station and headquarters of the Great Indian peninsular Railway Company. Towards the 20th century New Hybrid architectural style that is combination of Indian with European called Indo-Saracenic
- (i) Inspiration for this style was medieval buildings in India with their domes, chhatris, jalis, arches.
- (ii) By integrating Indian and European styles in Public architecture the British wants to prove their legitimate right of being rulers of India.
- (iii) Good examples of this style were – The Gateway of India built in traditional Gujarati style and Taj Mahal Hotel

10

(Assess as a whole)

Page 340

OR

- (i) 'Quit India' movement was genuinely a mass movement.
- (ii) It was the third mass movement started in 1942.
- (iii) It was started after the failure of the Cripps mission.
- (iv) Gandhiji and other congress leaders were arrested and jailed. The movement in the absence of sr. congress leaders went into the hands of younger leaders.
- (v) (Violent) acts and defiance of British laws occurred all over the country.
- (vi) Socialist leaders emerged as important leaders in the congress party e.g. Jai Prakash Nayan
- (vii) Formation of independent governments in Mednipur and Satara.
- (viii) Hundreds and thousands of people participated in the movement young and old joined them.
- (ix) Young activists organized strikes and acts of sabotage all over the country.
- (x) This movement energized the youngsters who left their colleges to join the movement and go to jail.

$10 \times 1 = 10$

(To be assessed as a whole)

(Any other relevant point)

[PART-D]

- 17 (i) (a) Hidimba was sister of man eating rakshasa.
 (b) She was sent to pandvas to (capture) them.
 (c) She fell in love with Bhima and transformed herself into a lovely maiden
 and proposed to him. $1+1+1=3$
- (ii) She told Kunti that she had forsaken her friends, her dharma and her Kin, So good lady, she has chosen her tiger-like son for her man or Husband, whether she thinks Hidimba a fool or her devoted servant. Let her join with her son as her husband. 2
- (iii) Pandvas were sent to forest because a condition was put by Duryodhan that if they will be defeated in the game of dice, they will be sent to forest and not be seen around. 1
- (iv) Bhima agreed for marriage with Hidimba on condition that
 (a) they would spend the day together
 (b) Bhima would return every night. 2

OR

- (i) (a) For Abundant food, long life, good health mighty wealth
 (b) offering were made to Agni for offspring specially sons so that their family live continues. $1+1=2$
- (ii) A special kind of Sanskrit known as Vedic Sanskrit. 1
- (iii) (a) Sacrifices were made to reach to varieties of deities specially Agni, Indra and Som, hymns were chanted.
 (b) The sacrifices were performed to please the deities for asking certain favour. $1+1=2$
- (iv) objectives in
 As a liberal giver to grant
 (a) Abundant food
 (b) Obtained mighty wealth
 (c) gift of wonderful and nourishing cow
 (d) to bless their sons with male off spring for the continuation of family line. $4 \times 1 = 4$

- 18 (i) (a) Bernier was a French Doctor political philosopher and a historian.
- (b) He loved travelling and produced rich account of his visit to India during the Mughal Times.
- (c) He also dedicated major writings to Louis XIV King of France
- (d) His works were published in France and were translated in to English, Dutch, German and Italian. 1+1=2
- (Any two points)
- (ii) (a) The purpose of Berniar was to know about the details of the places where army went around India.
- (b) A Turkoman two good horses, Persian camel and driver; groom for Horses; a cook and a servant to go before his Horse with a flask of water in his hand as the custom of (country). 1+2=3
- (iii) At the discretion of a checker or evaluator, give marks according to the list given by a student and its usages. 3
- (To assess as a whole)
- OR
- (i) Local Ruler had sent; Nizamuddin Aulia
- (a) The deed of ownership to two gardens and land, along with provisions and tools for their maintenance.
- (b) The ruler made it clear that he was relinquishing all his rights to both the gardens and land with the purpose of not having anything to do with it. 1+1=2
- (ii) (a) When Ulugh khan visited Sheikh he offered money.
- (b) He also offered to the Sheikh ownership deeds of four villages. 1+1=2
- (iii) Aulia refused Amir's offers because
- (a) he had nothing to do with gardens, fields and lands.
- (b) none of his spiritual master had ever engaged themselves in such activities. 2+2=4

- 19 (i) (a) Kushdeva Singh was a doctor specializing in treatment of Tuberculosis.
(b) He provided a rare healing touch, food, shelter, love and security to migrants, Muslims, Sikhs and Hindu alike. 1+1=2
- (ii) (a) His friends had given their time, waited for him for the whole night.
(b) And at the time of parting they gave Kushdev singh a “small Basket of grapes”. 1+1=2
- (iii) (a) Due to Kushdev Singh’s love for his profession and commitment towards his profession made him earn faith and confidence in humanity and generosity.
(b) He treated all people alike thus bringing harmony among the people. 1+1=2
- (iv) (a) The oral History helps in grasping experiences and memories of the past in detail.
(b) It enables historians to write richly textured vivid account of what happened to the people in different events for eg. Partition. 1+1=2

OR

- (i) (a) Language must develop into rich and powerful instrument, capable of expressing the whole gamut of human thought and feelings.
(b) One should not confine oneself to Hindi or Urdu. It would be a crime against intelligence and spirit of patriotism. 2+2=4
- (ii) (a) In 1930 congress had accepted that Hindustani should be the National language.
(b) Hindustani is a blend of Hindi and Urdu was a popular language of a large section of the people of India. 1+1=2
- (iii) (a) Hindustani should be neither sanskritised Hindi nor Persianised Urdu but a happy combination of both.
(b) The language should also freely admit words whenever necessary from different regional languages foreign languages provided they can mix well with our National language. 1+1=2

[PART – E]

20. Filled in map attached 5

OR

Filled in map attached 5

21. Filled in map attached 5

FOR BLIND CANDIDATES ONLY

20. Mahajanpadas / cities are :-

Vajji, Magadha, Koshala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila
Varanasi (page 30) 5

(Any other relevant point)

(Any five)

OR

Territories / cities under Babar, Akbar and Aurangzeb-

Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa (page 214)

(Any other relevant point)

(Any five)

21. Centres of Revolt of 1857 :

Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta,
Banaras, Jabalpur, Agra (page 305) 5

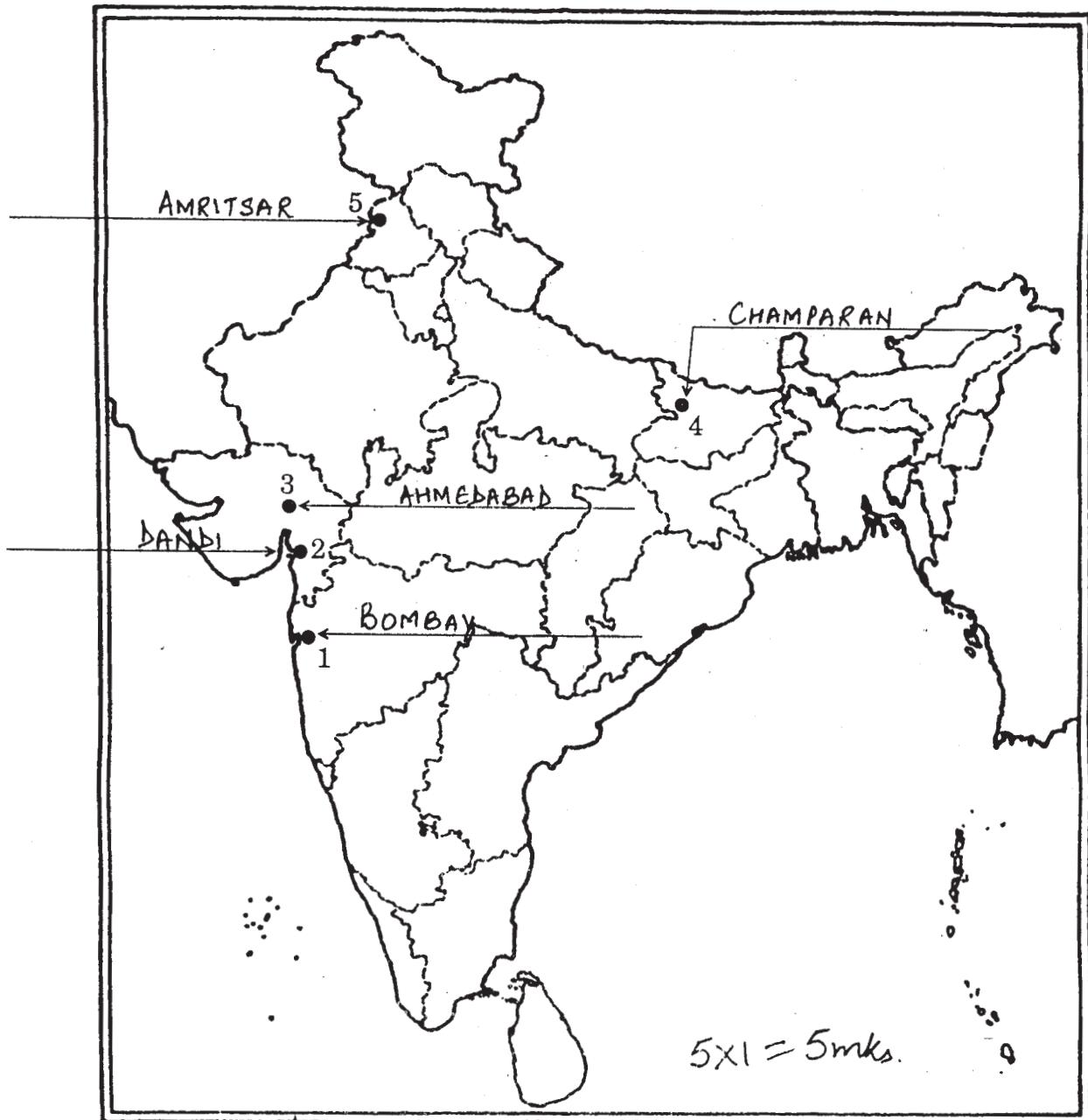
(Any other relevant point)

(Any five)

For question no. 21

प्रश्न सं. 21 के लिए

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



$$5 \times 1 = 5 \text{ mks.}$$

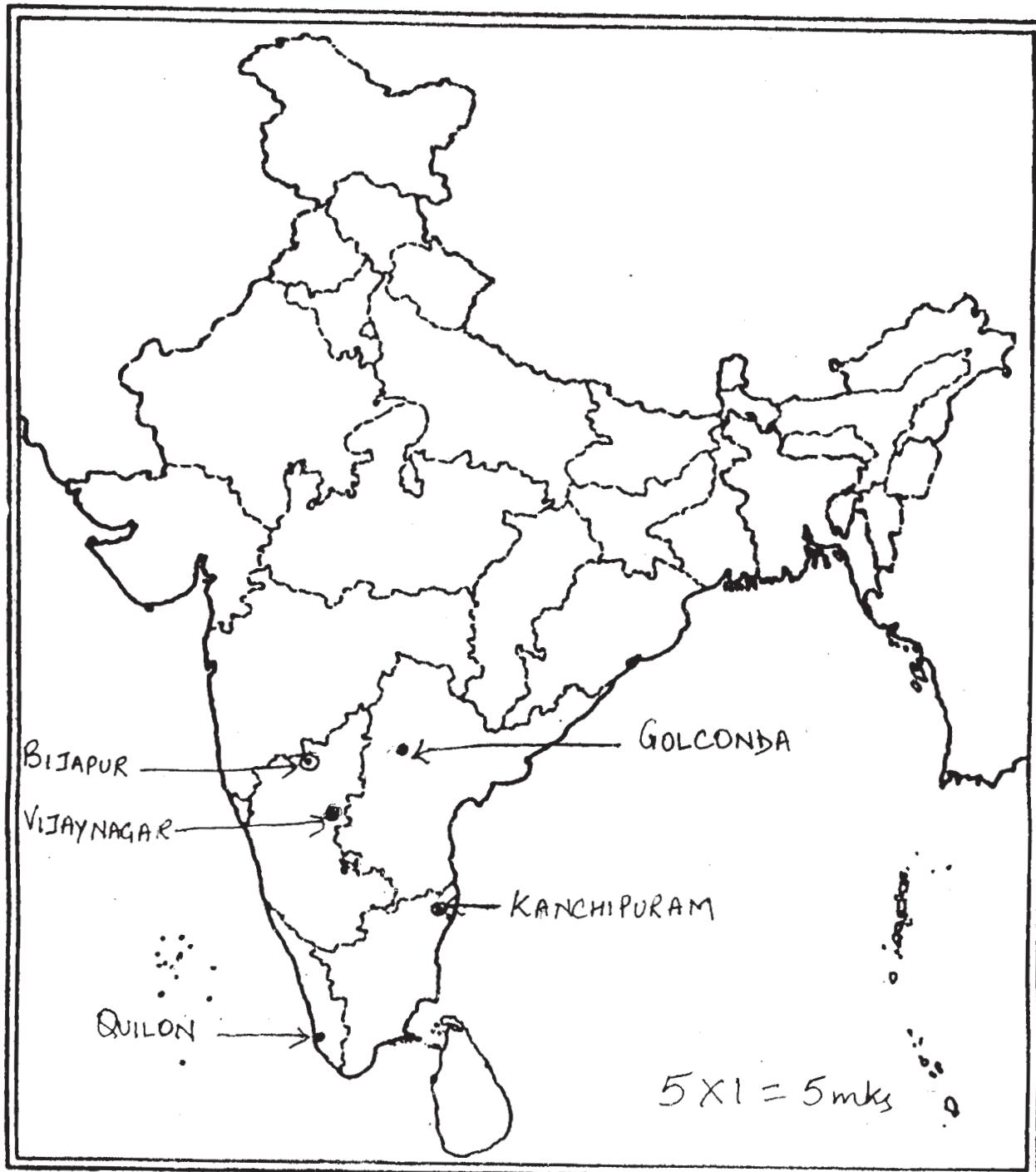
Note: Point No. 3 - Kheda may also be evaluated

For question no. 20

प्रश्न सं. 20 के लिए

Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)

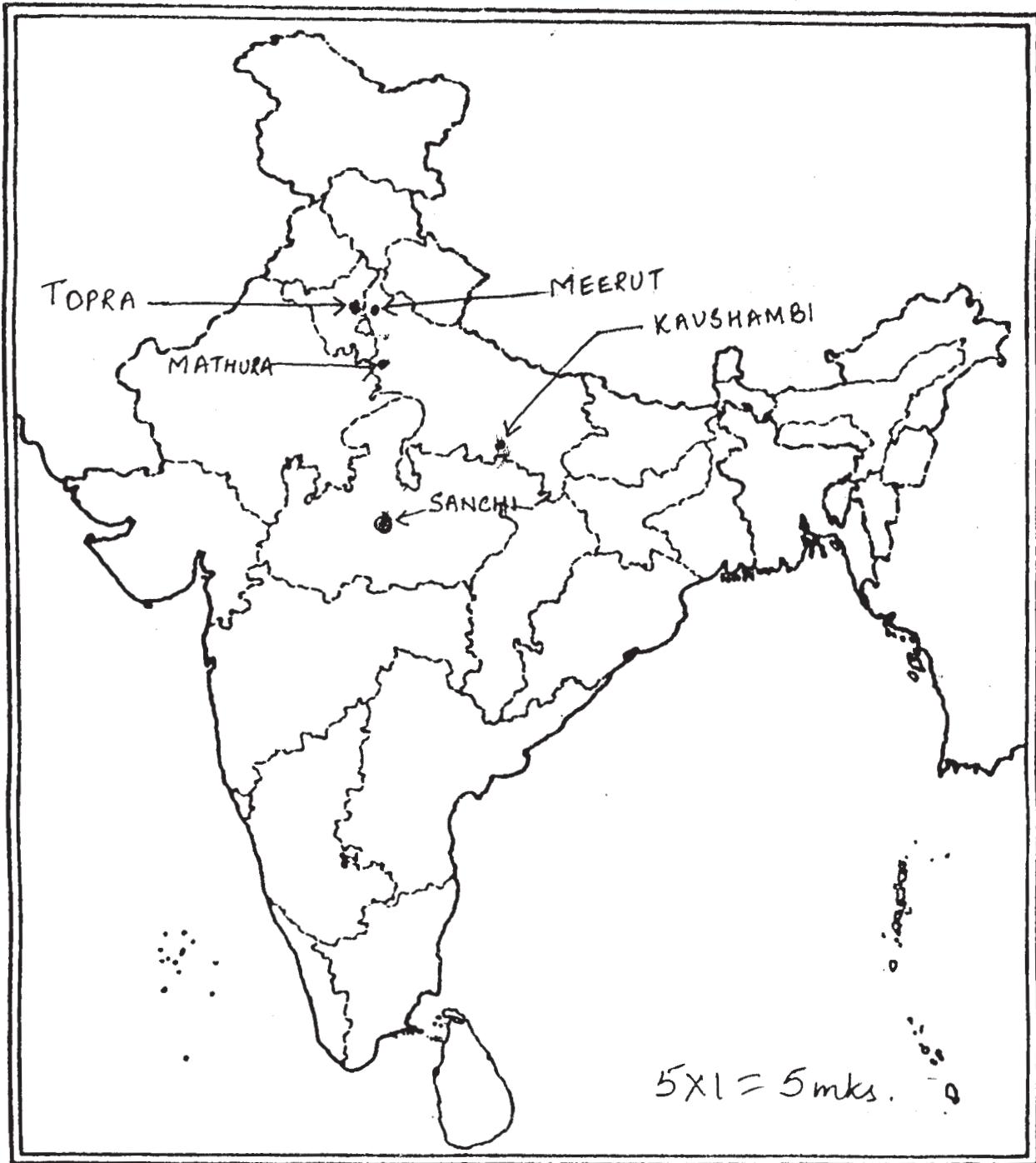


For question no. 20

प्रश्न सं. 20 के लिए

Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)



POLITICAL SCIENCE

Time allowed : 3 hours

Maximum Marks : 100

GENERAL INSTRUCTIONS :

- (i) All questions are compulsory.
- (ii) Question numbers **1** to **10** are of **one** mark each. The answers to these questions should not exceed **20** words each.
- (iii) Question numbers **11** to **20** are of **two** marks each. The answers to these questions should not exceed **40** words each.
- (iv) Question numbers **21** to **30** are of **four** marks each. The answers to these questions should not exceed **100** words each.
- (v) Question numbers **31** to **35** are of **six** marks each. The answers to these questions should not exceed **150** words each.
- (vi) Question number **35** is based on the map. Write the answer of this question in the Answer Book.

QUESTION PAPER CODE 59/1/1

Q.1. Fill in the blanks with appropriate words; $\frac{1}{2}+\frac{1}{2}=1$

First Gulf War was fought against _____ in which troops from _____ countries fought.

Q.2. What does the word 'hegemony' imply? 1

Q.3. Correct the following statement and rewrite: $\frac{1}{2}+\frac{1}{2}=1$

Eight temporary members of the U.N. Security Council are elected by the General Assembly for a period of three years.

Q.4. What is the highest functionary of the U.N. called? 1

Q.5. What was the basis of the report of the States Reorganisation Commission? 1

- Q.6.** In which year did the Congress Party win 415 seats in the Lok Sabha ? Who became the Prime Minister then? $\frac{1}{2}+\frac{1}{2}=1$
- Q.7.** Name the leaders who gave the following slogans: $\frac{1}{2}+\frac{1}{2}=1$
- (i) Jai Jawan, Jai Kisan
 - (ii) Garibi Ratao
- Q.8.** Which theoretical argument did Rammanohar Lohia give in defence of non-Congressism ?
- Q.9.** What was the Anti-Arrack Movement?
- Q.10.** Mention any two incidents of violence against the minority community which are a threat to democracy? $\frac{1}{2}+\frac{1}{2}=1$
- Q.11.** Mention any two characteristics of the Soviet Political System. $2\times1=2$
- Q.12.** For how many years did the Civil War continue in Tajikistan? When did it come to an end? $1+1=2$
- Q.13.** In the European Union Flag, what does the symbol of 'twelve gold stars in a circle' signify ? $2\times1=2$
- Q.14.** What was the 'Operation Infinite Reach' ordered by President Clinton? 2
- Q.15.** Mention any two political consequences of globalization. $2\times1=2$
- Q.16.** Mention any two challenges that India faced just after Independence. $2\times1=2$
- Q.17.** What were the fears of tribal population of Orissa and environmentalists about setting up industries in the tribal districts? 2
- Q.18.** Why did India not join either of the two camps during the Cold War? 2
- Q.19.** List any four activities conducted by Bharatiya Kisan Union to pressurize the state for accepting its demands. $4+\frac{1}{2}=2$
- Q.20.** What was the change in the electoral performance of the Congress Party and BJP from 1984-2004 ? 2

Q.21. Name any two founders of Non-Aligned Movement (NAM). The first NAM summit was the culmination of which three factors?

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

Q.22. Describe the mixed record of democratic experience, the people of all the countries of South Asia share the aspirations of democracy.

4

Q.23. List any four steps suggested by the member-states of the U.N. in 2005 in order to make the United Nations more relevant.

$4 \times 1 = 4$

Q.24. Explain in brief any four components of India's security strategy.

$4 \times 1 = 4$

Q.25. What is meant by 'Global Commons'? Suggest any two steps for the protection of 'Global Commons'.

$2+2 = 4$

Q.26. Define Globalisation. Explain any three causes of Globalisation.

$1+3 = 4$

Q.27. Match the following:

$4 \times 1 = 4$

- | | |
|----------------------|-------------------------|
| (a) Ch. Charan Singh | (i) Industrialisation |
| (b) P.C. Mahalanobis | (ii) Zoning |
| (c) Bihar Famine | (iii) Farmers |
| (d) Varghese Kurien | (iv) Milk-Cooperatives. |

Q.28. What was the Tibet issue? How did it cause tension between India and China?

Explain.

$2+2 = 4$

Q.29.

$4 \times 1 = 4$



Study the cartoon given above carefully and answer the following questions:

- (i) Identify and name the person holding in his hand, the placard 'Save Democracy'.
- (ii) In your opinion, the group of five persons belongs to which political party ?
- (iii) According to the group of five, what are the intentions of the person sitting on 'Dharna' ?
- (iv) Which issues are responsible for the downfall of democracy highlighted in the cartoon.

Note: for Blind Candidates only, in lieu of Question No.29.

Answer the following questions:

2+2 = 4

- (a) Who accepted the students' request to lead the Bihar Movement? Which condition did he lay before giving his consent to lead?
- (b) Mention any two main objectives of his movement.

Q.30. When and why did a long phase of coalition politics begin in India?

1+3 = 4

Q.31. How did the 'New International Economic Order' come into being? Which reforms were proposed by UNCTAD in its report in 1972 ?

2+4 = 6

OR

Explain any six factors which helped the Soviet Union in becoming a Super-Power after the Second World War.

6×1 = 6

Q.32. Explain any three constraints on the American power.

3×2 = 6

OR

The conflict of 1962, in which India suffered military reverses, had long-term implications for India-China relations. Diplomatic relations between the two countries were downgraded until 1976. Thereafter, relations between the two countries began to improve slowly. After the change in China's political leadership from the mid to late 1970s, China's policy became more pragmatic and less ideological. So it was prepared to put off the settlement of contentious issues while improving relations with India. A series of talks to resolve the border issue were also initiated in 1981. 2+1+1+2=6

Study the paragraph given above carefully and answer the following questions:

- (i) Why did India suffer military reverses as a result of the conflict of 1962 ?
- (ii) When did the relation between India and China slowly improve?

- (iii) What was the change in the policy of China in the seventies?
- (iv) Which efforts were made to resolve the border issue between India and China?

Q.33. Evaluate any three factors that helped the Congress to continue to dominate the Indian political scenario for almost three decades after independence. $3 \times 2 = 6$

OR

What was Green Revolution? Mention its any two positive and any two negative consequences. $2+2+2=6$

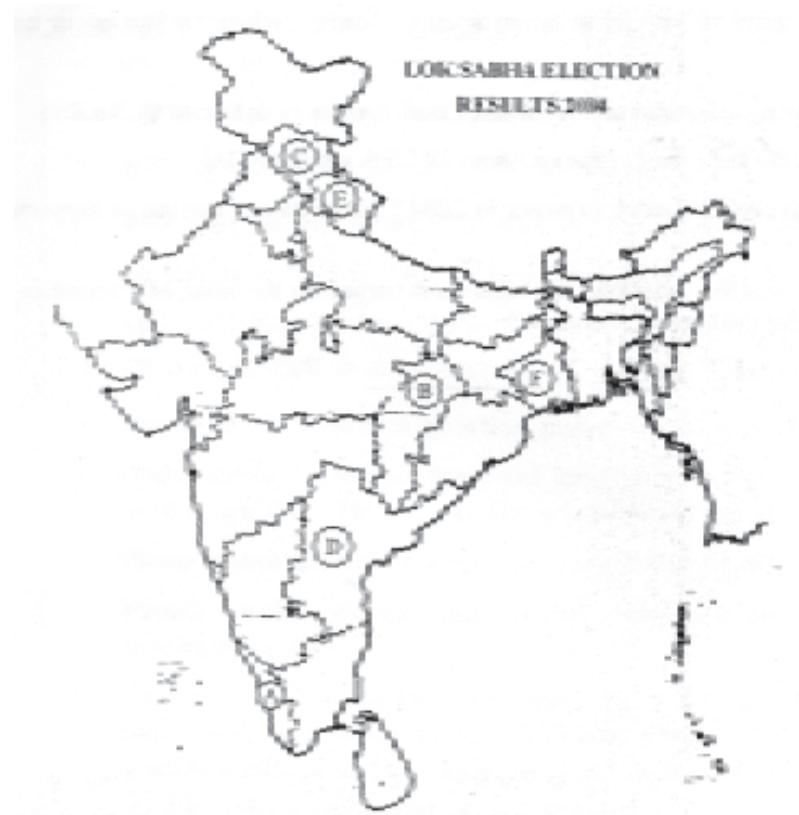
Q.34. Explain any six factors which led to the popularity of Indira Gandhi's government in the early 1970s. $6 \times 1 = 6$

OR

'The 1977 elections for the first time saw the opposition coming to power at the centre.' Examine any six reasons for this change.

Q.35. How have popular movements contributed to the expansion of democracy rather than causing disruption? 6

OR



In the given political outline map of India, six states have been labeled as (A), (B), (C), (D), (E) and (F). Keeping in mind, the Lok Sabha Election results of 2004 and with the help of the information provided below, identify these states. Write their correct names in your answer book in the following tabular form:

2+2+2 = 6

Name of Coalition	Alphabet (A to F)	Name of the State
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- (i) Two states where the Left parties won the majority of Lok Sabha seats.
- (ii) Two states where the NDA won the majority of Lok Sabha seats.
- (iii) Two states where the UPA won the majority of seats in Lok Sabha.

Note: the following questions are for Blind Candidates only in lieu of

Q. No.35 :

2+2+2 = 6

- (a) Write the full forms of the coalitions (i) UPA and (ii) NDA
- (b) Which coalition came to power in 2004 ? Name its any two major supporting parties.
- (c) What was the consensus amongst most parties on the issue of reservation of seats for the backward classes?

QUESTION PAPER CODE 59/1

Q.1. Fill in the blanks with appropriate words:

½+½ = 1

The South Asian Free Trade Agreement (SAFTA) was signed by the members of _____ in the year _____.

Q.2. What is meant by ASEAN way?

1

Q.3. Correct and rewrite the following statement:

1

USSR/Russia used veto power 92 times till 2006.

Q.4. How is balance of power a component of traditional security?

1

Q.5. In which year was the First General Election held in India?

1

Q.6. What was the main objective of the Second Five Year Plan?

1

- Q.7.** What is meant by defection? 1
- Q.8.** The results of which elections were called 'political earthquake'?:? 1
- Q.9.** What was Chipko movement? 1
- Q.10.** Whose mediation resolved the 'Indus River Waters Dispute' between India and Pakistan? 1
- Q.11.** Mention any two characteristics of the Soviet economy during the Cold War days. $2 \times 1 = 2$
- Q.12.** Mention the duration of the First and the Second World Wars. $2 \times 1 = 2$
- Q.13.** Write the four forms of power which reflect the U.S. hegemony. $4 \times \frac{1}{2} = 2$
- Q.14.** What was 'Operation Enduring Freedom' ? 2
- Q.15.** Define Geo-politics. 2
- Q.16.** Name the original states from which the following states were carved out: 2
 (a) Meghalaya
 (b) Gujarat
- Q.17.** Explain the role played by Sardar Patel in the integration of Princely States into the Indian Union. 2
- Q.18.** When and why did India sign the twenty-years 'Treaty of Peace and Friendship' with the Soviet Union? $1 + 1 = 2$
- Q.19.** Which action of the Government of India threatened the fishworkers' lives in a major way? Which organization did they form at the national level ? $1 + 1 = 2$
- Q.20.** Political equations in coalition governments are unstable. How was this concept reflected in the formation of National Front Government in 1989 and United Front Government in 1996 ? $1 + 1 = 2$
- Q.21.** Explain the 'Cuban Missile Crisis'. 4
- Q.22.** Describe any two major constraints of the U.S. hegemony. $2 + 2 = 4$

Q.23. Name one country each from the continents of America, Africa, Asia and Europe, wherein the U.N. 'Peacekeeping Operations' were administered. $4 \times 1 = 4$

Q.24. How is global poverty a source of insecurity? Explain. 4

Q.25. 'Let the polluters pay'. Support this statement with any two suitable arguments. $2+2 = 4$

Q.26. "Globalisation has shifted power from nation-states to global consumers." Justify the statement. 4

Q.27. Match the following: $4 \times 1 = 4$

- | | |
|--------------------------|-----------------------------------|
| (a) Acharya Narendra Dev | (i) Bharatiya Jana Sangh |
| (b) A.K. Gopalan | (ii) Indian National Congress |
| (c) Rafi Ahmed Kidwai | (iii) Praja Socialist Party |
| (d) Deen Dayal Upadhyaya | (iv) Communist Party of India (M) |

Q.28. Explain any two features of Indian nuclear policy. $2+2 = 4$

Q.29. "1960s were labelled as the 'dangerous decade'." Explain with the help of any four arguments. $4 \times 1 = 4$

Q.30. What was the main outcome of the Rajiv Gandhi - Longowal Accord in July 1985 ? 4

Q.31. What is the relevance of the Non-aligned Movement after the end of Cold War? Explain. 6

OR

Analyse India's changing relationship with post-Communist Russia. 6

Q.32. Why is the European Union considered a highly influential regional organization in the economic, political and military fields? $3 \times 2 = 6$

OR

No region exists in a vacuum. It is influenced by outside powers and events no matter how much it may try to insulate itself from non-regional powers. China and the United States remain key players in South Asian politics. Sino-Indian relations have improved significantly in the last ten years, but China's strategic partnership with Pakistan remains a major irritant. The demands of development and globalization have brought the two Asian giants closer, and their economic ties have multiplied rapidly since 1991.

$2+2+2 = 6$

Study the paragraph given above carefully and answer the following questions:

- (a) Which two countries have been referred to as 'outside powers' ?
- (b) Which are the two Asian giants and why have they been called so ?
- (c) China's strategic partnership with Pakistan is a major irritant for which country and why?

Q.33. How was 'one party dominance' in India different from the 'one party system' of Mexico ? In your opinion, which of the two political systems is better and why? 4+2 = 6

OR

Explain the main arguments in the debate that ensued between industrialization and agricultural development at the time of Second Five Year Plan. 6

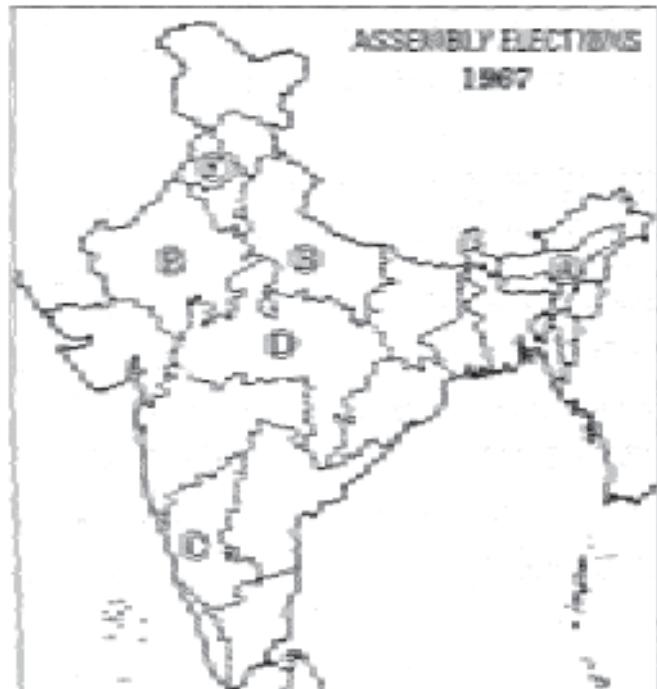
Q.34. What was Narmada Bachao Andolan ? What were its main issues? What democratic strategy did it use to put forward its demands? 2+2+2=6

OR

In the midst of severe competition and many conflicts in 1989, a consensus appeared to have emerged among most parties. Explain any three points of consensus. 3×2 = 6

Q.35. Describe any three weaknesses and any three points of strength of India's democracy that came to light during the Emergency of 1975. 3+3 = 6

OR



In the given political outline map of India, six states have been indicated by (A), (B), (C), (D), (E) and (F). Identify them with the help of the information given below and write their correct names in your answer-book alongwith their respective Serial No. and the alphabet concerned as per the following table:

2+2+1+1=6

Sl. No.	Alphabet	Name of the State

- (i) Two states where the Congress party got majority and formed the government.
- (ii) Two states where the breakaway Congress legislators played an important role in installing non-Congress governments.
- (iii) A state where Congress party did not get majority but formed the government with the help of other parties.
- (iv) The state where 'Popular United Front' came into power.

Note: The following question is for the Blind Candidates only, in lieu of Q. No.35.

- (i) In how many states did the Congress party lose power in the 1967 elections?
- (ii) Name any two states where the Congress party was prevented from forming a government due to defections.
- (iii) What is meant by expression 'Aya Ram, Gaya Ram' ?
- (iv) In which state did the 'Popular United Front' come into power in 1967 ?

MARKING SCHEME - POLITICAL SCIENCE

General Instructions

1. Please examine each part of the question carefully and allocate the marks allotted for the parts as given in the marking scheme. TOTAL MARKS FOR EVERY ANSWER MAY BE PUT IN A CIRCLE ON THE LEFT SIDE WHERE THE ANSWER ENDS.
2. The answers given in the marking scheme are suggestive answers. The content is thus indicative. The candidates may express the content in various forms. But, for the standardization of evaluation it is advisable to follow the marking scheme suggested here on the basis of expected content. However, full credit be given if any other relevant and correct definitions/points/ answers are given by the candidate.
3. Wherever only /three or a "given" number of examples/factors/points are expected and first two/three or expected number should be read. The rest are irrelevant and need neither be examined nor any credit be given for the same.
4. There should be no effort at "moderation" of the marks by the evaluators. The actual total marks obtained by the candidate are of no concern to the evaluators.
5. The Head-Examiners have to go through the first five answer-scripts evaluated by each evaluator to ensure that the evaluation has been carried out as per the instruction given in the marking scheme. The remaining answer scripts meant for evaluation shall be given only after ensuring that there is no insignificant variation in the marking of individual evaluators.
6. Separate marking scheme for all the three sets has been given.
7. As per orders of the Hon'ble Supreme Court. The candidate would now be permitted to obtain photocopy of the Answer book on request on payment of the prescribed fee. All examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value point for each answer as given in the Marking Scheme.

QUESTION PAPER CODE 59/1/1

EXPECTED ANSWERS/VALUE POINTS

Q.1. Fill in the blanks with appropriate words; $\frac{1}{2}+\frac{1}{2}=1$

First Gulf War was fought against _____ in which troops from _____ countries fought.

Ans. Iraq, 34.

Q.2. What does the word 'hegemony' imply? 1

Ans. It means military domination, economic power, political clout and cultural superiority.

Q.3. Correct the following statement and rewrite: $\frac{1}{2}+\frac{1}{2}=1$

Eight temporary members of the U.N. Security Council are elected by the General Assembly for a period of three years.

Ans. Ten elected temporary members. For a period of two years.

Q.4. What is the highest functionary of the U.N. called? 1

Ans. Secretary General.

Q.5. What was the basis of the report of the States Reorganisation Commission? 1

Ans. States Reorganisation Commission in its report accepted that boundaries of the states should reflect boundaries of different languages.

Q.6. In which year did the Congress Party win 415 seats in the Lok Sabha ? Who became the Prime Minister then? $\frac{1}{2}+\frac{1}{2}=1$

Ans. 1984, Rajiv Gandhi.

Q.7. Name the leaders who gave the following slogans: $\frac{1}{2}+\frac{1}{2}=1$

(i) Jai Jawan, Jai Kisan.

(ii) Garibi Ratao.

Ans. • Lal Bahadur Shastri.

• Indira Gandhi.

- Q.8.** Which theoretical argument did Rammanohar Lohia give in defence of non-Congressism ? 1
- Ans.** Congress rule was undemocratic and opposed to the interest of ordinary and poor people; therefore, the coming together of the non-Congress parties was necessary for reclaiming democracy for the people.
- Q.9.** What was the Anti-Arrack Movement? 1
- Ans.** Anti-Arrack Movement was a movement by rural women against alcoholism, against liquor mafia and the government.
- Q.10.** Mention any two incidents of violence against the minority community which are a threat to democracy? $\frac{1}{2}+\frac{1}{2}=1$
- Ans.** ● 1984 - Anti Sikh riots.
 ● 1992 - Aftermath of Ayodhya dispute.
 ● 2002 - Anti - Muslim riots. (any two)
- Q.11.** Mention any two characteristics of the Soviet Political System. $2\times1=2$
- Ans.** ● Primacy given to the Communist Party and no other party allowed to exist.
 ● Economy planned and controlled by the state.
 ● Or any other relevant characteristic.
- Q.12.** For how many years did the Civil War continue in Tajikistan? When did it come to an end? $1+1=2$
- Ans.** 10 years, 2001.
- Q.13.** In the European Union Flag, what does the symbol of 'twelve gold stars in a circle' signify ? $2\times1=2$
- Ans.** ● Circle of 12 gold stars stands for solidarity and harmony.
 ● Number twelve is the symbol of perfection, completeness and, unity.
- Q.14.** What was the 'Operation Infinite Reach' ordered by President Clinton? 2
- Ans.** A series of cruise missile attacks on Al-Qaeda terrorist targets in Sudan and Afghanistan in 1995 against bombing of US embassies in Nairobi (Kenya) Dar-es-Salaam and Tanzania.

Q.15. Mention any two political consequences of globalization. $2 \times 1 = 2$

- Ans.**
- Globalisation results in an erosion of state capacity or the ability of the government to do what they want to do.
 - 'Old Welfare State' is giving way to a more minimalist state.
 - Entry and increase in the role of Multi National Companies reduces the capacity of governments to take decisions on their own.

(any two)

Q.16. Mention any two challenges that India faced just after Independence. $2 \times 1 = 2$

- Ans.**
- Shape a nation that was united yet accommodative of the diversity in our society.
 - To establish democracy.
 - To ensure development and well-being of the entire society.

(any two)

Q.17. What were the fears of tribal population of Orissa and environmentalists about setting up industries in the tribal districts? 2

- Ans.**
- Displacement of their homes and livelihood.
 - Pollution of environment.

Q.18. Why did India not join either of the two camps during the Cold War? 2

- Ans.**
- to preserve hard earned sovereignty.
 - to protect India's territorial integrity.
 - to promote rapid economic development.
 - to promote world peace.
 - to remain away from military blocs.

(any two)

Q.19. List any four activities conducted by Bharatiya Kisan Union to pressurize the state for accepting its demands. $4 \times 1/2 = 2$

- Ans.**
- Demonstrations.

- Dharana
- Rallies.
- Jail Bharo.

Q.20. What was the change in the electoral performance of the Congress Party and BJP from 1984-2004 ?

2

- Ans.**
- Decline of Congress and rise of BJP.
 - Congress from 415 to 145 seats.
 - BJP from 2 to 138 seats.

(any two)

Q.21. Name any two founders of Non-Aligned Movement (NAM). The first NAM summit was the culmination of which three factors?

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

Ans. ◆ Founders :

- Tito.
- Nehru.
- Nasser.
- Sukarno.
- Nkrumah.

(any two)

- ◆ Factors:
- Cooperation.
 - Growing Cold War tensions.
 - Entry of newly decolonized countries.

Q.22. Describe the mixed record of democratic experience, the people of all the countries of South Asia share the aspirations of democracy.

4

- Ans.**
- Sri Lanka and India are democracies despite problems and limitations.
 - Pakistan and Bangladesh have experienced ,both civilian and military rules.
Still people aspire to have a democratic system.

- Nepal has transformed into a democracy from monarchy.
- Bhutan transformed from monarchy to democracy.
- Maldives from Sultanate to republic with a multi-party system.
- Widespread support for democracy, and its institutions.

Q.23. List any four steps suggested by the member-states of the U.N. in 2005 in order to make the United Nations more relevant.

$4 \times 1 = 4$

- Ans.**
- Creation of Peace Building Commission.
 - Acceptance of responsibility of the international community in case of failures of national government.
 - Establishment of Human Rights Council.
 - Agreement to achieve Millennium Development Goals.
 - Condemnation of terrorism.
 - Creation of a Democracy fund.
 - Agreement to wind up Trustship Council.
- (any four)

Q.24. Explain in brief any four components of India's security strategy.

$4 \times 1 = 4$

- Ans.**
- Strengthening military capabilities.
 - Strengthening international norms and institutions to protect security interest.
 - Meeting security challenges within the country.
 - Developing Indian economy.

(Explain briefly)

Q.25. What is meant by 'Global Commons'? Suggest any two steps for the protection of 'Global Commons'.

$2+2 = 4$

- Ans.**
- Areas or regions of the world located outside the sovereign jurisdiction of anyone state that require common governance of international community are known as 'Global Commons'
 - Two suggestions:
 - (i) Cooperation over global commons.
 - (ii) Common but differentiated responsibility.

(to be briefly Explained)

Q.26. Define Globalisation. Explain any three causes of Globalisation.

$1+3 = 4$

- Ans.**
- Globalization is a worldwide interconnectedness through flow of ideas, capital, commodities and people.
 - Causes:
 - Revolution in communication technology.
 - Movement of capital and commodities.
 - Impact of events taking place in one country on other parts of world.

(Explain the causes briefly)

Q.27. Match the following:

$4 \times 1 = 4$

- | | |
|----------------------|-------------------------|
| (a) Ch. Charan Singh | (i) Industrialisation |
| (b) P.C. Mahalanobis | (ii) Zoning |
| (c) Bihar Famine | (iii) Farmer |
| (d) Varghese Kurien | (iv) Milk-Cooperatives. |

- Ans.**
- | | |
|----------------------|------------------------|
| (a) Ch. Charan Singh | (iii) Farmer. |
| (b) P.C. Mohalanobis | (i) Industrialization |
| (c) Bihar Famine | (ii) Zoning |
| (d) Varghese Kurien | (iv) Milk Cooperatives |

Q.28. What was the Tibet issue? How did it cause tension between India and China?

Explain.

$2+2 = 4$

- Ans.** China's administrative control of Tibet since olden times. In 1950 China took complete control of Tibet. India's insistence on giving independence to Tibet. According to Panchsheel agreement India conceded China's claim over Tibet. Visit by Dalai Lama and Premier Chou Enlai to India. Tibet was assured greater autonomy by China. Uprising in Tibet against China. Dalai Lama took asylum in India. Tension between India and China. Tibetans opposed the Chinese claim that Tibet is a part of Chinese territory.

Q.29. Study the cartoon given below carefully and answer the following questions:

$4 \times 1 = 4$

- (i) Identify and name the person holding in his hand, the placard 'Save Democracy'.

- (ii) In your opinion, the group of five persons belongs to which political party ?
- (iii) According to the group of five, what is the intention of the person sitting on 'Dharna' ?
- (iv) Which issues are responsible for the downfall of democracy and highlighted in the cartoon.

Note: For Blind Candidates only, in lieu of Question No.29.

Answer the following questions:

2+2 = 4

- (a) Who accepted the students' request to lead the Bihar Movement? Which condition did he lay before giving his consent to lead?
- (b) Mention any two main objectives of his movement.

Ans. (i) Jayaprakash Narayan

- (ii) Supporters of Congress party.
- (iii) Support democracy, create chaos, grab power.
- (iv) Corruption, lawlessness, violence etc.

For Blind Candidates

- (a) Jayaprakash Narayan, condition was that the movement will remain non-violent and not limited to Bihar only.
- (b) Two objectives:
 - Dismissal of Congress Government in Bihar.
 - Total revolution in social, economic and political spheres.

Q.30. When and why did a long phase of coalition politics begin in India?

1+3 = 4

- Ans.**
- Since 1989.
 - No party was able to get a clear majority inspite of Congress being the largest party in Lok Sabha.
 - Janata Dal and some regional parties received support from BJP and Left Front.
 - National Front formed coalition government.
 - BJP and the Left Front did not join the government, and supported from outside.
 - Coalition governments were not static and changed from time to time.

Q.31. How did the 'New International Economic Order' come into being? Which reforms were proposed by UNCTAD in its report in 1972 ?

2+4 = 6

OR

Explain any six factors which helped the Soviet Union in becoming a Super-Power after the Second World War.

6×1 = 6

Ans. I

- Challenge for most of the non-aligned countries was to be more economically developed. They were categorized as Least Developed Countries - LDC.
- Without economic development the countries could not be truly independent. They would be dependent on the richer countries or colonial powers from whom they had just gained independence.

II

- Proposed reforms by UNCTAD
- Control of natural resources to LDC.
- Access to western markets by LDC.
- Reduction of cost of Western technology.
- Greater role to LOC in international economic institutions.
- NAM an economic pressure groups - late 1980s.
- NIEO faded because of stiff opposition from developed countries.

OR

- East European Countries came under the control of USSR.
- Their political and economic systems were modeled after USSR.
- USSR emerged as a leader of the socialist bloc countries.
- Soviet Union had a complex communication networking, vast energy resources - oil, iron and steel, machinery.
- Production and improvement of transport sector.
- USSR's domestic consumer industry produced everything from pins to cars.
- Ensured a minimum standard of living for all citizens.

- Government subsidized basic necessities including health, education, children and other welfare schemes.
- No unemployment.
- State ownership over land and productive assets.

(Any six points to be briefly explained)

Q.32. Explain any three constraints on the American power.

$3 \times 2 = 6$

OR

The conflict of 1962, in which India suffered military reverses, had long-term implications for India-China relations. Diplomatic relations between the two countries were downgraded until 1976. Thereafter, relations between the two countries began to improve slowly. After the change in China's political leadership from the mid to late 1970s, China's policy became more pragmatic and less ideological. So it was prepared to put off the settlement of contentious issues while improving relations with India. A series of talks to resolve the border issue were also initiated in 1981. $2+1+1+2=6$

Study the paragraph given above carefully and answer the following questions:

- Why did India suffer military reverses as a result of the conflict of 1962 ?
- When did the relation between India and China slowly improve?
- What was the change in the policy of China in the seventies?
- Which efforts were made to resolve the border issue between India and China?

Ans. Three constraints on American hegemony are :

- The institutional architecture of the American State itself. The division of power between the three branches of the government limits the exercise of military power by the executive.
- The open nature of the American society. The American mass media may promote or impose a view on domestic opinion in the U.S., there is deep skepticism regarding the purpose and methods of the U.S. government. .
- The third constraint is the North Atlantic Treaty Organisation (NATO). The allies are able to influence US as it has enormous interest to keep the market economies on its side.

OR

- (i) China launched a massive attack on Aksai Chin and Arunachal Pradesh in October 1962. While the Indian forces could block the Chinese advances on the Western front in Ladakh, in the East the Chinese managed to nearly reach the entry point of Assam plains.
- (ii) Indo-Chinese relations started improving from 1976 onwards when the new Chinese leadership adopted a pro-pragmatic stand.
- (iii) Chinese policy became more pragmatic and less ideological in the mid to late 1970s, after the change in leadership.
- (iv) A series of talks were initiated to resolve the border issues in 1981. Since Rajiv Gandhi's visit, both countries have taken measures to contain conflict and maintain peace.

Q.33. Evaluate any three factors that helped the Congress to continue to dominate the Indian political scenario for almost three decades after independence.

$3 \times 2 = 6$

OR

What was Green Revolution? Mention its any two positive and any two negative consequences.

$2+2+2=6$

Ans. Congress was able to dominate because:

- (i) It had inherited the legacy of the national movement.
- (ii) It had an organization spread all over the country.
- (iii) Nehru was the popular charismatic leader.
- (iv) The inclusive nature of the Congress party.
- (v) It had the "first of the block" advantage.
- (vi) It was an ideological and social coalition.
- (vii) Tolerance of factions.

Or any other relevant point

(Any three points to be explained)

OR

Green Revolution

- Food crisis made the country vulnerable to external pressures and dependent on U.S.
- It forced the government to adopt a new strategy for agriculture to ensure food sufficiency. It was decided to put more resources into those areas that had irrigation and the farmers were well off.
- Government offered high yielding seeds, fertilizers, pesticides and better irrigation at subsidized prices and a guaranteed to buy the produce of farmers at a given price.

Two Positive Points

- Rich peasants and large landholders benefited.
- There was rise in wheat production and increase in availability of food.

Two Negative Points

- Some regions like Punjab, Haryana and Western U.P. became agriculturally prosperous while others remained backward.
- The beneficiaries were the rich farmers and the poor peasants were ignored.

Q.34. Explain any six factors which led to the popularity of Indira Gandhi's government in the early 1970s.

$6 \times 1 = 6$

OR

'The 1977 elections for the first time saw the opposition coming to power at the centre.' Examine any six reasons for this change.

Ans.

- Projection of socialist credentials, land reforms and land ceiling legislation.
- Famous Slogan - Garibi Hatao.
- Removal of disparities in income and opportunity.
- Support to disadvantaged landless labourers, adivasis, dalits, minorities, women and unemployed youth.
- Victory in 1971 War.,
- Protector of the poor and the underprivileged. (to be briefly explained)

OR

- A referendum on the experience of Emergency.
- Opposition gave the slogan - 'Save Democracy'.
- Government that was perceived to be anti - democratic was punished by the voters.
- The newly formed Janta Party was led by Jayaprakash Narayan.
- Public opinion turned against Congress in the backdrop of arrest of thousands as well as censorship of the Press.
- Jayaprakash Narayan emerged as a symbol of restoration of democracy.
- For the first time since independence Congress was defeated.
- Janata Party and its allies won 330 out of 542 seats.

(any six points to be briefly explained)

Q.35. How have popular movements contributed to the expansion of democracy rather than causing disruption?

6

OR

In the given political outline map of India, six states have been labeled as (A), (B), (C), (D), (E) and (F). Keeping in mind, the Lok Sabha Election results of 2004 and with the help of the information provided below, identify these states. Write their correct names in your answer book in the following tabular form:

2+2+2 = 6

Name of Coalition	Alphabet (A to F)	Name of the State
-------------------	-------------------	-------------------

- Two states where the Left parties won the majority of Lok Sabha seats.
- Two states where the NDA won the majority of Lok Sabha seats.
- Two states where the UPA won the majority of seats in Lok Sabha.

Note: the following questions are for Blind Candidates only in lieu of

Q. No.35 :

2+2+2 = 6

- Write the full forms of the coalitions (i) UPA and (ii) NDA
- Which coalition came to power in 2004 ? Name its any two major supporting parties.
- What was the consensus amongst most parties on the issue of reservation of seats for the backward classes?

Ans. Popular movements were mostly non-party based. They were neither sporadic in nature nor a problem. They represented new social groups whose economic and social grievances were not redressed in electoral politics. They provided effective representation of diverse groups and their demands. They reduced the possibility of a social conflict and disaffection, 9f t)1ese groups from democracy. They provided new forms of active participation. They mobilized the poor, socially and economically disadvantaged and marginal social groups. They organized mass action and mobilization outside electoral arena. They created an awareness among people about their rights and hence expanded democracy.

OR

S. No.	Name of Coalition	Alphabets (A to F)	Name of the State
(i)		A and F	Kerala and West Bengal
(ii)	NDA	E and B	Uttarakhand (E) and Chattisgarh (B)
(iii)	UPA	C and D	Himachal Pradesh (C) and Andhra Pradesh (D)

For Blind Students

- (a) (i) United Progressive Alliance.
- (ii) National Democratic Alliance
- (b) (i) United Progressive Alliance (UPA). Left Front Parties, DMK, Rashtriya Janta Dal. Or any other relevant party. (any two)
- (ii) All parties supported reservation of seats for 'backward classes' in education and employment.

QUESTION PAPER CODE 59/1

EXPECTED ANSWERS/VALUE POINTS

- Q.1.** Fill in the blanks with appropriate words:

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

The South Asian Free Trade Agreement (SAFTA) was signed by the members of _____ in the year _____.

Ans. SAARC, 2004.

- Q.2.** What is meant by ASEAN way? 1
- Ans.** It is a form of interaction informal, non-confrontationist and cooperative (any three).
- Q.3.** Correct and rewrite the following statement: 1
USSR/Russia used veto power 92 times till 2006.
- Ans.** USSR/Russia used veto power 122 times till 2006.
- Q.4.** How is the balance of power a component of traditional security? 1
- Ans.** When a country is stronger, it may pose a threat to other neighbouring countries in future and may become aggressive. So, the situation demands the balance of power.
- Q.5.** In which year was the First General Election held in India? 1
- Ans.** 1952.
- Q.6.** What was the main objective of the Second Five Year Plan? 1
- Ans.** Stress on the development of heavy industries.
- Q.7.** What is meant by defection? 1
- Ans.** If an elected representative leaves the party on whose symbol he/she is elected and joins another party, the change is called defection.
- Q.8.** The results of which elections were called 'political earthquake'?:? 1
- Ans.** Fourth General Election of 1967.
- Q.9.** What was Chipko movement? 1
- Ans.** A protest movement of women by hugging the trees to prevent them from being cut down. It was against contractors and the government.
- Q.10.** Whose mediation resolved the 'Indus River Waters Dispute' between India and Pakistan? 1
- Ans.** By the mediation of Word Bank
- Q.11.** Mention any two characteristics of the Soviet economy during the Cold War days. 2×1 = 2

Ans.	<ul style="list-style-type: none"> ● Socialism. ● Communism. ● Abolition of private property. ● Primacy of state. ● Planned state owned economy. 	(any two)
Q.12.	Mention the duration of the First and the Second World Wars.	$2 \times 1 = 2$
Ans.	First World War 1914-1918 Second World War 1939-1945	
Q.13.	Write the four forms of power which reflect the U.S. hegemony.	$4 \times \frac{1}{2} = 2$
Ans.	Forms of Power <ul style="list-style-type: none"> (i) Hard power (ii) Soft power (iii) Structural power (iv) Political clout. 	
Q.14.	What was 'Operation Enduring Freedom'?	2
Ans.	'Operation Enduring Freedom' was a global war on terrorism in response to 9/11 attack, against Al-Qaeda and Taliban regime in Afghanistan.	
Q.15.	Define Geo-politics.	2
Ans.	Politics related to uninterrupted supply of strategic, in particular, oil from Gulf countries and minerals from Central Southern Africa as well as West and Central Asia.	
Q.16.	Name the original states from which the following states were carved out:	2
	<ul style="list-style-type: none"> (a) Meghalaya (b) Gujarat 	
Ans.	Meghalaya from Assam. Gujarat from Bombay.	

Q.17. Explain the role played by Sardar Patel in the integration of Princely States into the Indian Union.

2

Ans. Sardar Patel played a historic role in negotiating with the rulers of princely states firmly but diplomatically and bringing most of them into Indian Union. He also used skilful persuasion.

Q.18. When and why did India sign the twenty-years 'Treaty of Peace and Friendship' with the Soviet Union?

1+1 = 2

Ans.

- During the War of 1971.
- India needed diplomatic and possibly military support during the Bangladesh crisis.

Q.19. Which action of the Government of India threatened the fishworkers' lives in a major way? Which organization did they form at the national level ?

1+1 = 2

Ans.

- The government permitted entry to big professionals and mechanical travelers far large scale harvest of fish in the Indian sees.
- The Fish Workers formed 'National Fish Workers Forum'.

Q.20. Political equations in coalition governments are unstable. How was this concept reflected in the formation of National Front Government in 1989 and United Front Government in 1996 ?

1+1 = 2

Ans.

- In 1989 Left and BJP joined together to support National Front Government.
- In 1996 Left and Congress supported the Non Congress Government.

Q.21. Explain the 'Cuban Missile Crisis'.

4

Ans.

- In April 1961, USSR decided to convert Cuba into a Russian base.
- In 1962, Nikita Khrushchev, the leader of the Soviet Union, placed nuclear missiles in Cuba.
- The US for the first time came under fire from close range.
- Kennedy ordered American worships to intercept any Soviet ship heading to Cuba. Both the sides decided to avoid war.

Q.22. Describe any two major constraints of the U.S. hegemony.

2+2 = 4

Ans.

- The Institutional Architecture of American state itself is based on system of division of power between the branches of the government.
- Open nature of American society.

- The North Atlantic Treaty Organisation (NATO) which may make it possible to moderate the exercise of U.S. Hegemony. (any two)

Q.23. Name one country each from the continents of America, Africa, Asia and Europe, wherein the U.N. 'Peacekeeping Operations' were administered. $4 \times 1 = 4$

- Ans.**
- (i) America - Haiti 2004
 - (ii) Africa - Sierra leona 2006, Liberia 2003, Ethiopia 2000. (anyone)
 - (iii) Asia - Afganistan 2002, India & Pakistan 1949. (anyone)
 - (iv) Europe - Cyprus 1964, Georgia 1993, Kosova 1999. (anyone)

Q.24. How is global poverty a source of insecurity? Explain. 4

- Ans.**
- High per capita income and low population growth make rich groups get richer, whereas low incomes and high population growth make poor groups get poorer.
 - Poverty also led to large scale migration to seek a better life.
 - It can create armed conflicts.
 - It caused population growth mainly in South Asian poor countries.

Q.25. 'Let the polluters pay'. Support this statement with any two suitable arguments. $2+2 = 4$

- According to 1992 UNFCCC, all the countries should act to protect the climate system on the basis of equity and in accordance with their common but differentiated responsibility and respective capabilities. Since the largest share of historical and current global emissions of green house gases has originated in the developed countries, the major responsibility lies on these countries only.
- Per capita emissions in developing countries are still relatively low. That is why China, India and other developing countries were exempted from the requirements of Kyoto Protocol. Therefore, those who pollute the most, should bear the brunt and pay the most.

Q.26. "Globalisation has shifted power from nation-states to global consumers." Justify the statement. 4

- Ans.**
- Globalisation results in an erosion of state capacity, that is, the ability of the government to do what they want to do. All over the world, the concept of welfare state is now giving way to a more minimal state.

- Now, it is the market that becomes the prime determinant of economic and social priorities.
- The increased role of multinational companies all over the world leads to a reduction in the capacity of the government to take decision on their own.
- As an outcome of new technology, states have become more powerful than they were earlier. But the emphasis now lies on the global consumers than on the nation - states.

Q.27. Match the following:

$4 \times 1 = 4$

- | | |
|--------------------------|-----------------------------------|
| (a) Acharya Narendra Dev | (i) Bharatiya Jana Sangh |
| (b) A.K. Gopalan | (ii) Indian National Congress |
| (c) Rafi Ahmed Kidwai | (iii) Praja Socialist Party |
| (d) Deen Dayal Upadhyaya | (iv) Communist Party of India (M) |

Ans. (a) - (iii)

(b) - (iv)

(c) - (ii)

(d) - (i)

Q.28. Explain any two features of Indian nuclear policy.

$2+2 = 4$

- Ans.**
- Nuclear programme was initiated in the late 1940 under the guidance of Homi J. Bhabha.
 - Indian Nuclear policy advocates 'no first use' and reiterates India's commitment to global, verifiable and non-discriminatory nuclear disarmament leading to a Nuclear Weapons Free World.
 - India refused to sign the NPT and CTBT due to their discriminatory nature.

(any two to be briefly explained)

Q.29. "1960s were labelled as the 'dangerous decade'." Explain with the help of any four arguments.

$4 \times 1 = 4$

Ans. 1960s were labelled as the dangerous decade due to following reasons:

- Problems like poverty, inequality, communal and regional division were still unresolved.

- (ii) There was speculation that all these could lead to a failure of the democratic project or even the disintegration of the country.
- (iii) Economic crisis due to the India - China war of 1962 and Indo-Pak war of 1965.
- (iv) Due to failure of monsoons, drought occurred and this created a serious food crisis in India during 1960s.

Or any other relevant point.

Q.30. What was the main outcome of the Rajiv Gandhi - Longowal Accord in July 1985 ? 4

Ans. Main outcome of the Rajiv Gandhi - Longowal Accord :

- (i) It was agreed that Chandigarh would be transferred to Punjab.
- (ii) A separate Commission would be appointed to resolve the border dispute between Punjab and Haryana.
- (iii) A tribunal would be set up to decide the sharing of Ravi-Beas river water.
- (iv) It also provided for compensation to and better treatment of those affected by the military in Punjab.

Q.31. What is the relevance of the Non-aligned Movement after the end of Cold War?

Explain.

6

OR

Analyse India's changing relationship with post-Communist Russia.

6

Ans. Relevance of NAM at the end of Cold War :

- (i) Inspite of the fact that Non-alignment as a strategy was evolved in the Cold War context in a bipolar world, it still stands relevant in the unipolar world.
- (ii) It is an international movement.
- (iii) Core values and enduring ideas of NAM are still acceptable to its members.
- (iv) Decolonised states share a historical evaluation and can become a powerful force if they come together.
- (v) The poor and small countries feel safe in following independent foreign policy.
- (vi) They need not become followers of any of the big countries.

- (vii) It serves as an alternative role in order to redress existing inequalities.

The NAM remains relevant even after the Cold War ended.

Or any other relevant point.

(any six points)

OR

India has maintained good relations with all the respective socialist countries but most cordial relations are still there between Russia and India.

- (i) Embedded in the history, trust and common interests.
- (ii) Both share vision of multipolar world, collective security, greater regionalism, negotiated settlements of international conflicts, an independent foreign policy for all countries etc.
- (iii) Democratisation and empowerment of bodies like the U.N.
- (iv) More than 80 bilateral agreements have been signed between India and Russia as part of the Indo-Russian strategic Agreement of 2001.
- (v) India benefits on issues like Kashmir issue, energy supplies, sharing information, access to central Asia balancing the relation with China.
- (vi) India is second largest arms market for Russia.
- (vii) Russia is important to India and has repeatedly come to the assistance of India during its oil crisis.
- (viii) Russia is important for Indian nuclear energy plans and it assisted India's space industry also.

(any six points)

Q.32. Why is the European Union considered a highly influential regional organization in the economic, political and military fields?

$3 \times 2 = 6$

OR

No region exists in a vacuum. It is influenced by outside powers and events, no matter how much it may try to insulate itself from non-regional powers. China and the United States remain key players in South Asian politics. Sino-Indian relations have improved significantly in the last ten years, but China's strategic partnership with Pakistan remains a major irritant. The demands of development and globalization have brought the two Asian giants closer, and their economic ties have multiplied rapidly since 1991.

$2+2+2 = 6$

Study the paragraph given above carefully and answer the following questions:

- (a) Which two countries have been referred to as 'outside powers' ?
- (b) Which are the two Asian giants and why have they been called so ?
- (c) China's strategic partnership with Pakistan is a major irritant for which country and why?

Ans. • Influence of EU in economic fields:

EU is the world's biggest economy. Its currency, the Euro, can pose threat to the dominance of the US dollar also. It influences over its closest neighbour as well as Asia and Africa.

- Influence of EU in political fields:

Its two members Britain and France hold permanent seats in the UN Security Council. It also includes several non-permanent members of the UN Security Council - This has enabled the EU to influence some US policies such as the current US position on Iran's nuclear programme.

- Influence of EU in military fields:

The EU's combined armed forces are the second largest in the world. Its total spending on defence is second after the US. Its two members Britain and France also have nuclear arsenal of approximately 550 nuclear warheads.

OR

- (a) China and USA
- (b) India and China are the two Asian giants because of their huge size of population and markets.
- (c) It is a major irritant for India because many a times China helps Pakistan by giving arms and weapons which are used against India.

(To be explained)

Q.33. How was 'one party dominance' in India different from the 'one party system' of Mexico ? In your opinion, which of the two political systems is better and why?

4+2 = 6

OR

Explain the main arguments in the debate that ensued between industrialization and agricultural development at the time of Second Five Year Plan.

6

- Ans.** (i) In Mexico, the elections were often rigged and manipulated by the ruling party, the PRT whereas in India elections were based on competition among political parties.
- (ii) In Mexico, one party domination was based on the perfect dictatorship whereas, in India the Congress Party's domination was based on popular consensus.

Indian political system is better because here the elections are held in a free and fair manner after a regular time period. All adults are having right to vote without any discrimination. India's system is based on democratic lines.

OR

The strategy of development followed after independence raised certain key controversies regarding the relevance of agriculture over industries at the time of Second Five Year Plan. Many thought that the Second FYP lacked an agrarian strategy for development and the emphasis on industry caused agriculture and rural India to suffer. Ch. Charan Singh also commented that the planning was leading to creation of prosperity in urban and industrial section at the expense of the farmers and rural population.

Others thought that without a drastic increase in industrial production, there could be no escape from the cycle of poverty. They argued that Indian planning did have an agrarian strategy to boost the production of food grains.

It also proposed programmes of community development and spent large sums over irrigation projects.

Or any other relevant point.

- Q.34.** What was Narmada Bachao Andolan ? What were its main issues? What democratic strategy did it use to put forward its demands?

2+2+2=6

OR

In the midst of severe competition and many conflicts in 1989, a consensus appeared to have emerged among most parties. Explain any three points of consensus.

3×2 = 6

- Ans.** • Narmada Bachao Andolan was a movement to save River Narmada, to oppose the construction of the dams and to question the nature of ongoing developmental projects in the country.
- Its main issues were :

- (i) Rehabilitation of all those who were directly or indirectly affected by the project.
- (ii) Local people must have a say in decision making about the project.
- (iii) Local people should have effective control over natural resources like water, land and forests.
- Democratic strategies used by it :
 - (i) Appeals to judiciary
 - (ii) Mobilisation of support at the international level.
 - (iii) Public rallies to support the movement.
 - (iv) Satyagraha to convince people.

(any two)

OR

This consensus consists of:

- (i) Agreement on new economic policies: Most parties were in support of the new economic policies and believed that these policies would lead the country to prosperity and a status of economic power in the world.
- (ii) Acceptance of the political and social claims of the backward castes: Political parties had recognized that the social and political claims of the Backward Castes need to be accepted and support reservation of seats for OBC in education and employment.
- (iii) Acceptance of the role of State level parties in governance of the country: State level parties were sharing power at the national level and had played a central role in the country's politics.
- (iv) Emphasis on pragmatic considerations rather than ideological positions and political alliances without ideological agreement as most parties of the NDA did not agree with the 'Hindutava' ideology of the BJP. Yet, they came together to form a government and remained in power for a full term of five years.

(any three)

- Q.35.** Describe any three weaknesses and any three points of strength of India's democracy that came to light during the Emergency of 1975.

3+3 = 6

OR

In the given political outline map of India, six states have been indicated by (A), (B), (C), (D), (E) and (F). Identify them with the help of the information given below and write their correct names in your answer-book alongwith their respective Serial No. and the alphabet concerned as per the following table:

$2+2+1+1=6$

Sl. No.	Alphabet	Name of the State

- (i) Two states where the Congress party got majority and formed the government.
- (ii) Two states where the breakaway Congress legislators played an important role in installing non-Congress governments.
- (iii) A state where Congress party did not get majority but formed the government with the help of other parties.
- (iv) The state where 'Popular United Front' came into power.

Note: The following question is for the Blind Candidates only, in lieu of Q. No.35.

- (i) In how many states did the Congress party lose power in the 1967 elections?
- (ii) Name any two states where the Congress party was prevented from forming a government due to defections.
- (iii) What is meant by the expression 'Aya Ram, Gaya Ram' ?
- (iv) In which state did the 'Popular United Front' come into power in 1967 ?

Ans. The Emergency of 1975 at once brought out both the weaknesses and the strengths of India's democracy.

Weaknesses.

- (i) We noticed that there was a tension between routine functioning of democratic government and the continuous political protests by parties and groups.
- (ii) The institutions like parties and administration could not function independently.
- (iii) Citizens are not confirmed that during emergency they have full freedom to engage in protest activities or should they have no such right.

Points of Strength

- (i) It is extremely difficult to do away with democracy in India. India is the largest democracy of the world.
- (ii) Now 'Internal Emergency' can be proclaimed only on the grounds of 'armed rebellion' and it is necessary that the advice to the President to proclaim emergency must be given in writing by the Council of Ministers. As such, the power to impose internal emergency can not be misused.
- (iii) The Emergency made everyone more aware of the value of civil liberties. This is a response to the inability of the judiciary to protect civil liberties effectively during the emergency. Many civil liberties organizations have come up after this experience. Now, the Indians have various options to safeguard their rights.

OR

S.No.	Alphabet	Name of the State
(i)	C A	Karnataka Assam
(ii)	D B	Madhya Pradesh Uttar Pradesh
(iii)	E	Rajasthan
(iv)	F	Punjab

For Blind Candidates

- (a) Seven states.
- (b) Madhya Pradesh and Uttar Pradesh.
- (c) It means the practice of frequent floor crossing by the legislators.
- (d) Punjab.

GEOGRAPHY

Time allowed : 3 hours

Maximum Marks : 70

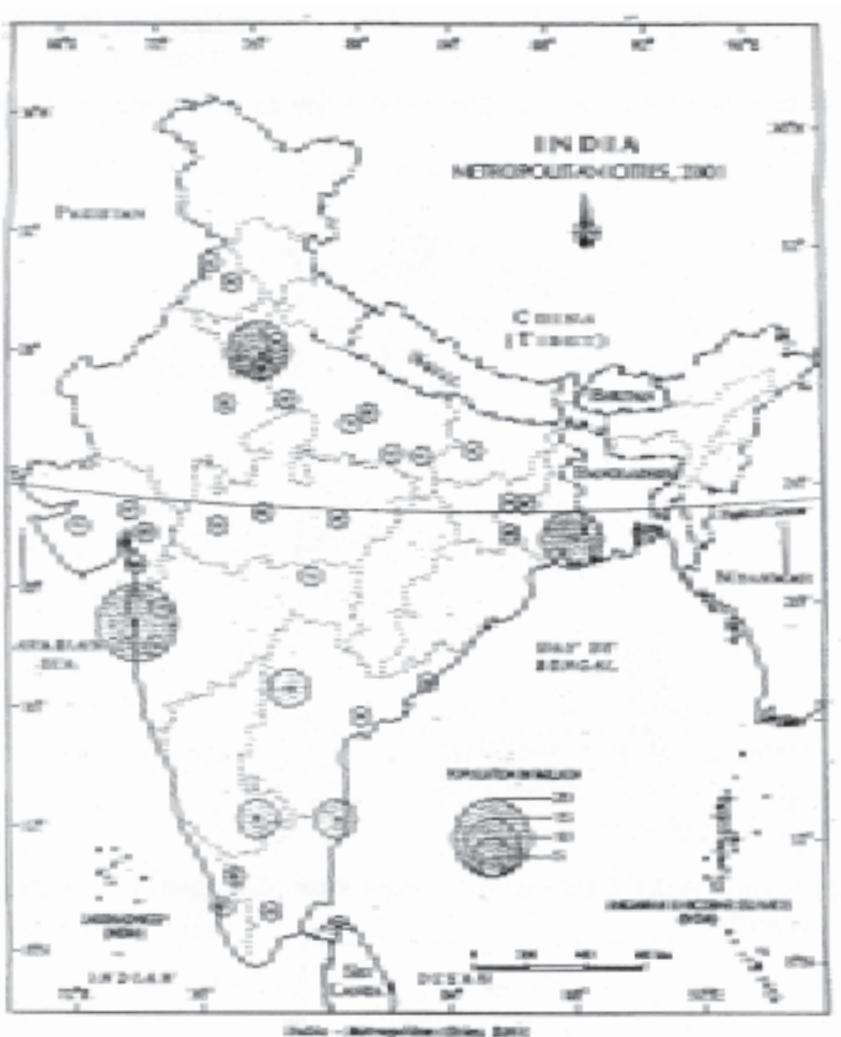
GENERAL INSTRUCTIONS :

- (i) There are **26** questions in all.
- (ii) All questions are compulsory.
- (iii) Marks for each question are indicated against it.
- (iv) Question numbers **1** to **10** are very short answer questions carrying **1** mark each. Answer to each of these questions should not exceed **20** words.
- (v) Question numbers **11** to **20** are short answer questions carrying **3** marks each. Answer to each of these questions should not exceed **80** words.
- (vi) Question numbers **21** to **25** are long answer questions of **5** marks each. Answer to each of these questions should not exceed **150** words.
- (vii) Question number **26** is related to identification or locating and labelling of geographical features on maps.
- (viii) Outline maps of the **World** and **India** provided to you must be attached within your answer book.
- (ix) Use of **templates** or **stencils** for drawing outline maps is allowed.

QUESTION PAPER CODE 64/1/1

- | | | |
|----|--|---------------------------------|
| 1. | Which continent has the highest growth rate of population? | 1 |
| 2. | Define the term 'sex ratio'. | 1 |
| 3. | Give any two examples of tertiary activities. | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 4. | Who is an empowered worker? | 1 |
| 5. | Define the term 'density of population'. | 1 |
| 6. | Which is the most significant aspect of human development? | 1 |
| 7. | Give the meaning of Human settlement. | 1 |

8. What are National Highways? 1
9. Name the head quarter of 'South Central Railway Zone'. 1
10. Name any two natural sources of water pollutants. $\frac{1}{2}+\frac{1}{2}=1$
11. Explain how technology indicates the level of cultural development of society. 3
12. Explain the key areas of human development. 3
13. Explain any three characteristics of 'Foot Loose Industries'. $3 \times 1 = 3$
14. Explain any three 'push factors' which compel the people to migrate from one area to another area in India. $3 \times 1 = 3$
15. Study the map of India given below carefully and answer the questions that follow: 1+1+1=3



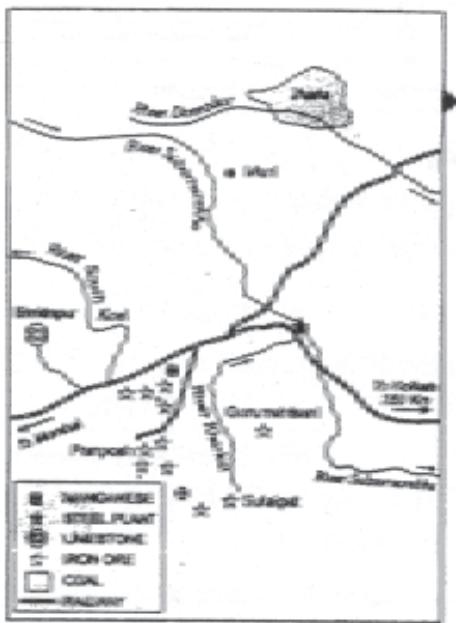
- 15.1 Define the term metropolitan city.
- 15.2 Which state of India has the largest number of metropolitan cities?
- 15.3 Name any two northern states of India which have no metropolitan city,

Note: The following question is for the **Blind Candidates** only, in lieu of Q. No. 15.

What are ancient towns? Give four examples of ancient towns of India.

$1+2 = 3$

16. "Land use in a region, to a large extent, is influenced by the nature of economic activities carried out in that region" Support the statement giving three examples from India. $3 \times 1 = 3$
17. Explain watershed management. What is its aim ? $2+1 = 3$
18. Describe the uneven distribution of mineral and energy resources in India by giving suitable examples. $3 \times 1 = 3$
19. Study the diagram showing the location of a major steel plant given below and answer the questions that follow: $3 \times 1 = 3$



- 19.1 Identify this steel plant and write its name.
- 19.2 Name the source of limestone for this plant.
- 19.3 What is the source of coal for this plant?

Note: The following question is for the **Blind Candidates** only, in lieu of Q. No. 19 :

Explain the significance of iron and steel industry of India giving three points. $3 \times 1 = 3$

20. Explain any three problems caused by urban waste disposal in India. $3 \times 1 = 3$

21. Describe any five characteristics of the economic activities of hunting and gathering practised in the world. $5 \times 1 = 5$

22. State any three characteristics of water transport. Why is traffic far less on the 'Cape of Good Hope Route'? Give two reasons. $3+2 = 5$

23. Explain any five bases of international trade. $5 \times 1 = 5$

24. Explain any five problems of rural settlements in the developing countries of the world. $1+2+2 = 5$

25. "Despite the setback, caused by the partition, Indian ports continued to grow after the independence." Support the statement with examples. $5 \times 1 = 5$

26. (26.1) In the given political Outline Map of the World, the following four features are shown: $4 \times \frac{1}{2} = 2$

- (A) A major area of Commercial livestock rearing.
- (B) A major Sea Port.
- (C) A major Air Port.
- (D) A Mega City.

Identify these features and write their correct names on the lines marked near each feature.

(26.2) In the given political **Outline Map of India**, locate and label the following with appropriate symbols:

- (i) The state having the smallest area.
- (ii) An iron ore mine of Karnataka.
- (iii) A software Technology Park located in Himachal Pradesh.

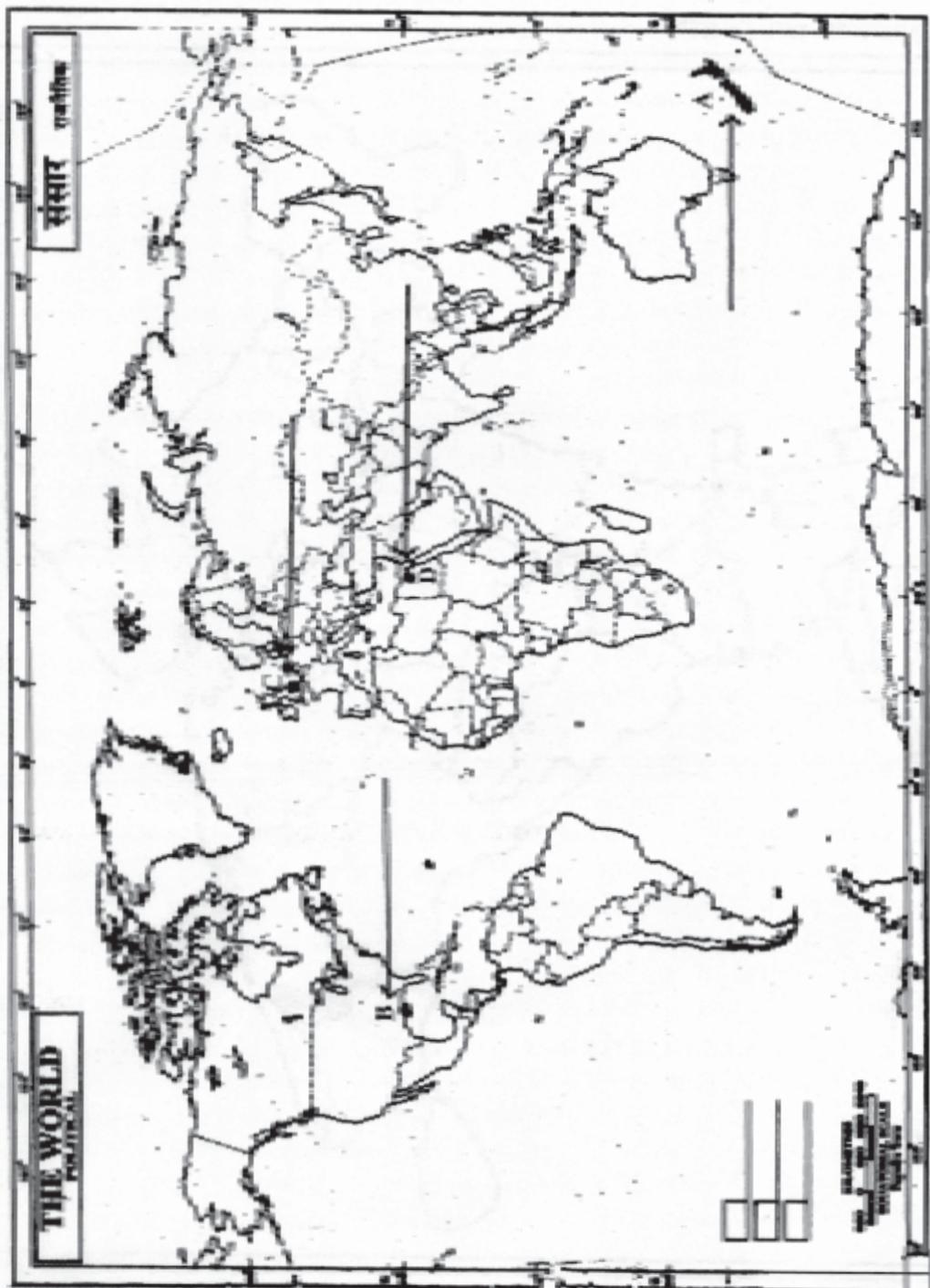
Note: The following questions are for the Visually Impaired Candidates only, in lieu of Q.No. 26:

- (26.1) Name any one major sea port of North America located on the coast of the Gulf of Mexico.
- (26.2) Which is the major Air Port of Netherlands ?
- (26.3) Which is the smallest state of India in respect of area?
- (26.4) Name the city having Software Technology Park in Himachal Pradesh.
- (26.5) Name any one iron ore mine of Karnataka.

$5 \times 1 = 5$

Map for Q. No. 26.1
प्रश्न सं. 26.1 के लिए मानचित्र

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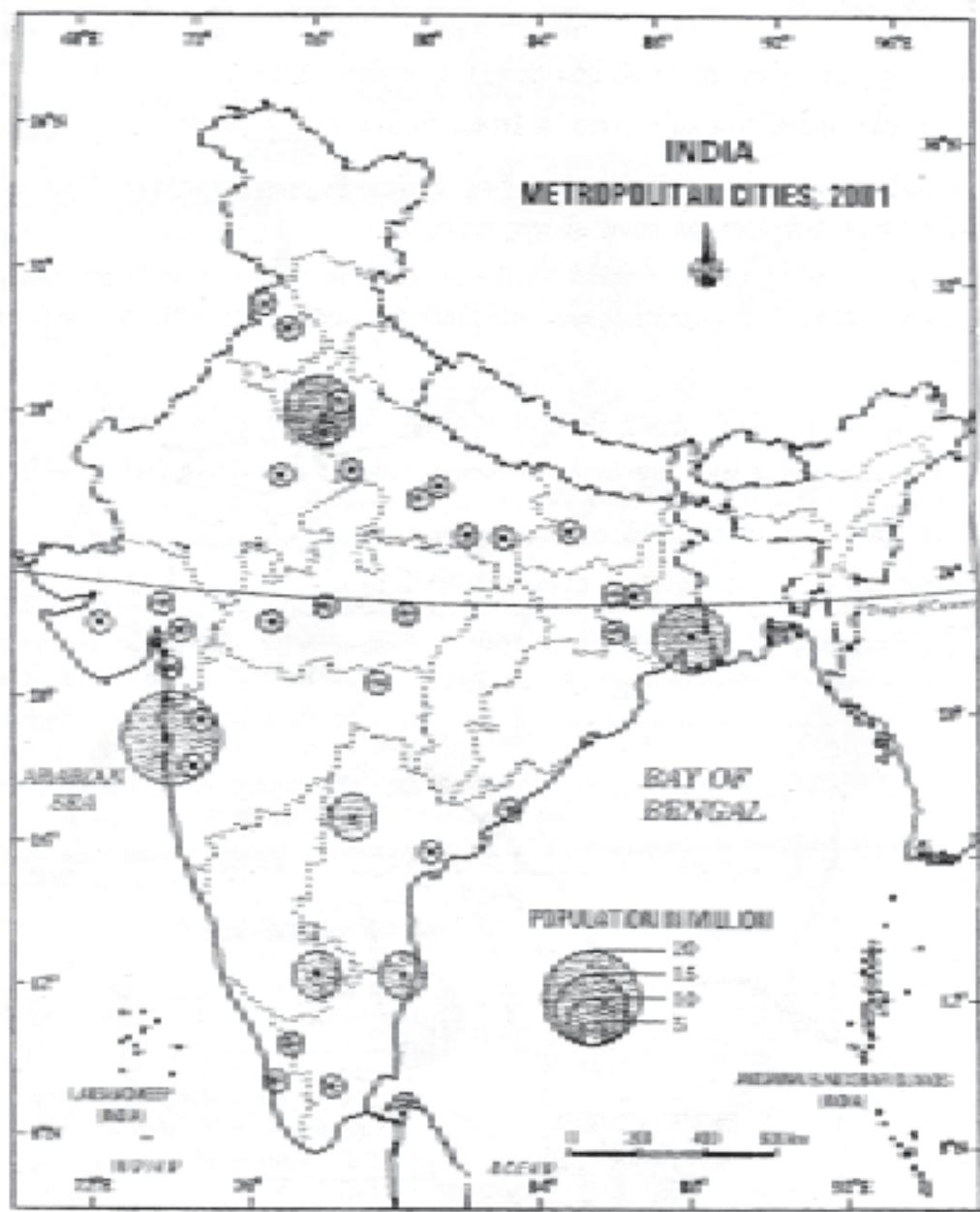
Map for Q. No. 26.2
प्रश्न सं. 26.2 के लिए मानचित्र

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



QUESTION PAPER CODE 64/1

1. Define the term 'Population growth'. 1
2. Name the country having the highest sex ratio in the world. 1
3. Define the term 'Tourism'. 1
4. Give any two examples of quaternary activities. $\frac{1}{2}+\frac{1}{2}=1$
5. What is the density of population of India according to 2001 census? 1
6. Which state of India has the lowest percentage of population below poverty line? 1
7. Name any two metropolitan cities of Andhra Pradesh. $\frac{1}{2}+\frac{1}{2}=1$
8. Which is the eastern terminal city of East-West Corridor? 1
9. Name the railway line that was constructed between Roha in Maharashtra and Mangalore in Karnataka. 1
10. Name any two diseases that are caused by air pollution. $\frac{1}{2}+\frac{1}{2}=1$
11. Define 'Human Geography'. Give four examples of elements of material culture created by humans, using the resources provided by nature. $1+2=3$
12. Explain any three features of 'Welfare approach' to 'Human Development'. $3\times1=3$
13. How do secondary activities add to natural resources? Explain with three examples. $1+2=3$
14. Why do people migrate? State the four streams of migration in India. $1+2=3$
15. Study the map of India given below and answer the questions that follow: $3\times1=3$



- (15.1) How many metropolitan cities are there in Maharashtra ?
- (15.2) Which one of them is the largest metropolitan city?
- (15.3) Name the easternmost metropolitan city of India as shown in the map.

Note: The following question is for the **Blind Candidates** only, in lieu of Q. No. 15 :

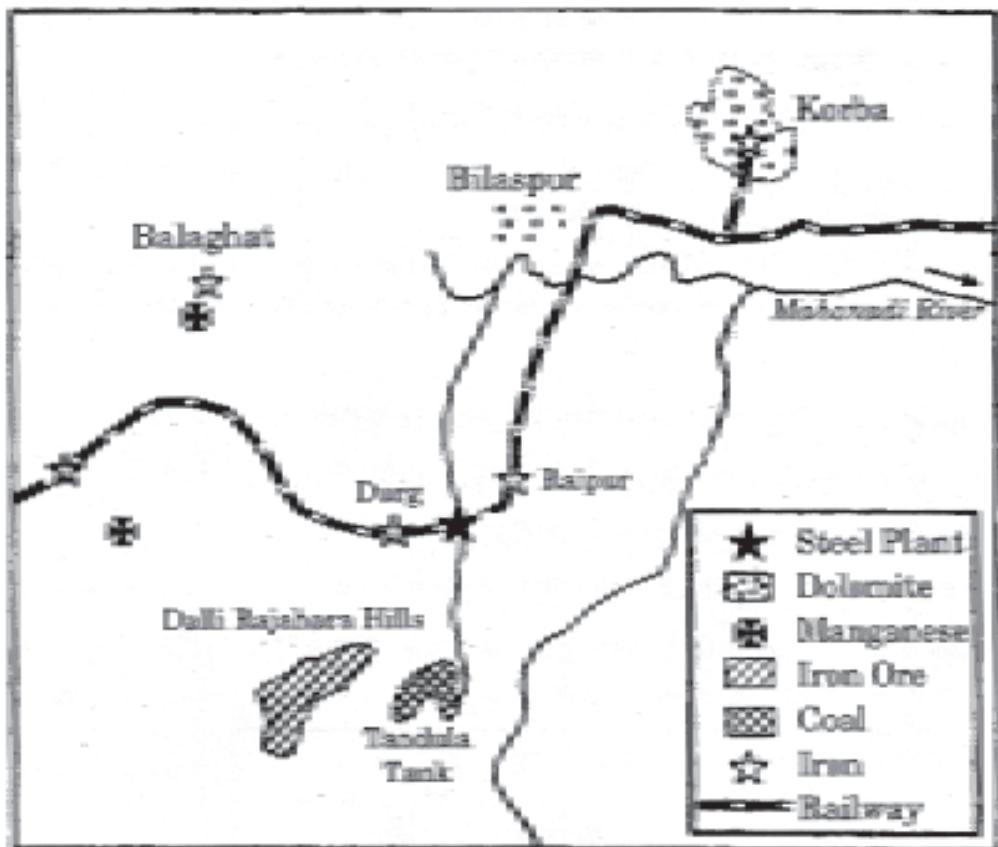
Explain the evolution of towns in India in any three points.

$3 \times 1 = 3$

16. "Land resource is more crucial to the livelihood of the people depending on agriculture." Support this statement with any three suitable arguments.

$3 \times 1 = 3$

17. Describe any three key features of India's 'National Water Policy', 2002. $3 \times 1 = 3$
18. Describe three broad belts of minerals in India. $3 \times 1 = 3$
19. Study the diagram showing the location of a major steel plant of India given below and answer the questions that follow: $3 \times 1 = 3$



- (19.1) Identify and name the steel plant.
 (19.2) In which state of India is this plant located?
 (19.3) Name the source of iron ore for this plant.

Note: The following question is for the **Blind Candidates** only, in lieu of Q. No. 19 :

- Explain why are the iron and steel plants located near the source of raw materials in India. $3 \times 1 = 3$
20. Explain any three problems faced by slum dwellers in India. $3 \times 1 = 3$
21. Explain any five features of nomadic herding in the world. $5 \times 1 = 5$

22. Explain the merits and demerits of road transport in the world. $5 \times 1 = 5$
23. Explain any five bases of international trade in the world. $5 \times 1 = 5$
24. Classify the human settlements of the world into two types, by their shape. Explain any two features of each type. $1+2+2 = 5$
25. "Air transport plays an important role in the international trade." Support the statement. 5
26. (26.1) In the given political outline map of the World, the following four features are shown: $4 \times \frac{1}{2} = 2$
- A. The country having the lowest rank in Human Development Index in 2003
 - B. An area of subsistence gathering.
 - C. Terminal station of Trans-Siberian Railway
 - D. A major sea-port of Australia

Identify these features and write their correct names on the lines marked near each feature.

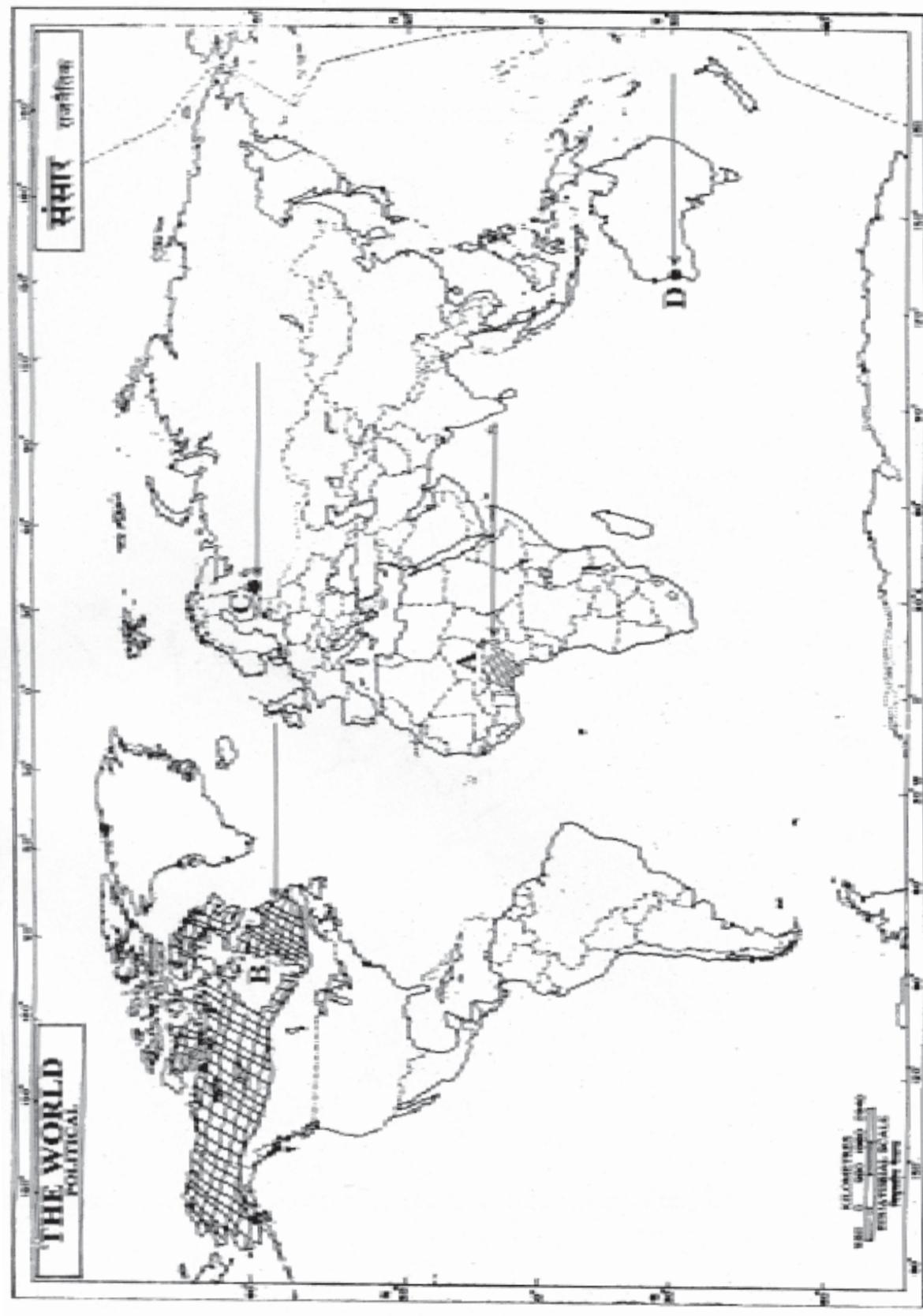
- (26.2) In the given political outline map of India, locate and label the following with appropriate symbols: $3 \times 1 = 3$
- (i) The state having the largest area
 - (ii) The oil refinery located in Haryana
 - (iii) A metropolitan city of Kerala (2001)

Note: The following questions are for the Blind Candidates only, in lieu of Q. No. 26 :

- (26.1) Name the country having the lowest rank in Human Development Index in 2003.
- (26.2) Which is the eastern terminal station of Trans-Siberian Railway?
- (26.3) Name the state of India having the largest area.
- (26.4) Name the place where an oil refinery is located in Haryana.
- (26.5) Which is the metropolitan city of Kerala (2001) ? $5 \times 1 = 5$

For question no. 26.1

प्रश्न सं. 26.1 के लिए



For question no. 26.2

प्रश्न सं. 26.2 के लिए

Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)



Marking Scheme --- Geography

General Instructions :

1. The Marking scheme provides general guidelines to reduce subjectivity in the marking.
The answers given in the Marking Scheme are suggestive answers. The content is thus indicative. **If a student has given any other answer which is different from the one given in the Marking Scheme, but conveys the meaning, such answers should be given due weightage.**
2. Evaluation is to be done as per instruction provided in the Marking Scheme. Marking Scheme should be strictly adhered to and religiously followed.
3. If a question has parts please award marks on the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and written on the left hand margin and encircled.
4. If a question does not have parts, marks for it be awarded on the left hand side and encircled.
5. If a candidate has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
6. The following Textbooks can be referred to for detailed answers, page number of the concerned book is given on the right side of the answer of each question.

Textbook I (**TB-1**) Fundamentals of Human Geography, published by NCERT.

Textbook II (**TB-2**) India: People and Economy, published by NCERT.

7. **A full scale of Marks 0-100 has to be used. Please do not hesitate to award full marks if the answer deserves it. Marks should not be deducted for bad handwriting and Spelling mistakes.**

Specific 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 should be awarded accordingly.
2. As per orders of the Hon'ble Supreme Court, the candidates would be permitted to obtain photocopy of the Answer Book on request on payment of the prescribed fee. All examiners/Head Examiners are once again reminded that must ensure that evaluation is carried out strictly as per value points per each answer as given in the Marking Scheme.
3. All the Head Examiner/Examiners are instructed that while evaluating the answer scripts, if the answer is found to be totally incorrect the (x) should be marked on the incorrect answer and awarded '0' mark.

QUESTION PAPER CODE 64/1/1
EXPECTED ANSWERS/VALUE POINTS

- | | | | |
|-----|---|-----------------------|-----------------------------|
| 1. | Africa | T.B.-I, Page -14. | 1 |
| 2. | The ratio between the number of women and men in the population is called the Sex- Ratio. | T.B.-I, Page - 1 | 1 |
| 3. | Trade and Commerce, Transport, Communication, Services.

(Any Two) | T.B.-I, Page - 56. | $\frac{1}{2}+\frac{1}{2}=1$ |
| 4. | Empowered worker is one who emphasizes quality of life and believes in creativity and individual values. | T.B. -I, Page - 61. | 1 |
| 5. | The ratio between the number of people to the size of land/ The number of people living per unit area./ The number of people living per sq. km./

Density of Population = $\frac{\text{Population}}{\text{Area}}$ | T.B. -I, Page - 9. | 1 |
| 6. | Education/Healthy life | T.B. -I, Page - 25. | 1 |
| 7. | Human settlement means cluster of dwellings of any type or size where human beings live | T.B. -II, Page - 32. | 1 |
| 8. | The main roads which are constructed and maintained by the Central Government are known as National Highways. | T.B. -II, Page - 114. | 1 |
| 9. | Secunderabad | T.B. -II, Page -118. | 1 |
| 10. | Erosion, Landslides, Decay and Decomposition of plants and animals.

(Any Two) | T.B. -II, Page - 135. | $\frac{1}{2}+\frac{1}{2}=1$ |

11. Technology indicates the level of cultural development of society. As the technology develops cultural development takes places which is clear from the following facts.

- The understanding of concept of friction and heat helped us discover fire.
- Understanding of the secrets of DNA ad genetics enabled us to conquer many diseases.
- We use the laws of aerodynamics to develop faster planes.
- Any others relevant fact.

(To be assessed as a whole)

T.B. -I, Page - 2.

3

12. The key areas are -

- i) Access to resources
- ii) Health
- iii) Education

The above three areas to be explained.

$3 \times 1 = 3$

T.B. -I, Page - 25.

13. i) Foot loose industries can be located in a wide variety of places.

ii) They are not dependent on any specific raw material, weight loosing or otherwise.

iii) They largely depend on component parts which can be obtained from anywhere.

iv) They produce in small quality.

v) They also employ small labour force.

vi) These are generally non polluting industries.

vii) The important factor in their location is accessibility by road network.

viii) Any other relevant characteristic.

(Any three characteristics to be explained)

$3 \times 1 = 3$

T.B. -I, Page - 47.

14. Push Factors

- i) Poverty.
- ii) High Pressure of population on land.
- iii) Lack of basic infrastructural facilities like health care, education etc.
- iv) Flood.
- v) Drought.
- vi) Wars.
- vii) Local conflicts.
- viii) Any other relevant point.

(Any three points to be explained)

$3 \times 1 = 3$

T.B. -II, Page - 19, 20.

15. (15-1) A city accommodating population size between one to five million is called a metropolitan city.

(15-2) Uttar Pradesh.

(15-3) (i) Jammu and Kashmir

(ii) Himachal Pradesh.

(iii) Uttrakhand

(iv) Haryana.

(Any two states)

T.B. -II, Page - 36.

$1+1+1 = 3$

For the Blind Candidates Only ,in lieu of Q. No. 15

The cities having historical background spanning over 2000 years.

1

Examples: Varanasi, Prayag (Allahabad), Patliputra (Patna), Madurai.

Any other relevant town

(Any two examples)

T.B. -II, Page - 34.

2

$1+2 = 3$

16. **Landuse** in a region is influenced by economic activities.

- i) The size of the economy

- ii) The composition of the economy
- iii) The contribution of the agricultural activities.

These points to be explained.

T.B. -II, Page - 41. $3 \times 1 = 3$

17. **Watershed Management** basically refers to efficient management and conservation of surface and groundwater resources. It involves prevention of runoff and storage and recharge of groundwater through various methods like percolation tanks, recharge well etc. However in broad sense watershed management includes conservation, regeneration and judicious use of all resources - natural and human. 2

Watershed management aims at bringing about balance between natural resources on the one hand and society on the other. 1

T.B. -II, Page - 67. $2 + 1 = 3$

18. **Distribution of mineral and energy resource**

- i) Most of the metallic minerals in India occur in the peninsular plateau region in the old crystalline rocks.
- ii) 97% of coal reserves occur in the valleys of Damodar, Sone, Mahanadi and Godavari.
- iii) Petroleum reserves are located in the sedimentary basin of Assam, Gujarat and Mumbai High.
- iv) Most of the major mineral resources occur to the east of a line linking Mangalore and Kanpur.
- v) Minerals are generally concentrated in three broad belts viz- the North Eastern Plateau Region; the South Western Plateau Region: The North Western Region.

Any three Points to be described.

T.B. -II, Page - 73. $3 \times 1 = 3$

19. (19.1) Tata Iron and steel plant /TISCO/. Jamshedpur steel plant.

(19.2) Birmtrapur

(19.3) Jharia

T.B. -II, Page - 89. $3 \times 1 = 3$

For the Blind Candidates Only ,in lieu of Q. No. 19

- i) Iron and Steel industry provides raw material for other industries.
- ii) Agricultural implements are made of iron steel.
- iii) Industrial machinery.
- iv) Railway rolling stocks.
- v) Any other relevant point.

(Any three points to be explained)

T.B. -II, Page - 87. $3 \times 1 = 3$

20. Problem caused by urban waste disposal

- i) Solid wastes cause health hazard through creation of obnoxious smell and harbouring of flies and rodents, which act as carriers of diseases like typhoid, diphtheria, diarrhoea, malaria, cholera etc.
- ii) These wastes cause frequent nuisance as and when these are carelessly handled.
- iii) The dumping of industrial waste into rivers lead to water pollution.
- iv) Untreated sewage leads to various health problems.
- v) Any other relevant point.

(Any three points to be explained)

$3 \times 1 = 3$

T.B. -II, Page -139.

21. Characteristics of hunting and gathering

- i) These are carried out at different levels with different orientations.
- ii) This is practised in regions with harsh climatic conditions
- iii) It often involves primitive societies, who extract, both plants and animals to satisfy their needs for food, shelter and clothing.
- iv) This type of activity requires a small amount of capital investment and operates at very low level of technology.
- v) The yield per person is very low and little or no surplus is produced.
- vi) In some regions gathering has become market oriented.

- vii) Gathering activity faces stiff competition from the synthetic products.
 - viii) Any other relevant point
- (Any five points to be described)

$5 \times 1 = 5$

T.B. -I, Page - 31, 32.

22. Characteristics of water transport

- i) Water transport does not require route construction.
- ii) The oceans are linked with each other.
- iii) The oceans are negotiable with ships of various sizes.
- iv) It is much cheaper.
- v) The energy cost of water transportation is lower.
- vi) Any other relevant characteristic.

(Any three to be stated)

3

The traffic is far less on the Cape of Good Hope Route because of -

- i) Limited development of this route.
- ii) More time consuming.
- iii) Very lengthy route between Asian and European Countries.

(Any two reasons)

2

T.B. -II, Page - 72, 74. $3+2 = 5$

23. Bases of International trade

- i) Difference in national resources
- ii) The size and diversity of population.
- iii) Stage of economic development.
- iv) Extent of foreign investment.
- v) Transport development
- vi) Difference in climatic conditions.
- vii) Any other relevant point.

(Any five bases to be explained)

T. B. -I: Page - 83. $5 \times 1 = 5$

24. Problems of rural settlements

- i) Supply of water is not adequate.
- ii) Water borne diseases such as cholera and jaundice tend to be a common problem.
- iii) Crop cultivation sequences in the absence of irrigation, also suffer.
- iv) The general absence of toilet and garbage disposal facilities cause health related problems.
- v) Unmetalled roads and lack of modern communication network creates a unique problem.
- vi) It is difficult to provide adequate health and educational infrastructure for their large rural population.
- vii) Any other relevant point.

(Any five problems to be explained)

$5 \times 1 = 5$

T.B. -I, Page - 95.

25. Development of Indian ports

- i) Today Indian ports are handling large volume of domestic as well as overseas trade.
- ii) Most of the ports are equipped with modern infrastructure.
- iii) Previously the development and modernisation was the responsibility of the government's agencies but now private entrepreneurs have been invited for the modernisation of ports in India.
- iv) The capacity of Indian ports increased 20 million tonnes in 1951 to more than 500 million tonnes at present.
- v) Most of the foreign trade is handled by the sea routes. Hence ports continue to develop.
- vi) Any other relevant point.

$5 \times 1 = 5$

(Any five examples to be given)

T.B. -II, Page -131.

26. 26(1) See Filled Map.

$4 \times \frac{1}{2} = 2$

26(2) See Filled Map.

$3 \times 1 = 3$

$2+3 = 5$

For the Visually Impaired Candidates Only, in lieu of Q. No. 26 :

26.1 New Orleans

26.2 Amsterdam

26.3 Goa

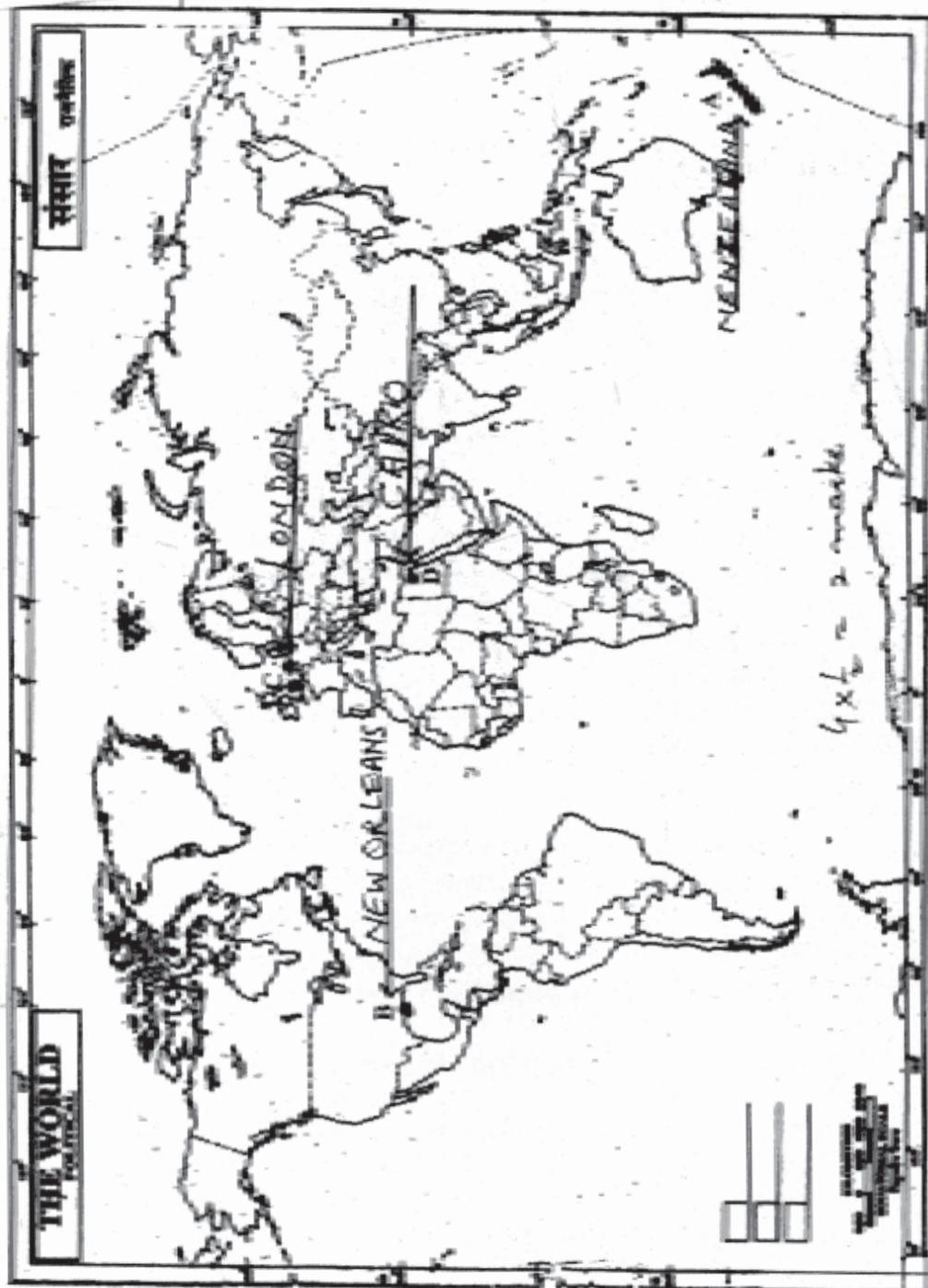
26.4 Shimla

26.5 Kudremukh

$5 \times 1 = 5$

Map for Q. No. 26.1
प्रश्न सं. 26.1 के लिए मानचित्र

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Map for Q. No. 26.2

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



QUESTION PAPER CODE 64/1
EXPECTED ANSWERS/VALUE POINTS

1. The population growth or population change refers to the change in number of inhabitants of a territory during a specific period of time.

OR

Change of population in a particular area between two points of time is known as growth of population.

Page - 10 T.B. I 1

2. Country having highest sex ratio in the world - Latvia

Page-18 T.B.1 1

3. Tourism is travel undertaken for purpose of recreation rather than business.

Page - 60 T.B. 1 1

4. Quaternary activities involve: Collection, Production, dissemination of information, Mutual fund Managers, Tax Consultants, Software developer, Statisticians, working in different offices.

(any two)

Page - 61, 62 T.B. 1 $\frac{1}{2}+\frac{1}{2}=1$

5. The density of population of India according to 2001 Census is 313 Persons per sq. Km./325 persons per sq. Km.

Page - 3/146 (Appendix (i)) T.B. 2 1

6. State having lowest percentage of population below poverty line is Jammu and Kashmir.

Page - 26 T.B.2 1

7. Metropolitan cities of Andhra Pradesh:

- i) Vishakhapatnam
- ii) Vijayawada
- iii) Hyderabad

(any two)

Page - 35 T.B.2 $\frac{1}{2}+\frac{1}{2}=1$

8.	Eastern terminal city of East-West Corridor - Silchar	Page - 115 T.B. 2	1
9.	Railway line between Roha and Mangalore - Konkan Railway	Page -119 T.B. 2	1
10.	Diseases caused by air pollution - i) Respiratory System ii) Nervous System iii) Circulatory System (any two)		$\frac{1}{2}+\frac{1}{2}=1$
11.	Definition of Human Geography - Human Geography studies the inter-relationship between the physical environment and socio cultural environment created by human beings through mutual interrelation with each other. (Any other definition also to be considered) Four examples of elements of material culture created by humans- i) Houses ii) Villages iii) Cities iv) Road -rail networks v) Industries vi) Farms vii) Ports viii) Items of our daily use (Any four examples)	Page - 137 T.B. 2	

12. Three features of welfare approach to Human Development -

- i) This approach looks at human beings as beneficiaries or targets of all development activities.
- ii) The approach argues for higher government expenditure on education, health, social secondary and amenities.
- iii) People are not participants in development but only passive recipients.
- iv) The government is responsible for increasing levels of human development by maximizing if expenditure on welfare.
- v) Any other relevant point.

(Any three features)

$3 \times 1 = 3$

Page - 26 T.B. I

13. Secondary activities add value to natural resources by transforming raw materials into valuable products. Examples :-

- i) Cotton in the boll has limited use but after it is transformed into yarn, becomes more valuable and can be used for making clothes.
- ii) Iron ore cannot be used, directly from the mines, but after being converted into steel it gets its value and can be used for making many valuable machines, tools etc.
- iii) The same is true of most of the materials from the farm ,forest ,mine and the sea.
- iv) Secondary activities, therefore, are concerned with manufacturing, processing and construction (infrastructure) industries.

(any three examples)

$3 \times 1 = 3$

Page - 45 T.B. I

14. People migrate from one place to other due to Push and Pull factors.

The four streams of migration in India are :-

- i) Rural to Rural (R-R)
- ii) Rural to Urban (R-U)

- iii) Urban to Urban (U-U)
- iv) Urban to Rural (U-R) $1+2 = 3$

Page - 16 , 17 T.B 2

15. 15.1 There are four metropolitan cities in Maharashtra.

15.2 Greater Mumbai

15.3 Kolkata

For the Blind candidates only

Evolution of towns in India :-

- i) Towns flourished since prehistoric times in India.
- ii) Even at the time of Indus valley civilization towns like Harappa and Mohanjodaro were in existence.
- iii) It continued with periodic ups and downs until the arrival of Europeans in India in the eighteenth century.
- iv) On the basis of their evolution in different periods, Indian towns may be classified as ancient towns, medieval town and modern towns

(Any three points) $3 \times 1 = 3$

Page - 34 T.B. 2

16. Land resource is more crucial to the livelihood of the people depending on agriculture :-

- i) Agriculture is a purely land based activities unlike secondary and tertiary activities. In other words, contribution of land in agricultural output is more compared to its contribution in the outputs in the other sectors. Thus, lack of access to land is directly correlated with incidence of poverty in rural areas.
- ii) Quality of land has a direct bearing on the productivity of agriculture, which is not true for other activities.
- iii) In rural areas, aside from its value as a productive factor, land ownership has a social value and services as a security for credit, natural hazards or life contingencies and also adds to the social status.
- iv) Any other relevant argument.

(Any three arguments) $3 \times 1 = 3$

Page - 43 T.B. 2

17. Key Features of India's National Water Policy, 2002 - ..

- i) Irrigation and multi-purpose projects should invariably include during water component, wherever there is no alternative source of drinking water.
- ii) Providing drinking water to all human beings and animals should be the first priority.
- iii) Measures should be taken to limit and regulate the exploitation of ground water.
- iv) Both surface and underground water should be regularly monitored for quality. A phased programme should be undertaken for improving water quality.
- v) The efficiency of utilization in all the diverse uses of water should be improved.
- vi) Awareness of water as a scarce resource should be fostered.
- vii) Conservation consciousness should be promoted through education, regulation, incentives and disincentives.

(Any three features to be described)

$3 \times 1 = 3$

Page - 70 T.B. 2

18. Broad belts of Minerals in India -

- i) The North -Eastern Plateau Region.
- ii) The South -Western Plateau Region.
- iii) The North -Western Region

(All the three belts to be described)

$3 \times 1 = 3$

Page - 73 T.B. 2

19. (19.1) Bhilai Steel plant

(19.2) Chhatisgarh

(19.3) Dalli Rajahara Hills

Page - 89 T.B. 2

Note: For Blind Candidates only

The raw materials for iron and steel industry like iron ore, coal, limestone, dolomite, manganese and fire clay are gross (weight losing), therefore iron and steel plants in India are located near the source of raw materials.

Any other relevant point

To be assessed as a whole

3

Page - 87 T.B. 2

20. Problems faced by slum dwellers in India

- i) Dilapidated houses
- ii) Poor ventilation
- iii) Poor hygienic conditions
- iv) Lack of basic amenities like drinking water, light and toilet facilities etc.
- v) Overcrowded areas
- vi) Narrow street patterns prone to serious hazards from fire
- vii) Population work in low paid, high risk prone unorganized sectors.
- viii) Undernourished-prone to different types of diseases and illness
- ix) III afford to give proper education to their children.
- x) Poverty makes them vulnerable to drug abuse, alcoholism, crime, vandalism, escapism, apathy etc.
- xi) Any other relevant point.

(Any three problems to be explained)

$3 \times 1 = 3$

Page - 143 T.B. 2

21. Features of nomadic herding in the world -

- i) Nomadic herding or pastoral nomadism is a primitive subsistence activity, in which the herders rely on animals for food, clothing, shelter, tools and transport.
- ii) They move from one place to another along with their livestock, depending on the amount and quality of pastures and water. Each nomadic community occupies a well-identified territory as a matter of tradition.
- iii) A wide variety of animals is kept in different regions.
- iv) Pastoral nomadism is associated with three important regions.
- v) Movement in search of pastures is undertaken either over vast horizontal distances or vertically from one elevation to another in the mountainous regions.
- vi) They migrate from plain areas to pastures on mountains during summers and again from mountain pastures to plain areas during winters.
- vii) The number of pastoral nomads has been decreasing and the areas operated by them shrinking.
- viii) Any other relevant features.

(Any five features to be explained)

$5 \times 1 = 5$

Page - 33 T.B. 1

22. Merits of road transport:

- i) Road transport is the most economical for short distances.
- ii) It offers door-to-door service.
- iii) It plays a vital role in a nation's trade and commerce and for promoting tourism.

Demerits of road transport:

- i) During rainy season, un-metalled roads become un-motorable.
- ii) Even the metalled roads are seriously handicapped during heavy rains and floods. City roads suffer from chronic traffic congestions.
- iii) The quality of roads varies greatly between developed and developing countries because road construction and maintenance require heavy expenditure.

(any other relevant point)

Any five points to be explained, two from each.

$5 \times 1 = 5$

Page - 67 T.B. 1

23. Five bases of international trade in the world are :

- i) Difference in national resources.
- ii) Population factors.
- iii) Stage of economic development.
- iv) Extent of foreign investment
- v) Transport

(These points to be explained)

$5 \times 1 = 5$

Page - 83 T.B. 1

24. Classification of human settlements :

- a) Compact or Nucleated settlements
- b) Dispersed settlements

Features of Compact Settlements -

- i) These settlements are those in which large number of houses are built very close to each other.

- ii) Such settlements develop along river valleys and in fertile plains. Communities are closely knit and share common occupations.
- iii) Any other relevant feature

Features of Dispersed Settlements -

- i) In these settlements, houses are spaced far apart and often interspersed with field.
- ii) A cultural feature such as a place of worship or a market ,binds the settlement together.
- iii) Any other relevant feature

(Two features of each to be explained)

$1+2+2 = 5$

Page - 92 T.B. 1

25. Air transport plays an important role in the international trade"

- i) It has the advantage of taking the least time for carriage
- ii) It handles high value or perishable goods over long distances.
- iii) It gives high levels of security for sensitive items.
- iv) It is often the only means to send goods to inaccessible areas
- v) Any other relevant point.

(To be assessed as a whole)

5

Page - 133 T.B.2

26. 26.1 See filled map	$4 \times \frac{1}{2} = 2$
26.2 See filled map	$3 \times 1 = 3$

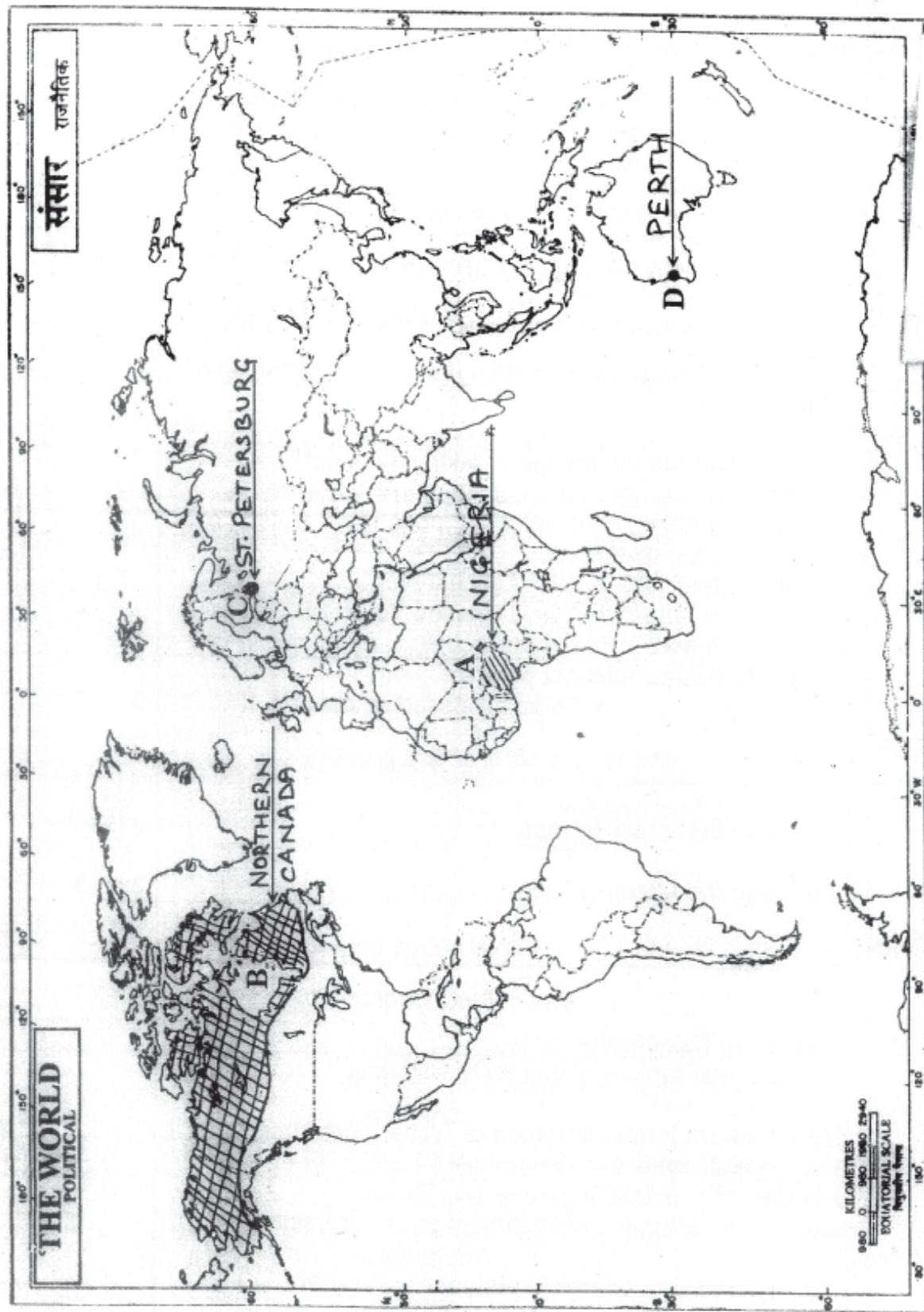
For Blind Candidates only

- 26.1 Lowest rank in HDI in 2003 - Nigeria
- 26.2 Eastern terminal station of Trans Siberian Railway - Vladivostak
- 26.3 State of India having largest area - Rajasthan
- 26.4 Oil refinery located in Haryana - Panipat
- 26.5 Metropolitan city of Kerala (2001) - Kochchi

$5 \times 1 = 5$

For question no. 26.1

प्रश्न सं. 26.1 के लिए

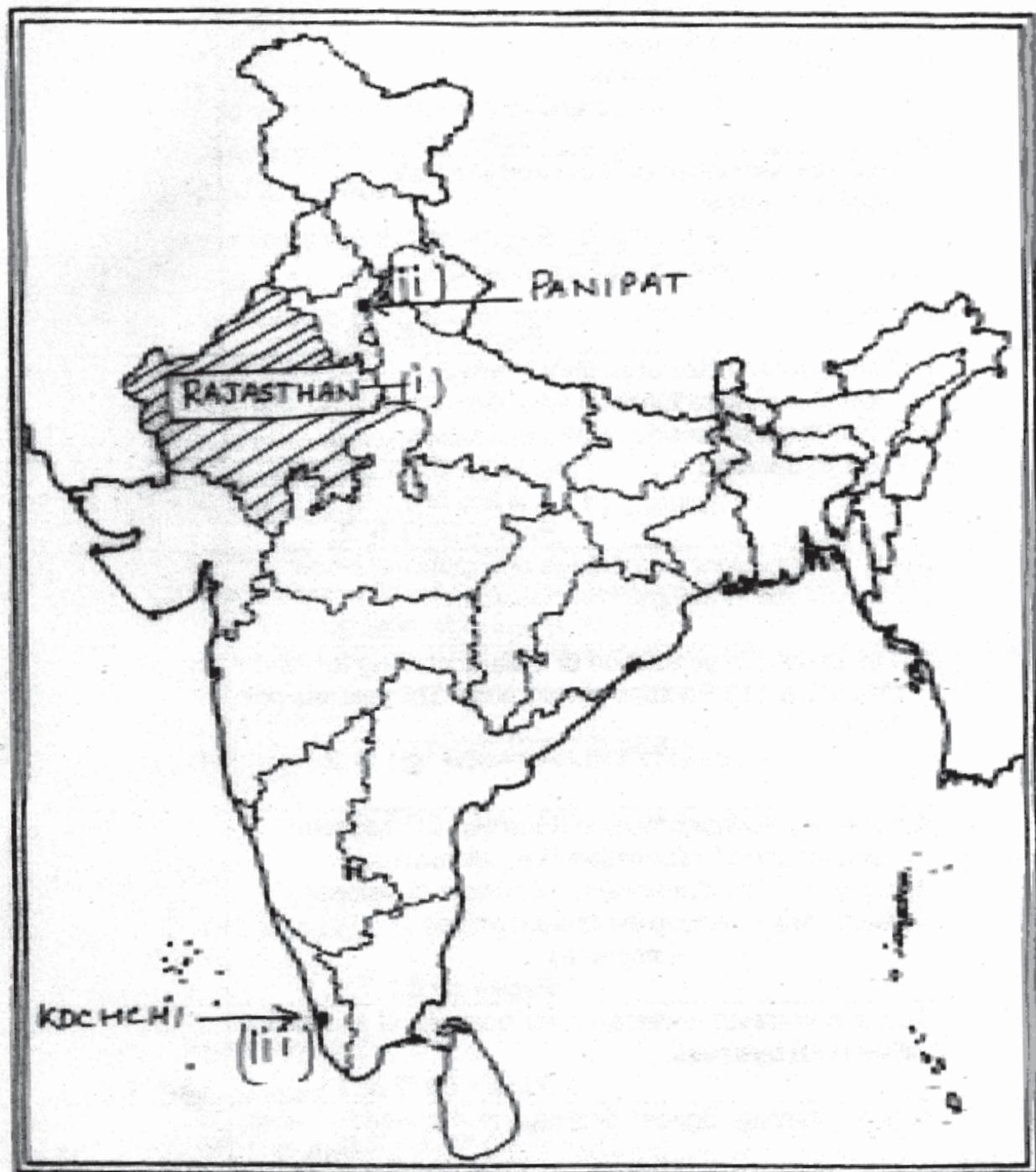


For question no. 26.2

प्रश्न सं. 26.2 के लिए

Outline Map of India (Political)

भारत का रेखा-पात्रिक (राजनीतिक)



PSYCHOLOGY (Theory)

Time allowed : 3 hours

Maximum Marks : 70

GENERAL INSTRUCTIONS :

- (i) All questions are compulsory.
- (ii) Answer should be brief and to the point.
- (iii) Marks for each question are indicated against it.
- (iv) Question Nos. 1 to 10 in Part-A are Learning Checks type questions carrying 1 mark each. You are required to answer them as directed
- (v) Question Nos. 11 to 16 in Part-B are very short answer type questions carrying 2 marks each. Answer to each question should not exceed 30 words.
- (vi) Question Nos. 17 to 20 in Part-C are short answer type-I questions carrying 3 marks each. Answer to each question should not exceed 60 words.
- (vii) Question Nos. 21 to 26 in Part-D are short answer type-II questions carrying 4 marks each. Answer to each question should not exceed 100 words.
- (viii) Question Nos. 27 to 28 in Part-E are long answer type questions carrying 6 marks each. Answer to each question should not exceed 200 words.

QUESTION PAPER CODE 63/1

PART -A

- | | | |
|----|---|---|
| 1. | When a person tries to make unreasonable feelings/behaviours seem reasonable and acceptable, it is known as _____ . | 1 |
| 2. | Aversive conditioning is repeated association of desired response with aversive consequence. (True/False) | 1 |
| 3. | The reaction to external stressors is called _____ . | 1 |

PART - B

- | | | |
|-----|--|---|
| 11. | Explain spatial intelligence. | 2 |
| 12. | What is meant by technological intelligence? | 2 |
| 13. | Explain the term phobias. | 2 |
| 14. | What is social loafing ? | 2 |
| 15. | Explain the term 'crowding'. | 2 |
| 16. | What is communication? | 2 |

PART - C

17. Explain dissociative amnesia. 3

OR

Explain Post-Traumatic Stress Disorder (PTSD) giving examples.

- | | |
|---|---|
| 18. Explain the process of impression formation. | 3 |
| 19. Describe any three situational factors that lead to aggression. | 3 |
| 20. Explain briefly the process of communication. | 3 |

PART - D

- | | |
|--|---|
| 21. How does triarchic theory explain intelligence? | 4 |
| 22. Discuss any two self-report measures of assessing personality. | 4 |
| 23. Explain any two types of hallucinations. | 4 |
| 24. Describe the characteristics of prejudice. | 4 |

OR

Explain fundamental attribution error giving examples.

- | | |
|---|---|
| 25. Discuss any two determinants of conformity. | 4 |
| 26. Explain humanistic approach to personality. | 4 |

PART - E

- | | |
|---|---|
| 27. What are the effects of stress on psychological functioning? Explain. | 6 |
|---|---|

OR

Discuss the strategies to cope with stress giving examples.

- | | |
|--|---|
| 28. Discuss in brief the techniques used in behaviour therapy. | 6 |
|--|---|

OR

Discuss the factors which contribute to healing in psychotherapy.

QUESTION PAPER CODE 63

PART -A

- | | | |
|-----|--|---|
| 1. | An individual's underlying potential for acquiring skills is known as _____. | 1 |
| 2. | When a person tries to make unreasonable feelings/behaviours seem reasonable and acceptable, it is known as _____. | 1 |
| 3. | The reaction to external stressors is called _____. | 1 |
| 4. | Dominating and bullying others without provocation is known as _____. | 1 |
| 5. | Aversive conditioning is repeated association of desired response with aversive consequence. (True/False) | 1 |
| 6. | Cluster of ideas regarding the characteristics of a specific group is known as | |
| | (a) Progressive | |
| | (b) Stereotype | |
| | (c) Belief | |
| | (d) Attitude | |
| 7. | Groupthink is a consequence of extreme cohesiveness. (True/False) | 1 |
| 8. | State in which a person feels s/he has lost something valuable and is not getting what s/he deserves is known as | 1 |
| | (a) Discrimination | |
| | (b) Deprivation | |
| | (c) Poverty | |
| | (d) Disadvantage | |
| 9. | Non-verbal communication is known as body language. (True/False) | 1 |
| 10. | Client-centred therapy focuses on creating unconditional positive regard for the client. (True/False) | 1 |

PART B

- | | |
|--------------------------------------|---|
| 11. Explain linguistic intelligence. | 2 |
| 12. What is emotional intelligence? | 2 |
| 13. Explain the term phobias. | 2 |
| 14. What is group polarisation ? | 2 |
| 15. Explain the term aggression. | 2 |
| 16. What is public communication? | 2 |

PART C

- | | |
|--|---|
| 17. Explain Post Traumatic Stress Disorder (PTSD) giving examples. | 3 |
|--|---|

OR

Explain autistic disorder.

- | | |
|--|---|
| 18. State any three strategies for handling prejudice. | 3 |
| 19. How does spiritual perspective explain human-environment relationship? | 3 |
| 20. Explain encoding in human communication. | 3 |

PART D

- | | |
|--|---|
| 21. What is assessment? Explain briefly any two methods of psychological assessment. | 4 |
| 22. Explain humanistic approach to personality. | 4 |
| 23. Differentiate between substance dependence and substance abuse. | |
| 24. Explain fundamental attribution error giving examples. | |

OR

State any four factors influencing pro-social behaviour.

- | | |
|-----------------------------------|---|
| 25. Why do people show obedience? | 4 |
|-----------------------------------|---|

26. What are defence mechanisms? Differentiate between repression and denial.

4

PART E

27. What is stress? Explain the effects of stress on psychological functioning.

6

OR

Explain the strategies to cope with stress. Give examples from daily life.

28. What is psychotherapy? Discuss the factors which contribute to healing in psychotherapy.

OR

Discuss briefly the techniques used in behaviour therapy.

Marking Scheme - Psychology

General Instructions :

1. The marking scheme is a guideline. Any relevant and appropriate information pertaining to answer of a question, other than that given in the marking scheme may be marked correct. Students using their own language for explaining concepts be given due weightage
2. Marks are not normally deducted for spelling errors but if the answer obliterates the right concept or meaning of concept is distorted, marks may be deducted accordingly.
3. If a student has attempted both parts - question as well as its choice question, the part securing higher marks is to be considered.
4. Marks are not to be deducted if answers are not written according to the sequence given in the question paper.
5. Marks are not to be deducted for exceeding the word limit.

Note: As per the orders of the hon'ble supreme court, the candidate would now be permitted to obtain photocopy of the answer sheet on request on payment of the prescribed fee. All examiners /head examiners must ensure that evaluation is carried out strictly as per suggested value points for each answer as given in the marking scheme.

QUESTION PAPER CODE 63/1 EXPECTED ANSWERS/VALUE POINTS

PART - A

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
1	Rationalisation	35	1
2	False	97	1
3	Strain	52	1
4	Aggression/Hostile aggression/Proactive aggression	169	1

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
5	Aptitude	17	1
6	(b) stereotype	120	1
7	True	135	1
8	True	187	1
9	True Due to ambiguity of the question in the English version, 1 mark to be given	41, 101	1
10	b deprivation	165	I

PART B

11	Spatial Intelligence - (skills in forming images and patterns) refers to the abilities involved in forming, using and transforming mental images.	7	$1+1=2$
	<ul style="list-style-type: none"> ● Pilots, sailors, sculptors, painters, architects, interior decorators and surgeons are likely to have highly developed spatial intelligence 		
12	Technological Intelligence	16	$4 \times \frac{1}{2} = 2$
	<ul style="list-style-type: none"> ● Skills of generalisation and abstraction ● Speed ● Minimal moves ● Mental manipulation ● Skills of attention ● Observation ● Analysis ● Performance ● Achievement - orientation <p style="text-align: center;">(any 4 points)</p>		

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
13	Phobia - irrational fears related to specific objects, people or situations <ul style="list-style-type: none">● Specific phobia● Social phobia● Agoraphobia <p>(anyone example)</p>	76	1+1=2
14	Social Loafing - is reduction in individual efforts in working on collective task i.e. in which outputs are pooled with those of other group members	137	2
OR			
	Explaining this with the help of an example - tug of war, clapping etc.		
15	Crowding - feeling of discomfort due to too many people or things around us that leads to ... <ul style="list-style-type: none">● Loss or decrease in privacy● Negative view of the space around the person, and● Feeling of loss of control over social interaction	158, 159	2
16	Communication - is conscious or unconscious, intentional or unintentional process in which feelings and ideas are expressed as verbal and / or non-verbal messages that are sent, received and comprehended.	183	2

PART C

17	Dissociative amnesia - is characterised by extensive but selective memory loss that has no organic cause (e.g. head injury). Some people cannot remember anything about their past. Others can no longer recall specific events, people, places or objects; while their memory for other events remains intact. This disorder is often associated with an overwhelming stress.	79	3
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OR

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
Post Traumatic Stress Disorder (PTSD)			
	Severe psychological problem that results from traumatic events such as natural disasters	77,	3
	Features –	162-163	
	<ul style="list-style-type: none"> ● Disorientation ● Physical reactions ● Emotional reactions ● Cognitive reactions ● Social reactions 	<p>Symptoms manifested e.g. flashbacks, nightmares, sleeplessness, sweating, recurring dreams, impaired concentration, emotional numbing</p>	
18	Process of Impression Formation	121	3
	Three sub processes are		
	<ol style="list-style-type: none"> a) Selection b) Organisation c) Inference 		
	Factors affecting the kind of impression formation		
	<ol style="list-style-type: none"> i) Primacy effect ii) Recency effect iii) Halo effect 		
19	Situational factors leading to aggression	170	3
	<ul style="list-style-type: none"> ● Learning ● Observing an aggressive model ● Anger provoking action by others ● Availability of weapons of aggressions 		
	(explanation of any three points)		

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
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20	Process of communication	184-186	3
----	---------------------------------	---------	---

Sender → encoding → message → channel → receiver → decoding
→ feed-back / If the following points are mentioned credit can be given:

- | Speaking
- | Listening
- | Reception
- | Attention
- | Para phrasing
- | Assignment of meaning
- | Body language

PART D

21	Triarchic Theory - Robert Sternberg (1985)	8-9	2+1+1 = 4
----	---	-----	-----------

- | Information processing approach
- | Componential intelligence (analytical intelligence)
 - a) Knowledge acquisition component
 - b) Meta higher order component
 - c) Performance component.
- | Experiential Intelligence (creative intelligence)
- | Contextual Intelligence (practical intelligence)

22	Self Report Measures - by Allport	42-43	2+2 = 4
----	--	-------	---------

- I) The Minnesota Multiphasic Personality Inventory (MMPI) - Hathway and McKinley
 - a) For psychiatric diagnosis and identifying varieties of psycho-pathology
 - b) Consists of 567 statements in 10 subscales

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
II)	Eysenck Personality Questionnaire (EPQ)		
	a) To assess 2 dimensions of personality		
	i) Introverted - extraverted		
	ii) Emotionally stable - emotionally unstable		
	iii) Psychoticism (added later)		
	b) These dimensions are characterised by 32 personality traits		
III)	Sixteen personality factor questionnaire (16 PF) - By Cattell		
	a) Test provides with declarative statements		
	b) Subject responds to a specific situation by choosing from a set of given alternatives		
	c) Useful in career guidance, vocational exploration and occupational testing		
	(brief explanation of any two points)		

23	Types of Hallucination	81	2+2 = 4
	a) Auditory hallucination		
	b) Tactile		
	c) Somatic		
	d) Visual		
	e) Gustatory		
	f) Olfactory		
	Brief explanation of any two		
24	Characteristics of prejudice	118, 119	1+1+1+1 = 4
	a) usually negative attitude towards a particular group / individual		
	b) based on stereotypes		
	c) learnt		

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
d)	accompanied by dislike		
e)	may lead to discrimination and / or bias (any four)		

Or any other appropriate explanation / example explaining the above.

OR

Fundamental attribution error - In making attribution, there is an overall tendency for people to give greater weightage to internal or dispositional factors than external or situational factors.

122 2+2

Any example explaining fundamental attribution error.

25	Determinants of conformity	141, 142	2+2
	<ul style="list-style-type: none"> ● Size of group ● Size of the minority ● Nature of the task ● Public or private explanation of behaviour ● Personality ● Informational influence ● Normative influence (any two with explanation)		

26	Humanistic approach to personality - proposed by Rogers	40, 41	$1 \times 4 = 4$
	<ol style="list-style-type: none"> 1) Fully functioning person - fulfillment is the motivating force for personality development .. 2) Two assumptions by Rogers <ol style="list-style-type: none"> i) Behaviour is goal-directed or worthwhile ii) People use adaptive self-actualizing behaviour 3) Discrepancy between the real self and ideal self often results in unhappiness and dissatisfaction 		

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
4)	An atmosphere of unconditional positive regard must be created in order to ensure enhancement of people's self-control. The client centered therapy creates this condition		
5)	Maslow has given the concept of self actualization		
6)	This theory emphasises the significance of positive aspects of life (any four points)		

PART E

- 27 **Effect of stress on psychological functioning** 57, 58 $2 \times 3 = 6$
- Emotional - mood swings, erratic behaviour, decreasing confidence, anxiety, depression etc
 - Physiological - increased production of certain hormones like adrenal in, cortisol e.g. high BP, metabolism, physical activity
 - Cognitive - mental overload, impaired decision making, poor concentration, reduced short term memory
 - Behavioural - eating less nutritional food, increased intake of stimulants like tobacco or other drugs, disrupted sleep pattern, increased absenteeism, reduced work performance

OR

Strategies for coping with stress 61, 62 $2+2+2 = 6$

Given by Endler and Parker

- Task oriented strategy - involves obtaining information about the stressful situation and about alternative course of action and their probable outcome.
- Emotion oriented strategy - efforts to maintain hope and to control one's emotions also involves venting feelings of anger and frustration
- Avoidance oriented strategies - denying or minimising the seriousness of the situation; also involves conscious suppression

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
-------	--	----------	-----------------------

of stressful thoughts and their replacement by self protective thoughts

OR

By Lazarus and Folkman - $3+3 = 6$

- Problem focussed -attack the problem itself, increase the person's awareness, level of knowledge, and range of behavioural and cognitive coping options
- Emotion focussed - call for psychological changes designed primarily to limit the degree of emotional disruption caused by an event with minimal effort to alter the event itself.

28 **Techniques of Behaviour Therapy** 97-98 $1 \times 6 = 6$

- i) Negative reinforcement
- ii) Aversive conditioning
- iii) Positive reinforcement
- iv) Token economy
- v) Systematic desensitisation (Reciprocal Inhibition)
- vi) Modelling

Brief explanation of the above six points

OR

Factors contributing to healing in Psychotherapy $102 \quad 1\frac{1}{2} \times 4 = 6$

- i) Choice of the techniques and implementation
- ii) Therapeutic alliance
- iii) Emotional unburdening
- iv) Non specific factors
 - a) Patient variables
 - b) Therapist variables

Explanation of above points

QUESTION PAPER CODE 63
EXPECTED ANSWERS/VALUE POINTS

PART - A

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
1	Aptitude	17	1
2	Rationalisation	35	1
3	Strain	52	1
4	Aggression / hostile aggression / proactive aggression	169	1
5	False	97	1
6	(b) stereotype	120	1
7	True	135	1
8	(b) deprivation	165	1
9	True	186	1
10	True Due to ambiguity of the question in English version 1 mark to be given	41, 110	1

PART B

11	Linguistic Intelligence - (skills involved in the production and use of language)	7	2
	<ul style="list-style-type: none"> ● Capacity to use language fluently and flexibly to express one's thinking and to understand others ● Persons high on this intelligence are 'word-smart' ● Poets, writers 		

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
12	Emotional Intelligence	17	2
	<ul style="list-style-type: none"> ● Refers to the ability to process emotional information accurately and efficiently ● It is a set of skills that underlie accurate appraisal, expression and regulation of emotions. It is the feeling side of intelligence. Some people feel difficulty in their life due to non-acceptance of emotions of others ● The ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer) ● Any relevant explanation amounting to anyone of the above. <p style="text-align: center;">(anyone)</p>		
13	Phobia - irrational fears related to specific objects, people or situations	76	1+1 = 2
	<ul style="list-style-type: none"> ● Specific phobia ● Social phobia ● Agoraphobia <p style="text-align: center;">(anyone example)</p>	.	
14	Group Polarisation - The strengthening of the group's\ initial position as a result of group interaction and discussion, is referred to as group polarisation.	138	2
15	Aggression - refers to any behaviour by one person / persons that is intended to cause harm to another person / persons.	168, 169	2
	Can be shown -		
	<ol style="list-style-type: none"> i) by actual actions ii) by use of harsh words or criticism iii) by having hostile feelings against others 		

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
-------	--	----------	-----------------------

16	Public Communication - characterised by a speaker sending a message to an audience.	183	2
----	--	-----	---

It may be

- i) direct - face to face
- ii) indirect - message relayed over radio or television

PART C

17	Post Traumatic Stress Disorder (PTSD)
----	--

Severe psychological problem that results from traumatic events such as natural disasters

77, 3

Features –

162-163

- | | |
|-----------------------|----------------------------------|
| ● Disorientation | Symptoms manifested |
| ● Physical reactions | e.g. flashbacks, nightmares, |
| ● Emotional reactions | sleeplessness, sweating, |
| ● Cognitive reactions | recurring dreams, impaired |
| ● Social reactions | concentration, emotional numbing |

OR

Autistic Disorder	83, 84	$1 \times 3 = 3$
--------------------------	--------	------------------

Autism is a type of pervasive developmental disorder Characteristics

- marked difficulties in social interaction
- difficulties in communication
- restricted range of interests
- strong desire for routine
- repetitive and deviant speech patterns
- self stimulatory motor movements

(any three points)

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
18	Strategies for handling prejudice a) Education and information dissemination b) Increasing inter-group contact c) Highlighting individual identity rather than group identity	119	$1 \times 3 = 3$
	[Brief explanation of above points]		
19	Spiritual Perspective - refers to the view of the environment as something to be respected and valued rather than exploited. It implies that human beings recognise the interdependent relationship between themselves and the environment, i.e. human beings will exist and will be happy only as long as the environment is kept healthy and natural. e.g. customs of Bishnoi community of Rajasthan / Chipko Movement in Uttarakhand	154	3
20	Encoding - is a component of human communication. When we communicate, we encode (i.e. take ideas, give them meaning and put them into message forms) and send the idea through a channel. <ul style="list-style-type: none"> ● Composed of our primary signal system based on our senses (i.e. seeing, hearing, tasting, smelling and touching) ● Encoded message is sent to the receiver by using primary signal system 	183	3

PART D

21	Assessment refers to the measurement of Psychological attributes of individuals and their evaluation. (formal/informal) Methods <ul style="list-style-type: none"> ● Psychological tests ● Interview ● Case study ● Observation 	3,4,5	$1+1\frac{1}{2}+1\frac{1}{2}$
	(Explanation of any two)		

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
22	Humanistic approach to personality - proposed by Rogers	40, 41	$1 \times 4 = 4$
1)	Fully functioning person - fulfillment is the motivating force. for		
	personality development		
2)	Two assumptions by Rogers		
	i) Behavior is goal-directed or worthwhile		
	ii) People use adaptive self-actualizing behavior		
3)	Discrepancy between the real self and ideal self often results in		
	unhappiness and dissatisfaction		
4)	An atmosphere of unconditional positive regard must be created		
	in order to ensure enhancement of people's self-control. The client		
	centered therapy creates this condition		
5)	Maslow has given the concept of self actualization		
6)	This theory emphasises the significance of positive aspects of life		
	(any four points)		
23	Substance dependence - intense craving for the substance addicted to	84	$1\frac{1}{2} + 1\frac{1}{2} = 3$
	• Shows tolerance, withdrawal symptoms and compulsive drug		
	taking		
	• The substance is psychoactive - can change mood, thinking		
	process and consciousness		
	Substance abuse - recurrent and significant consequences of use of		
	substances		
	• Damage to family, social relationship, poor work performance		
	and physical hazards		
	• Alcohol, cocaine, heroin are common substances abused		
24	Fundamental attribution error - In making attribution, there is an	122	2+2
	overall tendency for people to give greater weightage to internal or		
	dispositional factors than external or situational factors.		

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
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Any example explaining fundamental attribution error

OR

Pro - Social Behaviour is influenced by:

- Inborn tendency
 - Cultural factors
 - Social norms
 - Social responsibility
- 1×4

- Reciprocity
 - Equity
- 124,
125

- Expectation

Reaction of person who is being helped

- Empathy
- Mood
- Diffusion of responsibility

(explanation of any four)

25	People show obedience when:	143,	1×4
	● People feel they are not responsible for their action	144	
	● People find it difficult to resist authority as it possesses symbol of status		
	● Authority gradually increases command from lesser to greater levels and initial obedience binds the followers		
	● Events move at a fast speed, one has no time to think		
26	Defence mechanism - ways of resolving conflicts by distorting the reality, unconsciously. It is regulated by the ego. E.g. rationalization,	35, 36	$1\frac{1}{2}+1\frac{1}{2}+1=4$

OR

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
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Ways in which the ego unconsciously copes with unacceptable id impulses as in repression, projection etc. 202

Repression - anxiety provoking behavior or thoughts are totally dismissed by the unconscious. Person becomes totally unaware of that desire or wish which is repressed.

Denial - in denial a person totally refuses to accept reality
(any example)

PART E

27 **Stress** - our response to events that disrupt or threaten our physical and psychological functioning. 207 $2+1 \times 4 = 6$

OR

Any other appropriate definition of stress.

Effects of stress on psychological functioning

- Emotional - mood swings, erratic behaviour, decreasing confidence, anxiety, depression etc 50, 57, 58
- Physiological - increased production of certain hormones like adrenal in, cortisol e.g. high BP, metabolism, physical activity
- Cognitive - mental overload, impaired decision making, poor concentration, reduced short term memory
- Behavioural - eating less nutritional food, increased intake of stimulants like tobacco or other drugs, disrupted sleep pattern, increased absenteeism, reduced work performance

OR

Strategies for coping with stress 61, 62 $2+2+2$

Given by Endler and Parker

- Task oriented strategy - involves obtaining information about the stressful situation and about alternative courses of action and their probable outcomes.

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
	<ul style="list-style-type: none"> ● Emotion oriented strategy - efforts to maintain hope and to control one's emotions also involves venting feelings of anger and frustration ● Avoidance oriented strategies - denying or minimising the seriousness of the situation; also involves conscious suppression of stressful thoughts and their replacement by self protective thoughts <p>[The answer can also be as below:]</p>		
	By Lazarus and Folkman - coping responses are of two types-		3+3
	<ul style="list-style-type: none"> ● Problem focussed - attack the problem itself, increase the person's awareness, level of knowledge, and range of behavioural and cognitive coping options ● Emotion focussed - call for psychological changes designed primarily to limit the degree of emotional disruption caused by an event with minimal effort to alter the event itself. 		
28	Psychotherapy is a voluntary relationship between the one seeking treatment or the client and the one who treats or the therapist	90	
	OR		
	any other appropriate explanation of psychotherapy		
	Factors contributing to healing in Psychotherapy	102	$2+1\times4 = 6$
	<ol style="list-style-type: none"> i) Choice of the techniques and implementation ii) Therapeutic alliance iii) Emotional unburdening iv) Non specific factors <ol style="list-style-type: none"> a) Patient variables b) Therapist variables 		
	Explanation of above points		

Q.No.	Expected Answer/Suggested Value Points	Page No.	Distribution of Marks
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OR

Behaviour therapy 97-98 $1 \times 6 = 6$

- i) Negative reinforcement
- ii) Aversive conditioning
- iii) Positive reinforcement
- iv) Token economy
- v) Systematic desensitisation (Reciprocal Inhibition)
- vi) Modelling

Brief explanation of above points

SOCIOLOGY

Time allowed : 3 hours

Maximum Marks : 80

GENERAL INSTRUCTIONS :

- (i) *There are 25 questions in all.*
- (ii) *All questions are compulsory.*
- (iii) *Question Nos. 1–14 are of 2 marks each, and are to be answered in about 30 words.*
- (iv) *Question Nos. 15–21 are of 4 marks each, to be answered in about 80 words.*
- (v) *Question Nos. 22–24 are of 6 marks each, to be answered in about 200 words.*
- (vi) *Question No. 25 carries 6 marks and is to be answered based on the passage given.*
- (vii) *Answers should be precise and to the point.*

QUESTION PAPER CODE 62/1

- | | | |
|-----|---|---|
| 1. | What are the basic features of capitalism? | 2 |
| 2. | Define the term Caste. | 2 |
| 3. | What is the significance of the term ‘Dalit’? | 2 |
| 4. | What did M.N. Srinivas mean by Sanskritisation and de-sanskritisation? | 2 |
| 5. | Write a note on the process of disinvestment. | 2 |
| 6. | What authority does nyaya panchayats possess? | 2 |
| 7. | What efforts were put in by colonialism for the smooth functioning of its rule? | 2 |
| 8. | What is status symbol? | 2 |
| 9. | Differentiate between developed and developing countries. | 2 |
| 10. | Write a note on tribal political institutions by giving suitable examples. | 2 |

11. Differentiate between reformist and revolutionary movements. 2
12. Why are working conditions dangerous in underground mines? 2
13. Industrialization and urbanization are linked processes. Explain. 2
14. What is participatory democracy? 2
15. The varied social reform movements did have common themes, yet they were different. Comment. 4
16. India is socially and culturally one of the most diverse countries of the world. Explain. 4
17. What are the main arguments made for and against liberalization? Explain. 4
18. Write a note on ‘National Development versus tribal development’. 4
19. What were the features of new farmer’s movement? 4

OR

What is meant by counter movements? Explain by giving some examples.

20. Explain the meaning of communalism in the Indian context. 4
21. What does social exclusion mean? Why is it involuntary? 4

OR

What are the common features of ‘disability’ all over the world?

22. Explain the changes that have been occurring in the newspaper industry. 6
23. Explain globalization and the new international division of labour by giving a suitable example. 6
24. Why are land reforms necessary? Discuss their impact on Indian agriculture after independence. 6

OR

Explain the concept of circulation of labour.

25. Read the following passage and answer the questions below:

Health survey reveals the best and the worst

New Delhi : A few districts in the eight empowered action group (EAG) states have excelled by achieving the targets set by the United Nations under the millennium development goals (MDGs). The EAG states are Madhya Pradesh, Chhattisgarh, Uttar Pradesh, Uttarakhand, Bihar, Jharkhand, Orissa and Rajasthan.

Of the 248 districts of the EAG states and Assam categorized as having the worst health indicators – six have reduced the infant mortality rate (IMR) to 28. The MDG target is to bring down the IMR – the number of infant deaths per 1,000 live births – to 28 by 2015. The districts are Purbi Singhbhum and Dhanbad (Jharkhand); Chamoli, Rudraprayag, Pithoragarh and Almora (Uttarakhand).

Bokaro and Ranchi (Jharkhand), Bageshwar and Nainital (Uttarakhand) are also close to achieving the goals but sadly enough, female infants in these districts experience a higher mortality than male infants and mortality in rural areas is worse than those in urban centres.

The survey also reveals that the smaller States carved out of the bigger ones in the recent past have performed better.

Source : The Hindu, New Delhi, August 11, 2011

- | | |
|--|---|
| 1. What does Millennium Development Goal target for 2015? | 2 |
| 2. What is infant mortality rate? Name the districts which have reduced their IMR to 28. | 4 |

QUESTION PAPER CODE 62

- | | |
|--|---|
| 1. What is meant by the term ‘infotainment’? | 2 |
| 2. What is meant by cultural diversity? | 2 |
| 3. Why did Nehru call media as a watchdog of democracy | 2 |
| 4. How were labourers recruited in tea industry? | 2 |

- | | | |
|-----|--|---|
| 5. | What is the meaning of secularism in western context? | 2 |
| 6. | What are the main sources of income of Panchayat? | 2 |
| 7. | What is a proprietary caste group? | 2 |
| 8. | Name any two INGO's. | 2 |
| 9. | What does the term social stratification refer to? | 2 |
| 10. | What is meant by colonialism? | 2 |
| 11. | Explain the theory of relative deprivation. | 2 |
| 12. | What were the reasons of amazing growth in Indian language newspapers? | 2 |
| 13. | Distinguish between a nuclear and an extended family. | 2 |
| 14. | What does industrialization refer to? | 2 |
| 15. | Why is it difficult to define the Nation? | 4 |

OR

What is the relevance of civil society today?

- | | | |
|-----|---|---|
| 16. | Explain the economic policy of liberalization. | 4 |
| 17. | Write a note on tribal movement with special reference to Jharkhand. | 4 |
| 18. | The institution of caste underwent major changes from colonial times to the present day. Explain. | 4 |

OR

Explain the main factors influencing the formation of tribal identity today.

- | | | |
|-----|---|---|
| 19. | What are the social welfare responsibilities of the panchayats? | 4 |
| 20. | What are the major issues of concern of adivasis today? | |

- | | | |
|-----|--|---|
| 21. | What were the adverse impacts of green revolution? | 4 |
| 22. | Enumerate different levels at which Sanskritisation as a concept has been criticized. | 6 |
| 23. | In agrarian societies, periodic markets are a central feature of social and economic organizations. Explain. | 6 |

OR

How many caste and kin networks contribute to the success of a business?

- | | | |
|-----|---|---|
| 24. | The more mechanised an industry gets, the fewer people are employed. Explain by giving a suitable illustration. | 6 |
| 25. | Read the passage and answer the following questions : | |

Hospital deliveries on the rise, maternal deaths dip

New Delhi : Institutional deliveries, where children are delivered at health centres or hospitals, have picked up in India over the last five-odd years. Around 60 lakh more infants were born in safe confines of health care centers in 2010 - 11 as compared to 2005 - 06.

Experts say one main reason for this spurt is the Janani Suraksha Yojana (JSY), which was launched in April 2005, to reduce India's shamefully high maternal and infant mortality rates. The JSY promoted institutional delivery among would-be mothers by providing cash assistance.

Emboldened, the Ministry has launched the Janani Shishu Suraksha Karyakaram (JSSK) this year. The initiative entitles all would-be mothers free delivery, free drugs and free diagnostics.

Source : The Times of India, New Delhi, October 18, 2011

- | | | |
|------|---|---|
| (i) | What are the entitlements given under the JSSK? | 2 |
| (ii) | What were the possible reasons behind an improvement in low maternal and infant mortality rates during 2005 - 2011? What was the outcome? | 4 |

SOCIOLOGY

General Instructions for Head Examiner

1. The Marking Scheme carries only suggested value points for the answers. These are only guidelines and do not constitute the complete answer. The student can have their own expression and if the expression is correct, the marks be awarded accordingly.
2. As per the orders of the Hon'ble Supreme Court, the candidates would now be permitted to obtain photocopy of the Answer Book on request on payment of the prescribed fee. All examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.
3. All the Head Examiners/Examiners are instructed that while evaluating the answer scripts, if the answer is found to be totally incorrect, the (x) should be marked on the incorrect answer and awarded '0' marks.
4. Detail of Question Papers :
Practical Exam = 20
Theory Exam = 80

Questions 1 to 14 are of 2 marks

Questions 15 to 21 are of 4 marks

Questions 22 to 24 are of 6 marks

Questions 25 is a passage having two questions of 2 & 4 marks.

QUESTION PAPER CODE 62/1 EXPECTED ANSWERS/VALUE POINTS

1. Write are the basic features of capitalism?

- Ans.**
- Means of production are privately owned
 - to accumulate profits
 - Earn profit by paying less to the workers
 - Commoditisation/consumption/commodification

[Any two] [1+1 = 2 Marks]

2. Define the term Caste.

- Ans.**
- Segmental division/closed system of stratification
 - Hierarchy/Ranking
 - Endogamous (marriage within the caste)
 - Acquired by birth (ascribed)
 - Fixed occupation
 - Fixed rules for food, food sharing and intermixing
 - Pollution - purity
 - Caste is derived from the Portuguese word 'Casta' meaning pure breed
 - Jati is the word most commonly used to refer to the institution of caste in India.
 - Varna, when assumed a rigid form it became caste. **[Any two] [1+1 = 2 Marks]**

**Note : Students are likely to interpret the question as meaning of Caste.*

3. What is the significance of the term 'Dalit'?

Ans. Significance of the term 'Dalit'

- Now the generally accepted term for referring to the untouchables by the ex-untouchable communities and their leaders.
- In Indian languages the term Dalit literally means "downtrodden" and conveys the sense of an oppressed people.
- The word Dalit is commonly used in Marathi, Hindi, Gujarati and many other Indian languages meaning the poor and oppressed persons.
- It refers to those who have been broken, ground down by those above them in a deliberate way.
- There is, in the word itself inherent denial of pollution, karma and justified caste hierarchy.
- The term certainly resonates with Dr. Ambedkar's philosophy - a struggle for

abolishment of stigmatisation, that untouchability implied; It symbolises movement for empowerment, struggle to the touched.

[Any two] [2 Marks]

4. What did M.N. Srinivas mean by Sanskritisation and de-sanskritisation?

Ans.

- Sanskritisation refers to a process whereby members of a (usually middle or lower) Caste attempt to raise their own social status by adopting the ritual, domestic and social practices of a caste (or Castes) of a higher status.

OR

- Sanskritisation may be defined as the process by which a "low" Caste or tribe or other group takes over the customs, ritual, benefits, ideology and style of life of a high and, in particular, a twice - born (dwija) caste. [Any one] [1 Marks]

De-sanskritisation

- The regions where non-Sanskritic caste was dominant, it was their influence that was stronger. This can be termed as the process of "De-Sankritisation"

[1+1 = 2 Marks]

5. Write a note on the process of disinvestment.

Ans. Disinvestment:

- A process in which the government tries to sell its share in several public sector companies.
- Many government workers are scared to lose their jobs after disinvestment.
- Example in the case of Modern Foods, which was the first company to be privatized. Workers were forced to retire in the first five years.
- (Any of the above of any other relevant point)

The word NOTE is not appropriate for a "2" marker in 30 words. [2 Marks]

6. What authority does nyaya panchayats possess?

Ans. Authority of Nyaya Panchayat:

They posses the authority –

- To hear some petty civil and criminal cases

- To impose fines but cannot award a sentence
 - Bring about an agreement amongst contending parties
 - Punish men who harass women for dowry and perpetrate violence against item.
- [Any one] [2 Marks]

7. What efforts were put in by colonialism for the smooth functioning of its rule?

Ans. Colonialism:

- Colonialism brought in new political, economic and social structural changes
 - Introduction of English language
 - Cultural changes
 - Industrialisation/Urbanisation.
 - Expansion and strengthening of British Capitalism.
 - Example- it altered the way of production and distribution of goods, entered into forests and tea plantation etc. (optional).
 - Considerable movement of people within India and carried them in ships to other colonised lands.
 - Sowing the seeds of division among people.
- [Any two] [2 Marks]

8. What is status symbol?

Ans. Status Symbol:

- The goods that people buy and use are closely related to their status in society. This relationship is termed as status symbol.
 - Example the brand of cell phone or the model of car (or any other example) that one owns or uses are markers of socio-economic status.
- [Any one] [2 Marks]

9. Differentiate between developed and developing countries.

Ans. Developing countries:

- In developed countries most people are in regular salaried employment, majority are formally employed.

- Whereas in developing countries majority is self employed, few in regular salaried employment and many are in casual labour.

Developed countries:

- In developed countries majority of people are in the service sector, followed by industry and less than 10% in agriculture sector.
- In 1999-2000, In India 60% were employed in primary sector (Agriculture and mining) 23% in tertiary sector (trade, transport, financial services) and 17% in secondary sector (Manufacturing, construction and utility). [Any one] [2 Marks]

10. Write a note on tribal political institutions by giving suitable examples.

Ans. Political Institution:

- These are fairly well developed and function at various tiers, such as village, clan and state level. for example- Khasis had their own council known as 'Durbar Kur' which was presided over by the clan headman.
- Many of the states of north east have been living for decades under special laws that limit the civil liberties of citizens. The citizens of states like Manipur, Nagaland don't have the same rights as other citizens of India because their states have been declared as 'disturbed area'.
- Jharkhand and Chattisgarh are yet to make full use of their new found statehood, and the political system, there is still not autonomous of larger structures in which tribals are powerless.

[Note: Not appropriate for a 'two' marker in 30 words] [2 Marks]

11. Differentiate between reformist and revolutionary movements.

Ans. Reformis movement: Reformist social movements strive to change the existing social and political arrangements through gradual, incremental steps.

Revolutionary movement: Revolutionary movement attempt to radically transform social relations, often by capturing state power.

[1+1 = 2 Marks]

12. Why are working conditions dangerous in underground mines?

Ans. • Workers in underground mines face very dangerous conditions, flooding, fire, the collapse of roofs and sides, the emission of gases and ventilation failure.

- Many workers develop breathing problems and diseases like tuberculosis.
- Workers have to work in both hot sun and rain.
- They have to face injuries due to mine blasting, falling objects etc.
- When laws made by the government regarding working conditions are overlooked in mines.
- The workers were not paid overtime for extra hours of work.
- The safety rules are overlooked.
- Sub-contracting leads to avoiding of responsibility for accidents and benefits.
- On Completion of mining, the company does not cover the open holes i.e. restoring the area to its earlier condition.

[*Note: Student in all probability will write the dangerous working condition in the underground mines]

[Any one] [2 Marks]

13. Industrialization and urbanization are linked processes. Explain.

- Ans.**
1. Because of industrialization people start moving to towns and cities.
 2. They find most of the job opportunities in factories, offices or shops.

[Any other relevant point] [1+1 = 2 Marks]

[The word 'explain' is not appropriate for a two marker in 30 words]

14. What is participatory democracy?

- Ans.** The members of a group or community participate collectively in the taking of major decisions.

[2 Marks]

15. The varied social reform movements did have common themes, yet they were different. Comment.

- Ans.**
- All social reform movements aimed at 'upliftment'
 - They were against prevailing practices, injustices, discrimination etc.
 - Social reform movements emerged in the 19th century arose to the challenges that colonial Indian society faced.

- They all aimed at bringing changes in the Indian society
- They were different as they focused on varied issues of Indian societies like social evils, women, caste exploitation, birth based privileges, polygamy, purdah, discrimination etc.
- For some the concerns were confined to the problems of upper caste, middle class, men and women faced.
- For others the injustices suffered by the discriminated castes was the central question
- For some social evils, caste and gender oppression were the main concerns
- Muslim reformers actively debated the meaning of polygamy and purdah [Any Four] [1+1+1+1 = 4]

16. India is socially and culturally one of the most diverse countries of the world. Explain.

- Ans.**
- Different languages and dialects.
 - 18 languages are officially recognized (22 languages are now recognised)
 - Varied communities (social group) live together
 - Different religious communities like Hindus, Muslims, Christians, Sikhs etc.
 - Different caste groups
 - Diversities are regional, geographical, cultural - customs, beliefs, practices etc. [Any Other relevant point] [1+1+1+1 = 4] [Any four]

17. What are the main arguments made for and against liberalization? Explain.

- Ans. For -** [2 Marks]
- It has opened up Indian market to foreign companies resulting in increasing foreign investment
 - Privatization is supposed to increase efficiency
 - Stimulated economic growth
 - More employment opportunities

- Reduced the government's burden of running the companies [Any Other relevant point]

Against

[2 Marks]

- Sectors like automobiles may lose being unable to compete with foreign producers
- Privatization has also led to loss of employment in some sectors
- Indian farmers can not compete with farmers from other countries because import of agricultural products is allowed
- Small manufacturers cannot face global competition
- Threat to traditional systems of craft, agriculture, knowledge etc.

[Any Other relevant point] [Any two]

18. Write a note on 'National Development versus tribal development'.

Ans.

- National development involves the building of large dams, factories and mines for which tribal's pay a disproportionate price
- The process dispossess tribal of their land
- The loss of forests affects the tribal economy
- Heavy in-migration of non-tribal also threatens the tribals community and culture e.g. Narmada Dam [Any Other relevant point] [1+1+1+1 = 4 Marks]

19. What were the features of new farmer's movement?

Ans.

- These movements were regionally organized, were non-party, and involved farmers rather than peasants.
- Began in 1970' in Punjab and Tamilnadu
- The basic ideology of the movement was strongly anti-state and anti-urban.
- The focuses of demand were price and related issues example- Price, procurement, remuneration, prices for agricultural inputs, taxation non-payment of loans etc.
- Novel methods of agitation were used: blocking of roads and railways, refusing politicians and bureaucrats entry in villages etc.

- They broadened their agenda and ideology and include environment and women's issue.

OR

What is meant by counter movements? Explain by giving some examples.

- Ans.**
- Counter movements sometimes arise in defence of status quo.
 - When Raja Ram Mohan Roy campaigned against sati and formed the Brahmo Samaj, defenders of Sati formed Dharma Sabha.
 - When reformers demanded education for girls, many protested that this would be disaster for Society.
 - When Reformers campaigned for widow remarriage, they were socially boycotted.
- [1+1+1+1 = 4 Marks]

20. Explain the meaning of communalism in the Indian context.

- Ans.**
- It refers to aggressive chauvinism based on religious identity.
 - The characteristic features of communalism is that religious identity overrides everything else
 - It has been recurrent source of tension and violence
 - Example-anti Sikh riots of Delhi in 1984, anti-Muslim violence in Gujarat in 2002.
- [Any Other relevant point] [1+1+1+1 = 4 Marks]

21. What does social exclusion mean? Why is it involuntary?

- Ans.**
- Social exclusion refers to ways in which individuals are cut off from full involvement in the wider society.
 - It is involuntary as it is practiced regardless of the wishes of those who are excluded
 - Rich people are never found sleeping on the pavements but poor people in cities and towns often do. Rich are not being excluded from access to pavements but they choose not to sleep there.
 - Prolonged experience of discriminatory or insulting behavior often produces a reaction on the part of the excluded who then stop trying for inclusion.

Example- 'Upper' caste communities have often denied entry into temple for the 'lower' castes, especially Dalits. After decades of such treatment, the Dalits may build their own temple or convert. [1+1+1+1 = 4 Marks]

OR

What are the common features of 'disability' all over the world?

- Disability is understood as a biological given
- Whenever confronted with problems, it is taken for granted that the problem originate from their impairment.
- The disabled person is seen as a victim.
- It is supposed to be linked with the disabled individual's self perception.
- The very idea of disability suggests that they are in need of help.

[Any four] [1+1+1+1 = 4 Marks]

22. Explain the changes that have been occurring in the newspaper industry.

- Ans.**
- New technologies have helped boost the production and circulation of newspaper
 - Glossy magazines have made their entry into the market
 - Amazing growth in Indian language newspaper is due to rise in the number of literate people
 - The Indian language newspaper cater to the needs of the readers of small towns and cities
 - To compete with electronic media it has reduced its prices and also brought out editions from multiple centers.
 - Increase in number of sponsors of advertisements.

[Any Other relevant point] [1+1+1+1+1+1 = 6 Marks]

23. Explain globalization and the new international division of labour by giving a suitable example.

- Ans.**
- A new international division of labour has emerged in which most of the production is done in the Third World Cities due to cheap labour.

- Example-Nike, founder phil knight imported it from Japan
- Company grew to a transnational corporation.
- With the increased production it shifted to South Korea in 70's.
- In 80's when labour cost grew in S. Korea the production site shifted to Thailand and Indonesia.
- In 90's the production started in India. **[1+1+1+1+1 = 6 Marks]**

***[Students will probably explain the term 'Globalisation' before attempting the linkatge, therefore it should be awarded marks]**

24. Why are land reforms necessary? Discuss their impact on Indian agriculture after independence.

- Ans.**
- Land reforms are necessary to bring about social justice in the rural areas
 - To increase agricultural productivity
 - Eradicate poverty in rural areas
 - Abolition of intermediaries or Zamindari system
 - Tenancy abolition and Regulation Act
 - Land Ceiling Act to redistribute the land to landless labours **[1+1+1+1+1 = 6 Marks]**

OR

Explain the concept of circulation of labour.

- Ans.**
- Workers migrate from drought- prone and less productive regions to prosperous green revolution regions.
 - Work on brick kilns or construction sites.
 - Termed footloose labours, by Jan. Breman.
 - Wealthy farmers prefer migrant workers as they can be exploited easily and can be paid lower wages.
 - Local landless labourers move out of home village in search of job and better wage.

- Created very poor working and living conditions.
 - Women and children are left behind in the villages with elderly grandparents thus cultivation becomes primarily a female task.
 - Women are emerging as the main source of agriculture labour leading to 'feminization' of agricultural labourforce
- [1+1+1+1+1 = 6 Marks]**

25. Read the following passage and answer the questions below:

Health survey reveals the best and the worst

New Delhi : A few districts in the eight empowered action group (EAG) states have excelled by achieving the targets set by the United Nations under the millennium development goals (MDGs). The EAG states are Madhya Pradesh, Chhattisgarh, Uttar Pradesh, Uttarakhand, Bihar, Jharkhand, Orissa and Rajasthan.

Of the 248 districts of the EAG states and Assam categorized as having the worst health indicators – six have reduced the infant mortality rate (IMR) to 28. The MDG target is to bring down the IMR – the number of infant deaths per 1,000 live births – to 28 by 2015. The districts are Purbi Singhbhum and Dhanbad (Jharkhand); Chamoli, Rudraprayag, Pithoragarh and Almora (Uttarakhand).

Bokaro and Ranchi (Jharkhand), Bageshwar and Nainital (Uttarakhand) are also close to achieving the goals but sadly enough, female infants in these districts experience a higher mortality than male infants and mortality in rural areas is worse than those in urban centres.

The survey also reveals that the smaller States carved out of the bigger ones in the recent past have performed better.

Source : The Hindu, New Delhi, August 11, 2011

- What does Millennium Development Goal target for 2015? 2
- What is infant mortality rate? Name the districts which have reduced their IMR to 28. 4

- Ans.**
1. MDG target is to bring down the IMR to 28 by 2015. [2 Marks]
 2. (a) The infant mortality rate is the number of deaths of babies before the age of one year per 1000 live births. [2 Marks]
 - (b) Purbi Singhbhum, Rudraprayag, Dhanbad, Pithoragarh, Chamoli, Almora [2 Marks]
- [2+4 = 6 Marks]**

QUESTION PAPER CODE 62
EXPECTED ANSWERS/VALUE POINTS

1. What is meant by the term ‘infotainment’?

- Ans.** • A combination of information and entertainment to sustain the interest of the reader.
- Today's newspapers often have a wide range of coverage of different issues to appeal to the readers across all age groups. [Any one] [2 Marks]

2. What is meant by cultural diversity?

- Ans.** • There are many different types of social groups and communities living in an area.
- The communities are defined by cultural markers such as language, religion, sect, race, caste, etc. [Any one] [2 Marks]

3. Why did Nehru call media as a watchdog of democracy?

- Ans.** • It informs the people of the various developmental efforts.
- It also encourages to fight against the social oppressive practices.
- Spread's spirit of self-reliance and developmental efforts.
- Promotion of rational scientific ethos. [Any two] [1+1 = 2 Marks]

4. How were labourers recruited in tea industry?

- Ans.** • Labourers were brought from other provinces.
- They were recruited through contractors from other provinces/regions. [Any one] [1 Marks]

5. What is the meaning of secularism in western context?

2

- Ans.** • In the western context the meaning of secularism is the separation of church and state.
- The separation of religious and political authority marked a major turning point in the social history of the west.

- The progressive retreat of religion from public life as it was converted from a mandatory obligation to a voluntary personal practice. [Any one] [2 Marks]

6. What are the main sources of income of Panchayat?

- Ans.** • Tax levied on property, profession, animals, vehicles, cess on land revenue and rentals, grants received through Zila Parishad. [Any two of the above] [2 Marks]

7. What is a proprietary caste group?

- Ans.** • Group that owns most of the resources.
• Group that can command labour to work for them. [1+1 = 2 Marks]

8. Name any two INGO's.

- Ans.** • The Red Cross
• Amnesty International
• Greenpeace
• Medecins Sans Frontieres [Any two] [Any Suitable example] [1+1 = 2 Marks]

9. What does the term social stratification refer to?

- Ans.** • It refers to a system by which categories of people in a society are ranked in a hierarchy.
• The hierarchical arrangement of different segments of society into 'Strata'/ Sub-groups/Division.
• Hierarchy that shapes people's identity and experiences their relations with other as well as their access to resources and opportunities. [Any one] [2 Marks]

10. What is meant by colonialism?

- Ans.** • It refers to establishment of rule by one country over another.
• The ideology by which a country seeks to conquer and colonise (forcibly settle, rule over) another country. The colony becomes a subordinate part of the colonizer country and is exploited in various ways for the colonizing country's gain. [Any one] [2 Marks]

11. Explain the theory of relative deprivation.

Ans. According to this theory social conflict arises when a social group feels that it is worse off than others around it. It also emphasizes the role of psychological factors such as resentment and rage in inciting social movements.

[‘Explain’ is not appropriate as a two marker to be answer in 30 works] [1+1 = 2 Marks]

12. What were the reasons of amazing growth in Indian language newspapers?

Ans. • Rise in number of literate people.

• The Indian language newspaper caters to the needs of readers in small towns and villages and also of the reader of the cities.

• New advanced technology.

• Marketing strategies

• Additional supplements, pullouts, literary and niche booklet, glossy papers, advertisement (Property, Matrimonial) etc.

• Reasonably priced.

• Local news - District, City, Block Editions.

[Any two points] [1+1 = 2 Marks]

13. Distinguish between a nuclear and an extended family.

Ans. Nuclear Family:

A nuclear family consists of only one set of parents and their children

Extended Family:

An extended family has more than one couple, and more than two generations, living together.

[1+1 = 2 Marks]

14. What does industrialization refer to?

Ans. • The emergence of machine production, based on the use of inanimate power resources like steam or electricity.

• The development of modern form of industry - factories machines and large scale production processes.

[Any one] [2 Marks]

15. Why is it difficult to define the Nation?

- Ans.**
- A nation is a sort of large scale community - is a community of communities. Members share the desire to be part of the same political collectivity - expressed as the aspiration to form a state.
 - It is easy to describe but hard to define a nation because we can describe many specific nations founded on the basis of common cultural, historical and political institution like shared religion, language, ethnicity, history or regional culture.
 - It is hard to come up with any defining feature because for every possible criterion there are exceptions and counter examples.
 - There are many nations that do not share a single common language, religion and so on
 - There are many languages, religions or ethnicity shared across nations.
 - It is hard to define a nation any other way than to say that it is a community that has succeeded in acquiring a state of its own.

[Any Four] [1+1+1+1 = 4]

OR

What is the relevance of civil society today?

- Ans.** Civil society has taken up diverse issues like :

- Civil society lies beyond the private domain of the family and outside the domain of both state and market.
- It is Non-profit making entity out of state control
- It is voluntary and takes up social issues by groups of citizens
- It tries to influence the state by making demands, perusing their collective interest or seek support for a variety of causes
- Their activity involves advocacy and lobbying with national, International agencies, active participation in various movements
- Diverse issues taken up by the civil society range from tribal struggle for land rights, Campaigns against rape, Rehabilitation of those displaced by dams and other developmental projects, Campaigns against slum demolition and

for housing rights, devolution in urban governance, Violence against women, Fishermen's struggle against mechanized fishing, Rehabilitation of hawkers and dwellers, Campaign against slum demolition for housing rights, Primary education reforms, Distribution of lands to Dalits.

- Keeping a watch on the 'state' and forcing it to obey the law.
- Media has also taken an increasingly active role, specially its emergent visual and electronic segment.
- Most significant and recent initiative is campaign for right to information.

[Any Four] [1+1+1+1 = 4]

16. Explain the economic policy of liberalization.

- Ans.**
- Liberalization of economy meant the steady removal of the rules and regulations.
 - Indian economy has introduced a series of reforms in all major sectors of economy.
 - Greater integration into the global market will be beneficial to Indian economy.
 - It also involves taking loans from international institution like I.M.F.

[Any Other relevant point] [1+1+1+1 = 4 Marks]

17. Write a note on tribal movement with special reference to Jharkhand.

- Ans.**
- Many of the tribal movements have been largely located in the so called 'tribal belt' in middle India. Such as Santhals, Hos, Oraons, Mundas in Chota Nagpur and the Santhal Parganas.
 - The social movements for Jharkhand had a charismatic leader in Birsa Munda who became an important icon of the movement.
 - Literate adivasis began to research and write about their history and myths. This helped create a unified ethnic consciousness and shared identity as Jharkhandis.
 - A middle class Adivasi intellectual leadership emerged that formulated a demand for a separate state and lobbied for it.
 - Within south Bihar, adivasis shared a common hatred of diktus - migrant traders and money-lenders, alienation from land, loss of benefit from mining and

industrial projects, experiences of marginalization and their sense of injustice inspired collective action and eventually led to the formation of a separate state.

- The issues against which the leaders of the movement in Jharkhand agitated were acquisition of land for large irrigation projects and firing ranges, Survey and settlement operations which were held up, comps closed down, collection of loans, rent and cooperative dues which were resisted, nationalization of forest produces which they boycotted.

[Any Four] [1+1+1+1 = 4 Marks]

18. The institution of caste underwent major changes from colonial times to the present day. Explain.

Ans.

- It has become invisible for the upper caste, upper middle and upper classes.
- British administrators conducted methodical and intensive surveys and reports on the 'customs and manners' of various castes all over the country
- The most important official effort to collect information on caste was through the census—which became a regularly ten yearly exercise. It collected information on social hierarchy of the caste i.e. the social order of precedence in particular regions, as to the position of each caste in the rank order.
- The land revenue settlements, related arrangements and laws serve to give legal recognition to the customary rights of the upper caste making them landowners
- Towards the end of the Colonial period, the administration took keen interest in the welfare of downtrodden castes referred to as the depressed classes at that time.
- They gave legal recognition to the lists or schedules of caste and tribes marked out for special treatment.
- In cultural and domestic spheres it has proved strongest but it is not very significant in public life
- Untouchability continues to exist in practice, especially in rural areas, although it has been legally abolished.
- Reservation has provided some protection and benefits; however this has also resulted in the Intensification of caste identities for these groups.

- The confrontation between a seemingly casteless upper caste group and apparently caste defined lower caste group is one of the central aspects of the institution of caste in the present.
- Caste remains central to electoral politics.
- Caste consideration has inevitably played a role in the mass mobilizations of the nationalist movement. There was an initiative taken from both the ends of the caste spectrum - by upper caste progressive reformers as well as the members of lower caste such as Mahatma Jyotiba Phule, Sri Narayan Guru etc.
- During post independence the state on one hand was committed to the abolition of caste and on the other hand radical reformers were slow to come by.

[Any Four] [1+1+1+1 = 4 Marks]

OR

Explain the main factors influencing the formation of tribal identity today.

Ans.

- Tribal identity is formed by forced incorporation of tribal communities into mainstream.
- Resistance and opposition to the non tribals.
- Positive impact has been achievement of statehood of Jharkhand and Chhattisgarh.
- Education has resulted in urbanized professional class.
- As tribal society is getting more differentiated, different bases are growing for assertion of tribal identity, such as those of the middle classes and the others.

[Any Four] [1+1+1+1 = 4 Marks]

19. What are the social welfare responsibilities of the panchayats?

Ans.

- Maintenance of burning and burial ground.
- Recording statistics of birth and death.
- Establishment of child welfare and maternity centres

- Control of cattle ground etc.
- Propagation of family planning.
- Promotion of agricultural activities.
- Developmental activities that include construction of roads, public buildings, wells, tanks and schools.
- Promotion of small cottage industries and care of minor irrigation works.

[Any Four] [1+1+1+1 = 4 Marks]

20. What are the major issues of concern of adivasis today?

Ans.

- Loss of forest
- Alienation of land.
- Displacement without any appropriate compensation or rehabilitation
- Exploitation by dikkus / non tibals / outsiders / money lenders etc.
- Political autonomy
- Cultural revivalism 2002.

[Any Other Suitable point] [Any four] [1+1+1+1 = 4 Marks]

21. What were the adverse impacts of green revolution?

Ans.

- Medium and large farmers benefit from new technology
- Increasing inequalities in rural societies.
- Displacement of service caste groups.
- Rich grew richer, poor stagnated.
- Fail in prices of a bad crop can spell financial ruin.
- Worsening of regional inequalities.
- Traditional knowledge replaced with scientific ways
- Adverse environment impacts

[Any Four] [1+1+1+1 = 4 Marks]

22. Enumerate different levels at which Sanskritisation as a concept has been criticized.

- Ans.**
- It has been criticized for exaggerating social mobility.
 - Accepts upper castes as superior and lower castes as inferior.
 - It rests on model of inequality and exclusion. It suggests belief in pollution and purity of groups.
 - Dalit culture and society are eroded.
 - Results in the adoption of upper caste 'rites and rituals' leading to practices of secluding girls and women, adopting dowry practices instead of bride price, caste discrimination etc.

[6 Marks]

23. In agrarian societies, periodic markets are a central feature of social and economic organizations. Explain.

- Ans.**
- Weekly markets bring together people from surrounding villages, who come to sell their agricultural produce and to buy manufactured goods.
 - It attracts traders, moneylenders, astrologers etc. to offer their services and wares
 - These periodic markets link different regional and local economies together and link them to the wider national economy
 - The major goods exchanged are - Jewellery, pots, knives, haldi, bamboo baskets, tamarind and oil seeds etc.
 - For many visitors, the primary reason to come to the market is social- to meet kins, to arrange marriages and exchange gossip.
 - The layout of the market symbolizes the hierarchical inter-group social relations.

[1+1+1+1+1 = 6 Marks]

OR

How many caste and kin networks contribute to the success of a business?

- Ans.**
- The Nattukottai Chettiar (or Nakarattars) of Tamil Nadu, provide an interesting illustration of how these indigenous trading networks were organized and worked.

- Its banking and trade activities are deeply embedded in the social organization of the community.
- Nakarattar banks were basically joint family firms, so that the structure of the business firm was the same as that of the family.
- Their extensive caste-based social networks allowed Chettiar merchants to expand their activities into Southeast Asia and Ceylon.

[Students may explain business working with reference to Vaishyas, Parsis, Sindhi, Bohras, Jains etc.]

[Any three] [2+2+2 = 6 Marks]

**24. The more mechanised an industry gets, the fewer people are employed.
Explain by giving a suitable illustration.**

Ans. • Workers have to work at the pace of the machine.

- Example- In Maruti Udyog Ltd. two cars roll the assembly line every minute.
- Workers get only 45 minutes rest in the entire day.
- Most of them are exhausted by the age of 40 and take voluntary retirement.
- Production has gone up, the permanent jobs have gone down.
- The firm has outsourced all services like cleaning, security as well as the manufacture of parts.

[Any Other suitable example] [1+1+1+1+1 = 6 Marks]

25. Read the passage and answer the following questions :

Hospital deliveries on the rise, maternal deaths dip

New Delhi : Institutional deliveries, where children are delivered at health centres or hospitals, have picked up in India over the last five-odd years. Around 60 lakh more infants were born in safe confinements of health care centers in 2010 - 11 as compared to 2005 - 06.

Experts say one main reason for this spurt is the Janani Suraksha Yojana (JSY), which was launched in April 2005, to reduce India's shamefully high maternal and infant mortality rates. The JSY promoted institutional delivery among would-be mothers by providing cash assistance.

Emboldened, the Ministry has launched the Janani Shishu Suraksha Karyakaram (JSSK) this year. The initiative entitles all would-be mothers free delivery, free drugs and free diagnostics.

Source : The Times of India, New Delhi, October 18, 2011

- What are the entitlements given under the JSSK? 2
- What were the possible reasons behind an improvement in low maternal and infant mortality rates during 2005 - 2011? What was the outcome? 4

Ans. Possible Reason: [2 Marks]

- Launch of Janani Suraksha Yojana (JSY) in 2005 which promoted institutional delivery among would be mothers by providing cash assistance.

Outcome: [4 Marks]

- It resulted in birth of 60 Lakh more infants in safe confines of health care in 2010-11 as compared to 2005-06.

HOME SCIENCE

Time allowed : 3 hours

Maximum Marks : 70

GENERAL INSTRUCTIONS :

- (i) All questions are compulsory..
- (ii) Marks for each question are indicated against it.
- (iii) Read each question carefully and answer to the point.
- (iv) All parts of a question should be attempted together.

QUESTION PAPER CODE 69/1

- | | | |
|-----|---|---|
| 1. | Give one reason why kneading and squeezing method should be used for washing a woollen sweater. | 1 |
| 2. | State one reason to avoid buying of Indian sweets (mithai) with silver layer on them. | 1 |
| 3. | Give two conditions when Besan (gram flour) is considered unfit for human consumption. | 1 |
| 4. | State one way through which a child develops natural immunity after birth. | 1 |
| 5. | Name two types of real income. | 1 |
| 6. | Name two methods by which stains can be removed from silk fabric. Give one reason each for using these specific methods. | 2 |
| 7. | Give the meaning of 'incubation period' and tell how the knowledge of this concept is useful to us. | 2 |
| 8. | Who is a 'Nutritionist' ? What all do you need to do to become one? | 2 |
| 9. | Suggest two ways by which you can bring about 'emphasis' in a dress for an adolescent girl. | 2 |
| 10. | Name the standardization mark put on a packet of pulses, whole wheat flour and ghee. Name the agency which assigns these marks. | 2 |

11. List four rules you would follow to ensure that you do not buy adulterated spices. 2
12. Give four precautions one should adopt while handling food in the kitchen. 2
13. Why are fat persons advised to wear vertical lines in clothing and thin, horizontal lines? 2
14. Differentiate between 'cooing' and 'babbling'. 2
15. Give four reasons for a family to supplement its income. 2
16. Compare the substitute care given to a child by grandparents to that given by neighbours. 2
17. Prepare a care label for a white cotton gents shirt involving its four different aspects. 2
18. Elaborate four precautions you will keep in mind to protect woollen clothes during storage. 2
19. Mention four ways our clothes help us to hide our figure flaws. 2
20. Write six reasons for which we all need to be 'aware' consumers? 3
21. Elaborate six facilities a good creche should be providing for children in its care. 3
22. Give six points to bring out the importance of keeping record of income and expenditure. 3
23. Elaborate six precautions to be taken to prevent Diphtheria from spreading. 3
24. Describe the easiest method of purifying water while travelling by train. Give two benefits and two drawbacks of the procedure used. 3
25. A family is having butter chicken, roti, curd and pulao for dinner. Analyse and write the nutritional content of this meal. Mention two main changes you will carry out in this meal to suit the needs of a person having fever. 3
26. Explain with the help of suitable examples how meal planning can help you to plan nutritious meals for the family even when funds are limited. 3

27. Rajinder is a blind child in your class who is finding it difficult to adjust. Suggest eight things you can do to enable him to adjust and feel comfortable. 4
28. You have a lactating mother in your family. Point out special dietary requirements for her and explain how you will ensure that these are fulfilled. 4
29. Explain the procedure of filing a complaint against a shopkeeper for selling a faulty product and not taking interest in helping the consumer in sorting out the problem. 4
30. Make a checklist to help your brother for buying a good quality shirt for himself. 4

QUESTION PAPER CODE 69/1

1. Give one advantage and one disadvantage of advertising a consumer product on television. 1
2. When and how does a person acquire artificial immunity? 1
3. While removing stains why is the cleaning agent rubbed in a circular way? 1
4. Why is BCG vaccination given? 1
5. Why does Arhar dal look dull or bright and shiny in different shops? 1
6. What are fringe benefits? List two fringe benefits your family enjoys. 2
7. Give two points of difference between money income and psychic income. 2
8. Suggest to Rajni two courses in Home Science that she should pursue after Class XII to help her open her own play school. 2
9. List four rules that you would follow to avoid purchasing inferior quality fruits and vegetables. 2
10. Your mixer-grinder stopped working within two weeks of getting it repaired. Mention two actions you can take to deal with this problem. 2
11. Write four reasons for which a family may suddenly decide to supplement its income. 2
12. Suggest four ways of creating rhythm in a skirt and blouse. 2

13. Your sister's eight-month-old child is showing "Separation Anxiety". Give one reason for this behaviour and suggest to her two ways to deal with such a behaviour. 2
14. Name two inexpensive and effective methods of purifying water at home. Of the two methods, which one according to you is better and why? 2
15. Compare two benefits of investing in LIC with those of Post Office schemes. 2
16. Present four strategies by which food handlers can prevent spread of diseases. 2
17. Suggest a suitable dress for a thin and tall person and justify your selection. 2
18. Why should one never use naphthalene balls for storing heavy zari sarees ? Also write why occassional refolding in opposite direction and airing of these sarees are necessary. 2
19. Name and give one reason each for the enhanced need of two specific minerals during pregnancy. 2
20. Identify six defects in quality of readymade garments that one may notice. 3
21. Elaborate how language development of a child takes place from birth to one year. 3
22. Write two reasons why one should always buy electrical gadgets bearing a standardization mark. Also name the mark given to these gadgets. 3
23. Compare three benefits of leaving a one-year-old child at home with a maid or with neighbours. 3
24. Name the diseases that can be prevented by MMR vaccine. Write three symptoms of anyone of these diseases by which you can identify the disease. 3
25. Appraise your home cook of three important rules to prevent food poisoning (while working in the kitchen) and give one reason for each rule. 3
26. Which six aspects of workmanship will you check while buying a pant for yourself? 3
27. Justify. the need for maintaining household account. If you are maintaining this account, what precautions do you need to take when there is more than one person to spend the money? 4

28. Give four points of comparison with one justification each for the type of clothes you would select for a one-year-old, 16-year-old, 36-year-old and 76-year-old person. 4
29. Rinku is a deaf child. Write his specific needs. Being his classmate, what all will you do to help him adjust in class? 4
30. Amba is suffering from fever. Make four modifications for Amba in the following meal planned for the family:
Potato in gravy, Lady-finger, Boondi raita, Poori and Banana Custard. Justify your choice. 4

Marking Scheme — Home Science

IMPORTANT NOTE:

1. Instructions for drawing up the Marking Scheme should be followed carefully.
2. If general instructions have to be given, do so at the beginning of the page itself.
3. Some subjects will require specific directions for particular type of questions.

Do not omit indication of value points, time required for any of the questions even though it may seem obvious.

QUESTION PAPER CODE 69/1 EXPECTED ANSWERS/VALUE POINTS

- | | | | |
|----|---|-----------|---|
| 1. | i To prevent felting/shrinkage | (Any one) | [1 mark] |
| | ii Wool fibre is weak when wet | | |
| 2. | May be adulterated with aluminium foil | | [1 mark] |
| 3. | i Adulterated | | |
| | ii Old and Smelly | | |
| | iii Insect infested | | |
| | | (Any two) | $\left[\frac{1}{2} \times 2 = 1\right]$ |
| 4. | Mother milk | | [1 mark] |
| 5. | i Direct income | | |
| | ii Indirect income | | $\left[\frac{1}{2} \times 2 = 1\right]$ |
| 6. | i Drop method – | | |
| | ii Reason –rest of the fabric is not affected/stained | | |

- iii Sponge method –
- iv Reason- it absorbs the stain and extra chemical from the fabric [½ × 2 = 1]

7. Incubation period- is the interval from reception of the infection in the body until the appearance of actual symptoms of the disease. [1 mark]

Importance of incubation period

- i. Further spread of disease can be controlled.
- ii. Come to know whether the child is at risk or is clear.
- iii. Can trace contacts and decide period of isolation
- iv. Help make right diagnostic decisions

(Any two) (½ mark each) [1+1=2]

8. i Nutritionist is a person who plans meals according to the specific needs of the individual

ii Bsc. Hsc.

iii Diploma in dietetics OR Post Graduation in Foods & Nutrition

(i --1 mark, ii-iii - ½ mark each) [1+1=2]

9. Emphasis using the following:

i Placement of decorations- Embroidery,Motif/patch work, frills/ buttons & broaches

ii Contrasting Colours

iii Unique Style /colours/lines/shapes

iv Repetiton of same design/colour etc on other parts of the dress

(Any two) [1×2=2]

10. i Standard mark given to pulses, wheat flour and ghee -Ag mark

ii Agency which assigns this mark :--FSSAI (Food Safety & Standard Authority of India.)

[1×2=2]

11. i Buy from reputed shops

ii Buy reputed brands

- iii Buy Packed and sealed spices
 iv Look for standard marks(Ag mark)
 v Check expiry date
 vi Any Other (Any Four) [1/2×4=2]
12. i Bathe daily
 ii Wash hands thoroughly with warm water and bacterial soap during handling food
 iii Keep nails unpainted & trimmed.
 iv Should not handle food if have cold, cough, boils or any other infectious disease .
 v Do not lick food with fingers/use spoon.
 vi Should be regularly dewormed
 (Any four) [1/2×4 = 2]
13. (i) Fat person looks thin in vertical lines as it creates illusion of height
 (ii) Thin person looks fat if he wears horizontal lines as it creates illusion of breadth [1×2 = 2]
14. (i) Cooing is repeating a single letter (only vowel)e.g.aaaa,eeee,ooo
 (ii) Babbling is repeating double letter (one vowel and one consonant) e.g.ba, ba, ma, ma [1x2=2]
15. i Inflation
 ii Future goals
 iii Emergencies
 iv Secure old age
 v Higher standard of living
 vi Expanding family
 vii Any other (Any four) [1/2x4 = 2]

Grand Parents	Neighbours
i Personal attention	i May be busy with their own children
ii Emotional Bonding	ii May not have strong emotional bonds
iii No financial implications	iii May have to pay some money
iv Familiar surroundings	iv Not so familiar
v Any other	

(Any two difference)

[$\frac{1}{2} \times 4 = 2$]

17. FOR ENGLISH MEDIUM

Symbols for Care label

- i Washing



- ii Drying



- iii Bleaching



- iv Ironing



(i-iv-- % mark each) [$\frac{1}{2} \times 4 = 2$]

FOR HINDI MEDIUM

Do not mark for hindi medium

Give 2 marks to every child of hindi medium in Q 17.

18. Precautions while storing woollens.

- i Air Dry

- ii Dry clean! wash before storing
 - iii Use anti moth! repellents! naphthalene balls
 - iv Change newspapers
 - v Any other
- $[1/2 \times 4 = 2]$

19. Hide figure flaws

- i Dark colours help to look slimmer.
 - ii Vertical lines make a figure look tall
 - iii Big prints make a figure look bigger.
 - iv Contrast colours and wide borders make figure look shorter.
 - v Gathers / frills in clothing add fullness to a figure (any four)
 - vi Any other
- $[1/2 \times 4 = 2]$

20. Reasons to be aware consumers

- i Can fight for our rights
 - ii Can know our responsibilities
 - iii Can decide and choose things intelligently
 - iv Become more alert
 - v Are well informed
 - vi Vigilant against corrupt practices in the market
 - vii Demand safe and reliable, good quality products at reasonable price
 - viii Take necessary action when faced with a problem(any six)
- $[1/2 \times 6 = 3]$

21. i Hygienic environment

- ii Nutritious food prepared hygienically
- iii Medical and safety measures- trained staff / first aid box
- iv Toilets of appropriate size for children / clean with continuous water supply.
- v Flexible timings
- vi Nearby

- vii Has good quality toys
- viii Safety -all danger zones fenced / away from main road
- ix Not over crowded / enough number of staff as per the children.

(Any six)

[$\frac{1}{2} \times 6 = 3$]

22. i Will know the exact amount of money available to family.

- ii Prevents wasteful expenditure
- iii Will not get overcharged.
- iv Money lasts throughout the month.
- v Money may be spent systematically
- vi Records-to refer to expenditure.

vii Any other (Any six)

[$\frac{1}{2} \times 6 = 3$]

23. i Notify the concerned Authorities.

- ii Give DPT Vaccines.
- iii Isolate patient
- iv Disinfect beddings and belongings
- v Boil/Sterilize toys
- vi Burn nasal discharges and handkerchiefs
- vii Keep all items used by patient separately.

(Any six)

[$\frac{1}{2} \times 6 = 3$]

24. Put one tablet of chlorine (4mg) in 1 bottle of water. After 3 minutes shake bottle and leave for 10 minutes

OR

Put 1 tablet in 20 litres of water

[1 Mark]

BENEFITS-

- i Convenient

- ii. Not cumbersome! water gets purified in 10- 15 minutes
- iii. Kills coliform
- iv. Cheap (Any two)

DRAWBACKS-

- i. Not available everywhere
- ii. Date may be expired
- iii. Not so effective, if wet

(Any two) [½×4 = 2] [1+2 = 3]

25.

Menu	Nutrients	Changes
Butter chicken	ii Proteins, fats and calcium	v Chicken soup
Roti	iii Carbohydrates	
Curd	iii Protein and calcium	vi Lassi
Pulao	iv Carbohydrates and vitamins	vii Khichri/Plain Rice
Any other		

(i - iv - ½ mark each) (v - viii) (Any two) [½×6 = 3]

26. **Meal planning can help you plan nutritious low cost meals by**

- i Including combination, germinated and fermented foods.
- ii Using leftover foods
- iii Replacing expensive foods by cheaper ones. For example meats can be replaced by dals / soyabean / any other
- iv Including seasonal vegetables, e.g., use peas in winters, lady finger in summers, when cheap .
- v Plan meals before hand and save fuel and money e.g. planning meals in advance helps to save money as all the ingredients can be bought together from the market.
- vi Soaking dals the previous night or collecting required things near the gas helps saves fuel.

- vii Through meal planning we can buy vegetables when they are cheap and preserve them to be used later or when they are expensive.
- viii Any other (Any six) [$\frac{1}{2} \times 6 = 3$]

27. i Provide braile
- ii Recorded lessons
- iii Hoover cane for mobility
- iv Familiarise him with surroundings
- v Help him keep away from danger zones.
- vi Guide him politely after asking his permission
- vii Do not show sympathy.
- viii Involve him in group activities so that he develops feeling of belongingness.
- ix Sensitise other children not to make fun of him.
- x Help him accept his disability/treat him like a normal child
- xi Use verbal clues and avoid using gestures
- xii Any other (Any eight) [$\frac{1}{2} \times 8 = 4$]

28. Dietary requirements of Lactating

- i Protein - add milk /soyabean products ,eggs, meats /any other
- ii Calcium- milk/curd, sesame seeds, coconut, leafy vegetables /any other
- iii vitamin A - green leafy vegetables, pumpkin, mango, papaya, drumsticks, carrot, colocasia leaves /any other
- iv Vitamin C - citrus fruits, amla, lemon /any other
- v Folic acid - Bengal gram, soya bean , green leafy vegetables, nuts, beans/ any other
- vi Calories - give bigger portions, nuts, any other
(Any four nutrients with their one source each) [$1 \times 4 = 4$]

29. i Should complain within two years of purchase
- ii Send registered AD to opposite party stating his complaint

- iii Fill in prescribed form - write name and description, address of complainant
- iv Write name and description, address of opposite party / company
- v Write facts relating to complaint- when, where it arose
- vi Attach Bills, copy of registered AD sent to opposite party conveying the complaint
- vii State the relief sought by complainant
- viii Attach an Affidavit stating contents to be true and submit in appropriate forum and pay fees [½×8 = 4]

30. Checklist for buying good quality shirt

- i Good quality fabric.
- ii Neat stitches with matching coloured strong thread.
- iii Reinforced collar
- iv Firmly stitched button and buttonhole.
- v Front over back placket of sleeve
- vi Pattern of pocket, sleeves and bodice well aligned with each other.
- vii Flat, even collar
- viii Seams interlocked
- ix Any other

(Any Eight) [½×8 = 4]

**QUESTION PAPER CODE 69
EXPECTED ANSWERS/VALUE POINTS**

1. **Advantage of advertisement on TV-**

- i Consumers become aware of a new product
- ii Know how to use it
- iii Know its features (Any one)

Disadvantage of advertisement on TV-

- i Temporary, cannot store the information and refer to it again.

- ii Exaggerated
 iii Temptation to buy
 (Any one) [½ + ½ = 1]
2. i When- at birth, in childhood, during epidemic(anyone)
 ii How- by vaccination [½ + ½ = 1]
3. Cleaning agent is rubbed in circular way so that the stain remains contained and does not spread further on the fabric [1 mark]
4. i When- at birth to 1 month
 ii Why- for tuberculosis(TB). [½ + ½ = 1]
5. i Dal looks dull - when it is old and stale / unadulterated
 ii Shiny and extra bright - when fresh / maybe adulterated with metanil yellow/ polished [1×2 = 2]
6. Fringe benefits are the facilities / perks given by a company to their employees in the form of goods and services. [1 mark]
 Examples - petrol / telephone / medical / electricity reimbursement / free car / driver
 (Any two) [1+ ½ + ½] [1+1 = 2]
- | Money | Psychic |
|-------------------------------------|---|
| 1. Tangible / can be measured | 1. Intangible / cannot be Measured |
| 2. Flow of cash availed by a family | 2. Flow of satisfaction derived after using cash goods or resources |
- (1 mark each) [1×2 = 2]
8. i Bsc. Home science (1 mark)
 ii Diploma or Msc. Child development or Montessori training or NTT (nursery teachers training)
 (Any one) [1×2 = 2]
9. i Buy from reputed shops
 ii Buy seasonal fruits & vegetables

- iii Buy fresh fruits and vegetables
- iv Select fruit yourself/ do not let the vendor select them for you
- v Be alert to all blemishes/wrinkles.
- vi Educate yourself for signs of freshness / staleness.
- vii Do not buy during rush hours. (Any four) [½×4 = 2]

10. Actions to be taken:

- i Go back and complain to the shopkeeper & ask for repair again
- ii Send a registered A.D through post to the shopkeeper
- iii If needed, lodge a complaint with district consumer court

(Any two) [1+1 = 2]

11. Any four emergency situations

- i Sudden increase in prices
- ii Death of earning member
- iii Fire
- iv Theft
- v Sudden serious illness /accident of a family member
- vi Loss in business

(Any four) [½×4 = 2]

12. Rhythm by-

- i Repetition-of embroidery, piping, colour etc. at neckline, sleeves and skirt hem.
- ii Gradation-gradually increasing or decreasing size of motifs, lines, colors, texture in an orderly sequence.
- iii Radiation-gathers in blouse, puff sleeve & cuffs with a gathered skirt
- iv Parallelism-continuous flowing lines or bands of color (1 aspect under each point)
- v Alteration - alternate two designs one after another.

(Any four) [½×4 = 2]

13. i At this age the child is strongly attached to his mother and feels insecure in her absence [1 mark]

To deal with the behavior-

- ii Avoid changing the caretakers
- iii Keep child in familiar surroundings
- iv Provide interesting toys to the child
- v Make him meet and interact with a lot of people/relatives, take to a park

(ii - v Any two) [1+½+½ = 2]

14. i Boiling,
ii Use of chlorine tablets [i & ii - ½ mark each]

Reasons for choosing Boiling

- i Simple
- ii No special equipment is required
- iii Kills all coli form

(Any two) [½ mark each]

OR

Reasons for choosing Chlorine tablets

- i Cheap,
- ii Coli form bacteria is killed,
- iii Water available is ready to use as we do not need to cool the water

(Any two) [1+1 = 2]

LIC provides life protection	Post office does not have life cover
Payment done in easy installments	One time payment has to be done in most of the schemes (NSC, MIS, KVP)
Tax rebate in all schemes	Only NSC gives tax rebate
Can easily take loan from LIC	All schemes do not offer loan
Interest is exempted in all schemes	Interest is exempted only in savings / taxable in NSC

Any two differences [1×2 = 2]

16. i. Bathe daily
- ii. Wash hands thoroughly with warm water and bacterial soap during handling of food
- iii. Nails to be kept unpainted & trimmed.
- iv. Should not handle food if he has cold, cough, boils or any other infections disease
- v. Not lick food from fingers
- vi. Should be regularly dewormed (Any four) $[1/2 \times 4 = 2]$
17. i. Horizontal lines-
- ii. rough texture / big prints/checks/ stiff fabric
- iii. contrasting colour
- iv. style - double dress /,dress with gathers/large buttons ,flap pockets / any other Justification,. the above elements help in increasing width and reducing height.
 (Any two with justification) $[1/2 \times 4 = 2]$
18. i. The zari in saris turns black with naphthalene balls. [1 mark]
- ii. Refolding in opposite direction- permanent creases should not get formed which will crack and tear after a few years $[1/2 \text{ mark}]$
- iii. Airing is done to remove any smell or dampness. $[1/2 \text{ mark}]$
 $[1 + 1/2 + 1/2 = 2]$
19. i) Name - Iron-
- ii) Reasons - (any one)
- a. builds up blood volume in foetus
 - b. Helps haemoglobin synthesis, mental function and body defence
 - c. Prevents maternal mortality
 - d. Increased absorption of iron in pregnancy
- iii) Name-calcium

- iv) Reasons (any one)
- Increased absorption of calcium in pregnancy
 - Formation of bones
 - Prevents decalcification of mother's bones
- $[1/2 \times 4 = 2]$
20. Defects in readymade garments-
- Sub standard cloth may be used.
 - No hem / seam allowance
 - Seams, stitches and fasteners done with weak thread
 - Print on sleeves, bodice, placket not aligned
 - Lining may be of inferior quality / may shrink
 - Interlocking not done on seams.
 - Any other (Any six) $[1/2 \times 6 = 3]$
21. i **Cries** - expresses his needs by crying in different ways
ii **gestures** - sucks thumb when hungry, turns head away when not hungry
iii **Cooing and gurgling** - produces vowel like sounds a-a, ooo, ee
iv **Babbling** - double letter flat sounds/ one vowel one consonant like pa pa, mama, baba, dada
v one word (noun /verb) along with gestures (points to things) (any three with explanation) (Any three) $[1 \times 3 = 3]$
22. i **Reasons for buying ISI bearing gadgets**
ii Assures standard products / consumers get quality product
iii Quality of product maintained right from raw material to finished product.
iv Creates awareness among consumers
v May get replacement / repair of defective product (1 mark each)
vi Any other (any two)
- Name of mark -- ISI mark** given to electrical gadgets [1 mark]
 $[2+1=3]$

At home with maid	Neighbour
Gets personal attention from the maid.	Restricted attention as neighbour may have own children
Child is in familiar surroundings	Child may not be familiar with surroundings
Child may not be in experienced hands	Child is in experienced hands
Feels more free at home	Does not feel very free

(Any three comparisons)

[1×3 = 3]

24. i) Measles ii) Mumps iii) Rubella /German Measles $\frac{1}{2}$ mark each = $1\frac{1}{2}$)

Symptoms of Measles

- i Photophobia, redness and allergy of eyes.
- ii Appearance of Koplik's spots (small white spots on red base)
- iii Dark red pink rash first on back of ears and forehead which spreads all over body.

(Any three) $\frac{1}{2}$ mark each]

OR

- ii) Symptoms of Mumps
- i) Fever and enlargement of parotid glands
- ii) It lifts the ears and gives whimsical appearance of face
- iii) Painful swelling behind angles of jaws
- iv) Acute pain felt at jaw angle while swallowing and opening the mouth.

(Any three) $\frac{1}{2}$ mark each]

OR

- iii) Symptoms of Rubella (**not in course**)
- i) Mild fever
- ii) Enlargement of lymph glands
- iii) Pink rash appears first behind ears and forehead
- iv) Rash rapidly spreads to trunk and limbs.

(Any three) $\frac{1}{2}$ mark each] $[1\frac{1}{2} + 1\frac{1}{2} = 3]$

25.

Rule	Reason
i. Always use clean knives, working surfaces and chopping boards	Unclean equipment may lead to bacterial contamination.
ii. Frozen food should not be refrozen, once it is thawed	Bacteria start multiplying at room temperature and can cause poisoning
iii. Do not keep foods at room temperature for long periods	As bacteria grow between 10°C and 630°C especially under moist conditions
iv. Completely Cook eggs and meat	As raw eggs have salmonella and undercooked meat may have clostridium perfringens
v. Do not use bulging tins	Contents are unfit for consumption
vi Avoid using metal utensils for acidic foods	Acidic foods react with metals
vii Avoid using green potatoes	Contain Solanin which is poisonous
viii Avoid using artificial colours	Colours may be adulterated. or Excessive amount of colours are poisonous.

(Any 3 points with their reasons)

[1×3 = 3]

26. Points of workmanship while purchasing pants.

- i Clothing - cut on true bias/along the grain
- ii Shaping devices-continuous stitches, seams, hems/ stitched with matching strong thread.
- iii Fasteners ie. buttons, hooks, zippers stitched with matching, strong thread / zip slide smoothly
- iv Hems- neat/even/invisible stitching
- v Finishing~ seams interlocked.
- vi Belt- enough loops, fasteners, reinforced
- vii Pockets- inner fabric strong, reinforced/matching color to pant
- viii Any other

(Any six)

[½×6 = 3]

27. Need for maintaining household records.

- i Will know exact amount of money available to family.
- ii Prevents wasteful expenditures
- iii Will not get overcharged.
- iv Money lasts throughout the month.
- v Money is spent systematically
- vi Know records-- will have something to refer from the past.
- vii Any other (Any three) [1 mark each]

Precautions for every members

- i Each family member should write and give an account of money allotted to them
 - ii Can participate to maintain records.
- (Any one) [1 mark] [3+1 = 4]

28. One year old (child)

- i Comfortable - soft, lightweight, absorbent, permeable material, buttons on shoulders
- ii Easy to wear - large necklines/ deep placket, stretchable fabric.
- iii Extra allowance - at hems, seams.
- iv Easy maintenance - colour fast, resistant to stains and friction. fast drying
- v Any Other (Any One)

For 16 years old (Adolescent)

- i Extra allowance - as they are in the growing stage.
 - ii Variety - mix and match
 - iii According to fashion -creative and stylish.
- (Any one)

36 years old-(Adult)

- i Good quality
- ii Elegant style and fitting

- iii Formal
- iv According to their occupation-e.g. Lawyers white and black
 (Any one)

76 years old

- i Comfortable - soft and light in weight
- ii Easy to wear- Loose, Large neckline and front zip
- iii Stain resistant,
- iv Wrinkle resistant
- v Easily washable.

(Any one)

(1 mark for selection and justification)

[$1 \times 4 = 4$]

29. Specific Needs of a deaf child:-

- i Communicate through oral method or lip reading and manual alphabets and sign language
- ii Visual aids of teaching
- iii Need to be accepted/motivated/positive attitude
- iv Guidance and counselling
- v Provide opportunities to be independent

(Any four)

Help him by-

- i Helping him participate in extra - curricular activities.
- ii Being friendly with him and helping him gain confidence.
- iii Encouraging him to participate in school activities like dumb sharades, essay competition, throw balls etc.
- iv Showing him love and affection and not pity and sympathy. Help him in school work.
- v Not making fun of him and not let others tease him or ridicule him.
- vi Sensitising other children.

(Any four)

[$\frac{1}{2} \times 8 = 4$]

30. Meal Modification-

Menu	Modification	Reason
Potato in gravy	Add paneer or nutrinuggets	Light and digestible / assimilated protein
Give lady finger	Without too much oil and spices	Difficult to digest
Boondi Raita	Give only lassi or curd	Boondi is fried and heavy
Puri	Chapatti	Puri is heavy to digest.
Banana custard	Increase the quantity and thinner consistency	Digestible, rich in proteins and carbohydrates.

(Any four suggestions with reasons)

[$\frac{1}{2} \times 8 = 4$]

संस्कृतम् (केन्द्रिकम्)

कोड नं. 22/1

निर्धारित समय : 3 घंटे

अधिकतम अंक : 100

निर्देशा :

सङ्केताभावे सर्वेषां प्रश्नानामुत्तराणि संस्कृतेनैव लेखनीयानि ।

उत्तराणि पृथक् दत्तायाम् उत्तरपुस्तिकायाम् एव लेखनीयानि ।

अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः सन्ति ।

खण्डः क	अपठितांश-अवबोधनम्	10 अङ्काः
खण्डः ख	संस्कृतेन रचनात्मककार्यम्	15 अङ्काः
खण्डः ग	अनुप्रयुक्त व्याकरणम्	30 अङ्काः
खण्डः घ	भाग । - पठितांश - अवबोधनम् भाग ॥ - सामान्यः संस्कृतसाहित्यपरिचयः	35 अङ्काः 10 अङ्काः

प्रश्नपत्र संख्या 22/1

खण्ड ‘क’

अपठितांश - अवबोधनम्

1. अधोलिखितं गद्यांशं पठित्वा प्रदत्त-प्रश्नानाम् उत्तराणि संस्कृतेन लिखतः :

विदुषां मतेन सृष्टेः रचना प्रभोः इच्छामात्रेण संजाता । ईश्वरः अकथयत् , “एकोऽहम् बहु स्याम्” तत एव सृष्टिः सृष्टा । ऋग्वेदे कथ्यते “प्रारम्भे न अस्तित्वम् आसीत् न वा अनस्तित्वम् ।” सकलः संसारः एकम् अदृश्यम् तेजः आसीत् । वेदे तु इदं कथ्यते यद् अस्याः सृष्टेः उत्पत्तिः, एकेन शून्येन निर्वर्तिन वा अभवत् । संक्षेपेण ईश्वरस्य कल्पनया एव सृष्टिः अस्तित्वमागता । कल्पनाया अतिमहत्यमस्ति, ईश्वरो यत्र काल्पनिकः तत्र मानवः कल्पनाशीलः । कामं काल्पनिकः तथापि परमेश्वरः सर्वेषां सम्बलः अस्ति । कामं स साकारो निराकारो, व्यक्तोऽव्यक्तः आस्तिको वास्यान्नास्तिकः, अस्माकं कल्पनाया ईश्वरः तु अस्ति एव । ये तं स्वीकुर्वन्ति तेषां कृते प्रतिकूलेषु निराशाक्षणेषु वा परिस्थितिषु स एव सम्पूर्णः आश्रयः भवति ।

प्रश्नाः

$\frac{1}{2} \times 4 = 2$

(अ) एकपदेनोत्तरत ।

(i) कस्याः रचना प्रभोः इच्छामात्रेण अभवत् ?

(ii) प्रारम्भे कस्या अस्तित्वम् न आसीत्?	
(iii) सर्वेषां सम्बलः कः अस्ति?	
(iv) कस्य कल्पनया सृष्टिः अस्तित्वमागता?	
(ब) पूर्णवाक्येनोत्तरत ।	$1 \times 2 = 2$
(i) ईश्वरः कीदृशः अस्ति?	
(ii) ये तं स्वीकुर्वन्ति तेषां कृते ईश्वरः कीदृशः?	
(स) यथानिर्देशम् उत्तरत ।	$1 \times 4 = 4$
(i) ‘संसारः’ इति पदस्य किं विशेषणम्?	
(ii) ‘उत्पत्तिः’ अस्य पदस्य का क्रिया?	
(iii) ‘यद्यपि’ अस्य पदस्य कः पर्यायः?	
(iv) ‘विनाशः’ अस्य विलोमपदं किमत्र प्रयुक्तम्?	
(द) अस्य अनुच्छेदस्य कृते समीचीनं शीर्षकं संस्कृतन लिखत ।	2

खण्डः ख 15 अड्काः

संस्कृतेन रचनात्मककार्यम्

2. भवान् अनुरागः । भवन्मित्रं शेखरः स्वनगरमण्डले चित्रकला-प्रतियोगितायां प्रथमं पुरस्कारं लब्धवान् ।
तं वर्धापयितुं लिखिते पत्रे मञ्जूषापदैः रिक्त-स्थानपूर्ति कृत्वा पत्रं पुनः लिख । $\frac{1}{2} \times 10 = 5$

दिल्लीनगरस्य,

पूर्वमण्डलम् ।

दिनांकः..... ।

प्रिय सखे! (i)..... ।

सप्रेम नमः । भवान् अस्मिन् वर्षे (ii)..... चित्रकला-प्रतियोगितायां (iii).....
..... मण्डलानि पराजित्य प्रथमं पुरस्कारं (iv)..... । एतदर्थं मनसि अहं (v).....
हर्षमनुभवामि भवान् प्रायशः विचारमग्नो (vi)..... अत एव तव चित्रे ते भावाः
समागताः यान् (vii)..... निर्णायकाः तुभ्यं प्रथमं स्थानं दत्तवन्तः । एतस्मिन् विषये तव

(viii)..... अभिवादनाहौ यौ तव उत्साहं वर्धयितुं सदैव संलग्नौ । (ix).....तौ प्रति निवेदय अभिवादनम् । आशासे यद् भवान् अग्रिमवर्षे स्वदेशे प्रतियोगितासु प्रथममेव स्थानं लप्स्यते । तव भगिन्यै शुभाशिषः ।

भवताम्,

(x)..... सखा,

अनुरागः ।

मञ्जूषा

मम, स्वनगरमण्डलेषु, महान्तम्, सर्वाणि, लब्धवान्, भवति, पितरौ, दृष्ट्वा, शेखर! अभिन्नः ।

3. मञ्जूषा-लिखितपदानां साहाय्येन अधोलिखितायां लघुकथायां रिक्तस्थानानि पूरयित्वा कथां पुनः लिखतः

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

एकदा एकः कलाकारः स्वचित्राणां (i).....अकरोत् । तां द्रष्टुं नगरस्य (ii).....जनाः समागच्छन् । सर्वे मानवाः तां प्रदर्शनीं दृष्टवन्तः । तत्र (iii).....एका बाला । सा (iv)..... अन्ते एकं चित्रं दृष्टवती यत्र मुखं तु केशान्छन्नम् पादयोः च आस्ताम् (v)..... । मूले च लिखितम् ‘अवसरः’ । सकलाः जनाः तु न अजानन् किमपि । बाला तु तं चित्रकारं तद् विषये (vi)..... । कलाकारः अवदत् एषोऽवसरोऽस्ति । बाला आच्छन्नस्य मुखस्य विषये यदा अपृच्छत् तदा सोऽवदत्-सर्वेषां जीवने अवसरः (vii).....आगच्छति परं सामान्यः जनाः तं न (viii).....प्रगति च न कुर्वन्ति । बाला पुनः तत्पादयोः पक्षविषयेऽपि पृष्ठवती ‘कथमेतौ पक्षौ पादयोः?’ कलाकारः अवदत् ‘अवसरः’ पक्षौ प्रक्षिप्य यदा गच्छति तदा न प्रत्यावर्ततं । बाला चित्रस्य रहस्यं (ix)..... तस्मादेव (x).....प्रगतेः अवसरं प्रतीक्षितुं प्रारभत ।

मञ्जूषा

दिनात्, अपृच्छत्, प्रदर्शनीम्, चित्रस्य, शतशः, पक्षौ, परिचिन्वन्ति, ज्ञात्वा, आगता, प्रदर्शनीवद् ।

4. मञ्जूषायां लिखितपदानां सहायतया पञ्चसंस्कृतवाक्येषु ‘अध्ययनस्य महत्त्वम्’ इति विषयम् अधिकृत्य वर्णनं कुरुत ।

$1 \times 5 = 5$

मञ्जूषा

आजीविका, ज्ञानम्, सज्जनता, विदेशगमनम्, प्राप्यते, लभते, सम्मानम्, राजा, पूज्यते, सर्वत्र, विद्वान्, धनार्जनम्, सत्ता, राज्ये, गृहे, परिवारे ।

अनुप्रयुक्त व्याकरणम्

5. अधोलिखित-वाक्येषु रेखाडिकत-पदानां सन्धिच्छेदं कुरुत : $1 \times 6 = 6$
- (i) ऋषयो ह्याप्तकामाः ।
 - (ii) अवलम्बो रोलम्बकदम्बस्य ।
 - (iii) नान्या तेषां गतिर्भवेत् ।
 - (iv) असंवृताङ्गान्निशिता इवेषवः ।
 - (v) गेहेऽन्धकारम् आकण्ठमात्रम् ।
 - (vi) कञ्जिवद् जनं निमन्त्रयितुम् इच्छामि ।
6. अधोलिखितवाक्येषु रेखाडिकतसमस्तपदानां विग्रहाः लेख्याः $1 \times 6 = 6$
- (i) अहिंसया च भूतात्मा ।
 - (ii) अनेन एव कृताः कल्पभेदाः ।
 - (iii) दुराराध्या हि राजलक्ष्मीः ।
 - (iv) कुलिशपातोपमं वचः समाकर्ण्य ।
 - (v) यथाविभवं गृहदेवतानि अर्चयन् ।
 - (vi) भूमध्यरेखास्थितस्य नरस्य कृते ।
7. अधोलिखितेषु वाक्येषु कोष्ठकान्तर्गतौ प्रकृति-प्रत्ययौ योजयित्वा रिक्तस्थानानि पूरयत : $1 \times 8 = 8$
- (i) पूर्वस्यां.....मरीचिमालिनः । (भग + मतुप्)
 - (ii) कथं कौमुदीमहोत्सवो न..... । (प्र + आ + रभ् + क्त)
 - (iii) आर्य शिरसा.....विज्ञापयति । (प्र + नम् + क्त्वा)
 - (iv) अत्र.....इति निश्चयः । (आ + गम् + तव्यत्)
 - (v) सर्वे छात्राः.....उत्सुकाः । (दृश् + तुमुन्)
 - (vi)यद्यस्ति कि पातकैः? (पिशुन + तल्)

(vii)अयम् दरिद्रभावः (रम् + अनीयर्)

(viii)च न परिभ्रष्टम् । (सत् + त्व)

8. अधोलिखितेषु वाक्येषु कर्त्तक्रिया-पदयोः अन्वितः क्रियताम् : $1 \times 5 = 5$

(i) अहम् नष्टां श्रियम् न..... । (अनुशोचामः/अनुशोचामि)

(ii) शठः तथाविधान्..... । (हतः/घन्ति)

(iii) भव्यता प्रेक्षकान् प्रसभम्..... । (आकर्षतः/आकर्षति)

(iv) मत्स्यजीविनः मत्स्यसंक्षयं..... । (करिष्यतः/करिष्यन्ति)

(v) चाणक्यः स्वप्नेऽपि..... । (चेष्टन्ते, चेष्टते)

अथवा

अधोलिखितवाक्येषु विशेष्यैः सह मञ्जूषाया विशेषणपदानि योजयत :

$1 \times 5 = 5$

(i) गम्यतां किञ्चित्.....सरः ।

(ii) अथ.....प्रयोजनं श्रोतुमिच्छामि ।

(iii) एष एवाङ्गीकरोति.....अयनम् ।

(iv) यस्तु.....भूतान्यात्मन्येवानुपश्यति ।

(v)चिन्ताङ्कुराः प्रादुर्भवन्ति ।

मञ्जूषा

सर्वाणि, नानाविधाः, उत्तरम्, निकटम्, अपरम् ।

9. अधोलिखितेषु वाक्येषु कोष्ठकप्रदत्तशब्दैः सह उपयुक्तां विभक्तिं प्रयुज्य रिक्तस्थानानि पूरयत : $1 \times 5 = 5$

(1) सुवर्णशतसहस्राणि दापय । (वैतालिक) ।

(v) अस्मिन् समये किम्..... (कौमुदीमहोत्सव) ।

(v) कर्तव्यं प्रपलायनम् । (अशक्त)

(v) मानवः एव उत्सवप्रियः । (स्वभाव)

(v) सत्यं चेत्.....किम्? (तपस्)

पठितांश - अवबोधनम्

10. अधोलिखितं गद्यांशं, पद्यं, नाट्यांशं च पठित्वा तदाधारितान् प्रश्नान् संस्कृतेन उत्तरतः :

(क) गद्यांशः

वत्स! श्रूयताम् अवधार्यताम् च । पितृवधात् क्रुद्धः राक्षसोपदेशप्रवणः महीयसा
म्लेच्छबलेन परिवृतः पर्वतक-पुत्रः मलयकेतुः अस्मान् अभियोक्तुम् उद्यतः । सोऽयं
व्यायामकालो न उत्सवकालः इति । अतः इदानीं दुर्गसंस्कारः प्रारब्धव्यः । अस्मिन्
समये किं कौमुदीमहोत्सवेन? इति प्रतिषिद्धः । राष्ट्रचिन्ता ननु गरीयसी । प्रथमं
राष्ट्रसंरक्षणम् ततः उत्सवाः इति ।

प्रश्ना :

(अ) एकपदेनोत्तरतः । $\frac{1}{2} \times 2 = 1$

(i) कः अभियोक्तुम् उद्यतः?

(ii) इदानीं कः प्रारब्धव्यः?

(ब) पूर्णवाक्येनोत्तरतः । 1

का गरीयसी, प्रथमं किम्, ततः किम्?

(स) यथानिर्देशमुत्तरतः । $\frac{1}{2}$

(i) 'म्लेच्छबलेन' अस्य किं विशेषणम्?

(ii) 'लघीयसी' अस्य विलोमपदं किम्?

(iii) 'अस्मान्' इति सर्वनामपदं केभ्यः प्रयुक्तम्?

(iv) 'उद्यतः' अस्याः क्रियायाः कर्तृपदं किम्?

(ख) पद्यम्

शिक्षा क्षयं गच्छति कालपर्यया

त्सुबद्धमूला निपतन्ति पादपाः ।

जलं जलस्थानगतं च शुष्यति

हुतं च दत्तं च तथैव तिष्ठति ॥

प्रश्नाः

- (अ) एकपदेनोत्तरत । $\frac{1}{2} \times 2 = 1$
- का क्षयं गच्छति?
 - के निपतन्ति?
- (ब) पूर्णवाक्येनोत्तरत । 1
- किं किं तथैव तिष्ठति?
- (स) यथानिर्देशमुत्तरत ।
- 'पादपाः' अस्य विशेषणं किम्? $\frac{1}{2}$
 - 'उत्पत्तिम्' अस्य विलोमपदं किम्? $\frac{1}{2}$
 - 'निपतन्ति' क्रियायाः कर्तृपदं किम्? 1
 - 'वृक्षाः' अस्य कः पर्यायः? 1
- (ग) नाट्यांशः
- सूत्रधारः : आर्ये! किम् अस्त्यस्माकं गृहे कोऽपि प्रातराशः?
- नटी : अस्ति, घृतं गुडो दधि तण्डुलाश्च सर्वमस्ति।
- सूत्रधारः : चिरं जीव! एवं शोभनानां भोजनानां दात्री भव।
- आर्ये! किमेतत् सर्वम् अस्माकं गेहेऽस्ति?
- नटी : नहि नहि! अन्तरापणे।
- सूत्रधारः : (सरोषम्) आः अनार्ये एवं ते आशा छिद्यताम्।
- अहं पर्वताद् दूरमारोप्य पातितोऽस्मि।
- नटी : मा विभीहि। मा विभीहि। मुहूर्तकं प्रतिपालयतु आर्यः। सर्वं सज्जं भविष्यति। आर्य! अद्य ममोपवासः अस्ति। यदि आर्यस्यानुग्रहः स्यात्तर्हि अस्मादृशयोग्यं जनं निमंत्रयितुम् इच्छामि।
- सूत्रधारः : कुत्र नु खलु दरिद्रं योग्यं जनं लभेय।

प्रश्नाः

(अ) एकपदेनोत्तरत । $\frac{1}{2} \times 2 = 1$

(i) का शोभनानां भोजनानां दात्री भवतु?

(ii) कः पर्वताद् दूरमारोप्य पातितः?

(ब) पूर्णवाक्यनोत्तरत । 1

कस्य अनुग्रहेण का स्वयोग्यं जनं निमंत्रयितुम् इच्छति?

(स) यथानिर्देशमुत्तरम् । $\frac{1}{2}$

(i) ‘अस्मि’ इति क्रियायाः कर्तृपदं किम्? $\frac{1}{2}$

(ii) ‘भोजनानाम्’ अस्य पदस्य विशेषणं किम्? $\frac{1}{2}$

(iii) ‘धनिकम्’ अस्य विलोमपदं किम्? 1

(iv) ‘कृपा’ अस्य पदस्य कः पर्यायः? 1

11. यथानिर्देशं प्रश्नौ उत्तरत । 2 + 2 = 4

(i) ‘सूर्यः एव प्रकृतेः आधारः’ इति पाठः कस्माद् ग्रन्थात् सङ्कलितः?

(ii) ‘अहो । श्रुतं भवदिभः यद् मत्स्यजीविभिः अभिहितम् ।’ इति कः कान् कथयति?

12. प्रत्येकम् अंशस्य प्रदत्तभावार्थत्रयात् शुद्धं भावार्थं चित्वा लिखत । 2 + 2 = 4

(अ) एष एवाङ्गीकरोति उत्तरं दक्षिणं चायनम् ।

भावार्थः

(i) सूर्यः यदा कदा कामपि दिशं गच्छति ।

(ii) सूर्यः षट् मासान् उत्तरं, षट् मासान् च दक्षिणां दिशाम् आश्रयति ।

(iii) सूर्यः एकदा उत्तरे प्रकाशं यच्छति, एकदा दक्षिणे ।

(ब) न निष्प्रयोजनं प्रभुभिः आहूयन्ते अधिकारिणः ।

भावार्थः

(i) राजानः स्वस्वविभागाध्यक्षान् विशेषकार्याय एव आह्वयन्ति ।

- (ii) अधिकारिणः स्वयं राजानं न पश्यन्ति ।
- (iii) अधिकारिणः स्वयमेव समये समये राजानम् उपसर्पन्ति ।

अथवा

अधोलिखितस्य पद्यस्य प्रदत्तं भावार्थं मञ्जूषापदैः पूर्यित्वा पुनः लिखतः $1 \times 4 = 4$

वदनं प्रसादसदनं सदयं हृदयं सुधामुचो वाचः ।

करणं परोपकरणं येषां केषां न ते वन्ध्याः ॥

भावार्थः

ये जनाः सदैव (i).....भवन्ति, येषां हृदये सदैव (ii).....ये सदैव अमृतसमां (iii).....वदन्ति, ते जना कैः प्रणम्याः न भवन्ति, अपि तु (iv).....एव ।

मञ्जूषा

करुणा, वाणीम्, प्रसन्नदनाः, सर्वैः ।

13. अधोलिखितस्य श्लोकद्वयस्य प्रदत्तान्वये रिक्तस्थानपूर्तिं कृत्वा अन्वयं पुनः लिखतः

- (i) स किंसखा साधु न शास्ति योऽधियं

हितान्न यः संशृणुते स किंप्रभुः ।

सदाऽनुकूलेषु हि कुर्वते रतिं

नृपेष्वमात्येषु च सर्वसम्पदः ॥

अन्वयः

यः अधिपम् (i)..... न शास्ति स किसखा । यः (ii)..... न संशृणुते स किंप्रभुः । नृपेषु (iii).....च अनुकूलेषु हि (iv).....सदा रतिम् कुर्वते ।

- (ii) निर्वैरा विमुखीभवन्ति सुहृदः

स्फीता भवन्त्यापदः ।

पापं कर्म च यत् परैरपि

कृतं तत्स्य सम्भाव्यते ॥

अन्वयः

निर्वैरा: (i).....विमुखीभवन्ति (ii).....स्फीताः भवन्ति । यत् (iii).....
कर्म परैः अपि कृतम् तत् (iv).....सम्भाव्यते ।

14. अधोलिखितानां ‘क’ स्तम्भस्य वाक्यांशानां ‘ख’ स्तम्भस्य वाक्यांशैः सह सार्थकं सम्मेलनं
कृत्वा वाक्यानि पुनः लिखतः

$1 \times 4 = 4$

(क) (ख)

- | | |
|----------------------------|--|
| (i) कि वाऽमात्रेणापि | (i) क्षणमप्यत्र अवस्थातुम् । |
| (ii) तन्न युक्तं साम्प्रतं | (ii) कर्तव्यं प्रपलायनम् । |
| (iii) तद्रात्रावपि गम्यतां | (iii) पितृपैतामहिकम् एतत् सरः त्यक्तुं युज्यते । |
| (iv) अशक्तैर्बलिनः शत्रोः | (iv) किञ्चित् निकटं सरः । |

15. अधोलिखितेषु वाक्येषु रेखाडिकतशब्दानां प्रसङ्गानुसारं सार्थकम् अर्थं चित्वा लिखतः

$1 \times 4 = 4$

(अ) किरणेषु अडकः इव ।

- (i) चिह्नम्
- (ii) कलड़कः
- (iii) क्रोडः ।

(ब) सत्यस्य परं निधानम् ।

- (i) स्थानम् ।
- (ii) आश्रयः
- (iii) कोषः ।

(स) विस्मयकरा:

- (i) स्वेहः
- (ii) आश्चर्यः
- (iii) त्रुटिः ।

(द) नेपथ्ये वैतालिकौ काव्यपाठं कुरुतः ।

- (i) चारणौ
- (ii) दासौ
- (iii) अधिकारिणौ ।

खण्डः घ

10 अड्का:

सामान्यः संस्कृत साहित्य परिचयः

16. (अ) अधोलिखितानां कवीनां देशकालकृतीनां यथानिर्देशं नामानि लिखतः : $5 + 5 = 10$

कवयः

(अ) (i) चरकः,	} देशः	$\frac{1}{2} \times 3 = 1\frac{1}{2}$
(ii) अम्बिकादत्तव्यासः,		
(iii) मनुः ।		
(ब) (i) भर्तृहरिः,	} स्थानम्	$\frac{1}{2} \times 3 = 1\frac{1}{2}$
(ii) भासः		
(iii) वराहमिहिरः ।		
(स) (i) भारविः	} कृतिः	$\frac{1}{2} \times 4 = 2$
(ii) भवभूतिः		
(iii) सुश्रुतः		
(iv) विशाखदत्तः ।		

अथवा

अधोलिखितवाक्येषु मञ्जूषापदैः रिक्तस्थानपूर्तिं कुरुतः :

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

- (i) कालिदासः.....गीतिकाव्ये अलिखत् ।
- (ii) स्वज्ञवासवदत्तम्.....रचितमस्ति ।
- (iii) नाटके.....सन्धयः भवन्ति ।

- (iv) मुद्राक्षसे.....नास्ति ।
- (v) पद्यं.....भवति ।
- (vi) आख्यायिकायाम्.....वृत्तं भवति ।
- (vii) खण्डकाव्ये अधिकतमाः.....सर्गाः भवन्ति ।
- (viii) नाटकस्य प्रारंभे.....भवति ।
- (ix) भरतवाक्यम्.....अन्ते भवति ।
- (x)गद्यपद्यमयं भवति ।

मञ्जूषा

नाटकस्य, चम्पूः, छन्दोयुक्तम् ।, द्वे, भासेन, पञ्च, विदूषकः, ऐतिहासिकम्, नान्दी, अष्ट ।

- (ब) संस्कृतगीतिकाव्यस्य पञ्च विशेषताः संस्कृतेन लिखत ।

5

प्रश्नपत्र संख्या 22

खण्ड- 'क'

अपठितांश - अवबोधनम्

10 अड्काः

1. अधोलिखितम् गद्यांशं पठित्वा प्रदत्तप्रश्नानाम् उत्तराणि संस्कृतेन लिखत :

गद्यांशः

भारतभूमे: महिमा अनन्तः अवर्णनीयः च अस्ति । अद्यापि देवा भारतभूमौ जनितुम् इच्छन्ति । ते सदैव अस्मिन् विषये चिन्तयन्ति यत् कदा ते अक्षयस्य निर्मलस्य च पुण्यस्य कारणाद् भारते जनिष्यन्ते पुण्यमर्जित्वा च परमं पदं लप्स्यन्ते । नारदपुराणे महर्षिः सनकः नारदं सूचयति - ‘हे नारद! योऽपि जीवः भारते जातः सन् विष्णोः आराधनायां संलग्नो भवति, तत्समः पुण्यात्मा त्रिषु लोकेषु अपि नास्ति । पुनश्च भारतरूपिणि कर्मस्थले फलम् अनिच्छन् शुभं कर्म कुर्वन् तद् विष्णवे समर्पयति स एव निर्मलः अनन्ते परमात्मनि एकरूपतां भजति ।

प्रश्नाः

- (अ) एकपदेन उत्तरत ।

$\frac{1}{2} \times 4 = 2$

- (i) कस्याः महिमा अनन्तः?

- (ii) किम् अर्जित्वा देवाः परमं पदं लप्स्यन्ते?
- (iii) कः परमात्मनि एकस्तपतां भजति?
- (iv) के भारतभूमौ जनितुम् इच्छन्ति?
- (ब) पूर्णवाक्येन उत्तरतः। $1 \times 2 = 2$
- (i) सनकः नारदं किं सूचयति?
- (ii) देवाः कि चिन्तयन्ति?
- (स) यथानिर्देशम् उत्तरत। $1 \times 4 = 4$
- (i) ‘अस्ति’ क्रियायाः कर्तृपदं किम्?
- (ii) ‘निर्मलस्य’ इति पदस्य विशेषं किम्?
- (iii) ‘मलिनः’ अस्य विलोमपदं किम्?
- (iv) ‘तद् विष्णवे समर्पयति’ अत्र ‘तद्’ इति सर्वनामपदं कस्मै प्रयुक्तम्?
- (द) अस्य अनुच्छेदस्य कृते उपयुक्तं शीर्षकं संस्कृतेन लिखत। 2

खण्डः ख

15 अड्काः

संस्कृतेन रचनात्मककार्यम्

2. भवान् प्रखरः। भवन्मित्रं लोकेशः संस्कृत-लघुकथालेखनप्रतियोगितायां प्रथमं पुरस्कारं
लब्ध्वान्। तं वर्धापयितुं लिखिते पत्रे रिक्तस्थानानि मञ्जूषापदसहायतया पूरयित्वा पत्रं पुनः
लिखत। $\frac{1}{2} \times 4 = 2$

पत्रम्

छात्रावासः,

मेरठमहाविद्यालयः

मयराष्ट्रम्, उ.प्र.

दिनांक :

प्रिय सखे! (i).....

सप्रेम नमः। भवान् (ii).....प्रथमं पुरस्कारं (iii).....इति ज्ञात्वा मम
चेतः (iv).....हर्षं प्राप्तवान्। एतादृशीं प्रगतिं कृत्वा (v).....संस्कृतभाषायाः

प्रकृष्टः विद्वान् भूत्वा (vi).....गत्वा संस्कृतस्य (vii).....च प्रचारं करिष्यति
इति आशासे । धन्यौ भवतः (viii).....यौ तुभ्यं (ix).....कर्तुं प्रेरितवन्तौ ।
तयोः कृते मम सादरं प्रणामाः । शीघ्रमेव अहं तव सकाशमागत्य पुनः त्वां वर्धापयिष्यामि ।

भवतः (x)..... ।

सखा, प्रखरः ।

मञ्जूषा

संस्कृतेः, संस्कृतलघुकथालेखनप्रतियोगितायां, संस्कृताध्यायनम्, लब्धवान्, विदेशान्, भवान्,
लोकेश !, महान्तम्, अभिन्नः, पितरौ ।

3. मञ्जूषाप्रदत्तशब्दानां सहायतया अधोलिखितायां लघुकथायां रिक्तस्थानानि पूरयित्वा कथां पुनः
लिखत : $\frac{1}{2} \times 10 = 5$

कथा

गुरोः समीपे एकः सत्पुरुषः (i)..... प्रार्थयत्, “महाराज ! अहं सदैव परेभ्यः
कुरुध्यामि । (ii)..... समाप्तेः कमपि उपायं सूचय ।” महाराजः अवदत् “सर्वप्रथमं
तु अहम् एव यदि (ii)..... भविष्यामि तदैव उपायं वदिष्यामि । अहं तु सर्वथा
(iv)..... न अस्मि ।” परं सत्पुरुषः गुरुचरणौ स्पृष्ट्वा क्रोधनाशस्य उपायं प्रष्टुं
सुदृढः अभवत् । गुरुः उवाच “यदहं कथयामि तत् करिष्यति भवान् ।” सत्पुरुषः
(v).....प्रतिज्ञां कृतवान् । गुरुः अवदत् “नित्यं प्रातः गौशालां गच्छ मौनः
(vi)..... गाः सेवस्य । गोः कण्ठं (vii)..... स्पृश, गोः शिशुभिः
(viii)..... भवतः क्रोधः अवश्यमेव (ix)..... भविष्यति । यतः गोसेवकः
सदैव (x)..... भवति ।”

मञ्जूषा

शान्तः, अक्रोधी, आगत्य, निर्विकारः, तत्कर्तुम्, सन्, सस्नेहम्, शीलवान्, सह, क्रोधस्य ।

4. मञ्जूषायां लिखितपदानां सहायतया पञ्चसंस्कृतवाक्येषु “योगस्य महत्वं” इति विषयम्
अधिकृत्य वर्णनं कुरुत । $1 \times 5 = 5$

मञ्जूषा

शान्तिः, सुखम्, प्राप्यते, अनुभूयते, शक्तुमः, वयम्, प्राप्नुमः, मनसः, देहस्य, वृद्धिः,
आयुषः, परोपकारस्य, उदेति, भावना, जनाः, लभन्ते ।

अनुप्रयुक्त व्याकरणम्

5. अधोलिखितवाक्येषु रेखाङ्कितपदानां सन्धिच्छेदं कुरुत : $1 \times 6 = 6$
- (i) भूतान्यात्मन्येवानुपश्यति ।
 - (ii) धन्य एष कुलमूलं रामचन्द्रस्य ।
 - (iii) अस्मद्वचनात् आधोषितः ।
 - (iv) निर्घणच्छेदनतापताङ्नैः ।
 - (v) ममार्थाः क्षीणा जाताः ।
 - (vi) पैररपि कृतं तत्स्य सम्भाव्यते ।
6. अधोलिखितवास्येषु रेखाङ्कितसमस्तपदानां विग्रहा लेख्याः । $1 \times 6 = 6$
- (i) येनाक्रमन्त्यृषयो ह्याप्तकामाः ।
 - (ii) दीपकः ब्रह्माण्डभाण्डस्य ।
 - (iii) अनभियुक्तानां राज्ञां दोषाः भवन्ति ।
 - (iv) कृतप्रयत्नोऽपि गृहे न जीवति ।
 - (v) कक्षायां यथास्थानम् उपविशन्ति ।
 - (vi) अहोरात्रम् आकण्ठम् अशिल्वा ।
7. अधोलिखितेषु वाक्येषु कोष्ठकान्तर्गत-प्रकृतिप्रत्ययान् योजयित्वा रिक्तस्थानानि पूरयत : $1 \times 8 = 8$
- (i)वरान् निबोधत । (प्र + आप् + कत्वा)
 - (ii) वेदाः एतस्य । (वन्द् + इन्)
 - (iii) कौमुदीमहोत्सवः न । (प्र + आ + रभ् + क्त)
 - (iv) शिष्येण गुरोः आज्ञा । (पाल् + अनीयर्)
 - (v) प्रयोजनं इच्छसि । (श्रु + तुमुन्)
 - (vi) मत्स्यजीविभिः उक्तम् । (गम् + शत्रृ)

(vii) रोचकं नासीत् । (साहस + ठक्)

(viii) प्रेक्षकान् आकर्षति । (भव्य + तल्)

8. अधोलिखितेषु वाक्येषु कर्तृक्रियापदयोः अन्वितिः क्रियताम् ।

$1 \times 5 = 5$

(i) कयं मया सह राक्षसः? (स्पर्धते, स्पर्धते)

(ii) न विद्वांसः । (पश्यति, पश्यन्ति) ।

(iii) धवला गिरयः अतीव । (शोभते, शोभन्ते)

(iv) यस्मिन् सप्तसप्ततिः कक्षाः । (सन्ति, स्तः)

(v) किमपि भवती । (ब्रुवन्तु, ब्रवीतु)

अथवा

अधोलिखितेषु वाक्येषु विशेष्यैः सह मञ्जूषायाः विशेषणदानि योजयत :

$1 \times 5 = 5$

(i) सत्येन पन्था विततो ।

(ii) प्रेक्षकाणां चक्षुषो विषयः ।

(iii) बौद्धधर्मस्य स्तूपः ।

(iv) मनः, तीर्थेन किम्?

(v) न श्रियम् अनुशोचाभि ।

मञ्जूषा

रमणीयः, प्राचीनः, देवयानः, नष्टाम्, शुचि ।

9. अधोलिखितेषु वाक्येषु कोष्ठकप्रदत्तशब्दैः सह उपयुक्तां विभक्तिं प्रयुज्य रिक्तस्थानानि पूरयत : $1 \times 5 = 5$

(i) अये अध्यास्ते वृष्टलः । (सिंहासन)

(ii) गुरोः आज्ञा पालनीया । (शिष्य)

(iii) प्रति भक्तिभावं दर्शयन्ति । (बुद्ध)

(iv) पिशुनता यद्यस्ति किम् । (पातक)

(v) समम् अन्यत्र गच्छामि । (पारावत)

पठितांश - अवबोधनम्

10. अधोलिखितं गद्यांशं, पद्यांशं, नाट्यांशं च पठित्वा तदाधारितान् प्रश्नान् संस्कृतेन उत्तरतः :

(क) गद्यांशः:

वयं वर्तमानकाले सङ्गणकस्य प्रयोगं कुर्मः, परंतु यदि आर्यभटेन शून्यस्य आविष्कारः न कृतः स्यात् तर्हि संगणकभाषाया जन्म एव न अभविष्यत् यतः तत्र तू एकं शून्यञ्च द्वे एव संख्ये महत्त्वपूर्णे । अपि च सूर्यं प्रति पूर्वाभिमुखी पृथिवी 365.25 वारं प्रतिवर्षं श्रमति ।

प्रश्नाः:

(अ) एकपदेन उत्तरत । $\frac{1}{2} \times 2 = 1$

(i) वयं वर्तमानकाले कस्य प्रयोगं कुर्मः?

(ii) आर्यभटेन कस्य आविष्कारः कृतः?

(ब) पूर्णवाक्येन उत्तरत । 1

के संख्ये महत्त्वपूर्णे?

(स) यथानिर्देशम् उत्तरत ।

(i) ‘भूत’ इति पदस्य कि विलोमपदपत्र? $\frac{1}{2}$

(ii) ‘भानुम्’ अस्य का: पर्यायः अत्र प्रयुक्तः? $\frac{1}{2}$

(iii) ‘पृथिवी’ अस्य कर्तृपदस्य क्रियापदं किम्? 1

(iv) ‘पूर्वाभिमुखी’ इति कस्याः संज्ञायाः विशेषणम्? 1

(ख) पद्यांशः:

सत्यं न मे धनविनाशगता विचिन्ता,

भाग्यक्रमेण हि धनानि पुनर्भवन्ति ।

एतत्तु मां दहति नष्टधनश्रियो मे

यत् सौहृदानि सुजने शिथिलीभवन्ति ॥

प्रश्नाः

- (अ) एकपदेन उत्तरत । $\frac{1}{2} \times 2 = 1$
- कानि पुनः भवन्ति?
 - सुजने कानि शिथिलीभवन्ति?
- (ब) पूर्णवाक्येन उत्तरत । 1
- धनानि कथं पुनर्भवन्ति?
- (स) यथानिर्देशम् उत्तरत ।
- ‘विचिन्ता’ इति पदस्य विशेषणं किम्? $\frac{1}{2}$
 - ‘दुर्जने’ इति पदस्य विलोमपदं किम्? $\frac{1}{2}$
 - ‘मे’ इति सर्वनामपदं कस्मै प्रयुक्तम्? 1
 - ‘भवन्ति’ इति पदस्य क्रियापदस्य कर्तृपदं किम्? 1

(ग) नाट्यांशः:

चाणक्यः - वृषल! किमर्थं वयम् आहूताः?

राजा - आर्यस्य दशनेन आत्मानम् अनुग्रहीतुम्।

चाणक्यः - अलम् अनेन विनयेन। न निष्प्रयोजनं प्रभुभिः आहूयन्ते अधिकारिणः।

राजा - आर्य! कौमुदीमहोत्सवस्य प्रतिषेधे कि फलम् आर्यः पश्यति?

चाणक्यः - (स्मितं कृत्वा) उपालब्ध्युं तर्हि वयम् आहूताः।

प्रश्नाः

- (अ) एकपदेन उत्तरत । $\frac{1}{2} \times 2 = 1$
- वृषलेन कः आहूतः?
 - प्रभुभिः अधिकारिणः कथं न आहूयन्ते?
- (ब) पूर्णवाक्येन उत्तरत । 1
- (स) यथानिर्देशम् उत्तरत ।
- ‘स्वीकारे’ अस्य किं विलोमपदमत्र? $\frac{1}{2}$

- (ii) 'वृथा' इत्यर्थे कि पदमत्र प्रयुक्तम्? ½
- (iii) अस्मिन् नाट्यांशे 'वयम्' इति सर्वनाम कस्मै प्रयुक्तम्? 1
- (iv) 'आर्यः' अस्य कर्तुः का क्रिया अत्र प्रयुक्ता? 1

11. यथानिर्देशम् प्रश्नौ उत्तरत : $2 + 2 = 4$

- (i) 'अहो राजते कीटृशीयं हिमानी' अस्मिन् पाठे कस्य विषयस्य वर्णनम् अस्ति?
- (ii) 'दानं श्रेयस्करम्' इति प्रत्ययादेव ममार्थः क्षीणा जाताः" इति वाक्यं कः कं कथयति?
12. प्रत्येकम् अंशस्य प्रदत्तभावार्थत्रयात् शुद्धं भावार्थं चित्वा लिखत : $2 + 2 = 4$

(अ) सत्यमेव जयति नानृतम्।

भावार्थः:

- (i) संसारे सर्वकार्याणि असत्यपालनेन सिध्यन्ति ।
- (ii) यदि मानवः जेतुमिच्छति तर्हि सत्यं धारयेत् ।
- (iii) सर्वाणि कार्याणि सत्येन पूर्यन्ते नासत्येन ।

(ब) अपयशो यद्यस्ति किं मृत्युना?

भावार्थः:

- (i) ये जनाः जीवने अपकीर्ति लभन्ते ते मृता एव भवन्ति ।
- (ii) मानवाः जीवने कदापि दुष्कार्याणि न कुर्वन्तु ।
- (iii) ये प्राणिनः अपयशोऽर्जयन्ति ते न जीवन्ति ।

अथवा

अधोलिखितस्य पद्यस्य प्रदत्तं भावार्थं मञ्जूषाप्रदत्तपदैः पूरयित्वा पुनः लिखत : $1 \times 4 = 4$

तृणानि भूमिरुदकं वाक्वतुर्थी च सुनूता ।

एतान्यपि सतां गेहे नोच्छिद्यन्ते कदाचन ॥

भावार्थः:

ये जनाः सदाशयाः (i)..... तेषां गृहे आगतेभ्यः (ii)..... आसनम्, स्थानं
(iii)..... चतुर्थी च मधुरा (iv)..... कदापि न समाप्यन्ते ।

मञ्जूषा

वाणी, अतिथिभ्यः, भवन्ति, जलम् ।

13. अधोलिखितस्य श्लोकद्वयस्य प्रदत्तान्वये रिक्तस्थानपूर्ति कृत्वा अन्वयं पुनः लिखतः $\frac{1}{2} \times 8 = 4$

(अ) पद्मांम्

विद्यमाना गतिः येषामन्यत्रापि सुखावहा ।

ते न पश्यन्ति विद्वांसो देहभंगं कुलक्षयम् ॥

अन्वयः:

येषाम् अन्यत्र (i)..... विद्यमाना सुखावहा (ii)..... ते विद्वांसः:
(iii)..... कुलक्षयं न (iv)..... ।

(ब) पद्मांम्

वदनं प्रसादसदनं सदयं हृदयं सुधामुचो वाचः ।

करणं परोपकरणं येषां केषां न ते वन्धाः ॥

अन्वयः:

येषाम् अन्यत्र (i)..... विद्यमाना सुखावहा (ii)..... ते विद्वांसः:
(iii)..... कुलक्षयं न (iv)..... ।

मञ्जूषा

वदनम्, अपि, हृदयम्, पश्यन्ति, करणम्, गतिः, देहभंगम्, केषाम् ।

14. अधोलिखितानां ‘क’ स्तम्भस्य वाक्यांशानां ‘ख’ स्तम्भस्य वाक्यांशैः सह सार्थकसम्मेलनं कृत्वा वाक्यानि पुनः लिखतः $1 \times 4 = 4$

(क)

(ख)

(i) राज्यं हि नाम नृपस्य कृते (अ) नान्या तेषां गतिभवित् ।

(ii) आश्रितव्यः अथवा दुर्गः (ब) त्यागेन शीलेन गुणेन कर्मणा ।

(iii) एको हि दोषो गुणसन्निपाते (स) महत् कष्टदायकम् ।

(iv) तथा चतुर्भिः पुरुषः परीक्ष्यते (द) निमज्जतीन्द्रोः किरणेष्विवांकः ।

15. अधोलिखितेषु वाक्येषु रेखांकितशब्दानां प्रसङ्गानुसारं सार्थकम् अर्थं चित्वा लिखतः $1 \times 4 = 4$

(अ) एष एव अङ्गीकरोति परार्घसंख्याम् ।

(i) स्वीकरोति

(ii) प्राप्नोति

(iii) आच्छादयति

(ब) अयमेव वत्सरं द्वादशसु भागेषु विभन्नतिः ।

(i) दिनम्

(ii) रात्रिम्

(iii) वर्षम्

(स) सत्येन पन्थाः विततो देवयानः ।

(i) आकाशः

(ii) मार्गः

(iii) पृथिवी

(द) सुरक्षितं दैवहतं विनश्यति ।

(i) समयः

(ii) भाग्यम्

(iii) परिश्रमः

}

खण्डः घ

10 अड्काः

सामान्यः संस्कृतसाहित्यपरिचयः

16. अधोलिखितानां कवीनां देश-काल-कृतीनां यथानिर्देशं नामानि लिखतः

कवयः

$3+3+4 = 10$

(अ) (i) विष्णुशम्भ

(ii) भासः

देशः

(iii) विशाखदत्तः

(ब) (i) मनुः	कालः
(ii) चाणक्यः	
(iii) भारविः	
(स) (i) भवभूतिः	कृतिः
(ii) वराहमिहिरः	
(iii) आर्यभटः	
(iv) अम्बिकादत्तव्यासः	

अथवा

- (अ) अधोलिखितवाक्येषु मञ्जूषायाः पदानि चित्वा रिक्तस्थानपूर्तिः क्रियताम् : $\frac{1}{2} \times 10 = 5$
- (i) अश्वघोषः रचयिता अस्ति ।
 - (ii) गद्यकाव्यस्य प्रमुखौ भेदौ स्तः आख्यायिका च ।
 - (iii) अभावः मुद्राराक्षसे अस्ति ।
 - (iv) प्रकरणे.....अङ्कः भवन्ति ।
 - (v) मेघदूतम् एकम्.....अस्ति ।
 - (vi) गद्यपद्यमयी रचनाकथ्यते ।
 - (vii) भासः रचनाः अरचयत् ।
 - (viii) नीतिशतकम् रचना अस्ति ।
 - (ix) प्राचीनतमवैद्यस्य नाम अस्ति ।
 - (x) कालिदासः नाटकानि अरचयत् ।

मञ्जूषा

कथा, त्रीणि, त्रयोदश, नायिकायाः, चरकः, दश, चम्पूः, बुद्धचरितस्य, खण्डकाव्यम्, भर्तृहरिः ।

- (ब) पद्यकाव्यस्य का अपि पञ्च विशेषताः संस्कृतेन लिखत ।

5

अंक योजना - संस्कृतम् (केन्द्रिकम्)

निर्धारित समय : ३ घण्टे

अधिकतम् अंक : 100

कृपया ध्यान दीजिए :

1. किसी भी प्रश्न के विकल्पात्मक उत्तर भी हो सकते हैं। इस अंक योजना में दिये गए उत्तर निर्देशात्मक हैं। इनके अतिरिक्त भी संदर्भानुसार सही उत्तर हो सकते हैं, अतः अंक दिए जाएँ।
2. अनुच्छेद अथवा श्लोकों पर आधारित प्रश्न अवबोधनात्मक हैं। विद्यार्थी अनुच्छेद में दिये गए शब्दों के स्थान पर पर्यायवाची शब्दों का प्रयोग भी कर सकते हैं इसके लिए भी अंक दिए जाएँ। विद्यार्थी उत्तर देते समय उपयुक्त विभक्ति अथवा वचन का प्रयोग नहीं करते तो अंशतः अंक काटे जाएँ संपूर्ण नहीं।
3. त्रुटिपूर्ण वर्तनी अथवा व्याकरणात्मक प्रयोगों के लिए अनुपाततः अंक काटे जाएँ न कि पूरे अंक।
4. आर्थिक दृष्टि से सही उत्तरों के लिए भी अंशतः अंक अवश्य दिए जाएँ।

संस्कृत (ऐच्छिक) प्रश्नपत्र संख्या 22/1

खण्ड- 'क'

अपठितांश - अवबोधन

10 अड्डकाः

- | | | |
|------|--|----------------------------|
| 1. | एकपदेन उत्तरत - चार प्रश्न। प्रत्येक भाग के लिए आधा अंक। | $\frac{1}{2} \times 4 = 2$ |
| (अ) | (i) सृष्टे: (ii) सृष्टे: (iii) परमेश्वरः (iv) ईश्वरस्य | |
| (ब) | पूर्णवाक्येन उत्तरत - दो प्रश्न। प्रत्येक भाग के लिए एक अंक। | $1 \times 2 = 2$ |
| (i) | ईश्वरः साकारः निराकारः, व्यक्तः अव्यक्तः वा अस्ति। | |
| (ii) | ये तं स्वीकुर्वन्ति.....आश्रयः भवति। | |
| (स) | यथानिर्देशम् उत्तरत - चार प्रश्न। प्रत्येक भाग के लिए एक अंक | $1 \times 4 = 4$ |
| (i) | सकलः (ii) अभवत् (iii) कामम् (iv) उत्पत्तिः। | |
| (द) | अस्य अनुच्छेदस्य कृते समुचितं शीर्षकं संस्कृतेन लिखत। | $2 \times 1 = 2$ |
| | ईश्वरः, ईश्वरस्य सत्ता इत्यादयः | |

खण्ड ‘ख’

अपठितांश - अवबोधन

15 अड्काः

2. पत्रलेखनम् - दस रिक्तस्थान। प्रत्येक भाग के लिए $\frac{1}{2}$ अंक $\frac{1}{2} \times 10 = 5$

- (i) शेखर! (ii) स्वनगरमण्डलेषु (iii) सर्वाणि (iv) लब्धवान् (v) महान्तम्
(vi) भवति (vii) दृष्ट्वा (viii) पितरौ (ix) मम (x) अभिन्नः

3. कथालेखनम् - दस रिक्तस्थान। प्रत्येक भाग के लिए $\frac{1}{2}$ अंक $\frac{1}{2} \times 10 = 5$

- (i) प्रदर्शनीम् (ii) शतशः (iii) आगता (iv) चित्रस्य (v) पक्षी (vi) अपृच्छत्
(vii) प्रदर्शनीवद्; (viii) परिचिन्वन्ति (ix) ज्ञात्वा (x) दिनात्

4. अनुच्छेदलेखनम् $1 \times 5 = 5$

बच्चों से सरल, संक्षिप्त वाक्य अपेक्षित हैं। केवल वाक्य की शुद्धता देखी जाए। वाक्य दीर्घ हो यह महत्वपूर्ण नहीं हैं। वाक्य आलंकारिक हो यह भी महत्वपूर्ण नहीं है। व्याकरणिक दृष्टि से शुद्ध होने पर पूर्ण अंक दिये जाएँ। बच्चे मंजूषा में दिये गये शब्दों की विभक्तियाँ भी बदल सकते हैं अतः अंक दिये जाएँ। त्रटियों के अंक अंशतः काटे जाएँ।

खण्ड ‘ग’

अनुप्रयुक्त व्याकरणम्

30 अड्काः

1. संधिविच्छेदम् $1 \times 6 = 6$

- (i) हि+आप्तकामा: (ii) अव+लम्बो/अवलम्बः+रोलम्बकदम्बस्य (iii) न+अन्या
(iv) इव+इषवः (v) गेहे+अन्धकारम् (vi) कम्+चित्।

2. समस्तपदानां विग्रहः $1 \times 6 = 6$

- (i) न हिंस्या (ii) कल्पानां भेदाः (iii) दुःखेन आराध्या (iv) कुलिशस्य पातेन उपमा
यस्य तत् (v) विभवम् अनतिकम्य (vi) भूमध्यरेखायां स्थितस्य।

7. प्रकृति- प्रत्यय-संयोजनम् $1 \times 5 = 5$

- (i) भगवतः (ii) प्रारब्धः (iii) प्रणम्य (iv) आगन्तव्यम् (v) द्रष्टुम् (vi) पिशुनता
(vii) रमणीय (viii) सत्त्वम्।

8. कर्तृक्रियापदयोः अन्वितिः $1 \times 5 = 5$

(i) अनुशोचामि (ii) धन्ति (iii) आकर्षति (iv) करिष्यन्ति (v) चेष्टते।

अथवा

विशेष्यैः सह विशेषणपदानि $1 \times 5 = 5$

(i) निकटम् (ii) अपरम् (iii) उत्तरम् (iv) सर्वाणि (v) नानाविधाः।

9. उपयुक्तविभक्तिं लिखत $1 \times 5 = 5$

(i) वैतालिकाभ्याम् (ii) कौमुदीमहोत्सवेन (iii) अशक्तैः (iv) स्वभावाद् (v) तपसा।

खण्ड ‘घ’

पठितांश - अवबोधनम्

35 अड्काः

10. (क) गद्यांशं

(अ) एकपदेन उत्तरत - दो प्रश्न। प्रत्येक के लिए $\frac{1}{2}$ अंक। $\frac{1}{2} \times 2 = 1$

(i) पर्वतक-पुत्रः/मलयकेतुः (ii) दुर्गसंस्कारः।

(ब) पूर्णवाक्येन उत्तरत - एक प्रश्न के लिए एक अंक $1 \times 1 = 1$

राष्ट्रचिन्ता ननु.....उत्सवाः।

(स) यथानिर्देशम् उत्तरत - चार प्रश्न। $\frac{1}{2} + \frac{1}{2} + 1 + 1 = 3$

(i) महीयसा (ii) गरीयसी (iii) राजादीन् (iv) पर्वतकपुत्रः मलयकेतुः।

(ख) पद्यांश्

(अ) एकपदेन उत्तरत - दो प्रश्न। प्रत्येक के लिए $\frac{1}{2}$ अंक। $\frac{1}{2} \times 2 = 1$

(i) शिक्षा (ii) पादपाः

(ब) पूर्णवाक्येन उत्तरत - एक प्रश्न के लिए एक अंक $1 \times 1 = 1$

हुतं च दत्तं च तथैव तिष्ठति।

(स) यथानिर्देशम् उत्तरत - चार प्रश्न। $\frac{1}{2} + \frac{1}{2} + 1 + 1 = 3$

(i) सुबद्धमूलाः (ii) क्षयम् (iii) पादपाः (iv) पादपाः।

(ग) नाट्यांशः		
(अ) एकपदेन उत्तरत - दो प्रश्न। प्रत्येक के लिए $\frac{1}{2}$ अंक।	$\frac{1}{2} \times 2 = 1$	
(i) नटी (ii) सूत्रधारः।		
(ब) पूर्णवाक्येन उत्तरत - एक प्रश्न के लिए एक अंक आर्यस्य अनुग्रहेण नटी स्वयोग्यं जनं निमन्त्रयितुम् इच्छति।	$1 \times 1 = 1$	
(स) यथानिर्देशम् उत्तरत - चार प्रश्न।	$\frac{1}{2} + \frac{1}{2} + 1 + 1 = 3$	
(i) अहम् (ii) शोभनानाम् (iii) दरिद्रम् (iv) अनुग्रहः।		
11. यथानिर्देशम् उत्तरत	$2 + 2 = 4$	
(i) शिवराजविजयात् (ii) अनागतविधाता - सर्वान् मत्स्यान्।		
12. शुद्धं भावार्थं लिखत	$2 + 2 = 4$	
(अ) ii (ब) i		
अथवा		
प्रदल्तं भावार्थं लिखत	$1 \times 4 = 4$	
(i) प्रसन्नवदनाः (ii) करुणा (iii) वाणीम् (iv) सर्वैः।		
13. अन्वयं पूरयत	$\frac{1}{2} \times 8 = 4$	
(i)-(i) साधु (ii) हितान् (iii) अमात्येषु (iv) सर्वसम्पदः (ii)-(i) सुहृदः (ii) आपदः (iii) पापं (iv) तस्य।		
14. सार्थकसम्मेलनम्	$1 \times 4 = 4$	
(i) - (iii)		
(ii) - (i)		
(iii) - (iv)		
(iv) - (ii)		

15. प्रसंगानुसारं सार्थकम् अर्थ लिखत $1 \times 4 = 4$

- (अ) (iii) (ब) (iii) (स) (ii) (द) (i)

खण्ड- 'घ'

सामान्यः संस्कृतसाहित्यपरिचयः 10 अड्काः

16. (अ) कवीनां देशकालकृतीनां नामानि लिखत $\frac{1}{2} \times 10 = 5$

- (अ) (i) अज्ञात/पञ्चनदम् (ii) जयपुरम् (iii) अज्ञात
(ब) (i) उज्जयिनी/षष्ठी शताब्दी (ii) उत्तरभारतवासी/चतुर्थी शताब्दी
(iii) अज्ञात/षष्ठी शताब्दी
(स) (i) किरातार्जुनीयम् (ii) उत्तररामचरितम् (iii) सुश्रुतसंहिता (iv) मुद्राराक्षसम्

अथवा

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

- (i) द्वे (ii) भासेन (iii) पञ्च (iv) विदूषकः (v) छन्दोयुक्तम् (vi) ऐतिहासिकम्
(vii) अष्ट (viii) नान्दी (ix) नाटकस्य (x) चम्पूः
(ब) विशेषताः लिखत

गेयम् यदाकदा छन्दोयुक्तम् प्रायशः कात्पनिकम् एकसर्गयुक्तम् प्रायशः शृंगारिकम्।

अथवा

गीतिकाव्य की कोई भी अन्य पांच विशेषाएं संस्कृत भाषा में लिखने पर पूर्ण अंक दिये जाएं।

संस्कृत (ऐच्छिक) प्रश्नपत्र संख्या 22

खण्ड- 'क'

अपठितांश - अवबोधन 10 अड्काः

1. एकपदेन उत्तरत - चार प्रश्न। प्रत्येक भाग के लिए आधा अंक। $\frac{1}{2} \times 4 = 2$

- (अ) (i) भारतभूमेः (ii) पुण्यमः (iii) निर्मलः (iv) देवाः

(ब) पूर्णवाक्येन उत्तरत - दो प्रश्न। प्रत्येग भाग के लिए एक अंक। $1 \times 2 = 2$

(i) हे नारद! योऽपि जीवः भारते जातः सन् विष्णोः आराधनायां संलग्नो भवति
तत्समः पुण्यात्मा त्रिषु लोकेषु अपि नास्ति।

(ii) कदा ते अक्षयस्य लप्स्यन्ते।

(स) यथानिर्देशम् उत्तरम् - चार प्रश्न। प्रत्येक भाग के लिए एक अंक $1 \times 4 = 4$

(i) महिमा (ii) पुण्यस्य (iii) निर्मलः (iv) कर्मणे।

(द) अस्य अनुच्छेदस्य कृते समुचितं शीर्षकं संस्कृतेन लिखत। $2 \times 1 = 2$

भारत महिमा/भारतभूमे: महिमा इत्यादयः।

खण्ड ‘ख’

अपठितांश - अवबोधन

15 अड्डकाः

2. पत्रलेखनम् - दस रिक्तस्थान। प्रत्येक भाग के लिए $\frac{1}{2}$ अंक $\frac{1}{2} \times 10 = 5$

(i) लोकेश! (ii) संस्कृतलघुकथालेखनप्रतियोगितायां (iii) लब्धवान् (iv) महान्तम्
(v) भवान् (vi) विदेशान् (vii) संस्कृतेः (viii) पितरौ (ix) संस्कृताध्ययनम्
(x) अभिन्नः:

3. कथालेखनम् - दस रिक्तस्थान। प्रत्येक भाग के लिए $\frac{1}{2}$ अंक $\frac{1}{2} \times 10 = 5$

(i) आगत्य (ii) क्रोधस्य (iii) निर्विकारः (iv) शान्तः (v) तत्कर्तुम् (vi) सन्
(vii) सन्नेहम् (viii) सह (ix) अक्रोधी (x) शीलवान्

4. अनुच्छेदलेखनम् $1 \times 5 = 5$

बच्चों से सरल, संक्षिप्त वाक्य अपेक्षित हैं। केवल वाक्य की शुद्धता देखी जाए। वाक्य दीर्घ हो यह महत्वपूर्ण नहीं हैं। वाक्य आलंकारिक हो यह महत्वपूर्ण नहीं हैं। व्याकरणिक दृष्टि से शुद्ध होने पर पूर्ण अंक दिये जाएँ। बच्चे मंजूषा में दिये गये शब्दों की विभक्तियाँ भी बदल सकते हैं अतः अंक दिये जाएँ। त्रुटियों के अंक अंशतः काटे जाएँ।

खण्ड- 'ग'

अनुप्रयुक्त व्याकरणम्

30 अड्का:

5. संधिविच्छेदम् $1 \times 6 = 6$

- (i) भूतानि+आत्मन् (ii) धन्यः+एष (iii) अस्मत्+वचनात् (iv) निर्वर्षण+छेदन
- (v) मम+अर्थाः (vi) परैः+अपि।

6. समस्तपदानां विग्रहः $1 \times 6 = 6$

- (i) आप्ताः कामाः यैः ते (ii) ब्रह्माण्डम् एव भाण्डं तस्य (iii) न अभियुक्तानां
- (iv) कृतः प्रयत्नः येन सः

7. प्रकृति- प्रत्यय-संयोजनम् $1 \times 5 = 5$

- (i) प्राप्य (ii) वन्दिनः (iii) प्रारब्धः (iv) पालनीया (v) श्रोतुम् (vi) गच्छद्रिभः
- (vii) साहसिकम् (viii) भव्यता।

8. कर्तृक्रियापदयोः अन्वितिः $1 \times 5 = 5$

- (i) स्पर्धते (ii) पश्यन्ति (iii) शोभन्ते (iv) सन्ति (v) ब्रवीतु।

अथवा

विशेष्यैः सह विशेषणपदानि $1 \times 5 = 5$

- (i) देवयानः (ii) रमणीयः (iii) प्राचीनः (iv) शुचि (v) नष्टाम्।

9. उपयुक्तविभक्तिं लिखत $1 \times 5 = 5$

- (i) सिंहासनम् (ii) शिष्येण (iii) बुद्धम् (iv) पातकैः (v) पारावतैः।

खण्ड 'घ'

पठितांश - अवबोधनम्

35 अड्का:

10. (क) गद्यांशं

(अ) एकपदेन उत्तरत - दो प्रश्न। प्रत्येक के लिए $\frac{1}{2}$ अंक। $\frac{1}{2} \times 2 = 1$

- (i) संगणकस्य (ii) शून्यस्य।

(ब) पूर्णवाक्येन उत्तरत - एक प्रश्न के लिए एक अंक	$1 \times 1 = 1$
एकं शून्यञ्च द्वे एव संख्ये महत्वपूर्णे ।	
(स) यथानिर्देशम् उत्तरत - चार प्रश्न ।	$\frac{1}{2} + \frac{1}{2} + 1 + 1 = 3$
(i) वर्तमान (ii) सूर्यम् (iii) भ्रमति (iv) पृथिव्या:/पृथिवी ।	
(ख) पद्यांम्	
(अ) एकपदेन उत्तरत - दो प्रश्न । प्रत्येक के लिए $\frac{1}{2}$ अंक ।	$\frac{1}{2} \times 2 = 1$
(i) धनानि (ii) सौहृदानि	
(ब) पूर्णवाक्येन उत्तरत - एक प्रश्न के लिए एक अंक	$1 \times 1 = 1$
भाग्यक्रमेण धनानि पुनर्भवन्ति ।	
(स) यथानिर्देशम् उत्तरत - चार प्रश्न ।	$\frac{1}{2} + \frac{1}{2} + 1 + 1 = 3$
(i) धनविनाशगता (ii) सुजने (iii) चारुदत्ताय (iv) धनानि ।	
(ग) नाट्यांशः:	
(अ) एकपदेन उत्तरत - दो प्रश्न । प्रत्येक के लिए $\frac{1}{2}$ अंक ।	$\frac{1}{2} \times 2 = 1$
(i) चाणक्यः (ii) निष्प्रयोजनम् ।	
(ब) पूर्णवाक्येन उत्तरत - एक प्रश्न के लिए एक अंक	$1 \times 1 = 1$
आर्यस्य दर्शनेन राजा आत्मानम् अनुग्रहीतुम् इच्छति ।	
(स) यथानिर्देशम् उत्तरत - चार प्रश्न ।	$\frac{1}{2} + \frac{1}{2} + 1 + 1 = 3$
(i) प्रतिषेधे (ii) निष्प्रयोजनम् (iii) चाणक्याय (iv) पश्यति ।	
11. यथानिर्देशम् उत्तरत	$2 + 2 = 4$
(i) पर्वतारोहणस्य	
(ii) चारुदत्तः - विदूषकं प्रति ।	
12. शुद्धं भावार्थं लिखत	$2 + 2 = 4$
(अ) iii (ब) i	

अथवा

प्रदत्तं भावार्थं लिखत	$1 \times 4 = 4$
(i) भवन्ति (ii) अतिथिभ्यः (iii) जलम् (iv) वाणी ।	
13. अन्वयं पूर्यत	$\frac{1}{2} \times 8 = 4$
(अ) - (i) अपि (ii) गतिः (iii) देहभंगम् (iv) पश्यन्ति	
(ब) - (i) वदनम् (ii) हृदयम् (iii) करणम् (iv) केषाम् ।	
14. सार्थकसम्मेलनम्	$1 \times 4 = 4$
(i) - (स)	
(ii) - (अ)	
(iii) - (द)	
(iv) - (ब)	
15. प्रसंगानुसारं सार्थकम् अर्थं लिखत	$1 \times 4 = 4$
(अ) (i) (ब) (iii) (स) (ii) (द) (ii)	

खण्ड- 'घ'

सामान्यः संस्कृतसाहित्यपरिचयः **10 अड्काः**

16. (अ) कवीनां देशकालकृतीनां नामानि लिखत	$\frac{1}{2} \times 10 = 5$
(अ) (i) अज्ञातः (ii) उत्तरभारतम् (iii) अज्ञातः	
(ब) (i) अज्ञातः/ई. पूर्वकालः प्रथम शताब्दी (ii) ई. पू. चतुर्थी शताब्दी	
(iii) पष्ठी शताब्दी	
(स) (i) उत्तररामचरितम् (ii) बृहत्संहिता (iii) आर्यभट्टीयम् (iv) शिवराजविजयम्	

अथवा

रिक्तस्थानपूर्तिः क्रियताम्	$\frac{1}{2} \times 10 = 5$
(i) बुद्धचरितस्य (ii) कथा (iii) नायिकायाः (iv) दश (v) खण्डकाव्यम्	

(vi) चम्पूः (vii) त्रयोदश (viii) भर्तृहरेः (ix) चरकः (x) त्रीणि

(ब) विशेषताः लिखत

(i) छन्दोयुक्तम्, प्रसिद्धकथायुक्तम्, सर्गबद्धम्, धीरोदात्त नायकयुक्तम्, सर्गान्ते
छन्दः परिवर्तनयुक्तम् ।

अथवा

पद्यकाव्य की कोई भी अन्य पांच विशेषाएं संस्कृत भाषा में लिखने पर पूर्ण अंक दिये जाएं ।

संस्कृतम् (ऐच्छिकम्)

कोड सं 49/1

निर्धारित समय : 3 घण्टे

अधिकतम अङ्क : 100

निर्देशाः

1. उत्तराणि उत्तरपुस्तिकायाम् एव लेखनीयानि ।
2. संकेताभावे सर्वेषां प्रश्नानामुत्तराणि संस्कृतेनैव लेखनीयानि ।

अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः सन्ति ।

खण्डः क	अपठितांश-अवबोधनम्	15 अङ्काः
खण्डः ख	संस्कृतेन रचनात्मककार्यम्	15 अङ्काः
खण्डः ग	पठितांश - अवबोधनम् संस्कृतसाहित्यस्य परिचयः च	40+10 = 50 अङ्काः
खण्डः घ	छन्दोऽलङ्काराः	20 अङ्काः

प्रश्नपत्र संख्या 49/1

खण्डः क

अपठितांश - अवबोधनम्

15 अङ्काः

1. अधोलिखितम् अनुच्छेदद्वयं पठित्वा प्रदत्तान् प्रश्नान् संस्कृतेन उत्तरतः :

(क) प्रथमः अनुच्छेदः

प्रवाहशीलता नद्याः स्वभावः । कश्चित् जनः तस्यां स्नानं करोति । कश्चित् नदीतीरं गत्वा स्तुतिं करोति । कश्चित् निन्दामपि कुर्यात् । नदी तु सर्वासु परिस्थितिषु अनासक्ता वर्तते । कश्चित् तस्यां प्राणत्यांगं कुर्यात् चेत्, नदी विलापं न करोति । भवतः पात्रस्य यावान् आकारः तावत् जलं प्राप्तुं शक्यते । चमसं नीतवान् जनः चमसमितम् एव जलं प्राप्स्यति । कलशवान् जनः कलशमितं जलं लभेत । यथा अस्माकम् उद्यमः तथैव परिणामः ।

प्रश्नाः

(अ) एकपदेन उत्तरत । $\frac{1}{2} \times 2 = 1$

(i) नदी सर्वासु परिस्थितिम् कीदृशी वर्तते?

(ii) को नु खलु नद्याः स्वभावः?

(ब) पूर्णवाक्येन उत्तरत । 2

यथा अस्माकम् उद्यमः तथा किं भवति?

(स) यथानिर्देशम् उत्तरत । $\frac{1}{2} \times 4 = 2$

(i) ‘प्राप्स्यति’ इति क्रियापदस्य कर्तृपदं किम्?

(ii) ‘परिस्थितिषु’ इति विशेष्यस्य विशेषणं किम्?

(iii) ‘तस्याम्’ इति सर्वनामपदं कस्यै प्रयुक्तम्?

(iv) ‘आत्महत्याम्’ इति अर्थे किं पदमत्र प्रयुक्तम्?

(ख) द्वितीयः अनुच्छेदः

पशुषु अपि नेतृत्वभावना वर्तते । एकदा प्रातः पञ्चवादने एकः गजगणः एकस्मिन् प्रदेशे दृष्टः । झटिति बहवः जनाः तत्र उपस्थिताः जाताः । गजाः नगरं न प्रविशेयुः इति कृते ते महता प्रमाणेन अग्निं प्रज्वालितवन्तः । ततः भीताः गजाः अग्रे गमनं स्थगितवन्तः । जनाः तु शताधिकाः आसन् । ते गजानां निवारणाय वाद्यानि अपि वादितवन्तः । किंतु तावती गजगणस्य मध्ये स्थिता एका हस्तिनी अग्रे आगतवती । शनैः शनैः अग्नेः समीपम् आगत्य सा पादेन प्रहत्य एकपक्षतः जनसमूहदिशि महता गाम्भीर्येण गतवती । तस्याः क्रोधोन्मत्तं रूपं दृष्ट्वा जनाः ततः पलायिताः । अन्ये गजाः अपि तस्याः अनुसरणं कृतवन्तः । पशुः अपि सन् सा आदर्शनेतृत्वगुणान् प्रदर्शितवती ।

प्रश्नाः

(अ) एकपदेन उत्तरत : $1 \times 2 = 2$

(i) गजानां निवारणाय जनाः किं प्रज्वालितवन्तः?

(ii) अग्निं दृष्ट्वा के अग्रे गमनं स्थगितवन्तः?

(ब) पूर्णवाक्येन उत्तरत । $1 \times 2 = 2$

गजानां नायिका एकाकी एव प्रतिपक्षं प्रति कथं व्यवहृतवती?

(स) यथानिर्देशम् उत्तरत । $1 \times 4 = 4$

(i) ‘वर्तते’ इति क्रियापदस्य कर्तृपदं किम्?

(ii) ‘रूपम्’ इति पदस्य विशेषणं किम्?

- (iii) 'तस्याः' अनुसरणं कृतवन्तः इति वाक्ये 'तस्याः' इति सर्वनामपदं कस्यै प्रयुक्तम्?
 (iv) 'पश्चात्' इति पदस्य कि विलोमपदम् अत्र प्रयुक्तम्?
 (d) अस्य अनुच्छेदस्य कृते उपयुक्तं शीर्षकं संस्कृतेन लिखत । 2
 इस अनुच्छेद के लिए उपयुक्त शीर्षक संस्कृत में लिखिए।

खण्डः ख

संस्कृतेन रचनात्मकं लेखनम्

15 अङ्काः

2. मञ्जूषातः उचितसङ्केतान् गृहीत्वा अधोलिखितां कथां पूरयित्वा लिखत :

आसीत् वीरभद्रः नामा राजा । सः _____(i)_____ वनम् अगच्छत् । एकदा आखेटं कृत्वा
 _____(ii)_____ एकस्य वृक्षस्य नीचैः _____(iii)_____ । किञ्चित् दूरे एकं
 विशालतरम्बुजक्षेत्रं _____(iv)_____ सैनिकान् तरम्बुजम् आनेतुम् आदिशत् । मार्गे
 _____(v)_____ कश्चित् अन्धः तच्छुत्वा भृशम् _____(vi)_____ । खिन्नः राजा
 तम् _____(vii)_____ हास्यकारणम् अपृच्छत् अवदत् च “त्वम् अन्धः मम अपमानं
 किमर्थं करोषि?” अन्धः अवदत् “तस्मिन् क्षेत्रे तरम्बुजाः न सन्ति ।” राजा अपृच्छत् “त्वम्
 तु अन्धः अतः कथं _____(viii)_____ ?” अन्धः प्रत्युदत्तरत् “सर्वं द्रष्टुं बाह्यदृष्टिः
 एव न पर्याप्ता । अधुना _____(ix)_____ समयः नास्ति इत्यहं जानामि ।” राजा तम
 _____(x)_____ ।

मञ्जूषा

गच्छन्, दृष्ट्वा, आहूय, शान्तः आखेटाय, अहसत्, उपाविशत्, जानासि,
 तरम्बुजानां, पुरस्कृतवान् ।

3. मञ्जूषातः पदानि 'समयस्य महत्त्वम्' इति विषयम् अधिकृत्य संस्कृतेन पञ्च वाक्यनि
 लिखत ।

$1 \times 5 = 5$

मञ्जूषा

समयः अमूल्यः, नष्टः समयः, जीवने, पुनः, क्षणे नष्टे,
 विद्याहानिः, दुरुपयोगः, नाशयति, समयस्य महत्त्वं, उन्नतिशीलः,
 सत्कार्येषु, परोपकारे, नेतव्यः ।

खण्डः ग

पठितांश - अवबोधनम् संस्कृत-साहित्य-परिचयः च

40+10 = 50 अङ्कः

4. अधोलिखितं गद्यांशं, पद्यं, नाट्यांशं च पठित्वा प्रदत्तप्रश्नान् संस्कृतेन उत्तरतः :

(क) गद्यांशः

“तावदकस्मादुत्थितो महान् झज्जावातः, एकः सायंसमयप्रयुक्तः स्वभाववृत्तोऽन्धकारः,
स च द्विगुणितो मेघमालाभिः । झज्जावातोद्भूतैः रेणुभिः शीर्णपत्रैः कुसुमपरागैः शुष्कपुष्पैश्च
पुनरेष द्वैगुण्यं प्राप्तः । इह पर्वत-श्रेणीतः पर्वतश्रेणीः, वनाद् वनानि, शिखराच्छिखराणि
प्रपातात् प्रपातान् न कोऽपि सरलो मार्गः, पन्थाः अपि नावलोक्यते ।”

(अ) एकपदेन उत्तरत ।

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

(i) अन्धकारः काभिः द्विगुणितः?

(ii) किम् न अवलोक्यते?

(च) पूर्णवाक्येन उत्तरत ।

$1 \times 2 = 2$

अन्धकारः कथं द्वैगुण्यं प्राप्तः?

(स) यथानिर्देशम् उत्तरत ।

$\frac{1}{2} \times 4 = 2$

(i) ‘रेणुभिः’ इति पदस्य विशेषणं किम्?

(ii) ‘मार्गः’ इति अर्थं किं पदमत्र प्रयुक्तम्?

(iii) ‘वक्रः’ अति पदस्य किं विलोमपदमत्र प्रयुक्तम्?

(iv) ‘एषः’ इति सर्वनामपदं कस्मै प्रयुक्तम्?

(ख) पद्यम्

सहसा विदधीत न क्रियाम्

अविवेकः परमापदां पदम् ।

वृणते हि विमृश्यकारिणं,

गुणलुब्धाः स्वयमेव सम्पदः ॥

प्रश्नाः

- (अ) एकपदेन उत्तरत । $\frac{1}{2} \times 2 = 1$
- अविवेकः कासां पदम् वर्तते?
 - सहसा किं न विदधीत?
- (ब) पूर्णवाक्येन उत्तरत । $1 \times 2 = 2$
- सम्पदः कस्य वरणं कुवन्ति?
- (स) यथानिर्देशम् उत्तरत । $\frac{1}{2} \times 4 = 2$
- ‘विवेकः’ इत्यस्य कि विलोमपदमत्र प्रयुक्तम्?
 - ‘गुणलुब्धाः’ इति पदं कस्य विशेषणम्?
 - ‘वृणते’ इति क्रियापदस्य कर्तृपदं किम्?
 - ‘चिन्तनपूर्वकं यः कार्यं करोति तम्’ इति अर्थे कि पदमत्र प्रयुक्तम्?

(ग) नाट्यांशः

“लवः भोः भोः! तत्किमक्षत्रिया पृथिवी यदेवमुद्घोष्यते?
 (नेपथ्ये) रे रे महाराजं प्रति कः क्षत्रियः?
 लवः धिग्जात्मान्।
 यदि नो सन्ति सन्त्येव, केयमद्य विभीषिका।
 किमुक्तैरभिरधुना तां पताकां हरामि वः ॥
 हे बटवः । परिवृत्य लौष्ठैरभिधन्तः उपनयतैनम्
 अश्वम् । एष रोहितानां मध्येचरो भवतु ॥”

प्रश्नाः

- (अ) एकपदेन उत्तरत । $\frac{1}{2} \times 2 = 1$
- अश्वः केषां मध्येचरः भवतु?
 - लवः बटून् कैः अभिधन्तः नेतुम् आदिशति?

- | | |
|--|----------------------------|
| (ब) पूर्णवाक्येन उत्तरत । | $1 \times 2 = 2$ |
| लवः किमर्थं क्रोधेन युक्तः अभवत् ? | |
| (स) यथानिर्देशम् उत्तरत । | $\frac{1}{2} \times 4 = 2$ |
| (i) 'युज्माकम्' इति अर्थे किं पदमत्र प्रयुक्तम् ? | |
| (ii) 'क्षत्रिया' इत्यस्य कि विलोमपदमत्र प्रयुक्तम् ? | |
| (iii) 'एषः रोहितानां मध्येचरो भवतु' इति वाक्ये 'एषः' सर्वनामपदं कस्मै प्रयुक्तम् ? | |
| (iv) 'भवतु' इति क्रियापदस्य कर्तृपदं किम् ? | |
| 5. शब्दार्थान् मेलयित्वा लिखत । | $\frac{1}{2} \times 4 = 2$ |
| शब्दाः | अर्थाः |
| (अ) उष्णरश्मिः | (i) समीपे |
| (ब) नियोगक्रियया | (ii) सम्पूर्णम् |
| (स) आरात् | (iii) आज्ञया |
| (द) अशेषम् | (iv) सूर्यः |
| 6. रेखांडिकतपदानि आधृत्य प्रश्ननिर्माणं कुरुत । | $1 \times 4 = 4$ |
| (i) नाशयति च पुरुषम् अत्यासङ्गो <u>विषयेषु</u> । | |
| (ii) अपगतमले हि मनसि विशन्ति सुखेन <u>उपदेशगुणाः</u> । | |
| (iii) कुप्यन्ति <u>हितवादिने</u> । | |
| (iv) गुरुपदेशः <u>राजाम्</u> अजलं स्नानम् । | |
| 7. अधोलिखितभावार्थयोः रिक्तस्थानपूर्तिं मञ्जूषापदसहायतया कुरुत :
(अ) कुर्वन्नेवेह कर्माणि जिजीविषेच्छतं समाः ।
एवं त्वयि नान्यथेतोऽस्ति न कर्म लिप्यते नरे । | $3 + 3 = 6$ |
| भावार्थः | |
| मनुष्यः कर्माणि कुर्वन् एव _____(i)_____ संसारे _____(ii)_____ , वर्षाणि जीवितम् _____(iii)_____ । अन्यः कोऽपि _____(iv)_____ नास्ति । यदा | |

नरः ____ (v) ____ कर्म करोति सः नरः ____ (vi) ____ लिप्तः न
भवति ।

(ब) तस्मादसक्तः सततं कार्यं कर्म समाचर ।

असक्तो ह्याचरन् कर्म परमाप्नोति पूरुषः ।

भावार्थः

अतः ____ (i) ____ निरन्तरं कार्यं कर्तव्यम् । कोदृशं कार्यम्? ____ (ii) ____
कर्म एव कर्तव्यम् । यदा ____ (iii) ____ अनासक्तभावेन ____ (iv) ____
करोति, तदा एव सः ____ (v) ____ पुरुषः परं ____ (vi) ____ प्राप्नोति ।

मञ्जूषा

आसक्तिरहितेन, इच्छेत्, शतं, कर्म, अस्मिन्, मनुष्यः, अनासक्तभावेन,
करणीयम्, अनासक्तः, मार्गः, कर्मणा, लक्ष्यम् ।

8. अधोलिखितयोः श्लोकयोः अन्वययोः रिक्तस्थानपूर्तिं कुरुतः : 1½ + 1½ = 3

(i) प्रातः, प्रयाणाभिमुखाय तस्मै,
सविस्मयाः कोषगृहे नियुक्ताः,
हिरण्मयीं कोषगृहस्य मध्ये,
वृष्टिं शशंसुः पतितां नभस्तः ॥

अन्वयः

प्रातः तस्मै प्रयाणाभिमुखाय कोषगृहे ____ (i) ____ सविस्मयाः नभस्तः कोषगृहस्य
मध्ये ____ (ii) ____ हिरण्मयीम् ____ (iii) ____ शशंसुः ।

(ii) गिरौ कलापी गगने पयोदो,
लक्षान्तरेऽकर्शच जले च पद्मम् ।
इन्दुद्विलक्षे कुमुदस्य बन्धु-
यों यस्य मित्रं न हि तस्य दूरम् ॥

अन्वयः

कलापी गिरौ पयोदः _____(i)_____ अर्कः च _____(ii)_____ पद्यम् च
जले, द्विलक्षे _____(iii)_____ कुमुदस्य बन्धुः, वः यस्य बन्धुः, (सः) तस्य दूरम्
न हि ।

9. यथानिर्देशम् उत्तरत । $\frac{1}{2} \times 4 = 2$
- (अ) कर्तृपदं क्रियापदं च चिनुत ।
- (i) पश्य मधुकरीणां सञ्चितमर्थं हरन्त्यन्ये ।
(ii) भोः समुद्र ! विक्रमार्को राजा यज्ञं करोति ।
- (ब) विशेषणपदं चिनुत । $1 + 1 = 2$
- प्रतिद्वीपम् नानाजातयेऽनन्ता जन्तवस्तिष्ठन्ति ।
- (स) अधोलिखितपंक्तिषु रेखाडिकतसर्वनामपदानि केभ्यः प्रयुक्तानि ? $1 + 1 = 2$
- (i) लेखिका आसीत् सुश्री मेरी यस्याः पाश्वे सः धनं प्रेषयति स्म ।
(ii) श्रीनायारः वर्षत्रयेभ्यः कार्यं करोति । तस्य मनोव्यथा बोधगम्या नासीत् ।
- (द) अधोलिखित पंक्तौ ‘असीमः’ तथा ‘खेलः’ इति पदयोः समानार्थकपदे चित्वा लिखत : $1 + 1 = 2$
- मनुष्याणां हिंसावृत्तिस्तु निरवधिः । पशुहत्या तु तेषाम् आक्रीडनम् ।
- (य) कः कम् कथयति ? $\frac{1}{2} \times 4 = 2$
- (i) “शब्दैः प्रतीयते यत् गृहे चौरः प्रविष्टः इति गृहिणी रात्रौ मामबोधयत् ।”
(ii) “अध्यापकमहोदयः माम् प्रावोचत् तात ! सर्वमिदं सम्यक् किन्तु स्वगृहमपि विलोकनीयं भवेत् ।”
10. (क) अधोलिखितलेखकानाम् कस्यापि एकस्य काव्यस्य नाम लिखत : $1 \times 5 = 5$
- मथुरानाथशास्त्री, हृषीकेशभट्टाचार्यः, भवभूतिः, बाणभट्टः, माघः ।
- (ख) अधोलिखितानां काव्यानां लेखकानां नामानि लिखत : $1 \times 5 = 5$
- पाषाणीकन्या, गंगालहरी, शतकत्रयम्, प्रबंधपारिजातः, रघुवंशम् ।

11.	(अ) प्रश्नान् उत्तरत ।	$1 \times 4 = 4$
	(i) 'किम्' इत्यत्र पदे स्वरः लघुः अस्ति गुरुः वा?	
	(ii) 'मातरः' इत्यत्र पदे गणः कः?	
	(iii) 'प्रतिचरणम्' वंशस्थवृत्ते कति वर्णाः?	
	(iv) 'उपजातिः' इति छन्दसि प्रतिचरणम् अन्तिमस्वरः लघुः अस्ति गुरुः वा?	
	(ब) निम्नलिखितपरिभाषाः पूरयत :	$1 \times 3 = 3$
	(i) वदन्ति _____ जतौ जरौ।	
	(ii) उक्ता _____ तभजाजगौगः।	
	(iii) ननमययुतेयं _____ ।	
	(स) अधोलिखितपद्कृत्यां किं छन्दः?	2
	'सन्मित्रलक्षणमिदं प्रवदन्ति सन्तः'।	
	(द) कस्यचिदेकस्य छन्दसः उदाहरणं लिखत ।	2
	शिखरिणी, शार्दूलविक्रीडितम् ।	
12.	(अ) अधोलिखितानाम् अलङ्काराणां परिभाषाः पूरयतः	
	(i) भवेत् _____ प्रकृतस्य परात्मना ।	
	(ii) भवेत् _____ उनुषक्तार्थीन्तरामिधा ।	
	(iii) श्लिष्टेः पदैः _____ इष्पते ।	
	(iv) वर्णसाम्यम् _____ ।	
	(ब) कस्यचिदेकस्य अलङ्कारस्य उदाहरणं लिखत ।	$1 \times 3 = 3$
	रूपकम्, उपमा ।	

- (स) अधोलिखित पंक्तिषु के अलड़काराः ? $1 \times 3 = 3$
- (i) यो यस्य मित्रं न हि तस्य दूरम् ।
 - (ii) रमते न मरालस्य मानसं मानसं विना ।
 - (iii) सूक्ष्ममौक्तिकपटलेनेव स्वेदबिन्दुव्रजेन ।

प्रश्नपत्र संख्या 49
खण्डः क
अपठितांश - अवबोधनम्

15 अङ्काः

1. अधोलिखितम् अनुच्छेदद्वयं पठित्वा प्रदत्तान् प्रश्नान् संस्कृतेन उत्तरतः :

(क) प्रथमः अनुच्छेदः

एकदा एकः सप्राट् रथे उपविश्य राजमागेण गच्छति स्म । किञ्चिदग्रे कश्चन सन्यासी रथस्य पुरतः आगतः । सप्राट् क्रोधेन अगर्जत् “अये कस्त्वम्?” सन्यासी समक्षं स्थित्वा अवदत् “अहमस्मि सप्राट्!” क्रुद्धः राजा अवदत् “जीर्णवस्त्रधारी नग्नपादः कथं सप्राट् भवितुम् अर्हति?” सन्यासी अवदत् “किं सुवर्णरथारूढः अहङ्कारी सप्राट् भवितुम् अर्हति? सप्राट् तु जितक्रोधः विनम्रः भवति ।” लज्जितः सप्राट् सन्यासिनः पादयोः अपतत् ।

प्रश्नाः

(अ) एकपदेन उत्तरत । $\frac{1}{2} \times 2 = 1$

- (i) सप्राजः रथस्य अग्रे कः आगतः?
- (ii) सन्यासिनः पादयोः लज्जितः कः अपतत्?

(ब) पूर्णवाक्येन उत्तरत । $2 \times 1 = 2$

सप्राट् कीदृशः भवति?

(स) यथानिर्देशम् उत्तरत । $\frac{1}{2} \times 4 = 2$

- (i) ‘अगर्जत्’ इति क्रियापदस्य कर्तृपदं किम्?
- (ii) ‘क्रुद्धः’ इति पदस्य विशेषं किम्?
- (iii) ‘पश्चात्’ इति पदस्य कि विलोमपदम् अत्र प्रयुक्तम्?
- (iv) ‘सम्मुखम्’ अति अर्थे कि पदमत्र प्रयुक्तम्?

(ख) द्वितीयः अनुच्छेदः

बिहारराज्ये एकः ग्रामः अस्ति । एतस्मिन् ग्रामे यदि बालिकाशिशुः जायेत तर्हि गृहजनाः तन्निमित्तीकृत्य ग्रामे सहर्षं सस्यारोपणं कुर्वन्ति । एषा परम्परा अत्र बहुकालात् प्रचलति । तस्मात् एतस्मिन् ग्रामे इदानी प्रायः विंशतिसहस्राधिकनि सस्यानि सन्ति । समीपस्थाः ग्रामाः प्रायः सस्यहीनाः कान्तिहीनाः इव भासन्ते । प्रतिकन्याशिशु दश सस्यानि तस्मिन् ग्रामे रोप्यन्ते । अतः तस्मिन् ग्रामे हरित्समृद्धिः आर्थिकलाभः च भवति । एतस्य ग्रामस्य निवासिनः कन्यां लक्ष्मीस्वरूपां मन्यन्ते । प्रायः गृहेषु यदि कन्यायाः जन्म भवति तर्हि बहुत्र विषादः प्रदर्शयते ‘अहो! पुत्री जाता इति ।’ अयं ग्रामः समस्तदेशाय आदर्शं स्थापयति । बिहारप्रान्तस्य मुख्यमन्त्रिणा अयं ग्रामः ‘आदर्शग्रामः’ इति पुरस्कृतः ।

प्रश्नाः

- (अ) एकपदेन उत्तरत । $1 \times 2 = 2$
- प्रायः यदि कन्यायाः जन्म भवति तदा बहुत्र किं प्रदर्शयते?
 - प्रतिकन्याशिशु कति सस्यानि रोप्यन्ते?
- (ब) पूर्णवाक्येन उत्तरत । $2 \times 1 = 2$
- एतस्य ग्रामस्य निवासिनः कन्यां किं मन्यन्ते?
- (स) यथानिर्देशम् उत्तरत । $1 \times 4 = 4$
- ‘प्रचलति’ इति क्रियापदस्य कर्तृपदं किम्?
 - ‘दुःखम्’ इति अथें कि पदमत्र प्रयुक्तम्?
 - ‘अल्पकालात्’ इति पदस्य कि विलोमपदम् अत्र प्रयुक्तम्?
 - ‘समीपस्थाः’ इति पदस्य विशेषं किम्?
- (द) अस्य अनुच्छेदस्य कृते उपयुक्तं शीर्षकं संस्कृतेन लिखत । 2

खण्डः ख

संस्कृतेन रचनात्मकं लेखनम्

15 अङ्काः

2. मञ्जूषातः उचितसङ्केतान् गृहीत्वा आधोलिखितां कथां पूर्यित्वा लिखत : $1 \times 10 = 10$

कथा

एकदा भगवान् गौतमबुद्धः स्वशिष्यैः (i) _____ सभायां ध्यानमग्नः विराजते

स्म। कश्चित् बहिः स्थितः जनः (ii) _____ अवदत् “कथं मह्यं सभायाम्
 उपवेशनस्य (iii) _____ न प्रदीयते?” बुद्धः पुनः नेत्रे (iv) _____
 ध्यानमग्नः अभवत्। सः जनः पुनः पुनः क्रोधोन्मत्तः (v) _____ अक्रोशत्।
 कश्चित् शिष्यः (iv) _____ न्यवेदयत् “भगवन्! तस्मै प्रवेशाय कृपया
 अनुमतिं (vii) _____” इति। बुद्धदेवः (viii) _____ उन्मील्य
 अवदत् “सः अस्पृश्यः।” शिष्यः अपृच्छत् “अस्माकं धर्मे तु (ix) _____
 नास्ति। कथं सः अस्पृश्यः?” बुद्धः अवदत् “यः क्रोधं करोति सः (x) _____
 एव।” इति।

मञ्जूषा

नेत्रे, क्रोधेन, निमील्य, भूत्वा, सह, अनुमतिः, ददातु, जातिभेदः, नम्रतया, अस्पृश्यः।

3. मञ्जूषातः पदानि वित्ता ‘वसुधैव कुटुम्बकम्’ इति विषयम् अधिकृत्य पञ्च वाक्यानि संस्कृतेन
 लिखत।

$1 \times 5 = 5$

मञ्जूषा

उदारपुरुषाः, सर्वं जनं, स्वार्थरहिताः, इदं मम इति भावनया अस्पृष्टः, आत्मवत्, विश्वस्य
 कल्याणाय, बलिदानम्, उदात्तं चरित्रम्, वेदेषु उपदिष्टम्, परदुःखम्, आत्मनः वत्।

खण्डः ग

पठितांश अवबोधनम् संस्कृत-साहित्य-परिचयः च

40+10 = 50 अङ्काः

4. अधोलिखितं गद्यांशं, पद्यं, नाट्यांशं व पठित्वा संस्कृतेन उत्तरतः

(क) गद्यांशः

“अस्मिन् समये एकः षोडशवर्ष-देशीयो गौरो युवा हयेन पर्वतश्रेणीरुपर्युपरि गच्छति
 स्म। एष सुघटितदृढशरीरः श्यामश्यामैर्गुच्छगुच्छैः कुञ्चितकुञ्चितैः कचकलापैः
 दूरागमनायासवशेन सूक्ष्म-मौक्तिक-पटलेनेव स्वेदबिन्दु-ब्रजेन समाच्छादितललाट-कपोल-
 नासाग्रोत्तरोष्ठः कोऽपि शिववीरस्य विश्वासपात्रः सिंहदुर्गात् तस्यैव पत्रमादय तोरणदुर्गं
 प्रयाति।”

प्रश्नाः

(अ) एकपदेन उत्तरत । $\frac{1}{2} \times 2 = 1$

(i) युवा केन पर्वतश्रेण्याः उपरि गच्छति स्म?

(ii) कस्य विश्वासपात्रम् तोरणदुर्गं प्रति प्रयाति?

(ब) पूर्णवाक्येन उत्तरत । $1 \times 2 = 2$

शिववीरस्य विश्वासपात्रम् किमादाय कुत्र प्रयाति?

(स) यथानिर्देशम् उत्तरत । $\frac{1}{2} \times 4 = 2$

(i) ‘गच्छति स्म’ इति क्रियापदस्य कर्तृपदं किम्?

(ii) ‘स्थूल’ इति पदस्य किम् विलोमपदमत्र प्रयुक्तम्?

(iii) ‘केशसमूहैः’ इति पदस्य कि पर्यायपदम् अत्र प्रयुक्तम्?

(iv) ‘तस्यैव पत्रम् आदाय.....’ इति वाक्ये ‘तस्य’ इति सर्वनामपदं कस्मै प्रयुक्तम्?

(ख) पदम्

‘विपदि धैर्यमथाभ्युदये क्षमा,

सदसि वाक्पटुता युधि विक्रमः ।

यशसि चाभिरुचिर्वसनं श्रुतौ

प्रकृतिसिद्धमिदं हि महात्मनाम् ॥”

प्रश्नाः

(अ) एकपदेन उत्तरत । $\frac{1}{2} \times 2 = 1$

(i) महात्मनां कुत्र वाक्पटुता प्रदर्शयते?

(ii) महात्मनां व्यसनं कुत्र वर्तते?

(ब) पूर्णवाक्येन उत्तरत । $2 \times 1 = 2$

महात्मनां किं किं प्रकृतिसिद्धं भवति?

(स) यथानिर्देशम् उत्तरत । $\frac{1}{2} \times 4 = 2$

- (i) 'वेदे' इत्यर्थे किं पदमत्र प्रयुक्तम्?
- (ii) 'संपदि' इति पदस्य कि विलोमपदमत्र प्रयुक्तम्?
- (iii) प्रथमपंक्तौ किमव्ययपदम्?
- (iv) 'इदं' सर्वनामपदं कस्मै संज्ञापदाय प्रयुक्तम्?

(ग) नाट्यांशः

‘लवः’ (प्रविश्य, स्वगतम्) अविज्ञातवयः क्रमैचित्यात् पूज्यानपि
सतः कथमभिगादयिष्ये? (विचिन्त्य) अयं पुनरविरुद्धप्रकार
इति वृद्धेभ्यः श्रूयते। (सविनयमुपसृत्य) एष वो लवस्य
शिरसा प्रमाणपर्यायः।

अरुन्धतीजनकौ कल्याणिन् । आयुष्मान् भूयाः ।
कौसल्या चिरं जीव ।
अरुन्धती एहि वत्स! लवमुत्सङ्गे गृहीत्वा (आत्मगतम्) ठिष्ट्या न
केवलम् उत्सङ्गश्चिरान्मनोरथोऽपि मे पूरितः।”

प्रश्नाः

(अ) एकपदेन उत्तरत । $\frac{1}{2} \times 2 = 1$

- (i) अरुन्धती कम् उत्सङ्गे गृहणाति?
- (ii) अयम् प्रणामप्रकारः केभ्यः श्रूयते?

(ब) पूर्णवाक्येन उत्तरत । $2 \times 1 = 2$

अरुन्धती लवम् उत्सङ्गे गृहीत्वा किं वदति?

(स) यथानिर्देशम् उत्तरत । $\frac{1}{2} \times 4 = 2$

- (i) ‘आयुः’ इति अर्थे किं पदमत्र प्रयुक्तम्?
- (ii) ‘अपसृत्य’ इति पदस्य कि विलोमपदमत्र प्रयुक्तम्?
- (iii) ‘मनोरथोऽपि मे पूरितः.....’ इति वाक्ये ‘मे’ इति सर्वनामपदं कस्यै
प्रयुक्तम्?
- (iv) ‘अयम्’ इति सार्वनामिकविशेषणस्य विशेष्यं किम्?

5. शब्दार्थान् मेलयित्वा लिखत ।

$\frac{1}{2} \times 4 = 2$

शब्दः अर्थः

- | | | | |
|-----|------------|-------|------------|
| (अ) | नादति | (i) | गवविशः |
| (ब) | स्मयावेशः | (ii) | ब्रह्मचारी |
| (स) | अन्वयुडक्त | (iii) | न याचते |
| (द) | वर्णी | (iv) | अपृच्छत् |

6. रेखाङ्कितपदानि आधृत्य प्रश्ननिर्माणं कुरुतः

$1 \times 4 = 4$

- (i) न हि एवंविधम् अपरिचितम् इह जगति किञ्चिद् अस्ति ।
(ii) कुमार! तथा प्रयतेथाः यथा न धिक्रियसे गुरुभिः ।
(iii) अपगतमले हि मनसि विशन्ति उपदेशगुणाः ।
(iv) चन्द्रापीडः प्रीतहृदयो स्वभवनमाजगाम ।

7. अधोलिखितभावार्थयोः रिक्तस्थानपूर्तिं मञ्जूषापदसहायतथा कुरुतः

$3 + 3 = 6$

(अ) अन्यदेवाहुर्विद्यया अन्यदाहुरविद्यया,

इति शुश्रुम धीराणां ये नस्तद्विचक्षिरे ॥

भावार्थः

विद्वांसः (i) _____ अन्यत् (ii) _____ च अन्यत् फलं प्राप्यते
(iii) _____ अस्मभ्यम् (iv) _____. वस्तुतः विद्या तु
(v) _____ भवति अविद्या च भौतिकवादः । द्वयोः मार्गः
(vi) _____ एव भवति ।

(ब) यद्यदाचरति श्रेष्ठस्तत्तदेवेतरो जनः ।

स यत्रमाणं कुरुते लोकस्तदनुवर्तते ।

भावार्थः

श्रेष्ठजनाः यथा (i) _____ कुर्वन्ति लोकः (ii) _____
अनुकरणं (iii) _____. सः यत् प्रमाणितं करोति (iv) _____
आदर्शं मत्वा (v) _____ कुर्वन्ति । अतः उत्तमानि कार्याणि एव
(vi) _____ ।

मञ्जूषा

आचरणम्, अविद्या, विद्या, तदेव, भिन्नः, उपदिशन्ति, कुर्वन्ति, इति,
तस्यैव, आध्यात्मिकज्ञानं, पालनम्, कर्तव्यानि ।

8. अधोलिखितयोः श्लोकयोः अन्वययोः रिक्तस्थानपूर्तिं कुरुत : $1\frac{1}{2} + 1\frac{1}{2} = 3$

(अ) तं भूपतिर्भासुरहेमराशिं,
लब्धं कुबेरादभियास्यमानात् ।
दिदेश कौत्साय समस्तमेव,
पादं सुमेरोरिव वज्रभिन्नम् ॥

अन्वयः

भूपतिः अभियास्यमानात् (i) _____ लब्धम् सुमेरोः वज्रभिन्नम्
(ii) _____ इव भासुरहेमराशिम् समस्तम् एव (iii) _____
दिदेश ।

(ब) उपार्जितानां वित्तानां त्याग एव हि रक्षणम् ।
तटाकोदरसंस्थानां परीवाह इवाभ्यसाम् ॥

अन्वयः

तटाकोदरसंस्थानाम् (i) _____ परीवाह इव (ii) _____
वित्तानाम् (iii) _____ एव हि रक्षणम् ।

9. यथानिर्देशम् उत्तरत ।

(अ) कर्तृपदं क्रियापदं व चिनुत । $1 + 1 = 2$

(i) एकं रत्नं यद्वस्तु स्मर्यते तद्दाति ।
(ii) भो ब्राह्मण । भवान् यज्ञदक्षिणाकालं व्यतिक्रम्य समागच्छति ।

(ब) विशेषणपदं चिनुत । $1 + 1 = 2$

(i) भगवद्वाक्यानि समाप्तानि न भवन्ति ।
(ii) पृथिव्याः सप्त भेदाः ।

(स) अधोलिखितपंक्तिद्वये रेखांकित-सर्वनामपदानि केभ्यः प्रयुक्तानि? $1 + 1 = 2$

(i) श्रीनायारः स्वल्पभाषी, अतस्तस्य मनःकथा मनोव्यथा वा बोधगम्या नास्ति ।

(ii) प्रभुः जन्म दत्तवान्, सः जीवितुमधिकारमपि दत्तवान् ।

(द) अधोलिखितपंक्तिभ्यां ‘सारल्यं’ तथा ‘ध्यानेन’ इति पदयोः समानार्थकपदे चित्वा
लिखत : $1 + 1 = 2$

(i) अहितमिव परित्यजन्ति आर्जवम् ।

(ii) सावहिताः शृण्वन्तु भवन्तः ।

(य) कः कं कययति? $1 + 1 = 2$

(i) “महाराज! नववार्षिकी मे कन्या ।”

(ii) “पुस्तकं तु शोभनम् परंतु यदि भवान् हिन्दीभाषायां लिखति तर्हि शोभनं
भवति ।”

10. (अ) अधोलिखितलेखकानाम् कस्यापि एकस्य काव्यस्य नाम लिखत : $1 \times 5 = 5$

भर्तृहरिः, पण्डितराजजगन्नाथः, भारविः, माघः, कालिदासः ।

(ब) अधोलिखितरचनानां लेखकानां नामानि लिखत : $1 \times 5 = 5$

सिंहासनद्वात्रिंशिका, प्रबन्धमञ्जरी, समुद्रसङ्गमः, उत्तररामचरितम्, भगवद्‌गीता ।

खण्डः घ

छन्दोऽलङ्काराः

20 अङ्काः

11. (अ) प्रश्नान् उत्तरत । $1 \times 4 = 4$

(i) ‘यः’ इति पदे स्वरः लघुः गुरुः वा?

(ii) ‘नयनम्’ इति पदे कः गणः?

(iii) प्रतिचरणं शार्दूलविक्रीडितम् इति छन्दसि कति वर्णाः?

(iv) ‘शिखरिणी’ इति छन्दसि प्रतिचरणं अन्तिमस्वरौ लघू गुरु वा?

(ब) अधोलिखितपरिभाषाः पूरयत : $1 \times 3 = 3$

(i) रसैः रुद्रैश्चिन्ना _____ ।

- (ii) सूर्याश्वैर्यदि मः सजौ सततगाः _____ ।
- (iii) _____ उम्बुधिरसनगैर्मोभनो तौ गयुग्मम् ।
- (स) अधोलिखितपड़क्त्याम् किं छन्दः? 1
- निजहृदि विकसन्तः सन्ति सन्तः कियन्तः?
- (द) कस्यचिदेकस्य छन्दसः उदाहरणं लिखत । $2 \times 1 = 2$
- अनुष्टुप्, उपजातिः ।
12. (अ) अधोलिखितानाम् अलङ्काराणां परिभाषाः पूरयत : $1 \times 4 = 4$
- (i) साधर्म्यम् _____ भेदे ।
- (ii) तद् _____ अभेदो य उपमानोपमेययोः ।
- (iii) भवेत् सम्भावनो _____ प्रकृतस्य परात्मना ।
- (iv) शिलष्टैः पदैरनेकार्थाभिधाने _____ ।
- (व) कस्यचिदेकस्य अलङ्कारस्य उदाहरणं लिखत । $3 \times 1 = 3$
- अर्थान्तरन्यासः, श्लेषः ।
- (स) अधोलिखितपंक्तिषु के अलङ्काराः? $1 \times 3 = 3$
- (i) सरसिजमनुविद्धं शैवलेनापि रम्यम् ।
- (ii) चन्द्रापीडः ताभिः उपदेशवर्गिभिः प्रक्षालित इव ।
- (iii) वित्तमदमत्तचित्ताः सर्वजनोपहास्यतामुपयान्ति ।

अंक योजना - संस्कृत (ऐच्छिक)

निर्धारित समय : ३ घण्टे

अधिकतम अंक : 100

1. किसी भी प्रश्न के विकल्पात्मक उत्तर भी हो सकते हैं। इस अंक योजना में दिये गए उत्तर निर्देशात्मक हैं! इनके अतिरिक्त भी संदर्भानुसार सही उत्तर हो सकते हैं, अतः अंक दिए जाएं।
2. अनुच्छेद अथवा श्लोकों पर आधारित प्रश्न अवबोधनात्मक हैं विद्यार्थी अनुच्छेद में दिये गए शब्दों के स्थान पर पर्यायवाची शब्दों का प्रयोग भी कर सकते हैं इसके लिए भी अंक दिए जाएं। विद्यार्थी उत्तर देते समय उपयुक्त विभक्ति अथवा वचन का प्रयोग नहीं करते तो अंशतः अंक काटे जाएं संपूर्ण नहीं।
3. त्रुटिपूर्ण वर्तनी अथवा व्याकरणात्मक प्रयोगों के लिए अनुपाततः अंक काटे जाएं न कि पूरे अंक।
4. आंशिक दृष्टि से सही उत्तरों के लिए भी अंशतः अंक अवश्य दिए जाएं।

प्रश्न पत्र संख्या 49/1

अपेक्षित उत्तर-संकेत एवं मूल्य-विन्दु

खण्ड : 'क' (अपठितांश-अवबोधनम्)

15 अङ्काः

1. (क) प्रथमः अनुच्छेदः

(अ) एकपदेन उत्तरत । दो प्रश्न, प्रत्येक भाग के लिए आधा अंक $(1/2 \times 2 = 1)$

(i) अनासक्ता

(ii) प्रवाहशीलता ।

(ब) पूर्णवाक्येन उत्तरत - एक प्रश्न $(1 \times 2 = 2)$

यथा उद्यमःतथा परिणामः ।

(स) यथानिर्देशम् उत्तरत । चार प्रश्न, प्रत्येक भाग के लिए आधा अंक $(1/2 \times 4 = 2)$

(i) जनः

(ii) सर्वासु

(iii) नदै

(iv) प्राणत्यागम् ।

1. (ख) द्वितीयः अनुच्छेदः

(अ) एकपदेन उत्तरत । दो प्रश्न, प्रत्येक भाग के लिए एक अंक । $(1/2 \times 2 = 1)$

(i) अग्निम्

(ii) गजाः

(ब) पूर्णवाक्येन उत्तरत - एक प्रश्न । $(2 \times 1 = 2)$

गजानां नायिका अन्ने: समीपम् आगत्य अग्निं प्रहृत्य अग्रे गतवती/आदर्शनेतृत्वगुणान्
प्रदर्शितवती ।

(स) यथानिर्देशम् उत्तरत - चार प्रश्न । प्रत्येक भाग के लिए आधा अंक $(1/2 \times 4 = 2)$

(i) नेतृत्वभावना

(ii) क्रोधोन्मत्तम्

(iii) हस्तिन्याः

(iv) अग्रे ।

(द) अनुच्छेदलेखनम् -- $(2 \times 1 = 2)$

आदर्शनेतृत्वम्/आदर्शनेतृत्वभावना/विपदि धैर्यम् न त्यक्तव्यम् इत्यादयः ।

खण्ड- 'ख'

संस्कृतेन रचनात्मककार्यम्

15 अङ्कः

2. कथालेखनम् - दस रिक्तस्थान । प्रत्येक भाग के लिए 1/2 अंक $1 \times 10 = 10$

(i) आखेटाय

(ii) शान्तः

(iii) उपाविशत्

(iv) दृष्ट्वा

(v) गच्छन्

(vi) अहसत्

(vii) आहूय

(viii) जानासि

(ix) तरम्बुजानाम्

(x) पुरस्कृतवान्

3. अनुच्छेदलेखनम् - $1 \times 5 = 5$

बच्चों से सरल, संक्षिप्त वाक्य अपेक्षित हैं। केवल वाक्य की शुद्धता देखी जाए। वाक्य दीर्घ हो यह महत्वपूर्ण नहीं है। वाक्य आलंकारिक हो यह भी महत्वपूर्ण नहीं है। व्याकरणिक दृष्टि से शुद्ध होने पर पूर्ण अंक दिये जाएं। बच्चे मंजूषा में दिये गये शब्दों की विभक्तियां भी बदल सकते हैं अतः अंक दिये जाएं। त्रुटियों के अंक अंशतः काटे जाएं।

खण्ड- 'ग'

पठितांश - अवबोधनम्

40+10 = 50 अङ्कः

संस्कृतसाहित्यस्य परिचयः च

4. (क) गद्यांश :

(अ) एकपदेन उत्तरत । दो प्रश्न, प्रत्येक के लिए $1/2$ अंक । $(1/2 \times 2 = 1)$

(i) मेघमालाभिः

(ii) पन्थाः ।

(ब) पूर्णवाक्येन उत्तरत - एक प्रश्न के लिए एक अंक $(2 \times 1 = 2)$

झञ्ज्ञावातोद्भूतैः रेणुभिः शीर्णपत्रैः कुसुमपरागैः शुष्कपुष्पैश्च अधंकारः द्वैगुण्यं प्राप्तः ।

(स) यथानिर्देशम् उत्तरत - चार प्रश्न । $(1/2 \times 4 = 2)$

(i) झञ्ज्ञावातोद्भूतैः

(ii) पन्थाः

(iii) सरलः

(iv) अन्धकाराय ।

(ख) पद्यांश

(अ) एकपदेन उत्तरत । दो प्रश्न, प्रत्येक के लिए 1/2 अंक । $(1/2 \times 2 = 1)$

(i) परमापदाम्

(ii) क्रियाम् ।

(ब) पूर्णवाक्येन उत्तरत - एक प्रश्न । $1 \times 1 = 1$

सम्पदः विमृश्यकारिणःवरणं कुर्वन्ति ।

(स) यथानिर्देशम् उत्तरत । चार प्रश्न । $(1/2 \times 4 = 2)$

(i) अविवेकः

(ii) सम्पदः

(iii) सम्पदः

(iv) विमृश्यकारिणम् ।

(ग) नाट्यांश :

(अ) एकपदेन उत्तरत । दो प्रश्न, प्रत्येक के लिए 1/2 अंक । $(1/2 \times 2 = 1)$

(i) रोहितानाम्

(ii) लोष्ठैः ।

(ब) पूर्णवाक्येन उत्तरत । एक प्रश्न के लिए दो अंक । $(2 \times 1 = 1)$

नावः क्षत्रियः अतः सैनिकानां वचनानि श्रुत्वा सः क्रुद्धः अभवत् ।

(स) यथानिर्देशम् उत्तरत - चार प्रश्न । प्रत्येक के लिए 1 अंक । $(1/2 \times 4 = 2)$

(i) वः

(ii) अक्षत्रिया

(iii) अश्वाय

(iv) एषः ।

5. शब्दार्थमेलनम् $(1/2 \times 4 = 2)$

(अ) iv

(ब) iii

(स) i

(द) ii।

6. प्रश्ननिर्माणम् कुरुत - (1×4=4)

(i) केषु

(ii) के

(iii) कस्मै

(iv) केषाम् ।

7. भावार्थलेखनम् - (3+3 = 6)

(अ) (i) आसक्तिरहितेन

(ii) करणीयम्

(iii) इच्छेत्

(iv) मार्गः

(iv) अनासक्तभावेन

(vi) कर्मणा ।

(ब) (i) आसक्तिरहितेन

(ii) करणीयम्

(iii) मनुष्यः

(iv) कर्म

(v) अनासक्तः

(vi) लक्ष्यम् ।

8. अन्वयः कुरुत (1½+1½ = 3)

(अ) (i) नियुक्ताः

(ii) पतितां

(iii) दृष्टिं ।

(ब) (i) गगने

(ii) लक्षान्तरे

(iii) इन्दुः ।

9. यथानिर्देशम् उत्तरत ।

(अ) कर्तृपदं क्रियापदं व चिनुत (1+1=2)

(i) अन्ये हरन्ति ।

(ii) विक्रमार्कः करोति ।

(ब) विशेषणपदं चिनुत (1+1=2)

(i) नानाजातयः

(ii) अनन्ताः ।

(स) (i) मेर्याः कृते (1+1=2)

(ii) श्रीनायाराय

(द) (i) निरवधिः (1+1=2)

(ii) आक्रीडनम्

(य) (i) लेखकस्य पत्नी लेखकम् प्रति । (1+1=2)

(ii) अध्यापकः लेखकं प्रति ।

10. (क) प्रबन्धपारिजातः, प्रबन्धमज्जरी, उत्तररामचरितम्, कादम्बरी, शिशुपालवधम् । (1×5=5)

(ख) चन्द्रशेखरवर्मा, पण्डितराज जगन्नाथं, भर्तृहरिः, मथुरानाथशास्त्री, कालीदासः । (1×5=5)

खण्ड- ‘घ’

छन्दोलकाराः

20 अङ्काः

11. प्रश्नान् उत्तरत -

११/२(i) गुरुः (1×4=4)

(ii) रगणः

(iii) १२/द्वादश	
(iv) गुरुः ।	
११/२(i) वशस्थमुदीरितं	(1×3 = 3)
(ii) बसन्ततिलका	
(iii) मालिनी भोगितोकैः ।	
११/२बसन्ततिलका	(1×1 = 1)
(द) किसी भी एक छन्द का सही उदाहरण लिखने पर पूर्ण अंक दिये जाएं ।	(2×1 = 2)
12. अलङ्काराणां परिभाषाः पूरयत -	
११/२(i) संभावनोत्त्रेक्षा	; १ ४३४ छ
(ii) अर्थान्तरन्यासः ।	
(iii) अनेकार्थाभिधाने श्लेषः ।	
(iv) अनुप्रासः ।	
११/२ किसी भी एक अलंकार का सही उदाहरण लिखने पर पूर्ण अंक दिये जाएं ।	(3×1 = 3)
(स) के अलंकाराः -	(1×3=3)
(i) अनुप्रासः	
(ii) यमकम्	
(iii) उपमा	

संस्कृत (ऐच्छिक) प्रश्नपत्र संख्या 49

खण्ड- 'क'

अपठितांश - अवबोधन

15 अड्काः

1. (क) प्रथमः अनुच्छेदः
- (अ) एकपदेन उत्तरत । दो प्रश्न, प्रत्येक भाग के लिए आधा अंक
- (i) सन्यासी
- (ii) सप्राट् ।

(ब) पूर्णवाक्येन उत्तरत - एक प्रश्न (1×2=2)

सप्राट् तु जितक्रोधः विनप्रः भवति ।

(स) यथानिर्देशम् उत्तरत । चार प्रश्न, प्रत्येक भाग के लिए आधा अंक (1/2×4=2)

(i) सप्राट्

(ii) राजा

(iii) समक्षम्

(iv) पुरतः ।

1. (ख) द्वितीयः अनुच्छेदः

(अ) एकपदेन उत्तरत । दो प्रश्न, प्रत्येक भाग के लिए एक अंक । (1/2×2=1)

(i) विषादः

(ii) दश

(ब) पूर्णवाक्येन उत्तरत - एक प्रश्न (2×1=2)

एतस्य ग्रामस्य निवासिनः कन्यां लक्ष्मीस्वरूपां मन्यन्ते ।

(स) यथानिर्देशम् उत्तरत - चार प्रश्न । प्रत्येक भाग के लिए आधा अंक (1/2×4=2)

(i) परम्परा

(ii) विषादम्

(iii) बहुकालात्

(iv) ग्रामाः ।

(द) अस्य अनुच्छेदस्य कृते समुचितं शीर्षकं संस्कृतेन लिखत । (2×1=2)

आदर्श ग्रामः/कन्या लक्ष्मीस्वरूपा भवति इत्यादयः ।

खण्ड- 'ख'

संस्कृतेन रचनात्मककार्यम्

15 अङ्काः

2. कथालेखनम् दस रिक्तस्थान । प्रत्येक भाग के लिए 1/2 अंक 1×10=10

(i) सह

(ii) क्रोधेन

(iii) अनुमतिः

(iv) निणील्य

(v) भूत्वा

(vi) नप्रतया

(vii) ददातु

(viii) नेत्रे

(ix) जातिभेदः

(x) अस्पृश्यः

3. अनुच्छेदलेखनम् - 1×5=5

बच्चों से सरल, संक्षिप्त वाक्य अपेक्षित हैं। केवल वाक्य की शुद्धता देखी जाए। वाक्य दीर्घ हो यह महत्वपूर्ण नहीं है। वाक्य आलंकारिक हो यह भी महत्वपूर्ण नहीं है। व्याकरणिक दृष्टि से शुद्ध होने पर पूर्ण अंक दिये जाएं। बच्चे मंजूषा में दिये गये शब्दों की विभक्तियां भी बदल सकते हैं अतः अंक दिये जाएं। त्रुटियों के अंक अंशतः काटे जाएं।

खण्ड- 'ग'

पठितांश - अवबोधनम्

40+10 = 50 अङ्कः

संस्कृतसाहित्यस्य परिचयः च

4. (क) गद्यांश :

(अ) एकपदेन उत्तरत । दो प्रश्न, प्रत्येक के लिए 1/2 अंक । (1/2×2=1)

(i) हयेन अश्वेन

(ii) शिववीररस्य ।

(ब) पूर्णवाक्येन उत्तरत एक प्रश्न के लिए एक अंक (2×1=2)

शिववीररस्य विश्वासपात्रं प्रयाति ।

- (स) यथानिर्देशम् उत्तरत - चार प्रश्न। $(\frac{1}{2} \times 4 = 2)$
- (i) युवा
 - (ii) सूक्ष्म
 - (iii) कचकलापैः
 - (iv) शिववीराय।
- (ख) पदांभ्
- (अ) एकपदेन उत्तरत। दो प्रश्न, प्रत्येक के लिए $\frac{1}{2}$ अंक। $(\frac{1}{2} \times 2 = 1)$
- (i) सदसि/सभायाम्
 - (ii) श्रुतौ।
- (ब) पूर्णवाक्येन उत्तरत - एक प्रश्न। $2 \times 1 = 2 \frac{1}{2}$
- महात्मनां विपदि श्रुतौ प्रकृतिसिद्धं भवति।
- (स) यथानिर्देशम् उत्तरत। चार प्रश्न। $(\frac{1}{2} \times 4 = 2)$
- (i) श्रुतौ
 - (ii) विपदि
 - (iii) अथ
 - (iv) महात्मने।
- (ग) नाट्यांश :
- (अ) एकपदेन उत्तरत। दो प्रश्न, प्रत्येक के लिए $\frac{1}{2}$ अंक। $(\frac{1}{2} \times 2 = 1)$
- (i) लवम्
 - (ii) वृद्धेभ्यः।
- (ब) पूर्णवाक्येन उत्तरत। एक प्रश्न के लिए दो अंक। $(2 \times 1 = 1)$
- दिष्ट्या न केवलम् पूरितः।
- (स) यथानिर्देशम् उत्तरत - चार प्रश्न। $(\frac{1}{2} \times 4 = 2)$
- (i) वयः
 - (ii) उपसृत्य

- (iii) अरुन्धतै
 (iv) अविरुद्धप्रकारः ।
5. शब्दाथमेलनम् $(1/2 \times 4 = 2)$
 (अ) iii
 (ब) i
 (स) iv
 (द) ii ।
6. प्रश्ननिर्माणम् कुरुत - $(1 \times 4 = 4)$
 (i) कुत्र/कस्मिन्
 (ii) कैः
 (iii) कस्मिन्
 (iv) किम/कुत्र ।
7. भावार्थलेखनम् - $(3+3 = 6)$
 (अ) (i) विद्यया
 (ii) अविद्यया
 (iii) इति
 (iv) उपदिशन्ति
 (v) आध्यात्मिकज्ञानं
 (vi) भिन्नः ।
 (ब) (i) आचरणम्
 (ii) तस्यैव
 (iii) कुर्वन्ति
 (iv) तदेव
 (v) पालनम्
 (vi) कर्तव्यानि ।

8. अन्वयम् कुरुते (1½+1½ = 3)
- (अ) (i) कुबेरात्
 - (ii) पादम्
 - (iii) कौत्साय।
 - (ब) (i) अभसाम्
 - (ii) उपार्जितानां
 - (iii) ल्यागः।
9. यथानिर्देशम् उत्तरत । (1+1=2)
- (अ) कर्तृपदं क्रियापदं व चिनुते
 - (i) तद्/रत्नं/वस्तु-ददाति।
 - (ii) भवान् समागच्छति।
 - (ब) विशेषणपदं चिनुते (1+1=2)
 - (i) समाप्तानि।
 - (ii) सप्त।
 - (स) (i) श्रीनायाराय (1+1=2)
 - (ii) प्रभुः इति पदाय
 - (द) (i) आर्जवम्। (1+1=2)
 - (ii) सावहिताः
 - (य) (i) दीन धर्मव्यवस्थापकहोदयम् (1+1=2)
 - (ii) देशनेता लेखकम्।
10. (अ) (i) शतककन्त्रयम्/नीतिशतकम् (1×5=5)
- (ii) गंगालहरी
 - (iii) किरातार्जुनीयम्

- (iv) शिशुपालवधम्
- (v) रघुवंशम्/कुमारसंभवम्/अभिज्ञानशाकुन्तलम् ।
- (ब) (i) अज्ञातः (1×5=5)
- (ii) हृषीकेश भट्टाचार्यः
- (iii) दाराशिकोहः
- (iv) भवभूतिः
- (v) व्यासः ।

खण्ड- 'घ'

छन्दोऽलंकाराः

20 अङ्गः

11. प्रश्नान् उत्तरत -

- ~~11/2~~(i) गुरुः (1×4=4)
- (ii) सगणः
- (iii) 19/नवदश
- (iv) गुरुः ।

- ~~11/2~~(i) यमनसभलागः शिखरिणी (1×3 = 3)
- (ii) शार्दूलविक्रीडितम्
- (iii) मन्दाक्रान्ता ।

~~11/2~~आलिनी (1×1 = 1)

(द) किसी भी एक छन्द का सही उदाहरण लिखने पर पूर्ण अंक दिये जाएं । (2×1 = 2)

12. अलङ्काराणां परिभाषाः पूरयत -

- ~~11/2~~(i)उपमा..... | ; १ ४३४ द्व
- (ii)रूपकम्..... |
- (iii)त्रेक्षा/उत्त्रेक्षा..... |
- (iv)श्लेष इष्यते ।

121/2 किसी भी एक अलंकार का सही उदाहरण लिखने पर पूर्ण अंक दिये जाएं। $(3 \times 1 = 3)$

(स) के अलंकाराः - $(1 \times 3 = 3)$

(i) अनुप्रासः/अतिशयोक्तिः

(ii) उत्तेक्षा

(iii) अनुप्रासः

Roll No.

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رول نمبر

Candidates must write the Code on the title page of the answer-book.

- برائے مہربانی چیک کیجئے کہ اس سوال کے پرچے میں چھپے ہوئے صفحات 7 ہیں۔
- سوال کے پرچے کے دائیں طرف کوڈ نمبر ہے جو طالب علم کو اپنی جواب کی کاپی پر لکھنا ہے۔
- مہربانی سے چیک کیجئے کہ اس سوال کے پرچے میں 12 سوالات ہیں۔
- برائے مہربانی سوال کا جواب لکھنے سے پہلے سوال کا سیریل نمبر ضرور لکھئے۔
- سوال کا پرچہ پڑھنے کے لئے 15 منٹ کا وقت دیا گیا ہے۔ پرچہ صبح 10.15 منٹ پر تقسیم کیا جائے گا۔ 10.15 سے 10.30 تک طالب علم صرف پرچہ پڑھے گا اور اس وقتوں کے دوران وہ جواب کی کاپی پر کچھ نہیں لکھے گا۔
- Please check that this question paper contains 7 printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 12 questions.
- Please write down the serial number of the question before attempting it.
- 15 Minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the student will read the question paper only and will not write any answer on the answer script during this period.

اُردو (کور)

URDU (Core)

مقررہ وقت : 3، گھنٹے

Time allowed : 3 hours]

کل نمبر : 100

[Maximum marks : 100]

حصہ - الف

- 10 درج ذیل (غیر درسی) عبارت کو غور سے پڑھئے اور اس سے متعلق نیچے دیے گئے سوالوں کے جواب لکھئے :
- وہی سرزیں جس نے بہادر شاہی حکومت کے نثارے بجاۓ اور اس کے پاؤں چوتھی رہی، آج اس کو دھکے

دے رہی ہے۔ تقدیر شاہی کا فیصلہ موسم گرم کی دھوپ کی طرح آنا فانا شاہجہان آباد کے درود بوار پر پھیلا۔ چاروں طرف کہرام مج گیا اور ہر گھر سے رونے پینے کی صدائیں بلند ہوئیں۔ جب وہ ساعت آئی کہ بد نصیب بادشاہ جنگی پہرے میں دلی سے وداع ہوا تو خلقت اندر ہرے منہ سڑکوں پر آ بیٹھی۔ یہ وہ صحیحی جس میں ماں نے اپنے معصوم بچوں پر کھانا پینا حرام کیا اور اپنے بادشاہ کو آنسوؤں کے حلقات میں جب تک خدا کے پردنہ کر لیا چوڑھوں میں آگ نہ سلگائی۔ رونے والے ہزاروں اس کے اپنے نمک خوار اور سیکڑوں وہ تھے جو اس کے باپ دادا کی دی ہوئی جاگیر سے روٹیاں کھا رہے تھے۔ راستہ مغلوق سے پٹا پڑا تھا اور کوئی آنکھ ایسی نہ تھی جس سے آنسوؤں کی لڑیاں نہ بہہ رہی ہوں، بادشاہ ڈولی میں سوار تھا۔ آنکھیں سفید داڑھی پر آنسو گرا رہی تھیں۔ دونوں ہاتھ آسمان کی طرف تھے اور اس طرح بادشاہ دلی والوں کو خدا کے پردنہ کر رہا تھا۔

(i) اس عبارت میں کس سر زمین اور کس بادشاہ کی بات کی گئی ہے؟

(ii) خلقت یعنی عوام منہ اندر ہرے کیا دیکھنے کی لیے آ بیٹھے تھے؟

(iii) ماں نے چوڑھوں میں کب تک آگ نہیں سلگائی؟

(iv) رونے والوں میں کون کون شامل تھے؟

(v) وداعی کے وقت بادشاہ کی حالت کیا تھی؟

15

2. درج ذیل عنوانات میں سے کسی ایک پر مضمون لکھیے:

(i) صحت اور تندرستی

(ii) بڑھتی ہوئی مہنگائی

(iii) کسی تاریخی مقام کی سیر

(iv) میرا پسندیدہ مشغله

3. اپنے چھوٹے بھائی کو خط لکھ کر شماہی امتحان میں کم نمبر آنے پر اپنی ناراضگی ظاہر کیجیے اور آئندہ محنت کرنے کی تاکید کیجیے۔

8

یا

اخبار میں ملازمت حاصل کرنے کے لیے روزنامہ را شریہ سہارا کے ایڈیٹر کے نام درخواست لکھیے۔

7

4. درج ذیل عبارت کا خلاصہ لکھیے اور ایک مناسب عنوان بھی تجویز کیجیے :

سائنس دانوں نے زندگی کے ہر شعبے میں کمالات کر دکھائے ہیں۔ آج کی زندگی کی تمام سہولیات اور تمام عیش و آرام علم سائنس اور سائنس دانوں کی وجہ سے انسان کو حاصل ہیں۔ مثلاً دوسو سال پہلے ایک شخص نے چائے بناتے ہیئے دیکھا کہ گرم پانی سے بھاپ اٹھ رہی ہے اور وہ بھاپ کیتی کے ڈھکن کو بار بار اٹھا رہی ہے۔ اس کے ذہن میں خیال آیا کہ اگر بھاپ میں اتنی قوت ہے کہ وہ کیتی کے ڈھکن کو بار بار اٹھا دیتی ہے تو اس قوت سے کوئی اور کام بھی لیا جا سکتا ہے۔ چنانچہ اس نے بھاپ کی قوت استعمال کرنے کے بارے میں سوچنا شروع کیا اور بھی کچھ سائنس دان بھاپ سے کام لینے کے طریقے ڈھونڈنے لگے، نتیجے میں اسیم سے چلنے والا ریل کا انجن وجود میں آگیا جس نے دنوں کے سفر کو گھنٹوں میں سمیٹ کر رکھ دیا۔ ریلوے انجن کی ایجاد کے بعد جلد ساری دنیا میں ریلوں کا جال پھیل گیا۔ پھر بھاپ سے چلنے والے بھری جہاز بننے لگے جن کو دخانی جہاز بھی کہا جاتا تھا۔

10

5. درج ذیل محاوروں میں سے صرف پانچ (5) کے معنی لکھیے اور انہیں جملوں میں استعمال کیجیے :

(i) پانی پانی ہونا

(ii) اپنے منہ میاں مٹھو بننا

(iii) آستین کا سانپ ہونا

(iv) اینٹ سے اینٹ بجانا

(v) آنکھوں میں دھول جھوکننا

پاپڑ بیلنا (vi)

خون سفید ہونا (vii)

شیشے میں اتنا (viii)

6. ایک اشتہار بنائیے جس میں آپ کے اسکول میں ہونے والے کسی ادبی پروگرام کے بارے میں اطلاع ہو اور دن، تاریخ، وقت اور جگہ کی تفصیل بتاتے ہوئے مہماں کو شرکت کی دعوت دی گئی ہو۔

حصہ - ب

7. درج ذیل عبارت کو غور سے پڑھئے اور اس سے متعلق دیے گئے سوالوں کے جواب دیکھیے :

تیز میدانی علاقے کا پرندہ ہے۔ اس لیے گھنے جنگلوں میں صرف ایسی جگہوں پر ملتا ہے جہاں پیڑوں کے درمیان گھاس کے لمبے چوڑے قطعے ہوں یا آس پاس کہیں کھیت باری ہوتی ہو۔ بہت تیز کے مقابلے کا لے اور بھورے تیڑوں کے جسم گدرے اور جو میں چھوٹی چھوٹی ہوتی ہیں۔ تیڑوں کی نانگیں ٹیزی یا کرمائک (بڑسرا) کی طرح لمبی نہیں ہوتیں۔ اس کے باوجود وہ اپنی چھوٹی چھوٹی نانگوں سے کافی تیز بھاگ لیتا ہے۔ خطرے کا احساس ہونے پر وہ گھاس کے میدان میں یا کھیت میں اس طرح دبادبا بھاگتا ہے کہ پاس ہوتے ہوئے بھی دکھائی نہیں دیتا۔ معمولی سی آڑ کے پیچھے اپنے آپ کو چھاپا لینے میں خاص مہارت حاصل ہے۔ اگر ہوئے کھیت کی بات تو الگ رہی، وہ جتنے ہوئے کھیت میں جس میں نام کے لیے بھی پودا نہ ہو، مٹی کے ڈلوں میں اس طرح چھپ جاتا ہے کہ لاکھ کوشش پر بھی دکھائی نہیں دیتا۔

(i) تیز کس علاقے کا پرندہ ہے؟ جنگلوں میں کہاں ملتا ہے؟

$3 \times 1 = 3$ کالے اور بھورے تیزروں کے جسم کے ہوتے ہیں؟ (ii)

(iii) تیزروں کی ٹانگیں کیسی ہوتی ہیں؟

(iv) تیتر کو کس کام میں خاص مہارت ہے؟

$2 \times 2 = 4$

(v) خطرے کا احساس ہونے پر تیتر کیا کرتا ہے؟

یا

سید کو جنگل میں ایک خاص بات یہاں کی بو بس میں معلوم ہوئی۔ انہوں نے محسوس کیا کہ یہاں کی پوری
نضا میں ایک انوکھی مہک بسی ہوئی ہے۔ ایک ایسی بھین مہک جو عطر کی طرح تیز نہ ہونے پر بھی فرحت و تازگی کا
احساس دلاتی، روح کی گہرائیوں میں اترتی جا رہی ہے۔ سید نے دیکھا کہ جنگل میں جہاں تھاں خودرو پودے اُگے
ہوئے ہیں جن میں سے بیشتر پھولوں سے لدے پڑے ہیں۔ خودرو پودوں کی طرح بہت سے بڑے پیڑ اس وقت
بہار پر تھے اور ہزاروں لاکھوں کی تعداد میں شہد کی مکھیاں ان پیڑ پودوں کے گرد منڈلاتی اور پھولوں پر بیٹھتی اڑتی
دکھائی دے رہی تھیں۔

$3 \times 1 = 3$

(i) سید کو جنگل میں کیا خاص بات محسوس ہوئی؟

(ii) سید کو جنگل میں کہاں کہاں خودرو پودے نظر آئے؟

(iii) زیادہ تر خودرو پودے کس قسم کے تھے؟

$2 \times 2 = 4$

(iv) اس انوکھی مہک کی خصوصیت کیا تھی جو سید نے جنگل میں محسوس کی؟

(v) سید کو شہد کی مکھیاں کیا کرتی ہوئی نظر آئیں؟

5. بیگلے پر ہاتھیوں کے حملے کے واقعہ کو اپنے الفاظ میں لکھیے۔

یا

‘جنگل کی ایک رات’ میں لومڑی کی کیا کیا خصوصیات بیان کی گئی ہیں؟

9. نیچے دیے گئے سوالوں میں سے چار کے مختصر جواب لکھیے :

- (i) خرگوش کے بل کس طرح کے ہوتے ہیں؟
- (ii) ایشیائی اور افریقی ہاتھی کے پیچ کوئی دو فرق بتائیے۔
- (iii) نر کا لے تیز کی آواز کیسی ہوتی ہے؟
- (iv) ہندوستان میں پائے جانے والے نیلے سور کی خصوصیات لکھیے۔
- (v) کن کن ملکوں میں زیادہ خطرناک بچھوپائے جاتے ہیں؟
- (vi) کاکنڈ کس قسم کا ہرن ہے اور اس کی آواز کیسی ہوتی ہے؟
- (vii) وکیل صاحب پر کس جانور نے حملہ کیا تھا اور کیوں؟

10. ”ہیرون کی تلاش، ڈرامے کا سب سے اہم کردار ”کملہ“ ہے۔“ اس بیان کی روشنی میں کملہ کے کردار کی خصوصیات لکھیے ۔

یا

مسز مہرا نے کنورانی کو روپ متی ڈرامہ لکھوانے کی جو وجوہات بتائیں، انھیں تفصیل سے لکھیے۔

11. درج ذیل میں سے چار سوالوں کے جواب لکھیے :

- (i) کنور سند رنگھ نے کنورانی کے دن بھر کے معمولات کے بارے میں کیا بات بتائی؟
- (ii) پورنما نے مسز مہرا اور ان کے ساتھیوں کو ملاقات کے لیے ناشستہ کا وقت کیوں دیا تھا؟
- (iii) ڈرامہ سننے کے بعد شوچن نے اس پر کیا تبصرہ کیا؟
- (iv) مسز مہرا کے نزدیک روپ متی کا کردار ادا کرنے کے لیے کس طرح کی عورت کی ضرورت تھی؟
- (v) رگھورام نے ہیرون کی تلاش کے کام میں حصہ لینے سے کیوں انکار کیا؟
- (vi) شوچن ہر مکالے کے آخر میں یہ کیوں کہتا ہے ”میں ٹھیک کہہ رہوں نا؟“

12. درج ذیل سوالوں کے مختصر جواب دیجیے :

- (i) کنورانی نے کملہ کے لیے یہ کیوں کہا ”آپ تو ہر وقت ایکٹنگ کرتی رہتی ہیں۔“
 - (ii) شوچن کے نزدیک ایکٹنگ کا نیا اصول کیا تھا؟
 - (iii) پورنما کے شوہرن نے پورنما کو ڈرامے میں کام کرنے کی اجازت کیوں نہیں دی؟
 - (iv) کملہ اور مسز مہرا کے بیچ کیا رشتہ تھا؟
 - (v) نرملہ کے گھر میں مسز مہرا اور دوسرے لوگوں کو گھر کے کس حصے میں بٹھایا گیا؟
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Roll No.

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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **6** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **12** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

اردو (کور)

URDU (Core)

وقت: ۳ رگتھی

Time allowed : 3 hours

مکمل نمبر: 100

Maximum Marks : 100

(حصہ - ألف)

درج ذیل (غیر درسی) عبارت کو عنصر سے پڑھئے اور اس سے متعلق دریے گئے سوالوں کے

15

جواب دیجئے۔

محمد قلی اور ابراہیم عادل شاہ تانی دلوں بھی ادب دوست تھے، دلوں بھی شاعر تھے اور ایسا تھذبی ماحول پیدا کرنے کے خواہش مند تھے جس میں اپنی فلم اپنی صلاحیتوں کو بروئے کار لاسکیں۔ محمد قلی قطب شاہ کا دور فتنی اور تخلیقی کاموں کی وجہ سے ہمیشہ یاد رہے گا۔ قطب شاہی سلطنت کے اس شہر سے دور پر اردو شاعری کی تاریخ ہمیشہ فخر کرتی رہے گی۔ محمد قلی قطب شاہ اردو کا پہلا صاحبِ دیوان شاعر ہے۔ اس سے پہلے بھی شعر اکا کلام ملتا ہے مگر ان میں سے کسی نے اپنا دیوان براعتیاب حروفِ تہجی ترتیب نہیں دیا تھا۔ اس کا اردو دیوان پچاس سال ہزار اشعار پر مشتمل تھا۔ اس

میں اس نے زندگی کی جھوٹی بڑی، اہم اور غیر اہم بات کو شاعری کا موضوع بنایا ہے۔ اس کے کلیات میں تخلیقیں بھی بڑی تعداد میں شامل ہیں۔ وجہی کی قطب مشتری اردو کی قدیم ترین مشنویوں میں سے ایک ہے۔ قطب مشتری، محمدقلی قطب شاہ اور مشتری کے عشق کی داستان ہے اور اسی مناسبت سے اس کا نام 'قطب مشتری' رکھا گیا ہے۔ یہ مشتری وہی ہے جو بھاگ متی کے نام سے مشہور ہے۔

- (a) محمدقلی قطب شاہ اور ایراہیم عادل شاہ تانی میں کیا کیا یا تیس یکساں تھیں؟
- (b) محمدقلی قطب شاہ کو اردو کا پہلا صاحبِ دیوان شاعر کیوں کہا جاتا ہے؟
- (c) وجہی کی مشنوی کا نام 'قطب مشتری' کیوں رکھا گیا؟
- (d) قطب شاہی سلطنت کے کس دور کو سُتھرا درج کہا جاتا ہے اور کیوں؟
- (e) محمدقلی قطب شاہ کے دیوان میں کتنے اردو اشعار ہیں اور اس نے کن کن موضوعات پر شعر کئے ہیں؟

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2. درج ذیل عنوانات میں سے کسی ایک پر مضمون لکھئے۔

- (a) وقت کی پاندی
- (b) بے روزگاری - ایک بڑا مسئلہ
- (c) سارے جہاں سے اچھا ہندوستان ہمارا
- (d) انٹرینیٹ - وقت کی اہم ضرورت

3. اپنے دوست کو خط لکھ کر اگلے مہینے ہونے والی اپنی سالگرہ میں ترکت کی دعوت دیجئے اور یہ بھی بتائیے کہ سالگرہ کی تقریب میں شریک سبھی دوست دہلی کی سیر کیلئے بھی جائیں گے۔

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-۱-

اپنے پرنسپل کو فیس معااف کرنے کے لئے درخواست لکھئے۔

4. درج ذیل عبارت کا خلاصہ لکھئے اور ایک مناسب عنوان بھی تجویز کیجئے۔

سرسیدر نے لکھنا اس وقت شروع کر دیا تھا جب وہ خاصے کم عمر تھے۔ انہوں نے ترجمے کیے، چھوٹی چھوٹی کتابیں لکھیں۔ لیکن جیس کتاب کی وجہ سے وہ راتوں رات مشہور ہوئے اس کا نام 'آثار الصنادید' ہے۔ یہ کتاب دہلی کی تاریخی عمارتوں اور مقامات لوگوں کے بارے میں ہے۔ اس کا ترجمہ فرانسیسی زبان میں ہوا اور ان کی شہرت پورے یورپ میں پھیل گئی۔ انہوں نے کئی مذہبی کتابیں لکھیں لیکن ان کے وہ چھوٹے چھوٹے مضمون ہو "تہذیب الاخلاق" کے لئے لکھے گئے تھے، زیادہ مشہور ہوئے۔ ان مضمومین کی زبان صاف اور آسان ہے۔ ان میں سادگی کا ازور ہے، انہار کی طاقت کا حسن ہے، وہ خوبصورتی نہیں جو رنگین زبان اور بناؤٹی انداز سے پیدا ہوتی ہے۔ اس وقت تک ایسی زبان اچھی سمجھی جاتی تھی جیس میں شبیہیں اور استعارات ہوں، لیکن سرسیدر نے اپنی راہ الگ نکالی۔ دھیرے دھیرے سادہ تری ہی اچھی نظر قرار پائی۔ جو آج بھی استعمال درست ہے، اور اپنڈ کی جاتی ہے۔

5. درج ذیل محاوروں میں سے صرف پانچ کے معنی لکھئے اور انھیں جملوں میں استعمال کیجئے۔ ۱۵

- (i) خاطر میں تہلانا
- (ii) چھولے نہ سماانا
- (iii) جان میں جان آنا
- (iv) جنگل میں منگل ہونا
- (v) باغ باغ ہونا
- (vi) آنکھوں میں دھول جھوٹکنا
- (vii) اپنے منحو میاں مٹھو بننا
- (viii) اپنے پاؤں پر کھڑا ہونا

6. کس ادبی رسالے کو بخپے کیلئے اشتہار بنائیے۔

(حصہ - ب)

درج ذیل اقتباس کو عورتے پڑھئے اور اس سے متعلق دینے گئے سوالوں کے جواب دیجئے۔ 7

خرگوش دنیا کے تقریباً ہر ملک میں پائے جاتے ہیں۔ یہ بھی چوہوں کی طرح زمین میں پل بنانے کر رہتے ہیں۔ یہوں میں ہی بچے دیتے ہیں اور وہیں ان کی پرورش کرتے ہیں میں خرگوش کے پل، جنہیں بعض علاقوں میں بھٹ بھی کہا جاتا ہے، مگر انکوں کی طرح ہوتے ہیں لیکن ان مگر انکوں کی خاص بات یہ ہوتی ہے کہ ان میں آنے اور جانے کے لئے صرف ایک مخفی یا دروازہ نہیں ہوتا بلکہ خرگوش کوئی کوئی دروازے بناتا ہے تاکہ خطرے کے وقت جس دروازے سے موقع طے، تخلی کر سبھاگ جائے۔ دن کے وقت یہ اپنے یہوں میں ہی رہتے ہیں لیکن صبح شام اور موسم کے لحاظ سے اکثر رات میں بھی کھیلنے کو دنے اور کھانے کی نلاش میں ایک ساتھ باہر تخلی آتے ہیں۔

- 1 (a) خرگوش کہاں رہتا پسند کرتے ہیں؟
- 1 (b) بعض علاقوں میں خرگوش کے پل کو کیا کہا جاتا ہے؟
- 1 (c) خرگوش کے پل کس طرح کے ہوتے ہیں؟
- 2 (d) خرگوش اپنے پل میں کوئی کوئی دروازے کیوں بناتا ہے؟
- 2 (e) صبح اور شام کے وقت اور اکثر رات میں بھی خرگوش کیا کرتے ہیں؟

- یا -

سب بچھو ایک جیسے زہریلے نہیں ہوتے۔ اس وقت دنیا میں ان کی تقریباً چھ سو قسمیں ملتی ہیں۔ سانپ کی طرح ان میں بھی بچھ میں زہر نہیں ہوتا۔ اسی طرح بعض کم اور بعض زیادہ زہریلے ہوتے ہیں۔ دراصل زہر کا تعلق ان کی نسل اور ان کے سائز سے بھی ہے۔ مثلاً بچھوؤں کی زیادہ قسمیں ایسی ہیں جنہیں خطرناک نہیں مانا جاتا۔ ان کے ذمکن سے تکلیف تو ہو سکتی ہے، لیکن جان جانے کا خطرہ نہیں ہوتا۔ البتہ بعض گرم ملکوں کے بچھو، جیسے مصر کے بچھو یا افریقہ کے دوسرے ملکوں اور عرب ممالک کے بچھو بڑے خطرناک ہوتے ہیں،

بچوں اور بیٹھوں پر ان کا زیر سانپ کے زبر کی طرح فوراً اثر کرتا ہے۔

- (ا) اس وقت دنیا میں بچوں کی کتنی قسمیں ملتی ہیں؟
(اا) بچوں میں زبر ہونے یا نہ ہونے کا تعلق کس بات سے ہے؟
(ااا) کس غر کے افراد پر بچوؤں کا زبر تیزی سے اثر کرتا ہے؟
(اااا) کیا بچوں کے ذمک مارتے ہی جان جاسکتی ہے؟ اپنے حواب کی وجہ پر لکھئے.
(۷) کن کن ملکوں میں زیادہ خطرناک بچوں پر جاتے ہیں؟

8. کتوں کے ذریعہ خرگوش کے شکار کو اپنے الفاظ میں لکھئے۔ 5

-یا-

اُس بھنس کا علاج کس طرح کیا گیا جسے شیر نے زخمی کر دیا تھا؟

9. نیچے دیے گئے سوالوں میں سے چار کے ختم جواب لکھئے۔ 8

- (ا) دنیا میں ہاتھیوں کی کتنی قسمیں موجود ہیں؟ ان کی نسلوں کے نام بھی لکھئے.
(اا) لوگوں کی آواز کیسی ہوتی ہے؟
(ااا) جنگل کی راتیں کس قسم کی ہوتی ہیں؟
(اااا) کاتکڑ کس قسم کا ہرن ہے اور اس کی آواز کیسی ہوتی ہے؟
(۷) گھوڑوں کے بارے میں کہی جانے والی کہاوت گہ۔ ان کی سواری کریں یا سائیں کا کیا مطلب ہے؟
(۷۷) دکیل صاحب پر کس حالت میں عملہ کیا تھا اور کیوں؟
(۷۷۷) شیما چڑیا اپنے بچوں کو کیا کھانا کھلاتی ہے؟

10. "کملہ میں روپ متنی کا کردار ادا کرنے کی تمام خوبیاں موجود تھیں" اس بیان کی روشنی میں

کملہ کے کردار کی خوبیاں بیان کیجئے۔ 15

-یا-

ڈراما "ہیر و ڈن کی تلاش" کا خلاصہ لکھئے۔

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11. درج ذیل میں سے چار سوالات کے جواب لکھئے۔
- (ا) مسٹر مہرا کے نزدیک روپِ متی کا کردار ادا کرنے کے لئے کس طرح کی عورت چاہیئے؟
 (ب) سکیلاش نا تھو نے اپنی طالب علم نر ملا کے بارے میں کیا بتایا؟
 (ج) شو چرن کو واقعی ادب سے لگاؤ تھا یادہ بے روزگار ہونے کی وجہ سے ادب دست امیروں کا ساتھ دے رہا تھا؟
 (د) کنورانی نے ڈرانے میں کردار نہ کرنے کا کیا عذر پیش کیا؟
 (۱) پورنما نے مسٹر مہرا اور ان کے ساتھیوں کو ملاقات کے لئے ناشستہ کا وقت کیوں دیا تھا؟
 (۲) مسٹر مہرا کے نزدیک روپِ متی کا کردار ادا کرنے کے لئے سب سے موزوں شخصیت کون ہو سکتی تھی؟
 (۳) رام رتن نے اپنی بیوی کو ڈرانے میں کام نہ کرنے کی کیا وجہ بتائی؟

5

12. درج ذیل سوالوں کے مختصر جواب دیجئے۔
- (ا) کملہ اور مسٹر مہرا کے بیچ کیا رشتہ تھا؟
 (ب) ڈرانے کے پہلے اور آخری سین میں سب لوگ کس کے گھر میں جمع ہرے تھے؟
 (ج) کملہ کنورانی کے گھر میں کس کی گاڑی میں آئی تھی؟
 (د) پورنما کے شوہر کیشو داس کا عہدہ کیا تھا؟
 (۱) آخری سین میں سب سے پہلے یہ خیال کس نے ظاہر کیا کہ روپِ متی کے پارٹ کے لئے کمالا زیادہ موزوں ہے؟

مارکنگ اسکیم اردو

(Marking Scheme Urdu)

سینٹر سیکنڈری اسکول امتحان

ماہ جنور 2012

اردو (کور)

Urdu(Core)

مختصر حضرات کے لئے عام ہدایات:

(General Instructions)

امتحان کی کاپیوں کی جائیج کے لئے یکسوئی کے ساتھ ساتھ صبر و تحمل کی ضرورت ہوتی ہے۔ سرسری انداز سے کاپیوں کی چیکنگ کر دینا خود ہماری دیانت داری اور خلوص کو مجنوہ کرتا ہے۔ اس طرح کی چیکنگ میں بہت سی ناہمواریاں بھی رہ جاتی ہیں۔ دوران چیکنگ کچھ اساسنے زمی کا رخ اختیار کرتے ہیں تو کچھ خاص سخت ہو جاتے ہیں۔ دونوں ہی صورتوں میں طلباء کے نتائج متاثر ہوتے ہیں۔ چنانچہ اس طرح کی ناہمواریوں سے بچنے کے لئے کافی غور و خوض کے بعد ان نکات کا تعین کیا گیا ہے جس پر عمل درآمد کر کے ہم معیاری انداز سے کاپیوں کی جائیج کر پائیں گے۔

کاپیوں کی چیکنگ کے سلسلے میں رہنمائی کے جو نکات پیش کئے جا رہے ہیں ضروری نہیں کہ طلباء کے جوابات نمونے کی تشریح اور توضیح ہی کے انداز پر ہوں۔ اشعار کی تشریح، مرکزی خیال والے سوالات کے جوابات میں انداز بدل سکتا ہے۔ لیکن ہمارا خیال ہے کہ نمبروں کی تقسیم پر اس سے کوئی خاص اثر نہیں پڑے گا۔ آپ کو ہر حال میں مارکنگ اسکیم کے دائرے میں رہ کر ہی چیکنگ کا عمل انجام دینا ہے تاکہ ماضی میں ہوتی رہی ناہمواریوں کو دور کیا جاسکے۔

امید ہے کہ اس صبر آزمائام کو آپ اپنا فرض سمجھ کر انجام دیں گے۔

مختصر حضرات کا رو یہ مشقانہ ہونا چاہئے تو اعداد اور املا کی معمولی غلطیوں کو نظر انداز کر دیا جائے تو بہتر ہو گا۔

صدر متحن (Head Examiner) اس بات کو ہر طرح سے یقینی بنائیں کہ مارکنگ اسکیم پرختی سے عمل ہو رہا ہے یا نہیں۔ کچھ اساتذہ مارکنگ اسکیم (Marking Scheme) کو نظر انداز کرتے ہوئے اپنے روایتی انداز سے مارکنگ کرتے ہیں جس سے طلبہ کے نتائج متاثر ہوتے ہیں۔ اس طرف صدر متحن کو خصوصی توجہ دینی ہے۔

(1) پریم کورٹ کے حالیہ حکم نامے کے مطابق اب طلباء پنے جواب کی کاپیوں کی عکسی کاپی (فوٹو کاپی) مقررہ فیس ادا کر کے سی بی ایس ای سے حاصل کر سکتے ہیں۔ اس لیے صدر متحن / متحن حضرات کو ہدایت دی جاتی ہے کہ کاپیوں کی چینگ میں کسی قسم کی کوئی لاپرواہی نہ بر تیں اور مارکنگ اسکیم پرختی سے عمل کریں ورنہ انعام کے ذمہ دار خود ہوں گے۔

(2) صدر متحن اس بات کا اطمینان کرنے کے لئے کہ کاپیوں کی جانچ مارکنگ اسکیم (Marking Scheme) کے مطابق ہو رہی ہے، وہ متحن کی جانچی ہوئی ابتدائی پانچ کاپیوں کا باریک بینی سے جائزہ لے گا۔ جائزہ لینے اور یہ اطمینان کرنے کے بعد ہی کہ کاپیوں کی جانچ مارکنگ اسکیم کے مطابق ہو رہی ہے متحن کو مزید کاپیاں جانچنے کے لیے دے گا۔

(3) متحن حضرات کو کاپیاں جانچ کے لئے صرف اسی وقت دی جائیں جب جانچ کے پہلے دن متحن اجتماعی یا انفرادی طور پر مارکنگ اسکیم پر تکمیلہ خیال کر چکے ہوں۔

(4) کاپیوں کی جانچ مارکنگ اسکیم میں دی ہوئی ہدایت کے مطابق ہی کی جائے گی۔ یہ جانچ بھی متحن کے اپنے روایتی انداز فکر اپنے تجربے اور کسی دیگر بات کو مد نظر رکھ کر نہیں بلکہ صرف مارکنگ اسکیم کوڈ ہن میں رکھتے ہوئے کی جائے۔

(5) اگر کسی سوال کے کئی جزو ہیں تو ہر جزو کے نمبر باہمیں ہاتھ کے حاشیہ میں الگ الگ دیے جائیں اور پھر تمام اجزاء میں حاصل نمبروں کو جمع کر کے سوال کے آخر میں حاشیہ میں لکھ کر اس کے گرد دائرہ بناؤ دیا جائے۔

(6) اگر کوئی طالب علم ایسا جواب لکھتا ہے جو مارکنگ اسکیم میں موجود نہیں ہے لیکن وہ جواب صحیح ہے تو صدر متحن سے مشورہ کے بعد نمبر دیے جائیں۔

(7) اگر کوئی طالب علم دریافت کیے گئے جوابات سے زیادہ یعنی ایکٹرا جواب لکھتا ہے تو مارکنگ اسکیم کے مطابق ہی نمبر دیے جائیں۔

(8) اگر کوئی طالب علم مقررہ الفاظ سے زیادہ الفاظ میں لکھتا ہے تو اس کے نمبر کم نہ کئے جائیں۔

(9) مختصر سوالات کے جواب میں اگر کوئی طالب علم صرف ایک لفظ کا جواب لکھتا ہے اور صحیح ہے اور اس لفظ سے جواب ظاہر ہو جاتا ہے تو اسے پورے نمبر دئے جائیں گے۔

(10) اگر کوئی طالب علم دئے ہوئے اقتباس یا اس کے کسی حصے کو اپنے جواب کے لئے استعمال کرتا ہے مثلاً اقتباس میں دی ہوئی معلومات کو اپنے مضمون کے لئے استعمال کرتا ہے تو اس کے نمبر نہیں کاٹے جائیں گے سوائے اس کے کہ اس کا جواب دریافت کئے گئے سوالات سے مطابقت نہ رکھتا ہو۔

(11) تبادل سوالات کے جواب لکھنے میں اگر کوئی طالب علم دونوں تبادل کے جواب لکھتا ہے اور دونوں ہی صحیح ہیں اور کسی ایک کو کراس نہیں کیا ہے یا غلطی سے دونوں کو کراس کر دیا ہے تو ایسی صورت حال میں جو جواب زیادہ صحیح ہے اس پر نمبر دیے جائیں۔

(12) اگر کسی سوال میں دو خصوصیات دریافت کی گئی ہیں اور ایک طالب علم نے دونوں خصوصیات صحیح لکھ دی ہیں تو اسے پورے پورے نمبر دیے جائیں اور اگر کوئی طالب علم پانچ خصوصیات لکھتا ہے جن میں سے خصوصیات نمبر 1 صحیح ہے اور خصوصیات نمبر 2 غلط پھر خصوصیات نمبر 3 صحیح ہے اور باقی دو خصوصیات غلط ہیں اسے بھی پورے پورے نمبر دیے جائیں۔

(13) ممتحن حضرات اس بات کا خاص خیال رکھیں کہ کاپیوں کی جانچ مارکنگ اسکیم میں بتائی گئی نمبروں کی تقسیم کے مطابق ہی ہو۔

(14) ممتحن حضرات کو یہ بات ذہن نشین کر لینی چاہئے کہ ان کے پاس ایک نمبر (1) سے لے کر سو (100) نمبر تک کا پیانا ہے۔ برائے کرم اگر کسی سوال کا جواب درست ہے تو صدقی صد (100%) نمبر دینے میں گریز نہ کریں۔

(15) صدر ممتحن /ممتحن حضرات کو ہدایت دی جاتی ہے کہ اگر کاپیوں کی چیکنگ کے دوران کوئی ایسا جواب سامنے آتا ہے جو بالکل غلط ہے تو اس پر کراس کا نشان لگادیا جائے اور صفر دیا جائے۔

(16) زبان و ادب کی کاپیاں جانچنے والے اکثر حضرات یہ خیال کرتے ہیں کہ کسی طالب علم کو صدقی صد نمبر دینا ناممکن ہے۔ یہ خیال روایتی اور رجعت پسندانہ ہے۔ اس عمل سے گریز کیا جانا اشد ضروری ہے۔

(17) جب طلبہ تخلیقی اظہار کرتے ہوں تب ان کے خوش خط اور الملا پر بھی نمبر دینے کا خیال رکھیں۔

مارکنگ اسکیم

(کور) اردو

وقت 3 گھنٹے

کل نمبر 100

(حصہ الف)

10 - درج ذیل (غیر درسی) عبارت کو غور سے پڑھئے اور اس سے متعلق یعنی دیئے گئے سوالات کے جواب لکھئے۔
وہی سرزیں جس نے بہادر شاہی حکومت کے نقارے بجائے اور اس کے پاؤں چوتھی رہی، آج اس کو دھکے دے رہی ہے۔ تقدیر شاہی کا فیصلہ موسم گرم کی طرح آنا فانا شاہ بھیان آباد کے درود یوار پر پھیلا۔ چاروں طرف کہرام مج گیا اور ہر گھر سے رونے پینے کی صدائیں بلند ہوئیں۔ جب وہ ساعت آئی کہ بد نصیب بادشاہ جنگی پھرے میں دلی سے وداع ہوا تو خلقت اندر ہیرے منھ سڑکوں پر آبیٹھی۔ یہ وہ صحیح تھی جس میں ماوں نے اپنے معصوم بچوں پر کھانا پینا حرام کیا اور اپنے بادشاہ کو آنسوؤں کے حلقے میں جب تک خدا کے سپرد نہ کر لیا چولھوں میں آگ نہ سلاگائی۔ رونے والے ہزاروں اس کے اپنے نمک خوار اور سیکڑوں وہ تھے جو اس کے باپ دادا کی دی ہوئی جا گیر سے روٹیاں کھار ہے تھے۔ راستہ خلوق سے پٹا پڑا تھا اور کوئی آنکھ ایسی نہ تھی جس سے آنسوؤں کی لڑیاں نہ بہہ رہی ہوں، بادشاہ ڈولی میں سوار تھا۔ آنکھیں سفید داڑھی اتھر آنسو گرا رہی تھیں۔ دونوں ہاتھ آسمان کی طرف تھے اور اس طرح بادشاہ دلی والوں کو خدا کے سپرد کر رہا تھا۔

(i) اس عبارت میں کس سرزی میں اور کس بادشاہ کی بات کی گئی ہے؟

(ii) خلقت یعنی عوام منھ اندر ہیرے کیا دیکھنے کے لیے آبیٹھے تھے؟

(iii) ماوں نے چولھوں میں کب تک آگ نہیں سلاگائی؟

(iv) رونے والوں میں کون کون شامل تھے؟

(v) داعی کے وقت بادشاہ کی حالت کیا تھی؟

جواب:

- (i) اس عبارت میں سرز مین دہلی اور بادشاہ بہادر شاہ ظفر کی بات کی گئی ہے۔
- (ii) عوام منھ اندھیرے اپنے بادشاہ یعنی بہادر شاہ ظفر کو دیکھنے کے لیے آبیٹھے تھے۔
- (iii) ماں نے جب تک اپنے بادشاہ کو آنسوؤں کے حلقے میں خدا کے سپرد نہ کر لیا تب تک چھلوں میں آگ نہ سلاگائی۔
- (iv) رونے والوں میں ہزاروں اس کے اپنے نمک خوار اور سینکڑوں وہ لوگ شامل تھے جو اس کے باپ دادا کی دی ہوئی جاگیروں سے روٹیاں کھاتے تھے۔
- (v) دواعی کے وقت بادشاہ ڈولی میں سوار تھا۔ آنکھوں سے آنسو بہہ کر سفید داڑھی پر گر رہے تھے۔ دونوں ہاتھ آسمان کی طرف تھے اور اس طرح بادشاہ ڈولی والوں کو خدا کے سپرد کر رہا تھا۔

کل نمبر 10
 $2 \times 5 = 10$

15

-2 درج ذیل عنوانات میں سے کسی ایک پر مضمون لکھیے۔

- (i) صحت اور تندرتی
(ii) بڑھتی ہوئی مہنگائی
(iii) کسی تاریخی مقام کی سیر
(iv) میراپسندیدہ مشغله

جواب: (i) صحت اور تندرتی

- (a) تمہید/تعارف
(b) نفسِ مضمون
(c) اندازِ بیان
(d) اختتام

بڑھتی ہوئی مہنگائی (ii)

- | | |
|-------------|-----|
| تمہید/تعارف | (a) |
| نفسِ مضمون | (b) |
| اندازِ بیان | (c) |
| اختتام | (d) |

کسی تاریخی مقام کی پیر (iii)

- | | |
|-----------------------------------|-----|
| تمہید/تعارف | (a) |
| نفسِ مضمون (تاریخی مقام کی اہمیت) | (b) |
| اندازِ بیان | (c) |
| اختتام | (d) |

میراپنڈیدہ مشغله (v)

- | | |
|-------------|-----|
| تمہید/تعارف | (a) |
| نفسِ مضمون | (b) |
| اندازِ بیان | (c) |
| اختتام | (d) |

نمبروں کی تقسیم

2	تمہید/تعارف
7	نفسِ مضمون
4	اندازِ بیان
2	اختتام
15	کل نمر

3۔ اپنے چھوٹے بھائی کو خط لکھ کر شماہی امتحان میں کم نمبر آنے پر اپنی ناراضگی ظاہر کیجیے اور آئندہ محنت کرنے کی تاکید کیجیے۔

8

یا

اخبار میں ملازمت حاصل کرنے کے لیے روزنامہ را شریہ سہارا کے ایڈیٹر کے نام درخواست لکھیے۔

جواب:

- | | |
|--------------------------|-------|
| پتہ | (i) |
| القب و آداب | (ii) |
| نفسِ مضمون | (iii) |
| اندازِ بیان / طرزِ تحریر | (iv) |
| اختتام | (v) |

یا

- | | |
|--------------------------|-------|
| پتہ | (i) |
| القب و آداب | (ii) |
| نفسِ مضمون | (iii) |
| اندازِ بیان / طرزِ تحریر | (iv) |
| اختتام | (v) |

نمبروں کی تقسیم

1	پتہ
1	القب و آداب
3	نفسِ مضمون
2	اندازِ بیان
1	اختتام
8	کل نمبر

4

درج ذیل عبارت کا خلاصہ لکھیے اور ایک مناسب عنوان بھی تجویز کیجیے۔

7 سائنس دانوں نے زندگی کے ہر شعبے میں کمالات کر دکھائے ہیں۔ آج کی زندگی کی تمام سہولیات اور تمام عیش و آرام علم سائنس دانوں کی وجہ سے انسان کو حاصل ہیں۔ مثلاً دوسو سال پہلے ایک شخص نے چائے بناتے ہوئے دیکھا کہ گرم پانی سے بھاپ اٹھ رہی ہے اور وہ بھاپ کیتی کے ڈھلن کو بار بار اٹھا رہی ہے۔ اس کے ذہن میں خیال آیا کہ اگر بھاپ میں اتنی قوت ہے کہ وہ کیتی کے ڈھلن کو بار بار اٹھادیتی ہے تو اس قوت سے کوئی اور کام بھی لیا جاسکتا ہے۔ چنانچہ اس نے بھاپ کی قوت استعمال کرنے کے بارے میں سوچنا شروع کیا اور بھی کچھ سائنس دان بھاپ سے کام لینے کے طریقے ڈھونڈنے لگے، نتیجے میں اسیم سے چلن والا ریل کا انجن وجود میں آگیا جس نے دنوں کے سفر کو گھنٹوں میں سیمیٹ کر رکھ دیا۔ ریلوے انجن کی ایجاد کے بعد جلد ساری دنیا میں ریلوں کا جال پھیل گیا۔ پھر بھاپ سے چلنے والے بھری جہاز بننے لگے جن کو دخانی جہاز بھی کہا جاتا تھا۔

جواب:

عنوان: سائنس کی برکتیں

(طالب علم اس سے ملتا جلتا کوئی اور عنوان بھی تجویز کر سکتا ہے۔ اسے بھی صحیح مانا جائے اور پورے نمبر دیے جائیں)

خلاصہ:

زندگی کے ہر شعبہ میں سائنس دانوں نے اپنے کمالات کے جو ہر دکھائے ہیں۔ آج کی زندگی کی تمام تر سہولیات اور عیش و آرام سائنسی ایجادات کی مرہون منت ہیں۔ مثلاً بھاپ کے انجن کی ایجاد نے ہی زندگی کے ہر شعبے میں انقلابی تبدیلیاں پیدا کر دی ہیں۔

نمبروں کی تقسیم

2	عنوان
5	خلاصہ
7	کل نمبر

5۔ درج ذیل محاوروں میں سے صرف پانچ (5) کے معنی لکھیے اور انھیں جملوں میں استعمال کیجیے؟ ۶

- | | | | |
|--------|---------------------|-------------------------|-------|
| (ii) | پانی پانی ہونا | پانی پانی ہونا | (i) |
| (iv) | اینٹ سے اینٹ بجاننا | آسٹین کا سانپ ہونا | (iii) |
| (vi) | پاپڑ بیلنا | آنکھوں میں دھول جھونکنا | (v) |
| (viii) | شیشے میں اتارنا | خون سفید ہونا | (vii) |

جواب:

- | | | | |
|--|--------------------------|--------------------------|-------|
| (i) | پانی پانی ہونا: | پانی پانی ہونا: | (i) |
| رامو چوری کرتا ہوا کپڑا گیا تو پانی پانی ہو گیا۔ | | | |
| (ii) | اینٹ سے اینٹ بجاننا: | اینٹ سے اینٹ بجاننا: | (ii) |
| اینٹ سے اینٹ بجاننا سے کیا فائدہ بہتر یہ ہے کہ دوسرے تعریف کریں۔ | | | |
| (iii) | آنکھ کا سانپ ہونا: | آنکھ کا سانپ ہونا: | (iii) |
| آنکھوں تک پہنچاتی رہی۔ | | | |
| (iv) | اینٹ سے اینٹ بجاننا: | اینٹ سے اینٹ بجاننا: | (iv) |
| 1857 کے غدر کے نتیجہ میں انگریزوں نے دلی کی اینٹ سے اینٹ بجادی۔ | | | |
| (v) | آنکھوں میں دھول جھونکنا: | آنکھوں میں دھول جھونکنا: | (v) |
| دھوکہ دینا | | | |
| (vi) | پاپڑ بیلنا: | پاپڑ بیلنا: | (vi) |
| اس مہنگائی کے زمانے میں روزی کمانے کے لیے بڑے پاپڑ بیلے پڑتے ہیں | | | |
| (vii) | خون سفید ہونا: | خون سفید ہونا: | (vii) |
| محبت ختم ہوجانا | | | |
| آج کل تو ایسا خون سفید ہو رہا ہے کہ بھائی بھائی کا دشمن ہے۔ | | | |

شیشے میں اتارنا: (viii)

باؤں میں مودہ لینا
ناصر صاحب ہر کسی کوششے میں اتارنے کا فن خوب جانتے ہیں۔

نمبروں کی تقسیم

$$\begin{array}{rcl} 1 \times 5 & = & 5 \\ 1 \times 5 & = & \underline{\underline{5}} \\ & & 10 \end{array}$$

معنی
جملوں میں استعمال
کل نمبر =

6۔ ایک اشتہار بنائیے جس میں آپ کے اسکول میں ہونے والے کسی ادبی پروگرام کے بارے میں اطلاع ہوا ورنہ،
تاریخ، وقت اور جگہ کی تفصیل بتاتے ہوئے مہماں کو شرکت کی دعوت دی گئی ہو۔

5

جواب:

اشتہار برائے ادبی پروگرام ڈاکٹر حسین میموریل اسکول

کے

اساتذہ اور طلباء کی جانب سے ایک ادبی شام

شام غزل

جس میں ملک کے نامور گلوکاروں کی شرکت متوقع ہے

تاریخ: ۵ نومبر ۲۰۱۲ء

وقت: شام ۷ بجے

مقام: ائمیا اسلام کلچر سینٹر لوہی روڈ نی دہلی

آپ سے شرکت کی درخواست ہے

شکریہ

نمبروں کی تقسیم

$$\begin{array}{rcl} 2 & & \text{اشتہار کا خاکہ} \\ 3 & & \text{اشتہار کا متن} \\ \hline 5 & & \text{کل نمبر} \end{array}$$

(حصہ ب)

درج ذیل اقتباس کو غور سے پڑھئے اور اس سے متعلق دیئے گئے سوالوں کے جواب لکھئے۔ ۷

تیتر میدانی علاقے کا پرندہ ہے۔ اس لیے گھنے جنگلوں میں صرف ایسی جگہوں پر ملتا ہے جہاں پیڑوں کے درمیان گھاس کے لمبے چوڑے قطعے ہوں یا آس پاس کہیں کھیتی باڑی ہوتی ہو۔ بھٹ تیتر کے مقابلے کالے اور بھورے تیڑوں کے جسم گدرے اور دمیں چھوٹی ہوتی ہیں۔ تیڑوں کی نالگینی میں ٹیری یا کرمانک (بُرسرا) کی طرح لمبی نہیں ہوتیں۔ اس کے باوجود وہ اپنی چھوٹی چھوٹی نالگنوں سے کافی تیز بھاگ لیتا ہے۔ خطرہ کا احساس ہونے پر وہ گھاس کے میدان میں یا کھیت میں اس طرح دبادبا بھاگتا ہے کہ پاس ہوتے ہوئے بھی دکھائی نہیں دیتا۔ معمولی سی آڑ کے پیچھے اپنے آپ کو چھپا لینے میں خاص مہارت حاصل ہے۔ اُگے ہوئے کھیت کی بات تو الگ رہی وہ جتنے ہوئے کھیت میں جس میں نام کے لیے بھی پودا نہ ہو، مٹی کے ڈلوں میں اس طرح چھپ جاتا ہے کہ لاکھوں پر بھی دکھائی نہیں دیتا۔

(i) تیتر کس علاقے کا پرندہ ہے؟ جنگلوں میں کہاں ملتا ہے؟

(ii) کالے اور بھورے تیڑوں کے جسم کیسے ہوتے ہیں؟

(iii) تیڑوں کی نالگینی کیسی ہوتی ہیں؟

(iv) تیتر کو کس کام میں خاص مہارت ہے؟

(v) خطرے کا احساس ہونے پر تیتر کیا کرتا ہے؟

یا

سید کو جنگل میں ایک خاص بات یہاں کی بوباس میں معلوم ہوئی۔ انہوں نے محسوس کیا کہ یہاں کی پوری فضائیں ایک انوکھی مہک بسی ہوئی ہے۔ ایک ایسی بھینی مہک جو عطر کی طرح تیز نہ ہونے پر بھی فرحت و تازگی کا احساس دلاتی، روح کی گہرائیوں میں اُترتی جا رہی ہے۔ سید نے دیکھا کہ جنگل میں جہاں تھاں خود روپوںے اُگے ہوئے ہیں جن میں سے بیشتر پھولوں سے لدے پڑے ہیں۔ خود روپوں کی طرح بہت سے بڑے پیڑاں وقت بہار پر تھے اور ہزاروں لاکھوں کی تعداد میں شہد کی کھیاں ان پیڑوں کے گرد منڈلاتی اور پھولوں پر پیٹھتی، اڑتی دکھائی دے رہی تھیں۔

(i) سید کو جنگل میں کیا خاص بات محسوس ہوئی؟

(ii) سید کو جنگل میں کہاں کہاں خود روپوے نظر آئے؟

(iii) زیادہ تر خود روپوے کس قسم کے تھے؟

(iv) اس انوکھی مہک کی خصوصیت کیا تھی جو سید نے جنگل میں محسوس کی؟

(v) سید کو شہد کی کھیاں کیا کرتی ہوئی نظر آئیں؟

جواب:

(i) تیز میدانی علاقے کا پرندہ ہے۔ گھنے جنگلوں میں عام طور پر تیزروہاں پائے جاتے ہیں جہاں پیڑوں کے درمیان گھاس کے لمبے چوڑے قطعے ہوں یا آس پاس کھیتی باڑی ہوتی ہو۔

(ii) کالے اور بھورے تیزروں کے جسم گدرے ہوتے ہیں۔

(iii) تیزروں کی ٹانگیں ٹیسری یا کرماںک (بڑسرا) کی طرح لمبی نہیں ہوتیں بلکہ چھوٹی ہوتی ہیں۔

(iv) تیز کو معمولی سی آڑ کے پیچھے اپنے آپ کو چھپالینے میں خاص مہارت حاصل ہے۔

(v) خطرے کا احساس ہونے پر تیز گھاس کے میدان میں اس طرح دبادبا جاتا ہے کہ پاس ہوتے ہوئے بھی دکھائی نہیں دیتا۔

یا

(i) سید کو جنگل میں ایک انوکھی مہک محسوس ہوئی جو عطر کی طرح تیز نہ ہونے پر بھی فرحت و تازگی کا احساس دلاتی تھی۔

(ii) سید کو جنگل میں جہاں تھاں خود روپوے اُگے ہوئے نظر آئے۔

(iii) زیادہ تر خود روپوے پھولوں سے لدے ہوئے تھے۔ بڑے پیڑ بھار پر تھے۔

(iv) انوکھی مہک کی خصوصیت یہ تھی کہ پھر یہ کھینچتی کھینچتی عمل کی طرح تیز نہ ہو لے پر بھی فرحت و تازگی کا احساس دلاتی دل کی گھرائیوں میں اُترتی محسوس ہوئی تھی۔

سید کو شہد کی مکھیاں پیڑ پودوں کے گرد منڈلاتی اور پھولوں پر بیٹھتی، اڑتی نظر آئیں۔ (v)

نمبروں کی قسم

1 (i)

1 (ii)

1 (iii)

2 (iv)

2 (v)

کل نمبر

7

5

8- بنگلے پر ہاتھیوں کے حملے کے واقعہ کو اپنے الفاظ میں لکھیے۔

یا

”جنگل کی ایک رات“ میں لو مری کی کیا کیا خصوصیات بیان کی گئی ہیں؟

جواب:

برسات زیادہ ہونے پر ندی نالے بھر گئے، آنے جانے کے راستے بند ہو گئے۔ جنگل میں انسانوں کی آمد و رفت بھی بند ہو گئی تو جانور بھی بے فکری سے جنگلوں میں گھومتے گھماتے بنگلے کی طرف تکل آئے۔ ڈاک بنگلے کے صحن میں ایسی گھاس ہو گئی آئی تھی۔ جسے ہاتھی شوق سے کھاتے ہیں۔ ڈاک بنگلے کا چوکیدار تھوڑے فاصلے پر اپنی کوٹھری میں تھا۔ آہٹ پا کر اس نے ہاتھیوں کو دیکھا اور سہم گیا۔ ہاتھیوں نے لمبی گھاس کھانی شروع کر دی کھاتے کھاتے ایک ہاتھی کو کھجلی محسوس ہوئی ہو گی اس نے بنگلے کے بالکل قریب جا کر بنگلے کی ڈھلوان چھت کے ایک کونے سے اپنا کوٹھار گڑنا شروع کر دیا۔ ہاتھی کو اپنی طاقت کا خیال نہ رہا چھت کے اس حصہ پر کوئے کا دباؤ کچھ زیادہ ہی پڑ گیا ایک زور دار چرچراہٹ ہوئی اور دیکھتے ہی دیکھتے برآمدے کا ایک حصہ ٹوٹ کر نیچے لٹک گیا۔ ہاتھی کے یا تو کوئی چیز چھپی یا کچھ اور وجہ ہوئی کہ ہاتھی نے ایک زور دار چیخ ماری اور جھنجھلا ہٹ کا مظاہرہ کرتے ہوئے پلٹ کر چھت پر اپنی سونڈ سے دو چار گھونے جمادیے اور صرف یہی نہیں وہاں سے ہٹتے ہٹتے سونڈ سے اس لکڑی کو پکڑ کر جو چھت سے لکھی ہوئی تھی ایک جھٹکا دیا اور پھر وہاں سے روپوش ہو گئے۔

لومڑی کی خصوصیات

لومڑی کی بہت سے قسمیں ہوتی ہیں۔ یہ گستہ کی نسل سے تعلق رکھتی ہیں۔ لومڑی کی تالگیں جسم کے تناسب سے ذرا چھوٹی ہوتی ہیں۔ لومڑی کی دم لمبی اور گچھے دار ہوتی ہے۔ لومڑی کی آنکھوں کی پتلیاں بلی جیسی ہوتی ہیں جو دن میں سکڑ جاتی ہیں اور رات یا اندر ہیرے میں پھیل جاتی ہیں۔ لومڑیاں تنہائی پسند ہوتی ہیں، شکار بھی تنہا کرتی ہیں۔

لومڑی خرگوش کی طرح اپنا بیل زمین کے اندر بناتی ہے۔ اس کے بیل میں بھی آنے جانے یا خطرہ کے وقت نکل بھاگنے کے لیے بہت سے منہ ہوتے ہیں۔ دن میں اس کی آنکھیں چند ہی ماں جاتی ہیں جس کی وجہ سے دن میں شکار نہ کر کے رات میں شکار کے لیے نکلتی ہے۔ لومڑی ایک جھول میں تین سے آٹھ بچے دیتی ہے۔ لومڑی کے بچوں کی آنکھیں پیدائش کے وقت بند ہوتی ہیں جن کے کھلنے میں سات دن لگتے ہیں۔ لومڑی میں سو گھنٹے کی طاقت بہت تیز ہوتی ہے۔ یہی حال سننے اور دیکھنے کا ہے خطرے کا احساس ہونے پر جھٹ پٹ فیصلہ کرتی ہے۔ لومڑی کو ایک فربی اور چالاک جانور بتایا جاتا ہے۔

کل نمبر 5 $5 \times 1 = 5$

8

نیچے دیئے گئے سوالوں میں سے چار (4) کے مختصر جواب لکھیے

- (i) خرگوش کے بیل کس طرح کے ہوتے ہیں؟
- (ii) ایشیائی اور افریقی ہاتھی کے نیچے کوئی دو فرق بتائیے۔
- (iii) نرکا لے تیتر کی آواز کیسی ہوتی ہے؟
- (iv) ہندوستان میں پائے جانے والے نیلے سور کی خصوصیات لکھیے۔
- (v) کن کن ملکوں میں زیادہ خطرناک پچھوپائے جاتے ہیں؟
- (vi) کام کرو کس قسم کا ہر ان ہے اور اس کی آواز کیسی ہوتی ہے؟
- (vii) وکیل صاحب پر کس جانور نے حملہ کیا تھا اور کیوں؟

جواب:

- (i) خرگوش کے بیل زمین کے اندر بسرگوں کی طرح ہوتے ہیں اور اس میں آنے جانے کے لیے ایک دروازہ نہیں

بلکہ کئی دروازے ہوتے ہیں۔

(ii) افریقی ہاتھی قد میں ایشیائی ہاتھیوں سے بڑے ہوتے ہیں۔ زر ہاتھی کی اوپرچاری زمین سے کندھوں تک عموماً گیارہ فٹ، دانت چھ سے آٹھ فٹ تک لمبے ہوتے ہیں تو ایشیائی ہاتھی کے چھوٹے چھوٹے ہوتے ہیں۔ افریقی ہاتھی کا ماتھا اندر کو دبایا ہوا، سوٹ جزرے کے پاس سے آگے کو نکلی ہوئی ہوتی ہے۔ دونوں کیس ہوتی ہیں۔

(iii) زکالے تیتر کی آواز چک۔ چیک۔ کرمی۔ آ۔ کا۔ ک۔ جیسی ہوتی ہے۔

(iv) نیلا مور اپنے حسن، رعنائی اور لکشی میں سب سے بڑھ چڑھ کر اپنی مثال آپ ہے۔ نرمور کی چونخ کالی، آنکھوں کے اوپر اور نیچے سفید کھال اور سر کے اوپر چمکدار نیلے رنگ کا تاج، گردن کے پروں میں نیلے اور سبز رنگ کا شیڈ، بازوؤں کے پر ہلکے براوں اور کالی لہروں والے ہوتے ہیں، سروں پر نئے چاند کی شکل کی پیتاں۔ نر کی دُم خوبصورت ہوتی ہے۔

(v) گرم ملکوں کے بچھوٹیں مصر، افریقہ، عرب ممالک کے بچھوٹے خطرناک ہوتے ہیں۔

(vi) کانگری گھاس پات کھانے والا ایک قسم کا ہرن ہوتا ہے جس کے چار سینگیں ہوتے ہیں جو ٹھوس اور چکنہیں ہوتے بلکہ زراف کی طرح روئیں دار کھوئیوں جیسے ہوتے ہیں اور آواز کتے جیسی ہوتی ہے اسی لیے اسے کہا جاتا ہے۔ Barking Deer

(vii) وکیل صاحب پر پیچھے نے جملہ کیا تھا جو نکہ جہاں پر سب لوگ چھپے بیٹھے تھے اس کے تھوڑے فاصلے پر ہی ریپھ پانی پینے آیا ہی تھا کہ کسی کو چھینک آگئی اور ریپھ نے سب کو تاڑلیا اور دھاڑتا ہوا ان کی طرف دوڑ پڑا۔

کل نمبر $2 \times 4 = 8$

- 10 - ”ہیر و ن کی تلاش“ ڈرامے کا سب سے اہم کردار ”کملہ“ ہے۔ اس بیان کی روشنی میں کملہ کے کردار کی خصوصیات لکھیے۔

یا

مسزمہرانے کنواری کو روپ متی ڈرامہ لکھوانے کی جو وجہات بتائیں انجیں تفصیل سے لکھیے۔

جواب:

- | | |
|---------------------------------|-------|
| دیئے گئے بیان سے اتفاق یا تردید | (i) |
| کملہ کا تعارف | (ii) |
| کملہ کے کردار کی خصوصیات | (iii) |
| زبان و بیان | (iv) |

نمبروں کی تقسیم

2	(i)
2	(ii)
4	(iii)
2	(iv)
کل نمبر	10

یا

- | | |
|-------------------------------|-------|
| مسز مہر اور کنور انی کا تعارف | (i) |
| وجہات کا بیان | (ii) |
| زبان و بیان | (iii) |

نمبروں کی تقسیم

2	(i)
6	(ii)
2	(iii)
کل نمبر	10

11-

درج ذیل میں سے چار (4) سوالوں کے جواب لکھیے۔

10

- (i) کنورسندرنگھے نے کنورانی کے دن بھر کے معمولات کے بارے میں کیا بات بتائی؟
- (ii) پورنما نے مسز مہرا اور ان کے ساتھیوں کو ملاقات کے لیے ناشستہ کا وقت کیوں دیا تھا؟
- (iii) ڈرامہ سننے کے بعد شوچن نے اس پر کیا تبصرہ کیا؟
- (iv) مسز مہرا کے نزدیک روپ متی کا کردار ادا کرنے کے لیے کس طرح کی عورت کی ضرورت تھی؟
- (v) رگھورام نے ہیر وئن کی تلاش کے کام میں حصہ لینے سے کیوں انکار کیا؟
- (vi) شوچن ہر مکالے کے آخر میں یہ کیوں کہتا ہے "میں ٹھیک کہہ رہا ہوں نا؟"

جواب:

(i) کنورسندرنگھے نے کنورانی کے دن بھر کے معمولات کے بارے میں بتایا کہ وہ رات کو سات آٹھ بجے سو جاتی ہیں اور صبح آٹھ نو بجے کے قریب آٹھ نو گھنٹے کی نیند پوری کر کے اٹھتی ہیں اور کہتی ہیں رات بھرنیزندہ آنے کی وجہ سے بدن درد کر رہا ہے پھر جوں توں کر کے بستر سے اٹھتی ہیں اور منھ ہاتھ دھو کر ایک ایک بال سنوارنے میں لگ جاتی ہیں جیسے تینے ناشستے اور کھانے کا بندوبست کرتی ہیں اور پھر شام کی پارٹی اور ڈنر پارٹی میں جانے کے لیے سجن سنونے میں مصروف ہو جاتی ہیں اور سجنے سنونے میں اتنی دیر لگاتی ہیں کہ اکثر شام کی پارٹی میں کھانے کے وقت پہنچتی ہیں۔

(ii) پورنما نے مسز مہرا اور ان کے ساتھیوں کو ناشستہ کا وقت ملاقات کے لیے اس لیے دیا تھا کہ اس وقت کیش و داس موجود ہوتے ہیں اور وہ چاہتی تھیں کہ ڈرامہ میں ایکینٹنگ کے متعلق جو بھی معاملات طے ہوں وہ کیشو داس کی موجودگی میں ہوں۔

(iii) ڈرامہ سننے کے بعد شوچن کے منھ سے بے ساختہ واہ واہ نکلا اور اس پر یہ تبصرہ کیا کہ جیوئی پر کاش آپ نے تو واقعی قلم توڑ دیا۔ آپ کا ڈرامہ صرف ہندوستانی ادب نہیں بلکہ ہندوستان کے ادب پر ایک بہت بڑا احسان ہے۔

(iv) مسز مہر اکے نزدیک روپ متی کا کردار ادا کرنے کے لیے ایسی عورت کی ضرورت ہے جو دنیا دیکھ سکی ہو مگر اس کی عمر زیادہ نہ ہو۔ جس کے دل میں درد ہو مگر وہ بے فکروں کی طرح ہنس بول سکے، جس کی شکل اچھی ہو، آواز اچھی ہو۔

(v) رگھورام نے ہیر وَن کی تلاش کے کام میں حصہ لینے سے انکار اس لیے کیا کہ اسے یہ بات بالکل پسند نہیں تھی کہ وہ لوگوں کے گھر پر جا کر ان کی بہوبیثیوں کا جائزہ لے۔

(vi) شوچران ہر مکالے کے آخر میں ”میں ٹھیک کہہ رہا ہوں نا“، اس لیے کہتا ہے کہ اپنی بات کی تائید / حمایت میں اور وہ کو بھی شامل کرنا چاہتا ہے جس سے اس کی بات کا وزن بڑھ جائے۔

نمبروں کی تقسیم

$$2\frac{1}{2} \times 4 = 10$$

12- درج ذیل سوالوں کے مختصر جواب دیجیے۔

(i) کنورانی نے کملاء کے لیے یہ کیوں کہا ”آپ تو ہر وقت ایکٹنگ کرتی رہتی ہیں۔“

(ii) شوچران کے نزدیک ایکٹنگ کا نیا اصول کیا تھا؟

(iii) پورنما کے شوہرنے پورنما کوڈرامے میں کام کرنے کی اجازت کیوں نہیں دی؟

(iv) کملاء اور مسز مہر اکے بیچ کیا رشتہ تھا؟

(v) نرملاء کے گھر میں مسز مہر اور دوسرے لوگوں کو گھر کے کس حصہ میں بٹھایا گیا؟

جواب:

(i) کملاء نے کنورانی کے لیے ”آپ تو ہر وقت ایکٹنگ کرتی رہتی ہیں“، اس لیے کہا کہ ان کو مذاق کرنے کی عادت تھی اور یہ بات انہوں نے مذاقاً کہہ دی تھی۔

نوت: (ڈرامہ کے متن کے مطابق کورانی کملا کے لیے نہیں بلکہ کملا کورانی کے لیے کہتی ہے کہ آپ تو ہر وقت ایکنگ کرتی رہتی ہیں۔)

(ii) شوچن کے نزدیک ایکنگ کا نیا اصول یہ ہے کہ بناوٹ بالکل نہ ہو، آدمی جیسا ہے ویسا ہی رہے، اسی طرح بولے، اسی طرح چلے۔

(iii) پورنما کے شوہرن پورنما کو ڈرامے میں کام کرنے کی اجازت اس لیے نہیں دی کیونکہ اس کا شوہر محشریث ہے۔ سرکاری ملازموں کو اپنی عزت کا بہت خیال رکھنا ہوتا ہے۔ اس لیے اس نے اپنی بیوی کو اجازت نہیں دی۔

(iv) کملا مسز مہر اکی بھاجی تھی۔

(v) نرملہ کے گھر میں مسز مہر اور دوسرا لوگوں کو ڈرائیگ روم میں بٹھایا گیا تھا۔

کل نمبر 1×5=5

مارکنگ اسکیم اردو

(Marking Scheme Urdu)

سینٹر سیکنڈری اسکول امتحان

ماہ جنور 2012

اردو (کور)

Urdu(Core)

مُمتحن حضرات کے لئے عام ہدایات:

(General Instructions)

امتحان کی کاپیوں کی جانچ کے لئے یکسوئی کے ساتھ ساتھ صبر و تحلیل کی ضرورت ہوتی ہے۔ سرسری انداز سے کاپیوں کی چیکنگ کر دینا خود ہماری دیانت داری اور خلوص کو مجنوہ کرتا ہے۔ اس طرح کی چیکنگ میں بہت سی ناہمواریاں بھی رہ جاتی ہیں۔ دوران چیکنگ کچھ اساتذہ نرمی کا رخ اختیار کرتے ہیں تو کچھ خاص سخت ہو جاتے ہیں۔ دونوں ہی صورتوں میں طلباء کے نتائج متاثر ہوتے ہیں۔ چنانچہ اس طرح کی ناہمواریوں سے بچنے کے لئے کافی غور و خوض کے بعد ان نکات کا تعین کیا گیا ہے جس پر عمل درآمد کر کے ہم معیاری انداز سے کاپیوں کی جانچ کر پائیں گے۔

کاپیوں کی چیکنگ کے سلسلے میں رہنمائی کے جو نکات پیش کئے جا رہے ہیں ضروری نہیں کہ طلباء کے جوابات نمونے کی تشریح اور توضیح ہی کے انداز پر ہوں۔ اشعار کی تشریح، مرکزی خیال و ایسے سوالات کے جوابات میں انداز بدل سکتا ہے۔ لیکن ہمارا خیال ہے کہ نمبروں کی تقسیم پر اس سے کوئی خاص اثر نہیں پڑے گا۔ آپ کو ہر حال میں مارکنگ اسکیم کے دائرے میں رہ کر ہی چیکنگ کا عمل انجام دینا ہے تاکہ ماہضی میں ہوتی رہی ناہمواریوں کو دور کیا جاسکے۔

امید ہے کہ اس صبر آزمائام کو آپ اپنا فرض سمجھ کر انجام دیں گے۔

مُمتحن حضرات کا رو یہ مشفقاتہ ہونا چاہئے تو اعدا اور املائی کی معمولی غلطیوں کو نظر انداز کر دیا جائے تو بہتر ہو گا۔

صدر ممتحن (Head Examiner) اس بات کو ہر طرح سے یقینی بنائیں کہ مارکنگ اسکیم پرستختی سے عمل ہو رہا ہے یا نہیں۔ کچھ اساتذہ مارکنگ اسکیم (Marking Scheme) کو نظر انداز کرتے ہوئے اپنے روایتی انداز سے مارکنگ کرتے ہیں جس سے طلبہ کے نتائج متاثر ہوتے ہیں۔ اس طرف صدر ممتحن کو خصوصی توجہ دینی ہے۔

(1) پریم کورٹ کے حالیہ حکم نامے کے مطابق اب طلباء پنے جواب کی کاپیوں کی عکسی کاپی (فونو کاپی) مقررہ فیس ادا کر کے سی بی ایس ای سے حاصل کر سکتے ہیں۔ اس لیے صدر ممتحن / ممتحن حضرات کو ہدایت دی جاتی ہے کہ کاپیوں کی چینگ میں کسی قسم کی کوئی لاپرواہی نہ بر تیں اور مارکنگ اسکیم پرستختی سے عمل کریں ورنہ انجام کے ذمہ دار خود ہوں گے۔

(2) صدر ممتحن اس بات کا اطمینان کرنے کے لئے کہ کاپیوں کی جانچ مارکنگ اسکیم (Marking Scheme) کے مطابق ہو رہی ہے، وہ ممتحن کی جانچی ہوئی ابتدائی پانچ کاپیوں کا باریک بینی سے جائزہ لے گا۔ جائزہ لینے اور یہ اطمینان کرنے کے بعد ہی کہ کاپیوں کی جانچ مارکنگ اسکیم کے مطابق ہو رہی ہے ممتحن کو مزید کاپیاں جانچنے کے لیے دے گا۔

(3) ممتحن حضرات کو کاپیاں جانچ کے لئے صرف اسی وقت دی جائیں جب جانچ کے پہلے دن ممتحن اجتماعی یا انفرادی طور پر مارکنگ اسکیم پر تبادلہ خیال کر چکے ہوں۔

(4) کاپیوں کی جانچ مارکنگ اسکیم میں دی ہوئی ہدایت کے مطابق ہی کی جائے گی۔ یہ جانچ بھی ممتحن کے اپنے روایتی انداز فکر اپنے تجربے اور کسی دیگر بات کو منظر رکھنہیں بلکہ صرف مارکنگ اسکیم کو ذہن میں رکھتے ہوئے کی جائے۔

(5) اگر کسی سوال کے کئی جزو ہیں تو ہر جزو کے نمبر بائیں ہاتھ کے حاشیہ میں الگ الگ دیے جائیں اور پھر تمام اجزاء میں حاصل نمبروں کو جمع کر کے سوال کے آخر میں حاشیہ میں لکھ کر اس کے گرد دائرة بنادیا جائے۔

(6) اگر کوئی طالب علم ایسا جواب لکھتا ہے جو مارکنگ اسکیم میں موجود نہیں ہے لیکن وہ جواب صحیح ہے تو صدر ممتحن سے مشورہ کے بعد نمبر دیے جائیں۔

(7) اگر کوئی طالب علم دریافت کیے گئے جو بات سے زیادہ یعنی ایک سڑا جواب لکھتا ہے تو مارکنگ اسکیم کے مطابق ہی نمبر دیے جائیں۔

(8) اگر کوئی طالب علم مقررہ الفاظ سے زیادہ الفاظ میں لکھتا ہے تو اس کے نمبر کم نہ کئے جائیں۔

(9) مختصر سوالات کے جواب میں اگر کوئی طالب علم صرف ایک لفظ کا جواب لکھتا ہے اور اس لفظ سے جواب ظاہر ہو جاتا ہے تو اسے پورے نمبر دئے جائیں گے۔

(10) اگر کوئی طالب علم دئے ہوئے اقتباس یا اس کے کسی حصے کو اپنے جواب کے لئے استعمال کرتا ہے مثلاً اقتباس میں دی ہوئی معلومات کو اپنے مضمون کے لئے استعمال کرتا ہے تو اس کے نمبر نہیں کاٹے جائیں گے سو اس کے کہ اس کا جواب دریافت کئے گئے سوالات سے مطابقت نہ رکھتا ہو۔

(11) تبادل سوالات کے جواب لکھنے میں اگر کوئی طالب علم دونوں تبادل کے جواب لکھتا ہے اور دونوں ہی صحیح ہیں اور کسی ایک کو کراس نہیں کیا ہے یا غلطی سے دونوں کو کراس کر دیا ہے تو ایسی صورت حال میں جو جواب زیادہ صحیح ہے اس پر نمبر دیے جائیں۔

(12) اگر کسی سوال میں دو خصوصیات دریافت کی گئی ہیں اور ایک طالب علم نے دونوں خصوصیات صحیح لکھ دی ہیں تو اسے پورے پورے نمبر دیے جائیں اور اگر کوئی طالب علم پانچ خصوصیات لکھتا ہے جن میں سے خصوصیات نمبر 1 صحیح ہے اور خصوصیات نمبر 2 غلط پھر خصوصیات نمبر 3 صحیح ہے اور باقی دو خصوصیات غلط ہیں اسے بھی پورے پورے نمبر دیے جائیں۔

(13) ممتحن حضرات اس بات کا خاص خیال رکھیں کہ کاپیوں کی جانچ مارکنگ اسکیم میں بتائی گئی نمبروں کی تقسیم کے مطابق ہی ہو۔

(14) ممتحن حضرات کو یہ بات ذہن نشین کر لینی چاہئے کہ ان کے پاس ایک نمبر (1) سے لے کر سو (100) نمبر تک کا پایا ہے۔ برائے کرم اگر کسی سوال کا جواب درست ہے تو صد فی صد (100%) نمبر دینے میں گریز نہ کریں۔

(15) صدر ممتحن /ممتحن حضرات کو ہدایت دی جاتی ہے کہ اگر کاپیوں کی چیکنگ کے دوران کوئی ایسا جواب سامنے آتا ہے جو بالکل غلط ہے تو اس پر کراس کا نشان لگا دیا جائے اور صفر دیا جائے۔

(16) زبان و ادب کی کاپیاں جانچنے والے اکثر حضرات یہ خیال کرتے ہیں کہ کسی طالب علم کو صد فی صد نمبر دینا ناممکن ہے۔ یہ خیال روایتی اور رجعت پسندانہ ہے۔ اس عمل سے گریز کیا جانا اشد ضروری ہے۔

(17) جب طلبہ تخلیقی اظہار کرتے ہوں تب ان کے خوش خط اور الملا پر بھی نمبر دینے کا خیال رکھیں۔

مارکنگ اسکیم

اردو (کور)

وقت 3 گھنٹے

کل نمبر 100

(حصہ الف)

10 درج ذیل (غیر درسی) عبارت کو غور سے پڑھیے اور اس سے متعلق دیئے گئے سوالوں کے جواب دیجیے۔

محمد قلی اور ابراہیم عادل شاہ ثانی دنوں ہی ادب دوست تھے۔ دنوں ہی شاعر تھے اور ایسا تہذیبی ماحول پیدا کرنے کے خواہش مند تھے جس میں اہل قلم اپنی صلاحیتوں کو بروئے کار لاسکیں۔ محمد قطب شاہ کا دور فنی اور تخلیقی کاموں کی وجہ سے ہمیشہ یاد رہے گا۔ قطب شاہ ہی سلطنت کے اس نہرے دور پر اردو شاعری کی تاریخ ہمیشہ فخر کرتی رہے گی۔ محمد قلی قطب شاہ اردو کا پہلا صاحبِ دیوان شاعر ہے۔ اس سے پہلے بھی شعرا کا کلام ملتا ہے مگر ان میں سے کسی نے اپنا دیوان بے اعتبارِ حروفِ تحریر ترتیب نہیں دیا تھا۔ اس کا اردو دیوان پچاس ہزار اشعار پر مشتمل تھا۔ اس میں اس نے زندگی کی چھوٹی بڑی، اہم اور غیر اہم بات کو شاعری کا موضوع بنایا ہے۔ اس کے کلیات میں نظمیں بھی بڑی تعداد میں شامل ہیں۔ وجہی کی قطب مشتری اردو کی قدیم ترین مثنویوں میں سے ایک ہے۔ قطب مشتری، محمد قلی قطب شاہ اور مشتری کے عشق کی داستان ہے اور اسی مناسبت سے اس کا نام قطب مشتری رکھا گیا ہے۔ یہ مشتری وہی ہے جو بھاگ متی کے نام سے مشہور ہے۔

(i) محمد قلی قطب شاہ اور ابراہیم عادل شاہ ثانی میں کیا کیا باتیں یکساں تھیں؟

(ii) محمد قلی قطب شاہ کو اردو کا پہلا صاحبِ دیوان شاعر کیوں کہا جاتا ہے؟

(iii) وجہی کی مثنوی کا نام قطب مشتری کیوں رکھا گیا؟

(iv) قطب شاہ ہی سلطنت کے کس دور کو سنبھار اور کہا جاتا ہے اور کیوں؟

(v) محمد قلی قطب شاہ کے دیوان میں کتنے اردو اشعار ہیں اور اس نے کن کن موضوعات پر شعر کہے ہیں؟

جواب:

- (i) محمد قلی قطب شاہ اور ابراہیم عادل شاہ ثانی دنوں ہی ادب دوست تھے، شاعر تھے اور اپنا تہذیبی ماحول پیدا کرنے کے خواہشمند تھے جس میں اہلِ قلم اپنی صلاحیتوں کو بروئے کار لاسکیں۔
- (ii) محمد قلی قطب شاہ کو اردو کا پہلا صاحبِ دیوان شاعر اس لیے کہا جاتا ہے کہ وہ پہلے شاعر تھے جنہوں نے اپنا دیوان به اعتبار حروفِ تہجی ترتیب دیا۔
- (iii) وجہی کی مشنوی کا نام ”قطب مشتری“، اس لیے رکھا گیا کیونکہ اس میں قلی قطب شاہ اور مشتری کے عشق کی داستان بیان کی گئی ہے۔
- (iv) قلی قطب شاہ کے دور کو سنہر اور اس لیے کہا جاتا ہے کہ اس دور میں اردو کا پہلا دیوان ترتیب دیا گیا اور ”قطب مشتری“ جیسی شاہ کار مشنوی لکھی گئی۔
- (v) قلی قطب شاہ کے دیوان میں پچاس ہزار اردو اشعار ہیں۔ اس نے زندگی کے تقریباً سبھی اہم اور غیر اہم موضوعات پر شعر کہے ہیں۔

کل نمبر 2x5 = 10

15

- 2 درج ذیل عنوانات میں سے کسی ایک پر مضمون لکھیے۔
- (i) وقت کی پابندی
- (ii) بے روزگاری—ایک بڑا مسئلہ
- (iii) سارے جہاں سے اچھا ہندوستان ہمارا
- (iv) انٹرنیٹ—وقت کی اہم ضرورت

جواب: (i) وقت کی بابندی

تمہید/تعارف (a)

نفسِ مضمون (b)

اندازِ بیان (c)

اختتام (d)

لے روزگاری - ایک براہمکملہ (ii)

تمہید/تعارف (a)

نفسِ مضمون (b)

اندازِ بیان (c)

اختتام (d)

سارے جہاں سے اچھا ہندوستان ہمارا (iii)

تمہید/تعارف (a)

نفسِ مضمون (b)

اندازِ بیان (c)

اختتام (d)

انٹریٹ-وقت کی اہم ضرورت

(v)

- | | |
|-------------|-----|
| تمہید/تعارف | (a) |
| نفسِ مضمون | (b) |
| اندازِ بیان | (c) |
| اختتام | (d) |

نمبروں کی تقسیم

2	تمہید/تعارف
7	نفسِ مضمون
4	اندازِ بیان
2	اختتام
15	کل نمبر

3۔ اپنے دوست کو خط لکھ کر اگلے مہینے ہونے والی اپنی سالگرہ میں شرکت کی دعوت دیجیے اور یہ بھی بتائیے کہ سالگرہ کی تقریب میں شریک سبھی دوست دہلی کی سیر کے لیے بھی جائیں گے۔

8

یا

اپنے پرنسپل کو فیضِ معاف کرنے کے لیے درخواست لکھیے۔

جواب:

- | | |
|--------------------------|-------|
| پتہ | (i) |
| القاب و آداب | (ii) |
| نفسِ مضمون | (iii) |
| اندازِ بیان / طرزِ تحریر | (iv) |
| اختتام | (v) |

پہتہ	(i)
القاب و آداب	(ii)
نفسِ مضمون	(iii)
اندازِ بیان / اطرافِ تحریر	(iv)
اختتام	(v)

نمبروں کی تقسیم

1	پہتہ
1	القاب و آداب
3	نفسِ مضمون
2	اندازِ بیان
1	اختتام
8	کل نمبر

4۔ درج ذیل عبارت کا خلاصہ لکھیے اور ایک مناسب عنوان بھی تجویز کیجیے۔

سرسید نے لکھنا اس وقت شروع کر دیا تھا جب وہ خاصے کم عمر تھے۔ انہوں نے ترجمے کیے، چھوٹی چھوٹی کتابیں لکھیں۔ لیکن جس کتاب کی وجہ سے وہ راتوں رات مشہور ہوئے اس کا نام ”آثار الصنادید“ ہے۔ یہ کتاب دہلی کی تاریخی عمارتوں اور ممتاز لوگوں کے بارے میں ہے۔ اس کا ترجمہ فرانسیسی زبان میں ہوا اور ان کی شہرت پورے یورپ میں پھیل گئی۔ انہوں نے کئی مذہبی کتابیں لکھیں لیکن ان کے وہ چھوٹے چھوٹے مضامین جو ”تہذیب الاخلاق“ کے لیے لکھے گئے تھے، زیادہ مشہور ہوئے۔ ان مضامین کی زبان صاف اور آسان ہے۔ ان میں سادگی کا زور ہے، اظہار کی طاقت کا حسن ہے، وہ خوبصورتی نہیں جو تنگین زبان اور بناؤٹی انداز سے پیدا ہوتی ہے۔ اس وقت تک ایسی

زبان اچھی سمجھی جاتی تھی جس میں تشبیہیں اور استعارے ہوں، لیکن سر سید نے اپنی راہ الگ نکالی وہی رے دھیرے سادہ تر ہی اچھی نظر قرار پائی جو آج بھی استعمال ہوتی ہے اور پسند کی جاتی ہے۔

جواب:

عنوان: ”سر سید کے علمی اور ادبی کارناموں کی اہمیت“
 (طالب علم اس کے علاوہ بھی کوئی مناسب عنوان لکھ سکتا ہے، اس پر بھی نمبر دیے جائیں)

خلاصہ:

سر سید کے علمی اور ادبی کارناموں کی سب سے بڑی خوبی یہ ہے کہ انہوں نے اپنی تحریروں کو نگین زبان اور بناوٹی انداز سے پاک رکھا۔ سادہ اور آسان فہم زبان کا استعمال کیا اور رفتہ رفتہ اردو نثر کا یہی روپ رائج ہو گیا جو آج بھی مستعمل ہے اور پسند کیا جاتا ہے۔

نمبروں کی تقسیم

2	عنوان	
5	خلاصہ	
7	کل نمبر	
10	درج ذیل مخاوروں میں سے صرف پانچ (5) کے معنی لکھیے اور انھیں جملوں میں استعمال کیجیے۔	5
	خاطر میں نہ لانا	(i)
	پھولے نہ سانا	(ii)
	جان میں جان آنا	(iii)
	جنگل میں منگل ہونا	(iv)
	باغ باغ ہونا	(v)
	آنکھوں میں دھول جھونکنا	(vi)
	اپنے منھ میاں مٹھو بننا	(vii)
	اپنے پاؤں پر کھڑا ہونا	(viii)

جواب:

- | | |
|---|--|
| کسی کی اہمیت نہ سمجھنا
تم تو اس پرواری نیاری جاتی ہوا ورود ہے کہ تمھیں ذرا بھی خاطر میں نہیں لاتی۔
بہت خوش ہونا
وہ اپنی کامیابی کی خبر سن کر پھولے نہ سایا۔
اطمینان ہونا
گمشدہ بچے کو پا کر ماں کی جان میں جان آئی۔
ویرانے میں رونق ہونا
جمنا کے کنارے دکانداروں کی وجہ سے جنگل میں منگل رہتا ہے۔
بہت خوش ہونا
امتحان میں اول پوزیشن حاصل کرنے پر میرا دل باغ باغ ہو گیا۔
دھوکہ دینا
طلباء استاد کی آنکھوں میں دھول جھونک کر کلاس سے بھاگ جاتے ہیں۔
اپنی تعریف آپ کرنا
اپنے منہ میاں مٹھو بننے سے کوئی فائدہ نہیں بات توجہ ہے کہ دوسرا تعریف
کرے۔
اپنی ذمہ داری خود سنجانا
لڑکا جب تک اپنے پاؤں پر کھڑا رہے ہوا س کی شادی کا نام نہ لو۔ | خاطر میں نہ لانا : (i)
پھولے نہ سانا : (ii)
جان میں جان آنا : (iii)
جنگل میں منگل ہونا : (iv)
باغ باغ ہونا : (v)
آنکھوں میں دھول جھوکنا: (vi)
اپنے منہ میاں مٹھو بننا: (vii)
اپنے پاؤں پر کھڑا ہونا: (viii) |
|---|--|

نمبروں کی تقسیم

$$\begin{array}{rcl}
 1 \times 5 = 5 & \text{معنی} & \\
 1 \times 5 = \underline{\underline{5}} & \text{جملوں میں استعمال} & \\
 & \text{کل نمبر} & 10
 \end{array}$$

5

6۔ کسی ادبی رسالے کو بیچنے کے لیے اشتہار بنائے۔

جواب:

سرز میں ہند سے نکلنے والا ادبی رسالہ
ماہنامہ

درخشنان

نئی دہلی

☆ جس میں عالمی ادب اور شعرا کی منتخب نگارشات

☆ ادبی جھرو کے ادبی دنیا کی خبریں

☆ ادبی ممہ اور آپ کے سوال جواب

فی شمارہ - 50 روپے فی شمارہ - 600 روپے

سالانہ خریداری کے لیے 15 میٹک 25% کی خصوصی رعایت

براہ کرم می آرڈرڈیل کے پتہ پر ارسال کریں

ادارہ بزم احباب ذا کرگراو کلانی دہلی ۱۱۰۰۲۵

نمبروں کی تقسیم

2	اشتہار کا خاکہ
3	اشتہار کا متن
<hr/> <hr/> 5	کل نمبر

حصہ (ب)

7

- درج ذیل اقتباس کو غور تھے پڑھئے اور اس سے متعلق دیئے گئے سوالوں کے جواب دیجیے۔

خرگوش دنیا کے تقریباً ہر ملک میں پائے جاتے ہیں۔ یہ بھی چوہوں کی طرح زمین میں بیل بن کر رہتے ہیں۔ بلوں میں ہی بچے دیتے ہیں اور وہیں ان کی پرورش کرتے ہیں۔ خرگوش کے بیل، جنہیں بعض علاقوں میں بھٹ بھٹ کہا جاتا ہے، میزگنوں کی طرح ہوتے ہیں لیکن ان میزگنوں کی خاص بات یہ ہوتی ہے کہ ان میں آنے اور جانے کے لیے صرف ایک منہ یا دروازہ نہیں ہوتا بلکہ خرگوش کئی کئی دروازے بناتا ہے تاکہ فکر کے وقت جس دروازے سے موقع ملے، نکل کر بھاگ جائے۔ دن کے وقت یہ اپنے بلوں میں ہی رہتے ہیں لیکن صبح شام اور موسم کے لحاظ سے اکثر رات میں بھی کھلنے کو دنے اور کھانے کی تلاش میں ایک ساتھ باہر نکل آتے ہیں۔

- (i) خرگوش کہاں رہنا پسند کرتے ہیں؟
- (ii) بعض علاقوں میں خرگوش کے بیل کو کیا کہا جاتا ہے؟
- (iii) خرگوش کے بیل کس طرح کے ہوتے ہیں؟
- (iv) خرگوش اپنے بیل میں کئی کئی دروازے کیوں بناتا ہے؟
- (v) صبح اور شام کے وقت اور اکثر رات میں بھی خرگوش کیا کرتے ہیں؟

یا

سب بچھوایک جیسے زہر میں ہوتے۔ اس وقت دنیا میں ان کی تقریباً چھ سو قسمیں ملتی ہیں۔ سانپ کی طرح ان میں بھی کچھ میں زہر نہیں ہوتا۔ اسی طرح بعض کم اور بعض زیادہ زہر میلے ہوتے ہیں۔ دراصل زہر کا تعلق ان کی نسل اور ان کے سائز سے بھی ہے۔ مثلاً بچھوؤں کی زیادہ قسمیں ایسی ہیں جنہیں خطرناک نہیں مانا جاتا۔ ان کے ڈنک سے تکلیف تو ہو سکتی ہے، لیکن جان جانے کا خطرہ نہیں ہوتا۔ البتہ بعض گرم ملکوں کے بچھوؤں جیسے مصر کے بچھوایا افریقہ کے دوسرا ملکوں اور عرب ممالک کے بچھوؤں بڑے خطرناک ہوتے ہیں، بچھوؤں اور بوڑھوؤں پر ان کا زہر سانپ کے زہر کی طرح فوراً اثر کرتا ہے۔

- (i) اس وقت دنیا میں بچھوکی کتنی قسمیں ملتی ہیں؟
- (ii) بچھوؤں زہر ہونے یا نہ ہونے کا تعلق کس بات سے ہے؟

کس عمر کے افراد پر بچھوؤں کا زہر تیزی سے اثر کرتا ہے؟ (iii)

کیا بچھوؤں کے ڈنک مارتے ہی جان جاسکتی ہے؟ اپنے جواب کی وجہ لکھئے۔ (iv)

کرن کرن ملکوں میں زیادہ خطرناک بچھوؤں پائے جاتے ہیں؟ (v)

جواب:

خرگوش چوہوں کی طرح بیل بنایا کر رہا پسند کرتے ہیں۔ (i)

بعض علاقوں میں خرگوش کے بیل کو ”بھٹ“ کہا جاتا ہے۔ (ii)

خرگوش کے بیل عینگوں کی طرح ہوتے ہیں۔ (iii)

اس لیے تاکہ خطرے کے وقت جس دروازے سے موقع ملے بھاگ جائے۔ (iv)

صحح، شام اور اکثر رات کے وقت خرگوش کھلینے، کوئنے اور کھانے کی حلاش میں ایک ساتھ باہر نکل آتے ہیں۔ (v)

یا

اس وقت دنیا میں تقریباً چھوپتی میں ہیں بچھوؤں کی۔ (i)

بچھوؤں میں زہر ہونے یا تہ ہونے کا تحقیق ان کی نسل اور سائنس سے ہے۔ (ii)

بچھوؤں اور بڑھوؤں پر بچھوؤں کا زہر تیزی سے اثر کرتا ہے۔ (iii)

بچھوؤں کے ڈنک مارنے سے تکلیف تو ہوتی ہے لیکن جان نہیں جاسکتی کیونکہ ضروری نہیں کہ ہر بچھوؤں میں ایک جیسا (iv)

زہر ہو۔ کچھ بچھوؤں میں زہر نہیں ہوتا۔

گرم ملکوں کے بچھوؤں جیسے مصر کے بچھوؤں افریقہ کے دوسرے ملکوں اور عرب ممالک کے بچھوؤں بڑے خطرناک (v)
ہوتے ہیں۔

نمبروں کی تقسیم

1 (i)

1 (ii)

1 (iii)

2 (iv)

2 (v)

کل نمبر 7

کوتول کے ذریعے خرگوش کے شکار کو اپنے الفاظ میں لکھیئے۔

یا

اُس بھینس کا علاج کس طرح کیا گا جسے شیر نے زخمی کر دیا تھا؟

جواب:

”جنگل کی ایک رات“ میں کتوں کے ذریعے خرگوش کے شکار کو یوں بتایا گیا ہے کہ چارڑ کے ہوتے ہیں جن میں سے دو جھاڑیوں سے خرگوش کو بھگا رہے تھے اور دو کے ہاتھوں میں پتے دبلے گرے ہاوٹ کتوں کے پتے تھے جو جھاڑیوں سے خرگوش کے نکلتے ہی ان پر بھپٹ پڑتے تھے اور دوڑا کر دبوچ لیتے تھے۔

یا

جس بھینس کو شیر نے زخمی کر دیا تھا اس کا علاج اس طرح کیا گیا کہ بھینس کی گردن پر جہاں شیر نے اپنے دانت چھا دیئے تھے اور جہاں سے خون بہہ رہا تھا وہاں پوٹاش، جسے عام زبان میں پنکلی کہا جاتا ہے لگادیا گیا تھا۔

کل نمبر 5 $5 \times 1 = 5$

9۔ یونچ دیئے گئے سوالوں میں سے چار (4) کے مختصر جواب لکھیئے۔

(i) دنیا میں ہاتھیوں کی کتنی قسمیں موجود ہیں؟ ان کی نسلوں کے نام بھی لکھیئے۔

(ii) لومری کی آواز کیسی ہوتی ہے؟

(iii) جنگل کی راتیں کس قسم کی ہوتی ہیں؟

(iv) کانکڑ کس قسم کا ہرن ہے اور اُس کی آواز کیسی ہوتی ہے؟

(v) گھوڑوں کے بارے میں کہی جانے والی کہاوت کہ ”ان کی سواری کریں ریس یا سائیں“ کا کیا مطلب ہے؟

(vi) وکیل صاحب پر کس جانور نے حملہ کیا تھا اور کیوں؟

(vii) شیما چڑیا اپنے پیکھوں کو کیا کھانا کھلاتی ہے؟

جواب:

- (i) دنیا میں ہاتھیوں کی دو قسم کی نسلیں موجود ہیں۔
- (a) ایشیائی نسل
- (b) افریقی نسل
- (ii) لو مری کی آواز کیسی ہوتی ہے؟ اسے لفظوں میں بتانا مشکل ہے زیادہ سے زیادہ تبی کہا جاسکتا ہے کہ اس کی آواز بھدرا اور بے سری ہوتی ہے۔ ایسی آواز جس میں بھونکے، چلانے، ہنسنے، رونے اور کھانے بلکہ یہاں تک کہ خوف زدہ کرنے کی ملی جملی کیفیتیں پائی جاتی ہوں۔
- (iii) جنگل کی راتیں بھیا نک اور ڈروانی ہوتی ہیں اور ایسا اس لیے ہوتا ہے کہ رات کا وقت جنگل کے اصل مالکوں یعنی خطرناک جانوروں کے نکلنے کا ہوتا ہے۔
- (iv) کانکڑ گھاس پات کھانے والا ایک قسم کا ہرن ہوتا ہے جس کے چار سینگیں ہوتے ہیں جو ٹھوس اور چکنے نہیں ہوتے بلکہ زراف کی طرح روئیں دار کھوئیوں جیسے ہوتے ہیں اور آواز کتے جیسی ہوتی ہے اسی لئے اسے کہا جاتا ہے۔ Barking Deer
- (v) گھوڑوں کے بارے میں کہی جانے والی کہاوت کہ ”ان کی سواری کریں رئیس یا سائیں“ کا مطلب یہ کہ گھوڑوں کی سواری یا تو مالدار لوگ کرتے ہیں یا پھر ان کی دیکھ بھال کرنے والے غریب ملازم وکیل صاحب پر ریچھ نے حملہ کیا تھا چونکہ جہاں پر سب لوگ چھپے بیٹھے تھے اس کے ٹھوڑے فاصلے پر ہی ریچھ پانی پینے آیا ہی تھا کہ کسی کو چھینک آگئی اور ریچھ نے سب کو تاز لیا اور دھاڑتا ہوا ان کی طرف دوڑ پڑا۔
- (vi) شیما اپنے بچوں کو شروع میں مجھ سروں جیسے نئے نئے کیڑے اور بھنگے پکڑ پکڑ کر کھلاتی ہے اور دھیرے دھیرے بڑے کیڑوں سے ان کا پوتا بھرتی ہے۔
- (vii) 2x4 = 8

10۔ "کمالا میں روپ متی کا کردار ادا کرنے کی تمام خوبیاں موجود تھیں،" اس بیان کی روشنی میں کمالا کے کردار کی خوبیاں بیان کیجیے۔

10

یا

ڈرامہ "ہیرون کی تلاش" کا خلاصہ لکھئے۔

جواب:

- (i) دیئے گئے بیان سے اتفاق یا تردید
- (ii) کمالا کا تعارف
- (iii) کمالا کے کردار کی خصوصیات
- (iv) زبان و بیان

یا

- (i) ڈرامہ "ہیرون کی تلاش" کا تعارف
- (ii) ڈرامے کا قصہ / پلات
- (iii) ڈرامے کے خاص کرداروں کے نام
- (iv) زبان و بیان

نمبروں کی قسم

2 (i)

4 (ii)

2 (iii)

2 (iv)

کل نمبر 10

11۔ درج ذیل میں سے چار سوالات کے جواب لکھئے۔

- (i) مسز مہرا کے نزدیک روپ متی کا کردار ادا کرنے کے لیے کس طرح کی عورت چاہیئے؟
- (ii) کیلاش ناٹھنے اپنی طالب علم نرملہ کے بارے میں کیا بتایا؟

- (iii) شوچن کو واقعی ادب سے لگا کر تھا یاد بے روزگار ہونے کی وجہ سے ادب دوست امیروں کا ساتھ دے رہا تھا؟
- (iv) کنورانی نے ڈرامے میں کردار نہ کرنے کا کیا عذر پیش کیا؟
- (v) پورنما نے مسزہرا اور ان کے ساتھیوں کو ملاقات کے لئے ناشتہ کا وقت کیوں دیا تھا؟
- (vi) مسزہرا کے نزدیک روپ متی کا کردار ادا کرنے کے لیے سب سے موزوں شخصیت کون ہو سکتی تھی؟
- (vii) رام رتن نے اپنی بیوی کو ڈرامے میں کام نہ کرنے دینے کی کیا وجہ بناتی ہے؟

جواب:

- (i) مسزہرا کے نزدیک روپ متی کا کردار ادا کرنے کے لیے ایک ایسی عورت چاہیے جس میں یہ خوبیاں ہوں: اس کا سن زیادہ نہ ہو، اس کے دل میں درد ہو مگر بے فکروں کی طرح ہنس بول سکے، اس کی شکل اچھی ہو اور آواز بھی اچھی ہو۔
- (ii) کیلاش ناتھ نے اپنی طالب علم نرملہ کے بارے میں بتایا کہ وہ بہت شرمندی تھی، ہمیشہ سب سے پیچھے پڑھتی تھی اور پاتیں بہت کم کرتی تھی مگر بڑی مہذب اور اچھی طبیعت کی لڑکی تھی اور اس کی آواز بہت اچھی تھی۔ اور اس کی شادی رام رتن سے ہو گئی تھی۔ اس نے ایک دوڑراموں میں کامیاب ایکٹنگ بھی کی تھی۔
- (iii) شوچن بے روزگار ہونے کی وجہ سے ادب دوست امیروں کا ساتھ دے رہا تھا۔
- (iv) کنورانی نے ڈرامے میں کردار نہ کرنے کا عذر پیش کیا کہ میری طبیعت اتنی پختہ ہو گئی ہے کہ میں معمول کے خلاف کوئی بات نہیں کر سکتی کیونکہ جب کسی عورت کی طبیعت میں پختگی اور مضبوطی آجائے تو اسے ایکٹنگ کرنا مشکل ہو جاتا ہے۔
- (v) پورنما نے مسزہرا اور ان کے ساتھیوں کو ملاقات کے لئے ناشتہ کا وقت اس لیے دیا تھا کہ وہ چاہتی تھی کہ اس کا شوہر کیشو داس موجود رہے اور اس کی خواہش کے مطابق کوئی بھی فیصلہ ہو۔
- (vi) مسزہرا کے نزدیک روپ متی کا کردار ادا کرنے کے لیے سب سے موزوں شخصیت پورنما ہو سکتی تھی۔
- (vii) رام رتن نے اپنی بیوی کو ڈرامے میں کام نہ کرنے دینے کی وجہ بتائی کہ دوسرے کی لڑکی اسٹچ پردیکھنے اور اپنی

استری کو دیکھنے اور دکھانے میں بڑا فرق ہے اور اس کی طبیعت نہیں مانتی کہ اس کی بیوی نہ مانستھ پر آئے اور ڈراما کرے۔ وہ اس بات کو پسند نہیں کرتا تھا۔

نمبروں کی تقسیم

$$2\frac{1}{2} \times 4 = 10$$

5

12۔ درج ذیل سوالوں کے مختصر جواب دیجیے۔

- (i) کملہ اور مسز مہرا کے نقش کیا رشتہ تھا؟
- (ii) ڈرامے کے پہلے اور آخری سین میں سب لوگ کس سے گھر میں جمع ہوئے تھے؟
- (iii) کملہ کنورانی کے گھر میں کس کی گاڑی میں آئی تھی؟
- (iv) پورنما کے شوہر کیشو داس کا عہدہ کیا تھا؟
- (v) آخری سین میں سب سے پہلے یہ خیال کس نے ظاہر کیا کہ روپ متی کے پارٹ کے لیے کملا زیادہ موزوں ہے؟

جواب:

- (i) کملہ مسز مہرا کی بھائی تھی۔
- (ii) ڈرامے کے پہلے اور آخری سین میں سب لوگ مسز مہرا کے گھر میں جمع ہوئے تھے۔
- (iii) کملہ کنورانی کے گھر کنورانی کی گاڑی میں آئی تھی۔
- (iv) پورنما کے شوہر کیشو داس مجسٹریٹ تھے۔
- (v) آخری سین میں سب سے پہلے یہ خیال شوچن نے ظاہر کیا کہ روپ متی کے پارٹ کے لیے کملا زیادہ موزوں ہے۔

$$\text{کل نمبر } 1 \times 5 = 5$$

Roll No.

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رول نمبر

Candidates must write the Code on the title page of the answer-book.

- برائے مہربانی چیک کیجئے کہ اس سوال کے پرچے میں چھپے ہوئے صفحات 6 ہیں۔
- سوال کے پرچے کے دائیں طرف کوڈ نمبر لکھا ہے جو طالب علم کو اپنی جواب کی کاپی پر لکھنا ہے۔
- برائے مہربانی چیک کیجئے کہ اس سوال کے پرچے میں 11 سوالات ہیں۔
- برائے مہربانی سوال کا جواب لکھنے سے پہلے سوال کا سیریل نمبر ضرور لکھئے۔
- سوال کا پرچہ پڑھنے کے لئے 15 منٹ کا وقت دیا گیا ہے۔ پرچہ صبح 10.15 منٹ پر تقسیم کیا جائے گا۔ 10.15 سے 10.30 تک طالب علم صرف پرچہ پڑھے گا اور اس وقفے کے دوران وہ جواب کی کاپی پر کچھ نہیں لکھے گا۔

- Please check that this question paper contains 6 printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 11 questions.
- **Please write down the serial number of the question before attempting it.**
- 15 Minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the student will read the question paper only and will not write any answer on the answer script during this period.

اردو (الکٹیو)

URDU (Elective)

مقررہ وقت : 3، گھنٹے

کل نمبر : 100

Time allowed : 3 hours]

[Maximum marks : 100

10. درج ذیل میں سے کسی ایک عبارت کو پڑھیے اور اس سے متعلق سوالوں کے جواب لکھیے :

(الف)

اب بھی ان کا خیال آتا ہے اور یاد آتا ہے کہ عالمی ادب یا انگریزی ادب پر میں نے انھیں چھیڑ دیا ہے اور وہ مسلسل بولے چلے جا رہے ہیں اور محسوس ہوتا ہے کہ علم و دانش کا ایک سمندر اُبیل رہا ہے۔ ان کی ہمارے

لیے اس وجہ سے بھی ہمیشہ ایک اہمیت رہنے گی کہ بہار کی شناخت ہمارے جن جواہر سے اردو دنیا کے خزانے میں ہوتی ہے ان میں کلیم الدین احمد کی حیثیت کوہ نور کی ہے۔ کلیم صاحب اصولِ تقید پر زور دیتے تھے۔ متن اور شخصیت کے مطالعے پر ان کا زور تھا جس سے ہم بہت کچھ حاصل کر سکتے ہیں۔ ان کی تقید کا انداز کچھ شکنی بھی ادبی اور تاریخی سائیکل کا جزو لاینیک ہے۔ احتساب اور گرفت کافن ان پر ختم ہو گیا۔ اب ضرورت یہ ہے کہ ان کے کارناموں کی ایڈیشنگ اور تلمیحیں کی جائے تاکہ کام کی باتیں گردہ میں باندھ سکیں اور بقیہ کی حیثیت تاریخی رہ جائے۔

- (i) یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟
- (ii) کلیم صاحب ادب کے بارے میں کس طرح بولتے تھے اور اردو ادب میں ان کی کیا حیثیت ہے؟
- (iii) تقید کے سلسلے میں کلیم الدین احمد کس بات پر زور دیتے تھے؟
- (iv) کلیم صاحب کے کارناموں کی حفاظت کے لیے کیا کرنا ضروری ہے؟
- (v) ان لفظوں کے معنی لکھیے:

علم و دانش - شناخت - جزو لاینیک - احتساب

(ب)

کل ایک شاہ صاحب عالم ذوق میں اپنے ایک مرید سے فرمارہے تھے کہ میں چھر کی زندگی کو دل سے پسند کرتا ہوں۔ دن بھر بے چارہ خلوت خانے میں رہتا ہے۔ رات کو جو خدا کی یاد کا وقت ہے، باہر لکھتا ہے اور پھر تمام شب تسبیح و تقدیس کے ترانے گایا کرتا ہے۔ آدمی غفلت میں پڑے سوتے ہیں تو اس کو ان پر غصہ آتا ہے۔ چاہتا ہے کہ یہ بھی بیدار ہو کر اپنے مالک کے دیے ہوئے اس سہانے خاموش وقت کی قدر کرے اور حمد و شکر کے گیت گائے۔ اس لیے پہلے ان کے کان میں جا کر کہتا ہے اٹھومیاں اٹھو جا گو جانے کا وقت ہے۔ سونے کا اور ہمیشہ سونے کا وقت ابھی نہیں آیا، جب آئے گا تو بے فکر ہو کر سونا۔ اب تو ہوشیار رہنے اور کچھ کام کرنے کا موقع ہے۔ مگر انسان اس سریلی نصیحت کی پرواہ نہیں کرتا اور سوتا رہتا ہے، تو مجبور ہو کر غصے میں آ جاتا ہے اور اس کے چہرے اور ہاتھ پاؤں پر ڈنک مارتا ہے۔ پرواہ رے انسان، آنکھیں بند کیے ہوئے ہاتھ پاؤں مارتا ہے اور

بے ہوشی میں بدن کو کھجا کر پھر سو جاتا ہے۔ اور جب دن کو بیدار ہوتا ہے تو بے چارے مجھر کو صلوٰتیں سناتا ہے کہ رات بھر سونے نہیں دیا۔

- (i) یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟
- (ii) شاہ صاحب نے مجھر کی زندگی کے بارے میں کیا کہا؟
- (iii) شاہ صاحب کے خیال میں مجھر انسان سے کیا چاہتا ہے اور اس کو جگانے کے لیے کیا کرتا ہے؟
- (iv) جب انسان مجھر کی بات نہیں سنتا تو مجھر کا ردِ عمل کیا ہوتا ہے؟
- (v) مجھر کے پریشان کرنے پر انسان کیا کرتا ہے اور بیدار ہو کر کیا کہتا ہے؟

2. درج ذیل میں سے کسی ایک کا سو (100) الفاظ میں جواب لکھیے :

- (i) افسانہ ”فوٹوگرافر“ میں زندگی کی کس حقیقت کو بیان کیا گیا ہے؟
- (ii) جنگ آزادی کی تاریخ میں جلیانوالہ باغ کی کیا اہمیت ہے؟

3. درج ذیل میں سے کسی دو کے مختصر جواب لکھیے :

- (i) خورشید الاسلام نے ناول نگار کی کن ذمے داریوں کو بیان کیا ہے؟
- (ii) شفیع جاوید کی افسانہ نگاری کے بارے میں اپنے خیالات کا اظہار کیجیے۔
- (iii) ایک اچھے سفرنامے میں کیا کیا خوبیاں ہوتی ہیں؟ تحریر کیجیے۔
- (iv) رام لعل پاکستان کیوں جانا چاہتے تھے؟ وضاحت کیجیے۔

4. درج ذیل میں سے کسی ایک حصے کی تشریح کیجیے اور شاعر کا نام بھی لکھیے :

(الف)

- (i) یہ شب، یہ خیال و خواب تیرے
کیا پھول کھلے ہیں منھ اندریے

(ii) دکش ہر ایک قطعہ صحراء ہے راہ میں

ملتے ہیں جا کے دیکھیے کب کارواں سے ہم

(iii) وہ ٹوٹتے ہوئے رشتتوں کا حسن آخر تھا

کہ چپ سی لگ گئی دونوں کو بات کرتے ہوئے

(iv) دیتے ہیں سُراغِ فصلِ گل کا

شاخوں پر جلنے ہوئے بیسرے

(v) ہاتھ سے کس نے ساغر پنکا موسم کی بے کیفی پر

اتنا برسائٹ کے پانی، ڈوب چلا سے خانہ بھی

(ب)

ہر حال میں مشیت مجھ کو بنا رہی ہے - میں اس کی قدر توں کا شہکار بن رہا ہوں

خود اپنی جنتوں کی تخلیق کر رہا ہوں - خود اپنی زندگی کا معمار بن رہا ہوں

یہ جبر و قدر کی اک منزل ہے درمیانی - مجبور تو ہوں لیکن مختار بن رہا ہوں

یہ راہ وہ ہے جس میں ہر سانس اک سفر ہے

منزل بھی راستہ ہے لغزش بھی راہبر ہے

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5. درج ذیل میں سے کسی ایک کا جواب سو (100) الفاظ میں لکھیے :

(i) نظم ”روح ارضی آدم کا استقبال کرتی ہے“ کا مرکزی خیال واضح کیجیے۔

(ii) علی سردار جعفری نے نظم ”وقت کا ترانہ“ میں کس چیز کی تصویر کشی کی ہے؟

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6. درج ذیل میں سے صرف دو (2) کے جواب لکھیے :

- (i) ن۔م۔ راشد کی نظم نگاری کی کیا خصوصیات ہیں؟
- (ii) معین احسن جذبی کی غزل گوئی کی خوبیاں واضح کیجیے۔
- (iii) نظم طباطبائی کی شاعرانہ حیثیت پر اپنے خیالات کا اظہار کیجیے۔
- (iv) غزل گوئی حیثیت سے ناصر کاظمی کا کیا مرتبہ ہے؟ وضاحت کیجیے۔

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7. درج ذیل میں سے کسی ایک پر نوٹ لکھیے :

- (i) ناول ”بیدہ“ کے ذریعے پر کیم چند کیا پیغام دینا چاہتے ہیں؟
- (ii) چڑویا کوف کو ایک صاحبِ اخلاق انسان کیوں کہا گیا ہے؟

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8. درج ذیل میں سے صرف دو کے مختصر جواب لکھیے :

- (i) افسانہ نگار نے بوڑھے مچھوارے کی تصویر کشی کس انداز میں کی ہے؟
- (ii) سائیکل کو دیکھ کر مصنف کو کیا خیال آیا؟
- (iii) دفعنا چھینک آنے پر چڑویا کوف کا رہ عمل کیا تھا؟
- (iv) آغا حشر کاشمیری کی کردار نگاری کی کیا خوبیاں ہیں؟

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9. درج ذیل میں سے کسی دو پر مفصل اظہارِ خیال کیجیے :

- (i) اردو زبان کے آغاز سے متعلق مختلف نظریات بیان کیجیے۔
- (ii) فورٹ ولیم کانچ کی ادبی خدمات پر روشنی ڈالیے۔
- (iii) آتش لکھنؤی کی غزل گوئی کے اوصاف کیا ہیں؟ مفصل لکھیے۔
- (iv) دبستانِ دہلی کی شاعری کے امتیازات کی وضاحت کیجیے۔

10. درج ذیل میں سے صرف تین پر مختصر تعارفی نوٹ لکھیے :

- (i) طویل نظم کی تعریف اور تاریخ
- (ii) اردو میں طنز و مزاح کی روایت
- (iii) میر انیس کی مرثیہ نگاری کی خوبیاں
- (iv) پریم چند کی افسانہ نگاری

5 11. درج ذیل سوالوں کے سامنے بریکٹ میں دیے گئے جوابات میں سے صحیح جواب پُچ کر لکھیے :

- (i) پطرس بخاری کے انشائیے کا نام ہے (مرحوم کی یاد میں - زرد چوں کی بھار - جلتی جھاڑی)
- (ii) "یہودی کی لڑکی" ڈرامے کا مصنف ہے (نزل ورما - امتیاز علی تاج - آغا حشر کاشمیری)
- (iii) "بجکا" کہانی کے مصنف کا نام ہے (ہوری - پریم چند - سریندر پرکاش)
- (iv) جس نظم میں کسی مرنے والے کی خوبیاں بیان کی جائیں اور اس کے مرنے پر افسوس کا اظہار کیا جائے اسے کہتے ہیں (قصیدہ - غزل - مرثیہ)
- (v) عرق ریزی کے معنی ہیں (عرق نکالنا - کسی کام کو محنت سے کرنا - عرق پینا)

مارکنگ اسکیم اردو

(Marking Scheme Urdu)

سینٹر سیکنڈری اسکول امتحان

ماہ 2012

اردو (الیکٹیو)

Urdu(Elective)

متحن حضرات کے لئے عام ہدایات:

(General Instructions)

امتحان کی کاپیوں کی جانچ کے لئے یکسوئی کے ساتھ ساتھ صبر و تحمل کی ضرورت ہوتی ہے۔ سرسری انداز سے کاپیوں کی چیلنج کر دینا خود ہماری دیانت داری اور خلوص کو محروم کرتا ہے۔ اس طرح کی چیلنج میں بہت سی ناہمواریاں بھی رہ جاتی ہیں۔ دوران چیلنج کچھ اساتذہ نرمی کا رخ اختیار کرتے ہیں تو کچھ خاص سخت ہو جاتے ہیں۔ دونوں ہی صورتوں میں طلباء کے نتائج متاثر ہوتے ہیں۔ چنانچہ اس طرح کی ناہمواریوں سے بچنے کے لئے کافی غور و خوض کے بعد ان نکات کا تعین کیا گیا ہے جس پر عمل درآمد کر کے ہم معیاری انداز سے کاپیوں کی جانچ کر پائیں گے۔

کاپیوں کی چیلنج کے سلسلے میں رہنمائی کے جونکات پیش کئے جا رہے ہیں ضروری نہیں کہ طلباء کے جوابات نمونے کی تشریح اور توضیح ہی کے انداز پر ہوں۔ اشعار کی تشریح، مرکزی خیال والے سوالات کے جوابات میں انداز بدل سکتا ہے۔ لیکن ہمارا خیال ہے کہ نبوروں کی تقسیم پر اس سے کوئی خاص اثر نہیں پڑے گا۔ آپ کو ہر حال میں مارکنگ اسکیم کے دائرے میں رہ کر ہی چیلنج کا عمل انجام دینا ہے تا کہ ماضی میں ہوتی رہی ناہمواریوں کو دور کیا جاسکے۔ امید ہے کہ اس صبر آزمائام کو آپ اپنا فرض سمجھ کر انجام دیں گے۔

متحن حضرات کا رویہ مشقانہ ہونا چاہئے تو اعد اور املا کی معمولی غلطیوں کو نظر انداز کر دیا جائے تو بہتر ہو گا۔

صدر ممتحن (Head Examiner) اس بات کو ہر طرح سے لیتی بائیں کہ مارکنگ اسکیم پر سختی سے عمل ہو رہا ہے یا نہیں۔ کچھ اساتذہ مارکنگ اسکیم (Marking Scheme) کو نظر انداز کرتے ہوئے اپنے روایتی انداز سے مارکنگ کرتے ہیں جس سے طلبہ کے نتائج متاثر ہوتے ہیں۔ اس طرف صدر ممتحن کو خصوصی توجہ دینی ہے۔

(1) سپریم کورٹ کے حالیہ حکم نامے کے مطابق اب طلباء پہنچ کے جواب کی کاپیوں کی عکسی کاپی (فوٹو کاپی) مقررہ فیس ادا کر کے سی بی ایس ای سے حاصل کر سکتے ہیں۔ اس لیے صدر ممتحن حضرات کو ہدایت دی جاتی ہے کہ کاپیوں کی چیکنگ میں کسی قسم کی کوئی لاپرواہی نہ بر تین اور مارکنگ اسکیم پر سختی سے عمل کریں ورنہ انجام کے ذمہ دار خود ہوں گے۔

(2) صدر ممتحن اس بات کاطمینان کرنے کے لئے کہ کاپیوں کی جانچ مارکنگ اسکیم (Marking Scheme) کے مطابق ہو رہی ہے، وہ ممتحن کی جانچی ہوئی ابتدائی پانچ کاپیوں کا باریک بینی سے جائزہ لے گا۔ جائزہ لینے اور یہ اطمینان کرنے کے بعد ہی کہ کاپیوں کی جانچ مارکنگ اسکیم کے مطابق ہو رہی ہے ممتحن کو مزید کاپیاں جانچنے کے لیے دے گا۔

(3) ممتحن حضرات کو کاپیاں جانچ کے لئے صرف اسی وقت دی جائیں جب جانچ کے پہلے دن ممتحن اجتماعی یا انفرادی طور پر مارکنگ اسکیم پر تبادلہ خیال کرچے ہوں۔

(4) کاپیوں کی جانچ مارکنگ اسکیم میں دی ہوئی ہدایت کے مطابق ہی کی جائے گی۔ یہ جانچ بھی ممتحن کے اپنے روایتی انداز فکر اپنے تجربے اور کسی دیگر بات کو مد نظر رکھ کر نہیں بلکہ صرف مارکنگ اسکیم کو ذہن میں رکھتے ہوئے کی جائے۔

(5) اگر کسی سوال کے کئی جزو ہیں تو ہر جزو کے نمبر بائیں ہاتھ کے حاشیہ میں الگ الگ دیے جائیں اور پھر تمام اجزاء میں حاصل نمبروں کو جمع کر کے سوال کے آخر میں حاشیے میں لکھ کر اس کے گرد اڑہ بنادیا جائے۔

(6) اگر کوئی طالب علم ایسا جواب لکھتا ہے جو مارکنگ اسکیم میں موجود نہیں ہے لیکن وہ جواب صحیح ہے تو صدر ممتحن سے مشورہ کے بعد نمبر دیے جائیں۔

(7) اگر کوئی طالب علم دریافت کیے گئے جوابات سے زیادہ یعنی ایکسر ایکسٹرا جواب لکھتا ہے تو مارکنگ اسکیم کے مطابق ہی نمبر دیے جائیں۔

(8) اگر کوئی طالب علم مقررہ الفاظ سے زیادہ الفاظ میں لکھتا ہے تو اس کے نمبر کم نہ کئے جائیں۔

- (9) مختصر سوالات کے جواب میں اگر کوئی طالب علم صرف ایک لفظ کا جواب لکھتا ہے اور صحیح ہے اور اس لفظ سے جواب ظاہر ہو جاتا ہے تو اسے پورے نمبر دئے جائیں گے۔
- (10) اگر کوئی طالب علم دئے ہوئے اقتباس یا اس کے کسی حصے کو اپنے جواب کے لئے استعمال کرتا ہے مثلاً اقتباس میں دی ہوئی معلومات کو اپنے مضمون کے لئے استعمال کرتا ہے تو اس کے نمبر نہیں کاٹے جائیں گے سو اس کے کہ اس کا جواب دریافت کئے گئے سوالات سے مطابقت نہ رکھتا ہو۔
- (11) تبادل سوالات کے جواب لکھنے میں اگر کوئی طالب علم دونوں تبادل کے جواب لکھتا ہے اور دونوں ہی صحیح ہیں اور کسی ایک کو کراس نہیں کیا ہے یا غلطی سے دونوں کو کراس کر دیا ہے تو ایسی صورت حال میں جو جواب زیادہ صحیح ہے اس پر نمبر دیے جائیں۔
- (12) اگر کسی سوال میں دو خصوصیات دریافت کی گئی ہیں اور ایک طالب علم نے دونوں خصوصیات صحیح لکھ دی ہیں تو اسے پورے پورے نمبر دیے جائیں اور اگر کوئی طالب علم پانچ خصوصیات لکھتا ہے جن میں سے خصوصیات نمبر 1 صحیح ہے اور خصوصیات نمبر 2 غلط پھر خصوصیات نمبر 3 صحیح ہے اور باقی دو خصوصیات غلط ہیں اسے بھی پورے پورے نمبر دیے جائیں۔
- (13) ممتحن حضرات اس بات کا خاص خیال رکھیں کہ کاپیوں کی جانچ مارنگ اسکیم میں بتائی گئی نمبروں کی تقسیم کے مطابق ہی ہو۔
- (14) ممتحن حضرات کو یہ بات ذہن نشین کر لینی چاہئے کہ ان کے پاس ایک نمبر (1) سے لے کر سو (100) نمبر تک کا پیانہ ہے۔ برائے کرم اگر کسی سوال کا جواب درست ہے تو صدقی صد (100%) نمبر دینے میں گریز نہ کریں۔
- (15) صدر ممتحن / ممتحن حضرات کو ہدایت دی جاتی ہے کہ اگر کاپیوں کی چینگ کے دوران کوئی ایسا جواب سامنے آتا ہے جو بالکل غلط ہے تو اس پر کراس کا نشان لگا دیا جائے اور صفر دیا جائے۔
- (16) زبان و ادب کی کاپیاں جانچنے والے اکثر حضرات یہ خیال کرتے ہیں کہ کسی طالب علم کو صدقی صد نمبر دینا ناممکن ہے۔ یہ خیال روایتی اور رجعت پسندانہ ہے۔ اس عمل سے گریز کیا جانا اشد ضروری ہے۔
- (17) جب طلبہ تخلیقی اظہار کرتے ہوں تب ان کے خوش خط اور املا پر بھی نمبر دینے کا خیال رکھیں۔

مارکنگ اسکیم

اردو (ایکٹو)

وقت 3 گھنٹے

کل نمبر 100

10

1۔ درج ذیل میں سے کسی ایک عبارت کو پڑھیے اور اس سے متعلق سوالوں کے جواب لکھئے۔

(الف)

اب بھی ان کا خیال آتا ہے اور یاد آتا ہے کہ علمی ادب یا انگریزی ادب پر میں نے انھیں چھیر دیا ہے اور وہ مسلسل بولے چلے جا رہے ہیں اور محسوس ہوتا ہے کہ علم و دانش کا ایک سمندر اب رہا ہے۔ ان کی ہمارے لیے اس وجہ سے بھی ہمیشہ ایک اہمیت رہے گی کہ بہار کی شناخت ہمارے جن جواہر سے اردو دنیا کے خزانے میں ہوتی ہے ان **کلیم الدین احمد** کی حیثیت کوہ نور کی ہے۔ کلیم صاحب اصولِ تنقید پر زور دیتے تھے۔ متن اور شخصیت کے مطالعے پر ان کا زور تھا جس سے ہم، بہت کچھ حاصل کر سکتے ہیں۔ ان کی تنقید کا انداز کچھ Demolition Expert کا تھا جس کی ادب میں ضرورت بھی ہے و راہمیت بھی۔ بت سازی سب کچھ نہیں بت سکتی بھی ادبی اور تاریخی سائیکل کا جزو لا ینک ہے۔ احتساب اور گرفت کافن ان پر ختم ہو گیا۔ اب ضرورت یہ ہے کہ ان کے کارناموں کی ایڈیشنگ اور تلخیص کی جائے تاکہ کام کی باتیں گردہ میں باندھ سکیں اور بقیہ کی حیثیت تاریخی رہ جائے۔

یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟ (i)

کلیم صاحب ادب کے بارے میں کس طرح بولتے تھے اور اردو ادب میں ان کی کیا حیثیت ہے؟ (ii)

تنقید کے سلسلے میں کلیم الدین احمد کس بات پر زور دیتے تھے؟ (iii)

کلیم صاحب کے کارناموں کی حفاظت کے لیے کیا کرنا ضروری ہے؟ (iv)

ان لفظوں کے معنی لکھیے: (v)

علم و دانش۔ شناخت۔ جزو لا ینک۔ احتساب

(ب)

کل ایک شاہ صاحب عالم ذوق میں اپنے ایک مرید سے فرمار ہے تھے کہ میں مجھ کی زندگی کو دل سے پسند کرتا ہوں۔
دن بھر بے چارہ خلوت خانے میں رہتا ہے۔ رات کو جو خدا کی یاد کا وقت ہے، باہر نکلتا ہے اور پھر تمام شب تسبیح و قدیس کے
ترانے گایا کرتا ہے۔ آدمی غفلت میں پڑے سوتے ہیں تو اس کو ان پر غصہ آتا ہے۔ چاہتا ہے کہ یہ بھی بیدار ہو کر اپنے مالک کے
دیے ہوئے اس سہانے خاموش وقت کی قدر کرے اور حمد و شکر کے گیت گائے۔ اس لیے پہلے ان کے کان میں جا کر کہتا ہے اُنھوں
میں اُنھوں جا گئے کا وقت ہے۔ سونے کا اور ہمیشہ سونے کا وقت ابھی نہیں آیا، جب آئے گا تو بے فکر ہو کر سونا۔ اب تو ہوشیار
رہنے اور کچھ کام کرنے کا موقع ہے۔ مگر انسان اس سریلی نصیحت کی پرواہ نہیں کرتا اور سوتا رہتا ہے، تو مجبور ہو کر غصے میں آ جاتا ہے
اور اس کے چہرے اور ہاتھ پاؤں پر ڈنک مارتا ہے۔ پرواہ رے انسان، آنکھیں بند کیے ہوئے ہاتھ پاؤں مارتا ہے اور بے ہوشی
میں بدن کو کھجا کر پھر سو جاتا ہے۔ اور جب دن کو بیدار ہوتا ہے تو بے چارے مجھ کو صلوٰتیں سناتا ہے کہ رات بھر سونے نہیں دیا۔

(i) یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟

(ii) شاہ صاحب نے مجھ کی زندگی کے بارے میں کیا کہا؟

(iii) شاہ صاحب کے خیال میں مجھ رہنمائی سنتا تو مجھ کا عمل کیا ہوتا ہے؟

(iv) جب انسان مجھ کی بات نہیں سنتا تو مجھ کا عمل کیا ہوتا ہے؟

(v) مجھ کے پریشان کرنے پر انسان کیا کرتا ہے اور بیدار ہو کر کیا کہتا ہے؟

جواب:

(الف)

(i) سبق کا نام:— کلیم الدین احمد

مصنف کا نام:— احمد جمال پاشا

(ii) کلیم صاحب جب ادب کے بارے میں بولتے تھے تو بولتے ہی جاتے تھے۔ ایسا لگتا تھا جیسے علم و دانش کا

سمندر ابل رہا ہے۔ ادب میں ان کی حیثیت Demolition Expert کی ہے۔ احتساب اور گرفت کافن

ان پر ختم ہو گیا۔

کلیم الدین احمد اصولِ تنقید پر زور دینے تھے۔ ان اور شخصیت کے مطابعہ پر ان کا خاص زور تھا جس سے ہم بہت کچھ حاصل کر سکتے ہیں۔ (iii)

کلیم صاحب کے کارناموں کی حفاظت کے لیے ان کے کارناموں کی ایڈٹنگ اور تلخیص کرنا ضروری ہے۔ (iv)

علم و دانش: — آگہی (v)

شناخت: — پچان

جز ولایف: — لازمی حصہ (جسے الگ نہ کیا جاسکے)

احتساب: — جائزہ لینا

(ب)

سبق کا نام: — مچھر (i)

مصنف کا نام: — خواجہ حسن نظامی

مچھر کی زندگی کے بارے میں شاہ صاحب نے کہا کہ میں مچھر کی زندگی کو دل سے پسند کرتا ہوں کیونکہ دن بھر یہ خلوت خانے میں رہتا ہے اور رات کو خدا کی یاد میں تمام شب تسبیح و تقدیس کے ترانے کا یا کرتا ہے (ii)

شاہ صاحب کے خیال میں مچھر چاہتا ہے کہ جس طرح میں رات کو جاگ کر خدا کی عبادت کرتا ہوں اسی طرح انسان بھی بیدار ہو کر اپنے مالک کے دیے ہوئے اس سہانے خاموش وقت کی قدر کرے اور حمد و شکر کے گیت گائے۔ (iii)

جب انسان مچھر کی بات نہیں سنتا ہے تو مچھر غصے میں آ جاتا ہے اور اس کے چہرے اور ہاتھ پاؤں پر ڈنک مارتا ہے۔ (iv)

مچھر کے پریشان کرنے پر انسان، آنکھیں بند کیے ہوئے ہاتھ پاؤں مارتا ہے، بدن کو کھجا تا ہے اور پھر سو جاتا ہے اور جب دن میں بیدار ہوتا ہے تو مچھر کو صلوٰتیں سناتا ہے کہ رات بھروسے نہیں دیا۔ (v)

نمبروں کی تقسیم

کل نمبر 10 = 2x5

2- درج ذیل میں سے کسی ایک کا سو (100) الفاظ میں جواب لکھیے۔

(i) افسانہ ”فوٹوگرافر“ میں زندگی کی کس حقیقت کو بیان کیا گیا ہے؟

(ii) جنگ آزادی کی تاریخ میں جلیان والا باغ کی کیا اہمیت ہے؟

جواب:

(i) افسانہ ”فوٹوگرافر“ میں زندگی کی اس حقیقت کو بیان کیا گیا ہے کہ زندگی فنا ہونے والی ہے۔ زندگی کتنی ہی

شاندار اور رنگارنگ کیوں نہ ہو ہر دن فنا کا سایہ اس پر منڈلاتا رہتا ہے۔ موت بحق ہے اور زندگی میں عروج و

زواں کا سلسلہ چلتا رہتا ہے۔ اس اُتل حقیقت کے باوجود کہ زندگی فانی ہے اور دنیا ایک گیست ہاؤس کے

مانند ہے زندگی کو خوش گوار بنا نے کے لیے انسان وہ سب کچھ کرتا ہے جو اس کے قبضہ قدرت میں ہے۔

اس افسانے میں قرۃ العین حیدر کا ”تصور وقت“، یعنی اجتماعی زوال اور انسانی زندگی میں وقت کا عمل دخل

صاف جھلک رہا ہے۔

(ii) جنگ آزادی کی تاریخ میں جلیان والا باغ کی اہمیت یہ ہے کہ جلیان والا باغ کے ایک جلسہ میں جزء ڈائر

کے حکم سے بے شمار محبت ڈلن ہندوستانیوں کو گولیوں سے بھون دیا گیا تھا جس نے جنگ آزادی کی آگ

کے شعلوں کو اور زیادہ بھڑکا دیا تھا۔ کیونکہ جلیان والا باغ کے اس واقعہ نے صرف ہندوستان بلکہ پوری دنیا

کے سامنے برطانوی حکومت کے ظالمانہ کردار کو اجاگر کر دیا تھا۔

نمبروں کی تقسیم

کل نمبر 7 $7 \times 1 = 7$

3- درج ذیل میں سے کسی دو کے مختصر جواب لکھیے۔

(i) خورشید الاسلام نے ناول نگار کی کن ذمے دار یوں کو بیان کیا ہے؟

(ii) شفیع جاوید کی افسانہ نگاری کے بارے میں اپنے خیالات کا اظہار کیجیے۔

(iii) ایک اچھے سفر نامے میں کیا کیا خوبیاں ہوتی ہیں؟ تحریر کیجیے۔

(iv) رام لعل پاکستان کیوں جانا چاہتے تھے؟ وضاحت کیجیے۔

جواب:

(i) خورشید الاسلام نے کہا کہ ناول نگار کی ذمہ داری یہ ہے کہ وہ اپنے تجربات و مشاہدات کی روشنی میں ان امکانات کو بروئے کار لائے، ان تقاضوں کو پورا کرے اور فطرت کی ان لہروں کو بہتا ہوا دکھائے جو واقعات اور کرداروں کی فطری نشوونما میں مددگار ہوں۔

(ii) شفیع جاوید کے افسانوں میں ماضی کی یادیں عصر حاضر کے ساتھ گھل مل کر ایک فلسفیانہ رنگ پیدا کرتی ہیں۔
شفیع جاوید کی افسانہ نگاری کا امتیاز یہ ہے کہ وہ اپنے افسانوں میں اظہار کے نت نئے و سیلے استعمال کرتے ہیں۔ اپنی فضا بندی اور ایک بلکل رومانی لہر کے باعث شفیع جاوید کے افسانے امتیازی تاثر پیدا کرتے ہیں۔
شفیع جاوید اپنی زبان اور احساس و فکر کے لحاظ سے ایک منفرد افسانہ نگار ہیں۔

(iii) ہر سفر نامہ سفر کرنے والے کے ذاتی تجربات، مشاہدات اور محسوسات پر مبنی ہوتا ہے۔ ہر شخص اپنے تجربات کو اپنے انداز میں پیش کرتا ہے۔ اچھے سفر نامے کی پہلی خوبی اس کا انداز بیان ہے جو لوچس ہونا چاہیے۔ دوسری خوبی جغرافیائی، تہذیبی اور تاریخی معلومات بھی فراہم ہونی چاہیے۔ سفر نامہ کے ذریعے لکھنے والے کے ساتھ ہم بھی اس جگہ کی معلومات حاصل کر لیتے ہیں جہاں کی سیر مصنف نے کی ہے۔

(iv) رام لعل پاکستان میں پیدا ہوئے۔ ان کے عزیز واقارب بھی وہاں تھے۔ ان کی والدہ کا انتقال بھی وہیں ہوا تھا۔ جوان ہونے پر ریلوے میں ملازمت کی۔ تقسیم ملک کے بعد وہ ہندوستان آگئے لیکن انھیں اپنے وطن کی یادستانی رہی۔ انھیں اپنے ماضی کی یادیں بے چین کر رہی تھیں اور وہ ان لوگوں اور علاقوں کو دیکھنے کے لیے پاکستان جانا چاہتے تھے۔

نمبروں کی تقسیم

10

درج ذیل میں سے کسی ایک حصے کی تعریج کیجیے اور شاعر کا نام بھی لکھیجیے - 4

(الف)

(i) یہ شب، یہ خیال و خواب تیرے
کیا پھول کھلے ہیں منہ اندر ہیرے

دکش ہر ایک قطعہ صحراء ہے راہ میں (ii)

ملتے ہیں جا کے دیکھیے کب کارواں سے ہم

وہ ٹوٹنے ہوئے رشتون کا حسن آخر تھا (iii)

کہ چپ سی لگ گئی دونوں کوبات کرتے ہوئے

دیتے ہیں سراغِ فصلِ گل کا (iv)

شاخوں پر جلنے ہوئے بیرے

ہاتھ سے کس نے ساغر پناہِ موسم کی بے کیفی پر (v)

اتنا بر سائلوٹ کے پانی، ڈوب چلا مے خانہ بھی

(الف)

جواب:

یہ شعر ناصر کاظمی کی غزل سے لیا گیا ہے۔

(i)

شاعرات بھر محبوب کے تصور میں ڈوب ارہتا ہے اور اس تصور کی وجہ سے جو اس کو فرحت اور تازگی ملتی ہے وہ

بالکل ایسی ہے جیسے سوریے سوریے پھول کھلنے ہوئے ہوں۔ منہ اندر ہیرے کے استعمال نے شعر کے حسن کو

بڑھادیا ہے کیونکہ یہ ترکیب کانوں کو بھال لگتی ہے

یہ شعر الطافِ حسین حآلی کی غزل سے لیا گیا ہے۔

(ii)

زیر بحث شعر میں حآلی کہتے ہیں کہ صحر اکاہر حصہ اس قدر دکش اور دل فریب ہے کہ ہم اس میں محو ہو جاتے

ہیں۔ ہمارے قدم آگے بڑھنیں پاتے۔ اب دیکھیے ہم کب تک کارواں سے جا کر ملتے ہیں۔ مراد یہی ہے

کہ ہماری مسترفتاری یا راہ کی دکشی ہمیں کبھی بھی کارواں سے ملنے ہی نہیں دے گی۔

شاعرِ مخدنہ ابائی ہیں۔

(iii)

اس شعر میں شاعر عشق کی اس کیفیت کا ذکر کرتا ہے جب عاشق و معشوق کے درمیان رشتون کے ٹوٹنے کی

نوبت آگئی ہے اور دونوں خاموش ہو گئے ہیں جس کو شاعر نے ”حسن آخر“ کہا ہے۔ جب بجائے کچھ زبان

سے کہنے کے علیحدگی کا فیصلہ کر لیا ہے تو حالت یہ ہو گئی ہے کہ دونوں خاموش ہیں اور ان کے منہ سے کوئی بات بھی

نہیں نکل رہی ہے۔

تشریح:

تشریح:

تشریح:

تشریح:

تشریح: شاعر کہتا ہے عام قاعدہ یہ ہے خزاں کے بعد بہار اور بہار کے بعد خزاں کا موسم آتا ہے۔ شاعر اپنی بات اس طرح کر رہا ہے کہ چین میں جلے ہوئے آشیانوں سے یہ پتہ چل رہا ہے کہ چین میں کبھی بہار بھی آئی تھی اور پرندوں نے اپنا بیسراہنا یا تھا جو خزاں کی آمد سے ویران ہو چکا ہے۔

یہ شعر آرزو لکھنؤ کا ہے۔ (v)

تشریح: اس میں شاعر اس موسم کا ذکر کر رہے ہیں جس میں شراب پینے میں ایک خاص لطف آتا ہے (یعنی جب موسم بہار ہوا اب رچھایا ہوا ہو) اور اگر موسم بے کیف ہو تو وہ سرو نہیں ہوتا جو موسم بر سات میں ہوتا ہے تو بے کیف موسم میں وہ چھخلا کر جام ہاتھ سے پٹک دیتا ہے تو شاعر نے اس کیفیت سے فائدہ اٹھا کر کہا ہے کہ نہ معلوم وہ کون سامے خوار ہے جس کے ساغر پلنے سے قدرت کو جوش آگیا اور اتنا پانی بر سایا کہ شراب خانہ بھی ڈوبنے لگا۔

نمبروں کی تقسیم

شاعر کا نام ————— $\frac{1}{2} \times 5 = 2\frac{1}{2}$

تشریح ————— $1\frac{1}{2} \times 5 = 7\frac{1}{2}$

کل نمبر ————— 10

(ب)

ہر حال میں مشیت مجھ کو بنارہی ہے ————— میں اس کی قدر توں کا شہر کاربن رہا ہوں
 خود اپنی جنتوں کی تخلیق کر رہا ہوں ————— خود اپنی زندگی کا معمار بن رہا ہوں
 یہ جبر و قدر کی اک منزل ہے درمیانی ————— مجبور تو ہوں لیکن مختار بن رہا ہوں
 یہ راہ وہ ہے جس میں ہر سانس اک سفر ہے
 منزل بھی راستہ ہے لغزش بھی راہبر ہے

جواب: نظم کا نام:- ارقا

شاعر کا نام:- جمیل مظہری

تشریح: جمیل مظہری نے اپنی نظم "ارقا" میں فلسفیانہ انداز اختیار کیا ہے۔ انسان کو اپنی گمراہیوں اور لغزشوں سے پریشان نہیں ہونا چاہیے بلکہ جس توکر کے ارتقائی منازل طے کرنی چاہیے۔

اس بند میں شاعر انسان کے تعلق سے کہہ رہا ہے کہ انسان کی تخلیق قدرت کا شاہ کار ہے اور انسان کو یہ اختیار دیا ہے کہ انسان اپنے اعمال و کردار سے اپنی جنت خود تعمیر کرے۔ حالانکہ تمام معاملات خدا کے اختیار میں ہیں لیکن اس نے انسان کو بھی کچھ اختیارات عطا کیے ہیں اور بہت سے معاملات میں انسان خود مختار ہے۔ انسان کی زندگی کا ہر لمحہ ایک سفر کی مانند ہے اور منزل کی تلاش میں جب کوئی لغزش یا غلطی ہوتی ہے تو وہ بھی انسان کے لیے ایک تجربہ ہوتا ہے اور وہ تجربہ اس کی آئندہ زندگی کا راہبر بن جاتا ہے۔

نمبروں کی تقسیم

1	شاعر کا نام
1	نظم کا نام
8	تشریح
10	کل نمبر

5۔ درج ذیل میں سے کسی ایک کا جواب سو (100) الفاظ میں لکھیے۔

(i) نظم "روحِ ارضی آدم کا استقبال کرتی ہے" کا مرکزی خیال واضح کیجیے۔

(ii) علی سردار جعفری نے نظم "وقت کا تزانہ" میں کس چیز کی تصویر کی کی ہے؟

جواب:

(i) اقبال کی نظم "روحِ ارضی آدم کا استقبال کرتی ہے"، 'بالِ جریل' سے ماخوذ ہے۔ اس نظم میں فرشتے آدم کو جنت سے رخصت کرتے ہیں تو زمین ان کا خیر مقدم کرتی ہے اور بتاتی ہے کہ دنیا میں اس کے لیے جدوجہد کے کیسے کیسے مرحلے پیش آنے والے ہیں۔

خدا نے انسان کو اشرفِ اخلاق و احترام بنا کر زمین پر بھیجا اور یہ بتایا کہ مکائنات کی تمام چیزیں اس کے لیے ہیں۔
اب انسان کو یہ سمجھنا چاہیے کہ دنیا میں اس کا وجود کس لیے ہے اور اس کا منصب کیا ہے؟

(ii) نظم "وقت کا ترانہ" علی سردار جعفری کی لکھی ہوئی طویل نظم ہے۔ نظم میں سما راجیت یا شہنشاہیت کے استھانی اور ظالمانہ کردار کے خلاف نفرت، بغاوت اور انقلاب کی تصویر کشی کی گئی ہے۔

نمبروں کی تقسیم

6- درج ذیل میں سے صرف دو (2) کے جواب لکھیے۔

(i) ن۔ م۔ راشد کی نظم نگاری کی کیا خصوصیات ہیں؟

(ii) معین حسن جذبی کی غزل گوئی کی خوبیاں واضح کیجیے۔

(iii) نظم طباطبائی کی شاعرانہ حیثیت پر اپنے خیالات کا اظہار کیجیے۔

(iv) غزل گوئی حیثیت سے ناصر کاظمی کا کیا مرتبہ ہے؟ وضاحت کیجیے۔

جواب:

(i) ن۔ م۔ راشد کا شمارہ میسویں صدی کے اہم ترین شعراء میں ہوتا ہے۔

راشد کی شاعری میں اقبال کی شاعری کی طرح فکر جذبے پر حادی ہے اور ان کی شاعری بہت زیادہ فارسی آمیز ہے۔ لیکن انہوں نے لفظوں کو ایک نیا احساس اور آہنگ کو نیا شعور دیا ہے۔ یہ آہنگ بلند اور پرچار ہے۔ راشد کی شاعری کی سب سے بڑی خصوصیت یہ ہے کہ انہوں نے مشرق کی فکر اور دانشورانہ روایت کو ایک نئی سمٹ عطا کی ہے۔ ان کی شاعری کے تین موضوع رہے ہیں عشق، سیاست اور مذہب، لیکن عشق کے موضوع کو وہ زیادہ اہمیت دیتے ہیں۔

(ii) معین حسن جذبی کا شمارہ ترقی پسند تحریک کے اہم غزل گو شعراء میں ہوتا ہے۔ انہوں نے نظمیں بھی کہی ہیں لیکن ان کا اصل میدان غزل گوئی ہے۔ ان کی شاعری کی خاص خوبی دھیما پن، حزن آمیز غناہیت اور کلاسیکی رچاؤ ہے۔ ان کی غزل لیں ایک سبک آبِ جو کی مانند ہیں، دھیمی دھیمی مگر پر اثر۔ ان کا جادو و ذرا دیر سے سر چڑھتا ہے مگر جب چڑھتا ہے تو پھر منہ سے بولتا ہے۔ ان کی غزوں میں ترجم اور درد بھی ہے۔ ان کے انداز

بیان میں سنجیدگی اور ممتازت، وزن و وقار اور تھہراو بھی ہے۔ فکر و نظر کی گہرائی اور زبان و بیان کی فنا کاری نے ان کی غزلوں کو جلا جخشی ہے۔

طباطبائی ایک قادر الکلام شاعر تھے۔ عربی، فارسی اور انگریزی میں قدرت رکھتے تھے۔ انہوں نے صرف طبع زاد نظمیں لکھی ہیں بلکہ انگریزی نظموں کا ترجمہ اس طرح کیا ہے کہ وہ ان کی تخلیق معلوم ہوتی ہیں۔ ان کی نظموں کے خاص موضوع، مناظرِ فطرت اخلاقیات اور تاریخ ہیں۔ دنیا کی بے شماری اردو شاعری کا محظوظ موضوع رہا ہے۔ انہوں نے اسی موضوع پر ایک نظم گلاب کا پھول لکھی ہے بے شماری دنیا پر ایک شاہ کار کہا جاسکتا ہے۔ ادبی دنیا میں ان کی شہرت کا سبب ان کی مشہور نظم ”گور غریباں“ بنی جو تحامس گرے کی نظم "Elegy written in Country Church Yard" کا منظوم اردو ترجمہ ہے۔ اس ترجمے میں اصل نظم کا سوز اور در انگلیزی کی کیفیت موجود ہے۔

ناصر کاظمی جدید غزل کے نمائندہ شاعر تسلیم کیے جاتے ہیں۔ میر تقی میر کی غزل سے وہ براہ راست بھی متاثر ہوئے اور انہوں نے یہ اثر فراق گور کچوری کے واسطے سے بھی قبول کیا۔ ان کی غزل اپنے دھیمے لمحے، دبے دبے درد اور جدید طرزِ احساس کی وجہ سے ممتاز ہے۔ انہوں نے اردو غزل کی داخلیت اور دروں بنی کو بیسویں صدی کے یاس انگلیز ما حول کے ساتھ پیش کیا ہے۔

نمبروں کی تقسیم $4 \times 2 = 8$

4

درج ذیل میں سے کسی ایک پرنوٹ لکھیے۔ 7-

- (i) ناول ”بیوہ“ کے ذریعے پریم چند کیا پیغام دینا چاہتے ہیں؟
(ii) چویا کوف کو ایک صاحبِ اخلاق انسان کیوں کہا گیا ہے؟

جواب:

(i) ناول ”بیوہ“ کے ذریعے پریم چند یہ پیغام دینا چاہتے ہیں کہ سماج میں بیواؤں کی دوبارہ شادی کی مخالفت نہ کی جائے بلکہ اس کی حمایت کی جائے اور اسے رواج دینے کی کوشش کی جائے۔

چرویا کوف کو ایک صاحبِ اخلاق انسان اس لیے کہا گیا ہے کہ ایک معمولی سی چھینک آنے پر جس کی
 چھینک جز لبری ڈالوں کے سر پر پڑ گئی تھیں اور اس ذرا سی بات پر وہ اتنا شرمندہ ہوتا ہے کہ بار بار
 جز ل سے معافی مانگنے جاتا ہے اور معاف نہ کیے جانے پر احساسِ ندامت میں مر جاتا ہے۔

نمبروں کی تقسیم $4 \times 1 = 4$

6

8- درج ذیل میں سے صرف دو کے مختصر جواب لکھیے۔

(i) افسانہ نگار نے بوڑھے مجھوارے کی تصویر کشی کس انداز میں کی ہے؟

(ii) سائیکل کو دیکھ کر مصنف کو کیا خیال آیا؟

(iii) دفعتاً چھینک آنے پر چرویا کوف کا ری عمل کیا تھا؟

(iv) آغا حشر کا شیری کی کردار نگاری کی کیا خوبیاں ہیں؟

جواب:

(i) افسانہ نگار نے بوڑھے مجھوارے کی تصویر کشی یوں کی ہے۔ وہ بوڑھا آدمی تھا۔ ایک چھوٹی سی کرسی پر بیٹھا تھا۔ بالکل خاموش بے حس و حرکت منہ میں سگار کی پاسپ دبی تھی۔ ہاتھ میں مچھلی پکڑنے کا کان تھا اور کوٹ پہنچنے ہوئے تھا۔ لیکن اس کا دھیان کانٹے کی طرف نہیں تھا۔ وہ جزیرے سے پرے شہر کے پلوں کو دیکھ رہا تھا۔ رہ رہ کر منہ میں دبی پاسپ ہل اٹھتی تھی۔

(ii) سائیکل کو دیکھ کر مصنف کو خیال آیا کہ ہے تو یہ سائیکل ہی مگر ہل، رہٹ، چرخہ اور اسی قبیل کی دوسری ایجادات سے پہلے کی بنی ہوئی ہے۔

(iii) دفعتاً چھینک آنے پر چرویا کوف نے جیب سے رومال نکال کر ناک صاف کی اور ایک صاحبِ اخلاق کی طرح اپنے چاروں طرف مڑ کر دیکھا کہ میری چھینک کسی کے لیے خلل انداز تو نہیں ہوئی۔ اور تب واقعی اسے الجھن محسوس ہوئی کیونکہ اس نے دیکھا کہ اس کے سامنے بیٹھا ہوا ایک پستہ قامت شخص بڑی احتیاط سے اپنے سر اور گردان کو صاف کر رہا ہے۔

آغا حشر کا شیری کی کردار نگاری کی خوبی یہ ہے کہ ان کے کردار متحرک اور فعال ہوتے ہیں ان میں تنوع بھی پایا جاتا ہے اور زندگی کا احساس بھی ہوتا ہے۔ بھی بھی اپنے مزاجیہ کرداروں سے وہ کئی اصلاحی نقطے مراجیہ انداز میں نکلوالیتے ہیں یا الگ بات ہے کہ ان کی مثالیت پسندی بھی بھی کرداروں کو نصان پہنچاتی ہے۔

کل نمبر = 6

20

درج ذیل میں سے کسی دو پر مفصل اظہارِ خیال کیجیے۔ ۶

(i) اردو زبان کے آغاز سے متعلق مختلف نظریات بیان کیجیے۔

(ii) فورٹ ولیم کانج کی ادبی خدمات پر روشنی ڈالیے۔

(iii) آتش لکھنوی کی غزل گوئی کے اوصاف کیا ہیں؟ مفصل لکھیے۔

(iv) دبستانِ دہلی کی شاعری کے امتیازات کی وضاحت کیجیے۔

جواب:

اردو زبان کے آغاز سے متعلق مختلف نظریات (i)

تمہید/تعارف

مختلف نظریات:

(a) اردو کی ابتداء متعلق اولین نظریات

(b) اردو کی ابتداء متعلق لسانیاتی نظریات

اختتام

نمبروں کی تقسیم

2 = تمہید/تعارف

6 = مختلف نظریات

الف: اولین نظریات

ب: لسانیاتی نظریات

2 = اختتام

10 = کل نمبر

فورٹ ولیم کالج کی ادبی خدمات (ii)

فورٹ ولیم کالج کا قیام کب عمل میں آیا (a)

فورٹ ولیم کالج قائم کرنے کا مقصد (b)

فورٹ ولیم کالج کے ادیبوں کے نام (c)

فورٹ ولیم کالج کے ادیبوں کی تصنیف و تالیف (d)

فورٹ ولیم کالج میں ترجمہ کی گئی کتابوں کی زبان کی خصوصیات (e)

کل نمبر 2x5 = 10

آتش لکھنؤی کی غزل گوئی کے اوصاف (iii)

تمہید / تعارف (a)

آتش کی غزل گوئی کی خصوصیات (b)

آتش کی غزلوں میں تصوف

دنیا کی بے شانی کا تصور

قلندرانہ بانپن (وغیرہ)

آتش کی غزلوں میں دبتانہ لکھنؤ کی عکاسی (c)

نمبروں کی تقسیم

2 (a)

6 (b)

2 (c)

کل نمبر 10

- (iv) دبستانِ دہلی کی شاعری کے امتیازات
- (a) دبستانِ دہلی کا قیام
 (b) دبستانِ دہلی کی خصوصیات
 (c) دبستانِ دہلی کے اہم شاعروں کے نام
 (d) دبستانِ دہلی کی ادبی حیثیت
 (e) اختتام

نمبروں کی تقسیم

$2 \times 5 = 10$

15

10۔ درج ذیل میں سے صرف تین پختہ تعارفی نوٹ لکھیے

- (i) طویل نظم کی تعریف اور تاریخ
 (ii) اردو میں طنز و مزاح کی روایت
 (iii) میرانیس کی مرثیہ نگاری کی خوبیاں
 (iv) پریم چند کی افسانہ نگاری

جواب:

- (i) طویل نظم کی تعریف اور تاریخ
 (a) تعریف
 (b) تاریخ
 (c) اردو کی اہم طویل نظموں کے نام
 (d) اردو کے اہم طویل نظم گو شعرا کے نام

نمبروں کی تقسیم

- 2 (a)
 1 (b)
 1 (c)
 1 (d)

کل نمبر 5

اردو میں طنز و مزاح کی روایت (ii)

طنز و مزاح کی تعریف (a)

طنز و مزاح کا آغاز (b)

طنز و مزاح (اہم نشرنگاروں کے نام) (c)

طنز و مزاح (اہم شاعروں کے نام) (d)

نمبروں کی تقسیم

2 (a)

1 (b)

1 (c)

1 (d)

کل نمبر 5

میرانیس کی مرثیہ نگاری کی خوبیاں (iii)

منظرنگاری (a)

کردار نگاری (b)

جذبات نگاری (c)

میرانیس کے مرثیوں میں زبان و بیان کی خوبیاں (d)

نمبروں کی تقسیم

1 (a)

1 (b)

1 (c)

2 (d)

کل نمبر 5

پریم چند کی افسانہ نگاری (iv)

(a) پریم چند کے مختصر حالاتِ زندگی

(b) پریم چند کے اہم افسانوں کے نام / افسانوں مجموعوں کے نام

(c) پریم چند کے افسانوں کی زبان

(d) پریم چند کے افسانوں میں دبیتی زندگی کی عکاسی

نمبروں کی تقسیم

1 (a)

1 (b)

1 (c)

2 (d)

کل نمبر 5

11۔ درج ذیل سوالوں کے سامنے بریکٹ میں دیے گئے جوابات میں سے صحیح جواب چن کر لکھیے 5

(i) پطرس بخاری کے انشائیے کا نام ہے (مرحوم کی یاد میں۔ زرد پتوں کی بہار۔ جلتی جھاڑی)

(ii) ”یہودی کی لڑکی“ ڈرامے کا مصنف ہے (زمل و رما۔ امتیاز علی تاج۔ آغا حشر کاشمیری)

(iii) ”بجوكا“ کہانی کے مصنف کا نام ہے (ہوری۔ پریم چند۔ سریندر پرکاش)

(iv) جس نظم میں کسی مرنے والے کی خوبیاں بیان کی جائیں اور اس کے مرنے پر افسوس کا اظہار کیا جائے اسے

(قصیدہ۔ غزل۔ مرثیہ) کہتے ہیں

(v) عرق ریزی کے معنی ہیں (عرق نکالنا۔ کسی کام کو محنت سے کرنا۔ عرق پینا)

جواب:

- | | | | |
|-------------------------|---|---|-------|
| مرحوم کی یاد میں | : | پٹرس بخاری کے انشائیے کا نام ہے | (i) |
| آغا حشر کا شیری | : | "یہودی کی لڑکی" ذرائع کا مصنف ہے | (ii) |
| سریندر پرکاش | : | "بجوکا" کہانی کے مصنف کا نام ہے | (iii) |
| مرشیہ | : | جس نظم میں کسی مرنے والے کی خوبیاں بیان کی جائیں اور اس کے مرنے پر افسوس کا اظہار کیا جائے اسے کہتے ہیں | (iv) |
| کسی کام کو محنت سے کرنا | : | عرق ریزی کے معنی ہیں | (v) |
- نمبروں کی تقسیم**
- $1 \times 5 = 5$**

Roll No.

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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **6** printed pages.
 - Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
 - Please check that this question paper contains **11** questions.
 - **Please write down the Serial Number of the question before attempting it.**
 - 15 minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

اردو (اللکھتو) URDU (Elective)

وقت: 3، گھنٹے

۱۰۰

Time allowed : 3 hours

Maximum Marks : 100

۱۵۔ درج ذیل میں کسی ایک عبارت کو غور سے پڑھئے اور اس سے متعلق سوالوں کے جواب لکھئے۔
 (الف)

نقل مکانی، مجھے دراثت میں ہی طلبی ہے۔ اب میں عارضی طور پر اس جگہ کی طرف لوٹ رہا ہوں جہاں میسٹر نگہنے کی بزرگوں اور عزیزوں نے آخری سائنس لی تھیں۔ جس مکان میں میری ماں نے جان دی تھی۔ اور جس کی تخلیک بھی یاد نہیں ہے کیونکہ کتب میں صرف دو اڑھائی سال کا تھا، اسی مکان میں اسے بچہ سے تلاش کر دل گا۔ میں بھی اسی مکان میں پیدا ہوا تھا، لاہور میں جوان ہوا تھا اور وہاں سے میں جوان ہی ہو کر آیا تھا۔ اب چھپن پر س کی عمر میں وہاں لوٹ رہا ہوں۔ میرے بھین اور بڑھاپے کے درمیان کایہ خاصہ کس قدر طویل ہو گیا تھا۔ جو آب ریل کی رفتار کے ساتھ طبع بر جنم سمعت حاصل ہے۔ کم ہوتا حاصل ہے۔ اسی خاصے کو میں بے شمار بار خراپوں کی مرد سے آناؤنا گناہ لانگھ گیا۔ خراپوں کے سامنے سرحدیں اور فاصلے کوئی اچھیت نہیں رکھتے۔ میں اپنے ماٹھی کے ساتھ اس لئے ابھی تک بُجھڑا رہا ہوں کہ وہ میرے خراپوں میں اینی اصلی حالت میں ابھی تک موجود رہا ہے۔ میں نے اتنا عرصہ خراپوں

کے ساتھ چینا سیکھا ہے۔ میں نے اپنے مااضی کو بھلانے کی کمی کو شش کی تو یہ اچانک میری کسی نرکسی کی بانی میں گھس کر بیٹھ گیا۔ مااضی انسان کی پہچان بن جاتا ہے۔ یہ نہ ہوتا وہ بالکل اجنبی بن جائے۔ کسی دوسری بھی دنیا کا انسان جس کے پاؤں زمین کے ساتھ نہیں لگتا ہوں گے۔ مااضی ہماری زمین ہے۔ اور زمین ہی کے ساتھ ہے، ہمیشہ گھرا رشتہ قائم رکھا ہے۔

- (a) یہ اقتباس کسی سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟
- (b) مصنف عارضی طور پر کس جگہ کی طرف لوٹ رہا ہے اور کیوں؟
- (c) بچپن اور ٹھاپے کے درمیانی فاصلے کو مصنف نے کس طرح گزارا؟
- (d) مصنف نے خواہوں کی کیا اہمیت بتائی ہے؟
- (e) "مااضی انسان کی پہچان بن جاتا ہے" اس جملے کی وضاحت کیجئے۔

(ب)

گرمی کا حال کیا پوچھتے ہو، اس سال ٹھوپ رس میں یہ لو اور یہ دھوپ اور یہ نیش نہیں دیکھی۔ چھٹی ساتویں رمضان کو منیخو خوب برسا۔ ایسا منیخو جیٹھے کے مہینے میں کمی کمی نہیں دیکھا تھا۔ اب منیخو کھل گیا ہے۔ ایر گھر اڑتا ہے۔ ہوا اگر چلتی ہے تو گرمی نہیں ہوتی، اگر مرک جاتی ہے تو قیامت آتی ہے۔ دھوپ بہت تیز ہے۔ روزہ رکھتا ہوں مگر روزے کو بہلانے رہتا ہوں۔ کمی پانی پی لیا، کمی ہتھ پی لیا، کمی کوئی ملکر اردو ٹی کا کھالیا۔ یہاں کے لوگ عجب قہم اور طفرہ روشن رکھتے ہیں۔ میں تو روزہ بہلانا رہتا ہوں اور یہ صاحب فرماتے ہیں کہ تو روزہ نہیں رکھتا۔ یہ نہیں سمجھتے کہ روزہ نہ رکھنا اور حسیز ہے اور روزہ بہلانا اور بیات ہے۔ ہاں کمی پرسوں کسی شخص نے مجھ سے ذکر کیا کہ "اردو اخبار" دہلی میں تھا کہ ہاتھرس میں بلوہ ہوا اور مجسٹریٹ زخمی ہو گیا۔ آج میں نے ایک دوست کے ہاں سے اس اخبار کا دو رقا منٹا کر دیکھا۔ واقعی اس میں مندرج تھا کہ راہیں چوڑی کرنے اور جویلیاں اور دکاتیں ڈھانے پر بلوہ ہوا۔ اور رعایا نے پتھر مارے۔ اور مجسٹریٹ زخمی ہوا۔

- (i) یہ اقتباس کس سبقت سے لیا گیا ہے اور اس کا مصنف کون ہے؟
(ii) مصنف نے گرمی کا کیا حال بیان کیا ہے؟
(iii) غالب روزے کو کس طرح بہلاتے ہیں؟
(iv) ہاتھر میں یلوہ کسی بات پر ہوا ہے؟
(v) ان لفظوں کے معنی لکھئے:

تپش، فہم، مُطْرَفَة، دوورقا

7

درج ذیل میں سے کسی ایک کا تسویہ الفاظ پر مشتمل جواب لکھئے۔

- (i) "اس آباد خرابی میں" اختر الایمان نے کیا بتانے کی کوشش کی ہے؟
(ii) "سکون کی نیت" کامرزی خیال کیا ہے؟ اپنے الفاظ میں لکھئے۔

8

درج ذیل میں سے کسی دو کے مختصر جواب لکھئے۔

- (i) "گھر کے گھر بے چراغ پڑے ہیں" اس کا کام طلب ہے؟
(ii) انسانہ "میں وہ" میں یوڑھ کے کردار کی تصویر کشی کس طرح کی گئی ہے؟
(iii) انسانہ نگار کے جنم دن کے واقعات میں سے کس واقعے نے آپ کو یہ حد تاثر کیا اور کیوں؟
(iv) کھیال لال کپور کی مزاح نگاری پر تبصرہ لکھئے۔

10

درج ذیل میں سے کسی ایک حصہ کی تشریح لکھئے اور شاعر کا نام بھی لکھئے۔

(الف)

اب بھاگتے ہیں سایہ عشق بتاں سے ہم
کچھ دل سے ہیں ڈرے ہوئے کچھ آسمان سے ہم
ہم کو گزری ہوئی صدیاں تو نہ پہچانیں گی
آنے والے کسی لمحے کو صدادی جائے

اُول شب وہ نیم کی رونق، شمع بھی تھی پروانہ بھی
رات کے آخر سوتے ہوتے ختم تھایہ افسانہ بھی (iii)

زندگی ہے پر حال لیس بھی ہوگی (iv)
شام آئی ہے تو آئی کہ سحر بھی ہوگی

منزل تملی تو قاطلوں نے (v)
رستے میں جمایے، میں ڈیرے

(ب)

زد بھیں حال ان لوگوں کا ذلت کی نگاہوں سے
چراہے جن کے سر میں غرہ نوابی و حنا فی
یہ اُن کا کاسہ سر کہہ رہا ہے کج گلاہوں سے
”عجیب نادان ہیں وہ جن کو ہے عجیب تاج سلطانی“
خدا جانے تھے ان لوگوں میں کیا کیا جو ہر قابل؟
خدا معلوم رکھتے ہوں گے یہ ذہن رسائیسے؟
خدا ہی کو خبر ہے کیسے کیسے ہوں گے صاحبِ دل؟
خدا معلوم ہوں گے بازوے زور آزمائیسے؟
زد بھیو ان استخوان ہائے شکستہ کو حقارت سے
یہ گور غریبان، اک نظر حسرت سے کرتا جا
نکلتا ہے یہ مطلب لوح تربت کی عبارت سے
”جو اس رستے گزرتا ہے تو ٹھنڈی سانس بھرتا جا“

7

درج ذیل میں کسی ایک کا جواب توا الفاظ میں لکھیے۔

(ا) ”نظم“ ملک یے سحر شام“ کا مطلب اپنے الفاظ میں لکھیے۔

(ب) ”نظم“ یا ”نگر“ کا مرکزی خیال واضح کیجئے۔

8

6. درج ذیل میں سے صرف ڈو کے جواب لکھئے۔
- (i) "کھتیوں سے بخاولوں کی سپاہ اگئے" کا کیا مطلب ہے؟ وضاحت کیجئے۔
 - (ii) نظم "ارتقا" میں شاعر نے انسان کی ترقی کے سلسلے میں کن رکاوٹوں کا فرک کیا ہے؟
 - (iii) عمیق حنفی کی نظم بگاری کی خصوصیات کیا ہیں؟
 - (iv) جال نثار آخر کی غزل گوئی کے امتیازات واضح کیجئے۔

4

7. درج ذیل میں سے کسی ایک پر نوٹ لکھئے۔
- (i) افسانہ "جنم دن" کے مرکزی کردار کی معماشی تنگ دستی کا حال اپنے الفاظ میں لکھئے۔
 - (ii) ناول "بیوہ" کے حوالے سے پریم چند کی کردار بگاری کی خوبیاں تحریر کیجئے۔

6

8. درج ذیل میں سے صرف ڈو کے مختصر جواب لکھئے۔
- (i) ڈرانے کی تعریف اور اجزائے ترکیبی کی وضاحت کیجئے۔
 - (ii) موڑ کو دیکھو کر مصنفت کو کیا خیال آیا اور وہ کیا سوچنے لگا؟
 - (iii) نرمل درمان سے سرو سیاحت کے دوران مسافر کی کون کیفیات کا فرک کیا ہے؟
 - (iv) چرو یا کوف کی موت کا سبب کیا ہے؟ وضاحت کیجئے۔

20

9. درج ذیل میں کسی ڈو کے بارے میں مفصل اظہار خیال لکھئے۔
- (i) اردو زبان کے آغاز و ارتقا پر مضمون لکھئے۔
 - (ii) قورٹ دلیم کالج کی ادبی خدمات پر روشنی ڈالئے۔
 - (iii) دہستان لکھنؤ کے کسی دو شاعروں کے بارے میں لکھئے۔
 - (iv) دلی کالج کی ادبی خدمات بیان کیجئے۔

15

10. درج ذیل میں سے صرف تین پر مختصر تعارفی نوٹ لکھئے۔
- (i) غالبت کی مکتب بگاری کی خصوصیات
 - (ii) اردو مختصر افسانے کا آغاز و ارتقاء۔
 - (iii) ایک اچھی آپ بیتی میں کیا خوبیاں ہوئی چاہیں؟
 - (iv) پطرس بخاری کی انشائیہ نگاری۔

11. درج ذیل سوالوں کے سامنے یہ یکٹ میں دیے گئے جوابات میں سے صحیح جواب چن کر لکھیے۔ 5
- (ا) مرزا ہادی رسوائی کے ناول کا نام ہے
(بیوہ - امراؤجان ادا، گنودان)
- (ii) کسی کی مدح (تعریف) کس صنف میں کی جاتی ہے؟
(مرشیہ - رباعی - قصیدہ)
- (iii) "یادگر" نظم کے شاعر کا نام ہے.
(عین حنفی - اقبال - شفیق فاطمہ شرعی)
- (iv) فورٹ ولیم کا بخ قائم ہوا
(اگرہ میں - کلکتہ میں - دہلی میں)
- (v) سر سید نے جو سال تکالا اس کا نام تھا۔
(ایوانِ اردو - اردو ادب - تہذیب الاخلاق)

مارکنگ اسکیم اردو

(Marking Scheme Urdu)

سینٹر سیکنڈری اسکول امتحان

ماہ 2012

اردو (الکٹیو)

Urdu(Elective)

مختصر حضرات کے لئے عام ہدایات:

(General Instructions)

امتحان کی کاپیوں کی جائج کے لئے یکسوئی کے ساتھ ساتھ صبر و تحمل کی ضرورت ہوتی ہے۔ سرسری انداز سے کاپیوں کی چینگ کر دینا خود ہماری دیانت داری اور خلوص کو مجرور کرتا ہے۔ اس طرح کی چینگ میں بہت سی ناہمواریاں بھی رہ جاتی ہیں۔ دوران چینگ کچھ اساتذہ زمی کا رخ اختیار کرتے ہیں تو کچھ خاص سخت ہو جاتے ہیں۔ دونوں ہی صورتوں میں طلباء کے نتائج متاثر ہوتے ہیں۔ چنانچہ اس طرح کی ناہمواریوں سے بچنے کے لئے کافی غور و خوض کے بعد ان نکارت کا تعمیر کیا گیا ہے جس پر عمل درآمد کر کے ہم معیاری انداز سے کاپیوں کی جائج کر پائیں گے۔

کاپیوں کی چینگ کے سلسلے میں رہنمائی کے جو نکالت پیش کئے جا رہے ہیں ضروری نہیں کہ طلباء کے جوابات نمونے کی تشریح اور توضیح ہی کے انداز پر ہوں۔ اشعار کی تشریح، مرکزی خیال و ایسے سوالات کے جوابات میں انداز بدل سکتا ہے۔ لیکن ہمارا خیال ہے کہ نمبروں کی تقسیم پر اس سے کوئی خاص اثر نہیں پڑے گا۔ آپ کو ہر حال میں مارکنگ اسکیم کے دائرے میں رہ کر ہی چینگ کا عمل انجام دینا ہے تا کہ ماٹی میں ہوتی رہی ناہمواریوں کو دور کیا جاسکے۔

امید ہے کہ اس صبر آزمائام کو آپ اپنا فرض کر جو کہ انجام دیں گے۔

مختصر حضرات کا رویہ مشقانہ ہونا چاہئے تو اعدا اور املا کی معمولی غلطیوں کو نظر انداز کر دیا جائے تو بہتر ہو گا۔

صدر متحن (Head Examiner) اس بات کو ہر طرح سے یقینی بنائیں کہ مارکنگ اسکیم پرحتی سے عمل ہو رہا ہے یا نہیں۔ کچھ اساتذہ مارکنگ اسکیم (Marking Scheme) کو نظر انداز کرتے ہوئے اپنے روایتی انداز سے مارکنگ کرتے ہیں جس سے طلبہ کے نتائج متاثر ہوتے ہیں۔ اس طرف صدر متحن کو خصوصی توجہ دینی ہے۔

(1) پہر یہ کورٹ کے حالیہ حکم نامے کے مطابق اب طلباء پنے جواب کی کاپیوں کی عکسی کاپی (فولو کاپی) مقررہ فیس ادا کر کے سی بی ایس، ای سے حاصل کر سکتے ہیں۔ اس لیے صدر متحن / متحن حضرات کو ہدایت دی جاتی ہے کہ کاپیوں کی چیکنگ میں کسی قسم کی کوئی لاپرواہی نہ بر تیں اور مارکنگ اسکیم پرحتی سے عمل کریں ورنہ انعام کے ذمہ دار خود ہوں گے۔

(2) صدر متحن اس بات کا اطمینان کرنے کے لئے کہ کاپیوں کی جانچ مارکنگ اسکیم (Marking Scheme) کے مطابق ہو رہی ہے، وہ متحن کی جانچی ہوئی ابتدائی پانچ کاپیوں کا باریک بینی سے جائزہ لے گا۔ جائزہ لینے اور یہ اطمینان کرنے کے بعد ہی کہ کاپیوں کی جانچ مارکنگ اسکیم کے مطابق ہو رہی ہے متحن کو مزید کاپیاں جانچنے کے لیے دے گا۔

(3) متحن حضرات کو کاپیاں جانچ کے لئے صرف اسی وقت دی جائیں جب جانچ کے پہلے دن متحن اجتماعی یا انفرادی طور پر مارکنگ اسکیم پر تبدیلہ خیال کر چکے ہوں۔

(4) کاپیوں کی جانچ مارکنگ اسکیم میں دی ہوئی ہدایت کے مطابق ہی کی جائے گی۔ یہ جانچ بھی متحن کے اپنے روایتی انداز فکر اپنے تجربے اور کسی دیگر بلات کو مد نظر رکھ رہیں بلکہ صرف مارکنگ اسکیم کو ذہن میں رکھتے ہوئے کی جائے۔

(5) اگر کسی سوال کے کئی جزو ہیں تو ہر جزو کے نمبر باہمیں ہاتھ کے حاشیہ میں الگ الگ دیے جائیں اور پھر تمام اجزا میں حاصل نمبروں کو جمع کر کے سوال کے آخر میں حاشیہ میں لکھ کر اس کے گرد دائرہ بنادیا جائے۔

(6) اگر کوئی طالب علم ایسا جواب لکھتا ہے جو مارکنگ اسکیم میں موجود نہیں ہے لیکن وہ جواب صحیح ہے تو صدر متحن سے مشورہ کے بعد نمبر دیے جائیں۔

(7) اگر کوئی طالب علم دریافت کیے گئے جوابات سے زیادہ یعنی ایکسر ایکسٹرا جواب لکھتا ہے تو مارکنگ اسکیم کے مطابق ہی نمبر دیے جائیں۔

(8) اگر کوئی طالب علم مقررہ الفاظ سے زیادہ الفاظ میں لکھتا ہے تو اس کے نمبر کم نہ کئے جائیں۔

(9) مختصر سوالات کے جواب میں اگر کوئی طالب علم صرف ایک لفظ کا جواب لکھتا ہے اور صحیح ہے اور اس لفظ سے جواب ظاہر ہو جاتا ہے تو اسے پورے نمبر دئے جائیں گے۔

(10) اگر کوئی طالب علم دئے ہوئے اقتباس یا اس کے کسی حصے کو اپنے جواب کے لئے استعمال کرتا ہے مثلاً اقتباس میں دی ہوئی معلومات کو اپنے مضمون کے لئے استعمال کرتا ہے تو اس کے نمبر نہیں کاٹے جائیں گے سوائے اس کے کہ اس کا جواب دریافت کئے گئے سوالات سے مطابقت نہ رکھتا ہو۔

(11) تبادل سوالات کے جواب لکھنے میں اگر کوئی طالب علم دونوں تبادل کے جواب لکھتا ہے اور دونوں ہی صحیح ہیں اور کسی ایک کو کراس نہیں کیا ہے یا غلطی سے دونوں کو کراس کر دیا ہے تو ایسی صورت حال میں جو جواب زیادہ صحیح ہے اس پر نمبر دیے جائیں۔

(12) اگر کسی سوال میں دو خصوصیات دریافت کی گئی ہیں اور ایک طالب علم نے دونوں خصوصیات صحیح لکھ دی ہیں تو اسے پورے پورے نمبر دیے جائیں اور اگر کوئی طالب علم پانچ خصوصیات لکھتا ہے جن میں سے خصوصیات نمبر 1 صحیح ہے اور خصوصیات نمبر 2 غلط پھر خصوصیات نمبر 3 صحیح ہے اور باقی دو خصوصیات غلط ہیں اسے بھی پورے پورے نمبر دیے جائیں۔

(13) ممتحن حضرات اس بات کا خاص خیال رکھیں کہ کاپیوں کی جانچ مارکنگ اسکیم میں بتائی گئی نمبروں کی تقسیم کے مطابق ہی ہو۔

(14) ممتحن حضرات کو یہ بات ذہن نشین کر لینی چاہئے کہ ان کے پاس ایک نمبر (1) سے لے کر سو (100) نمبر تک کا پیمانہ ہے۔ برائے کرم اگر کسی سوال کا جواب درست ہے تو صد فی صد (100%) نمبر دینے میں گریز نہ کریں۔

(15) صدر ممتحن / ممتحن حضرات کو ہدایت دی جاتی ہے کہ اگر کاپیوں کی چینگ کے دوران کوئی ایسا جواب سامنے آتا ہے جو بالکل غلط ہے تو اس پر کراس کائنٹن لگا دیا جائے اور صفر دیا جائے۔

(16) زبان و ادب کی کاپیاں جانچنے والے اکثر حضرات یہ خیال کرتے ہیں کہ کسی طالب علم کو صد فی صد نمبر دینا ناممکن ہے۔ یہ خیال روایتی اور رجعت پسندانہ ہے۔ اس عمل سے گریز کیا جانا اشد ضروری ہے۔

(17) جب طلبہ تخلیقی اظہار کرتے ہوں تب ان کے خوش خط اور املا پر بھی نمبر دینے کا خیال رکھیں۔

مارکنگ اسکیم

اردو (ایلنٹو)

وقت 3 گھنٹے

کل نمبر 100

(حصہ الف)

درج ذیل میں سے کسی ایک عبارت کو غور سے پڑھئے اور اس سے متعلق سوالوں کے جواب لکھئے۔ ۶
 10 نقل مکانی، مجھے دراثت میں ہی ملی ہے اب میں عارضی طور پر اس جگہ کی طرف لوٹ رہا ہوں جہاں میرے کئی بزرگوں اور عزیزوں نے آخری سائیں لی تھیں۔ جس مکان میں میری ماں نے جان دی تھی اور جس کی شکل بھی مجھے یاد نہیں ہے کیونکہ تب میں صردواڑھائی سال کا تھا اسی مکان میں اسے پھر سے تلاش کروں گا۔ میں بھی اسی مکان میں پیدا ہوا تھا، لاہور میں جوان ہوا تھا اور وہاں سے میں جوان ہی ہو کر آیا تھا۔ اب بچپن برس کی عمر میں وہاں لوٹ رہا ہوں۔ میرے بچپن اور بڑھاپے کے درمیان کا یہ فاصلہ کس قدر طویل ہو گیا تھا جو اب ریل کی رفتار کے ساتھ لمحہ لمحہ سمتا جا رہا ہے، کم ہوتا جا رہا ہے۔ اسی فاصلہ کو میں بے شمار بار خوابوں کی مدد سے آنا فانا لانگھ گیا۔ خوابوں کے سامنے سرحدیں اور فاصلے کوئی اہمیت نہیں رکھتے۔ میں اپنے ماں کے ساتھ اس لیے ابھی تک جڑا رہا ہوں کہ وہ میرے خوابوں میں اپنی اصلی حالت میں ابھی تک موجود رہا ہے۔ میں نے اتنا عرصہ خوابوں کے ساتھ جینا سیکھا ہے۔ میں نے اپنے ماں کو بھلانے کی بھی کوشش کی تو یہ اچانک میری کسرتی کسی کہانی میں گھس کر بیٹھ گیا۔ ماں انسان کی پہچان بن جاتا ہے۔ یہ نہ ہو تو وہ بالکل اجنبی بن جائے کسی دوسری ہی دنیا کا انسان جس کے پاؤں زمین کے ساتھ نہیں لگے ہوں گے تا پی

ہماری زمین ہے اور زمین ہی کے ساتھ ہم نے ہمیشہ گہر ارشتہ قائم رکھا ہے۔

- (i) یہ اقتباس کس سبق سے لیا گیا ہے؟ اور اس کا مصنف کون ہے؟
- (ii) مصنف عارضی طور پر کس جگہ کی طرف لوٹ رہا ہے اور کیوں؟
- (iii) بچپن اور بڑھاپے کے درمیانی فاصلے کو مصنف نے کس طرح گزارا؟
- (iv) مصنف نے خوابوں کی کیا اہمیت بتائی ہے؟
- (v) ”ماں انسان کی پہچان بن جاتا ہے“، اس جملے کی دضادت کیجیے۔

(ب)

گرمی کا حال کیا پوچھتے ہو اس ساتھ برس میں بیلو اور یہ دھوپ اور یہ تپش نہیں دیکھی۔ چھٹی ساتویں رمضان کو یہ نہ خوب برسا ایسا یہ جیٹھ کے مینے میں بھی کبھی نہیں دیکھا تھا۔ اب مینہ کھل گیا ہے۔ اب گھر ارہتا ہے۔ ہوا اگر چلتی ہے تو گرمی نہیں ہوتی، اگر رک جاتی ہے تو قیامت آتی ہے۔ دھوپ بہت تیز ہے۔ روزہ رکھتا ہوں مگر روزے کو بہلانے رہتا ہوں۔ کبھی پانی پی لیا کبھی حقہ پی لیا کبھی کوئی نکلا روٹی کا کھالیا۔ یہاں کے لوگ عجب فہم اور طرفہ روشن رکھتے ہیں۔ میں تو روزہ بہلانا رہتا ہوں اور یہ صاحب فرماتے ہیں کہ روزہ نہیں رکھتا۔ نہیں سمجھتے کہ روزہ نہ رکھنا اور چیز ہے اور روزہ بہلانا اور بات ہے۔ ہاں بھی پرسوں کسی شخص نے مجھ سے ذکر کیا کہ ”اردو اخبار“، دہلی میں تھا کہ ہاتھر میں بلوہ ہوا اور محسریث زخمی ہو گیا آج میں نے ایک دوست کے ہاں سے اس اخبار کا دوورقا منگا کر دیکھا۔ واقعی اس میں مندرج تھا کہ راہیں چوڑی کرنے اور حولیاں اور دکانیں ڈھانے پر بلوہ ہوا۔ اور عایا نے پھر مارے اور محسریث زخمی ہوا۔

(i) یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟

(ii) مصنف نے گرمی کا کیا حال بیان کیا ہے؟

(iii) غالباً روزے کو کس طرح بہلاتے ہیں؟

(iv) ہاتھر میں بلوہ کس بات پر ہوا؟

(v) ان لفظوں کے معنی لکھیے۔

تپش—فہم—طرفہ—دوروقا

(حصہ (الف))

جواب:

(i) سابق کا نام: زردپتوں کی بہار

مصنف: رام لعل

(ii) مصنف عارضی طور پر اپنے آبائی وطن اور اپنی جائے پیدائش کی طرف لوٹ رہا ہے کیونکہ جب ملک 1947ء میں تقسیم ہوا تھا تو وہ پاکستان سے ہجرت کر کے ہندوستان آگیا تھا اور اب جب سروں سے سکدوں ہو گیا ہے تو ماضی کی یادیں اسے آواز دے رہی ہیں۔

(iii) مصنف نے بچپن اور بڑھاپے کے درمیانی فاصلے کو خوابوں کی مدد سے آنا فانا میں گزار دیا۔

(iv) مصنف نے خوابوں کی اہمیت کو اس طرح بیان کیا ہے کہ خوابوں کے سامنے سرحدیں اور فاصلے کوئی اہمیت نہیں رکھتے۔ اس لیے وہ اپنے مااضی کے ساتھ جڑا رہا کیونکہ وہ اپنے خوابوں میں اپنے آپ کو اصلی حالت میں موجود پاتا تھا اور خوابوں کے ساتھ ہی زندگی گزار رہا تھا۔

(v) مااضی انسان کی اس لیے بیچان بن جاتا ہے کہ اگر یہ نہ ہوتا وہ بالکل ابھی بن جائے۔ مااضی ہماری زمین ہے اور زمین ہی کے ساتھ ہم نے ہمیشہ گھر ارشتہ قائم رکھا ہے۔

(ب)

جواب:

(i) سبق کا نام: مشی نبی بخش حقیر کے نام
مصنف: مرزا غالب

(ii) مصنف نے گرمی کا حال یوں بیان کیا ہے کہ میری عمر ساٹھ سال ہو گئی مگر ایسی لو، دھوپ اور تپش نہیں دیکھی۔
اگر ہوا رک جائے تو قیامت کا منظر ہوتا ہے

(iii) کبھی پانی پی کر، کبھی حقہ پی کر، کبھی روٹی کا کوئی نکڑا کھا کر۔

(iv) راستہ چوڑا کرنے کی وجہ سے حولیاں اور دکانیں ڈھانی گئی تھیں اس لیے ہاتھر میں بلوہ ہوا۔

(v) تپش: گرمی

فهم: سمجھ

طرفہ: انوکھا

دورو رقا: دورو رقا والا

**کل نمبر 10
 $2 \times 5 = 10$**

7

-2 درج ذیل میں سے کسی ایک کا نسخہ الفاظ پر مشتمل جواب لکھئے۔

(i) ”اس آباد خرابے میں“، اختر الایمان نے کیا بتانے کی کوشش کی ہے؟

(ii) ”سکون کی نیند“، کامر کزی خیال کیا ہے؟ اپنے الفاظ میں لکھئے۔

جواب:

(i) ”اس آباد خرابے میں“، اختر الایمان کی خود نوشت / آپ بتی ہے جس میں انھوں نے اپنی زندگی کے شب و روز کی رو داد بڑی ایمان داری اور دیانت داری کے ساتھ بیان کرنے کی کوشش کی ہے جہاں انھوں نے اپنی زندگی کے اہم کارنا موں اور کامیابیوں کا ذکر کیا ہے وہیں اپنی کیمیوں، کوتا ہیوں اور محرومیوں کا بھی بڑی بے باکی سے ذکر کیا ہے۔ یہ اختر الایمان کی آپ بتی نگاری کا کمال ہی کہا جائے گا کہ کامیابی کی بلندیوں پر پہنچ کر بھی وہ اپنے بچپن کی تھنک دستیوں اور محرومیوں کا ذکر کرنے میں ذرا بھی جھجھک محسوس نہیں کرتے اور بڑی تفصیل سے بتاتے ہیں کہ طرح بار بار گاؤں بد لئے کی وجہ سے کبھی وہ ایک طرح کی تعلیم پر جنم سکے۔

(ii) ”سکون کی نیند“، اقبال مجید کا شاہکار افسانہ ہے۔ جس میں اس خیال کی تائید کی گئی ہے کہ کسی کے پاس دولت کا نہ ہونا اتنا بڑا اذاب نہیں جتنا کہ دولت کا بے حساب ہونا۔ انسان جب دولت کے نئے میں سرشار ہوتا ہے تو وہ فطرت کی نعمتوں ہی سے دور نہیں ہو جاتا بلکہ خود غرض بھی ہو جاتا ہے۔ حسن اخلاق سے اسے کوئی مطلب ہوتا ہے اور نہ عام انسانی ہمدردی ہی اس کے لیے کوئی معنی رکھتی ہے۔ سب سے بڑی چیز جس سے وہ محروم ہوتا چلا جاتا ہے وہ راتوں کی نیند اور دل کا سکون ہے۔ ان چیزوں کو پانے کے لیے وہ نیند کی گولیوں اور انجکشن کے استعمال پر مجبور ہوتا ہے۔ اس افسانے میں افسانہ نگار نے انجکشنوں کے منفی اثرات کی طرف بھی اشارہ کیا ہے کہ یہ سونے والے جب کسی انسان کو کاٹ لیا کرتے تھے تو وہ بغیر ترپے مر جاتا تھا۔ دولت مندا یے لوگوں سے پناہ مانگنے لگے اور پل دوپل کی نیند کے لیے خدا سے دعا مانگنے لگے۔

$7 \times 1 = 7$

نمبروں کی تقسیم

8

3۔ درج ذیل میں سے کسی دو کے مختصر جواب لکھیے۔

- (i) ”گھر کے گھر بے چراغ پڑے ہیں“، اس کا کیا مطلب ہے؟
- (ii) افسانہ ”میں، وہ“ میں بوڑھے کے کردار کی تصویر کشی کس طرح کی گئی ہے؟
- (iii) افسانہ نگار کے جنم دن کے واقعات میں سے کس واقعہ نے آپ کو بے حد متأثر کیا اور کیوں؟
- (iv) کنھیا لال کپور کی مزاح نگاری پر تبصرہ کیجیے۔

جواب:

(i) 1857 کے ہنگامے سے افراتفری پھیل گئی۔ انگریزوں نے دہلی میں رہنے والوں پر طرح طرح کے ظلم ڈھائے۔ قتل و غارت گری ہوئی۔ لوگ دہلی چھوڑ کر دوسرے علاقوں میں چلے گئے۔ گھر خالی پڑے تھے اور دہاں کوئی چراغ جلانے یا روشنی کرنے والا نہیں تھا۔ ان کے گھرویران، اجڑے ہوئے نظر آرہے تھے۔ اسی لیے کہا گیا ہے کہ گھر کے گھربے چراغ پڑے ہیں۔

(ii) بوڑھا ایک عمر سیدہ انسان ہے جو زندگی سے مايوں ہو چکا ہے۔ افسانہ نگار نے اس کیفیت کو ”وہ“ کے مکالمے میں بیان کیا ہے۔ ”تم مجھ کو سمجھ نہیں سکتے، تمہارے پاس چھوٹ جانے کی یادیں نہیں ہیں، مجھترے ہوئے چہروں کی ریکھائیں تمہاری آنکھوں میں نہیں ہیں۔ تم نے اعصاب زدہ زندگیاں گزاری ہیں تمھیں کیا پتہ آدمی کیا ہوتا ہے۔“ اس طرح بوڑھے شخص کے کردار میں ایسے انسان کی تصور کیشی کی گئی ہے جو مختلف نفیاتی ابھنوں اور بے چارگیوں کے ساتھ جی رہا ہے۔ مصنف نے مکالموں کے ذریعہ اس ضعیف شخص کی عکاسی کی ہے جس کے پاس زندگی کے تجربوں کا علم اور مشاہدات کی روشنی ہے۔

(iii) بے حد متأثر کرنے والا واقعہ وہ ہے جب ساڑھے تین بجے مصنف بھوک سے بے تاب، لڑکھڑاتی ہوئی زبان اور ذہن میں مختلف قسم کے سوالات لئیں کبھی سوچتا کاش میں اپنے آپ کو کسی سمندر کے مختتمے پانی میں غرق کر سکتا۔ اسی وقت بینک ٹکر کا ملازم لڑکا ماں گنے آتا ہے مصنف اس سے ایک گلاس پانی مانگتا ہے لڑکا پوچھتا ہے کہ ماں کیا آج آپ کی طبیعت ٹھیک نہیں؟ کیا آپ نے کھانا نہیں کھایا؟ مصنف جواب نہ دے کر آنکھیں بند کیے لیٹا رہتا ہے۔ لڑکا سمجھ جاتا ہے وہ اپنے پاس سے دو آنے دیتا ہے اس وعدہ پر کہ اگلے مہینے جب میں اپنے گھر جاؤں تو مجھے واپس کر دینا۔ مصنف لے لیتا ہے اسی وقت اس کا ایک انقلابی دوست آتا ہے اور وہ بھی کہتا ہے کہ میں نے کل سے کچھ کھایا نہیں میرے پاس ایک آنہ بھی نہیں مصنف نے دو آنے میں سے ایک آنہ اپنے دوست کو دے دیا کیونکہ مصنف نے اپنی بھوک اور ضرورت کے ساتھ دوسرے کی بھوک اور ضرورت کو سمجھا۔ اس طرح ملازم لڑکے کا ایثار کہ اس نے اپنا پیسہ دے دیا اور مصنف نے اس دو آنے میں سے ایک آنہ دوست کو دیا۔ یہ سب سے زیادہ متأثر کرتا ہے۔

(iv) کھیال لال کپور نے اپنے طنزیہ اور مزاحیہ مضامین میں خاص طرح کی تشریف اور شاعری کے علاوہ کئی عام انسانی روایوں کو ظفر

کا نشانہ بنایا ہے۔ انہیں پیروڈی لکھنے میں خاص مہارت حاصل تھی طنز و مزاح ان کا خاص میدان ہے۔
کنھیا لال کپور سماجی ناہموار یوں کی بہت جاندار تصویریں پیش کرتے ہیں جس میں ایک اجتماعی پہلو بھی ہوتا ہے۔
اپنے طنز کو آزمائنے میں وہ کسی رoru عایت کے قائل نہیں ہیں۔ جرأت اور بے با کی ان کے طرز کی خاص پہچان ہے۔

کل نمبر $2 \times 4 = 8$

10

4۔ درج ذیل میں سے کسی ایک حصے کی تشریح کیجیے اور شاعر کا نام بھی لکھئے

(الف)

(i) اب بھاگتے ہیں سایہِ عشق بتاں سے ہم

کچھ دل سے ہیں ڈرے ہوئے کچھ آسمان سے ہم

ہم کو گزری ہوئی صدریاں تو نہ پہچانیں گی

آنے والے کسی لمحے کو صد ادی جائے

(iii) اول شب وہ بزم کی رونق شمع بھی تھی پروانہ بھی

رات کے آخر ہوتے ہوتے ختم تھا یہ افسانہ بھی

(iv) زندگی ہے تو بہر حال برس بھی ہوگی

شام آلی ہے تو آئے کہ سحر بھی ہوگی

(v) منزل نہ ملی تو قافلوں نے

رستے میں جمالیے ہیں ڈیرے

(ب)

نہ دیکھیں حال ان لوگوں گاذلت کی نگاہوں سے
بھرا ہے جن کے سر میں غرہ نوا بی و خانی
یہ ان کا کام سر کہہ رہا ہے کچھ گلاہوں سے
”عجب ناداں ہیں وہ جن کو ہے عجب تاج سلطانی“
خدا جانے تھے ان لوگوں میں کیا کیا جو ہر قابل؟
خدا معلوم رکھتے ہوں گے یہ ذہن رسا کیسے؟
خدا ہی کو خبر ہے کیسے ہوں گے صاحبِ دل؟
خدا معلوم ہوں گے بازوے زور آزمائیسے؟
نہ دیکھو ان استخوان ہائے شکستہ کو حقارت سے
یہ ہے گور غریبیاں، اک نظر حضرت سے کرتا جا
نکلتا ہے یہ مطلب لوحِ تربت کی عبارت سے
”جو اس رستے گزرتا ہے تو ٹھنڈی سانس بھرتا جا“

الف

جواب:

(i) اب بھاگتے ہیں..... کچھ آسمان سے ہم

شاعر کا نام..... الطاف حسین حائل

تحریر: حائل نے اس شعر کو ایک محاورہ سے شروع کیا۔ سایہ سے بھاگنا، ایک محاورہ ہے یعنی خوف زدہ ہونا۔ پرانی شاعری میں یہ تصور پایا جاتا ہے کہ دنیا کی سب ہی تبدیلیاں آسمان کی گردش کا نتیجہ ہوتی ہیں۔ اسی تصور کے تحت آسمان سے خوف زدہ ہونے کی بات کہی ہے۔ اس کو ہم اس طرح بھی سمجھ سکتے ہیں کہ عاشق نے حسینوں سے اتنے دھوکے کھائے ہیں کہ وہ اب عشق سے یا ان حسینوں کے سامنے سے بھی گھبرا نے لگا ہے۔

لمحے کو صد ادی جائے
ہم کو گز ری ہوئی.....

(ii) شاعر کا نام..... جاں شمار اختر

تشریح: اس شعر میں شاعر نے کہا ہے کہ ماضی اور اپنے بزرگوں کے کارناموں پر خوش ہونے کے بجائے انسان کو آنے والے وقت کی طرف توجہ دینی چاہیے۔ مراد یہ ہے کہ ہم صرف اپنے ماضی پر اتراتے رہیں اس سے کام نہیں چلے گا بلکہ ہمیں اپنے حال کو درخشاں اور تابناک بنانے کے لیے کوشش رہنا چاہیے۔

اس شعر میں دولفظ ”صدیاں“ اور ”صداد“ استعمال ہوئے ہیں بے ظاہران دونوں کی اصل ایک معلوم ہوتی ہے لیکن درحقیقت ایسا نہیں ہے۔ اس قسم کے الفاظ کسی شعريّا عبارت میں جمع ہو جائیں تو جو صنعت پیدا ہوتی ہے اسے ”شبہ اشتقاق“ کہتے ہیں۔

اول شب وہ بزم..... ختم تھا یہ افسانہ بھی
(iii)

شاعر کا نام..... آرزو لکھنؤی

تشریح: رات کے آغاز میں جب کوئی محفل چاہے وہ رقص کی ہو میں شاعر ہیا تو الی وغیرہ کچھ بھی ہو جب سجائی جاتی ہے تو رونق بہت زیادہ ہوتی ہے۔ محفل کے آغاز میں شمع روشن کی جاتی ہے لیکن جیسے جیسے رات تمام ہونے لگتی ہے تو محفل کا عروج زوال میں بدلنے لگتا ہے اور صبح ہوتے ہوتے محفل کی رونق ختم ہو جاتی ہے۔ جب شمع روشن کی جاتی ہے تو پروانہ اس پر شمار ہونے لگتا ہے، وہ شمع کا طواف کرتا ہے اور آخر میں جان دے دیتا ہے اور اپنی محبت کو قربان کر دیتا ہے۔

زندگی ہے تو ہر جاں سحر بھی ہوگی

(iv) شاعر کا نام: معین احسن جذبی

تشریح: شاعر نے اس شعر میں ایک عام سی بات کو شاعر انہ انداز میں پیش کیا ہے کہ جس طرح شام اور رات کے ختم ہونے کے بعد اجلا ہوتا ہے نئی صبح طلوع ہوتی ہے، پستی کے بعد بندی، زوال کے بعد عروج ہوتا ہے اسی طرح زندگی بہر حال کسی نہ کسی طرح گزرہی جائے گی۔ اگر آج تکلیف ہے تو کل آرام ہو گا، سکھ اور دکھ دونوں کا چولی دامن کا ساتھ ہے۔

منزل نہ ملی..... جمالیے ہیں ذیرے (v)

شاعر کا نام..... ناصر کاظمی

تشریح: یہ ایک عام بات ہے کہ جب انسان زندگی کا سفر شروع کرتا ہے تو اونچے اونچے اور کامیاب زندگی کے خواب دیکھتا ہے اور اپنی زندگی کا مقصد بہت اعلیٰ بنا لیتا ہے لیکن جب وہ اپنی اس منزل تک نہیں پہنچ پاتا تو تھک ہار کردہ کم کوہی قبول کر لیتا ہے۔

$\frac{1}{2} \times 5 = 2\frac{1}{2}$ شاعر کا نام

$1\frac{1}{2} + 1\frac{1}{2} + 1\frac{1}{2} + 1\frac{1}{2} + 1\frac{1}{2} = 7\frac{1}{2}$ تشریح

10 کل نمبر

(b)

نظم کا نام: گور غریباں

شاعر: نظم طباطبائی

انگریزی زبان کے شاعر تھامس گرے کی مشہور نظم (Elegy Written in a country church yard) کا ترجمہ نظم طباطبائی نے بہت فتنی اہتمام اور ہمدردی سے کیا ہے اور عنوان گور غریباں رکھا ہے۔ اس نظم میں دنیا کی بے شباتی کا ذکر کیا ہے۔ زندگی کا انجام موت ہے اور دنیا کا کوئی شخص امیر ہو یا غریب اسے مفرنہیں ہے۔ یہ ترجمہ اس انداز سے کیا گیا ہے کہ اس پر تخلیق کا گمان ہوتا ہے۔ نظم کا ہر بند انگریزی stanza کی طرح لکھا گیا ہے۔

ند کیھیں حال..... عجب تاج سلطانی

تشریح: یہ بند میر کے مشہور قطعہ کے قریب قریب ہی ہے وہاں بھی کاسہ سر مغروہ انسان کو بے شباتی دنیا کے بارے میں بتا رہا تھا اور اس بند میں بھی کاسہ سر بادشاہوں سے مخاطب ہے وہ لوگ جوخت و تاج، عزت و دولت پر غرور کرتے ہیں ان کے سر میں نوابی اور خانی کا سودا سمایا ہوا ہے لیکن موت کے سامنے یہ بھی لا چار ہو جاتے ہیں۔ ان اہل قبور کو ذلت کی نگاہوں سے مت دیکھو یہ بھی کل اسی طرح اتراتے تھے جیسے آج لوگ اتراتے ہیں۔

خدا جانے زور آزمائیں کیسے

تشریع: اس بند میں شاعر کہتا ہے کہ اس قبرستان میں کیسے کیسے نادر اور کیسے کیسے قابل اور بہادر لوگ آرام فرمائیں۔ جب وہ زندہ تھے تو دنیا میں ان کے نام کے ڈنکے بیکھتے تھے آج وہی لوگ سینکڑوں من مٹی کے نیچے بے دست و پا پڑے ہوئے ہیں اور کوئی بھی ان کا پُرسانِ حال نہیں ہے۔

ندیکھوں سانس بھرتا جا

تشریع: اس بند میں شاعر قبرستان کی طرف سے گزرنے والوں سے مخاطب ہے کہ اے لوگوں تم ان ٹوٹی ہوئی ہڈیوں کو حقارت کی نظر وہیں سے نہ دیکھو بس اس قبرستان پر ایک حضرت بھری نگاہ ڈالتے جاؤ اور لوح تربت پر جو عبارت لکھی ہوئی ہے اس سے یہ مطلب نکلتا ہے کہ اگر تیرا گزر ادھر سے ہو تو ہمارے انجام پر صرف ایک ٹھنڈی آہ بھر کر ہمارے انجام بخیر کی دعا کرتا جا۔

نمبروں کی تقسیم

شاعر کا نام	½
نظم کا نام	½
تشریع	$3 \times 3 = 9$
کل نمبر	10

7

5۔ درج ذیل میں سے کسی ایک کا جواب نہ الفاظ میں لکھیئے۔

(i) نظم "ملک بے سحر و شام" کا مطلب اپنے الفاظ میں لکھیئے۔

(ii) نظم "یادگر" کا مرکزی خیال واضح کیجیے۔

جواب:

(i) اس نظم میں شاعر اپنے بچپن کی یادوں کو دھرا تا ہے کہ وہ بے فکری کی زندگی گزارتا تھا۔ دیہات میں رہنے والا صحیح اٹھ کر جنگلوں میں جاتا، پہاڑیوں پر گھومتا، اچھلاتا، کو دتا پھرتا، پہاڑی پر صح طلوع آفتاب کو دیکھتا کرنوں کا پھیلنا، سورج کی گرمی کو محسوس کرتا تھا۔

لڑکپن کی بات کہتا ہے کہ شام ہونے سے پہلے جھیل پر پہنچ جاتا، جھیل کے پانی میں پاؤں ڈال کر پیر ہلانا، پانی کے دائرے بننے دیکھنا، سورج کے غروب ہونے کا وقت جب آسمان پر شفق پھوٹی ہے، اس منظر کو دیکھنا یہ سب اس کی زندگی کی یادگاریں بن گئی ہیں۔

جو ان ہونے پر ضروریاتِ زندگی نے اسے اس طرح گھیر لیا کہ اسے یہی معلوم نہیں کہ سورج کب نکلتا ہے اور کب غروب ہو جاتا ہے یعنی صحیح دشام کا کچھ پتہ ہی نہیں۔ یعنی وہ ایسے ملک میں رہتا ہے جس میں صحیح دشام نہیں ہوتے۔

بچپن اور لڑکپن بے فکری میں گزارنے کے بعد جوانی میں زندگی کی مصروفیات انسان کو یہی پتہ نہیں ہونے دیتیں کہ صحیح دشام کب ہو رہے ہیں۔ اس کیفیت کو ملک بے سحر و شام کہا ہے۔

نظم "یادگر" کا مرکزی خیال (ii)

شفیق فاطمہ شعری نے نظم "یادگر" میں فسادات کی بھولی بسری یادوں کو پیش کیا ہے جو ان کے ذہن میں نقش ہو چکی ہیں۔ وہ وطن سے دور ہیں اور یہ دوری انھیں بری طرح سے ستارہ ہی ہے۔ انھیں اپنے وطن کے شب و روز، وطن کی مٹی، اس میں کھلتے زرد پھول یاد آرہے ہیں کبونکہ وہ وطن سے دور ایک دیس میں زندگی گزار رہی ہیں۔ فسادات کا منظر اور اس کی ہولناکی کو اس نظم میں موثر انداز سے پیش کیا گیا ہے۔ فسادات کس طرح پل بھر میں بہت سے افراد کی دنیا بدل دیتے ہیں۔ فسادات ہی اس نظم کا مرکزی خیال ہے۔

کل نمبر 7 = 7x1

8

درج ذیل میں سے صرف ڈو کے جواب لکھیے۔

(i) "کھیتوں سے بغاوتوں کی سپاہ اُگئے" کا کیا مطلب ہے؟ وضاحت کیجیے۔

(ii) نظم "ارقا" میں شاعر نے انسان کی ترقی کے سلسلے میں کن ڈرکاٹوں کا ذکر کیا ہے؟

(iii) عمیق خنی کی نظم نگاری کی خصوصیات کیا ہیں؟

(iv) جال ثارا ختر کی غزل گوئی کے امتیازات واضح کیجیے۔

جواب:

- (i) ”کھیتوں سے بغاوتوں کی سپاہ اُگئے“، کامطلب یہ کہ جنگ آزادی میں کسان بھی جو ق در جو ق شامل ہوتے جا رہے ہیں اب بغاوت پر کمرکس لی ہے اور انقلاب زندہ باد کے نعرے لگا رہے ہیں۔
- (ii) ”نظم ارتقا“، میں جمیل مظہری نے انسانی ترقی کے سلسلے میں انجام کی بصیرت، جبر و قدر اور خیر و شر کو کاوش بتایا ہے۔
- (iii) عیق حفی نے اپنا ادبی سفر ترقی پسند تحریک کے عروج کے زمانے میں شروع کیا۔ ان کا پہلا مجموعہ ”کلام سنگ پیرا ہن“ اسی دور سے تعلق رکھتا ہے۔ اس کے بعد وہ جدیدیت کے زیر اثر آگئے۔ انہوں نے اپنے نظموں میں ہیئت کے کئی تجربے بھی کیے۔ متعدد طویل نظمیں بھی لکھیں جنہیں غیر معمولی شہرت حاصل ہوئی۔ انھیں، تاریخ، سیاست اور فلسفہ سے دلچسپی تھی اور یہ دلچسپی ان کی نظموں کے موضوعات میں بخوبی نظر آتی ہے۔ ان چند مشہور نظموں کے نام ہیں: سند باد، شہزاد، سیار گاں، شب گشت، صوت الناقوس اور صلصلة الجرس
- (iv) جاں ثار اختر کی غزل گوئی کے امتیازات
- جاں ثار اختر کا شمار دور جدید کے اہم شعرا میں ہوتا ہے۔ انہوں نے جملہ اصناف سخن مثلاً غزل، نظم اور رباعی میں طبع آزمائی کی مگر ان کا خاص میدان غزل گوئی ہے اور غزل میں ہی ان کے اصلی جوہ رکھلتے ہیں۔ ان کی غزليں ان کے نازک جذبات اور لطیف احساسات کی ترجیحی کرتی ہوئی نظر آتی ہیں۔ سلاسل، تاریخیاں، نذر بتاب، جاوداں، گھر آنگن، خاک دل، اور پچھلے پھر ان کے اہم شعری مجموعے ہیں۔ ان کی ادبی خدمات کے اعتراف میں انھیں سو دیت لینڈ نہر واعز از پیش کیا گیا۔

نمبروں کی تقسیم

4

-7 درج ذیل میں سے کسی ایک پرنوٹ لکھیے۔

- (i) افسانہ ”جنم دن“ کے مرکزی کردار کی معاشی تنگ دستی کا حال اپنے الفاظ میں لکھیے۔
- (ii) ناول ”بیوہ“ کے حوالے سے پرمیم چند کی کردار نگاری کی خوبیاں تحریر کیجیے۔

جواب:

- (i) افسانہ "جنم دن"، ویکوم محمد بشیر کا افسانہ ہے اس افسانے میں مصنف نے اپنی غربت اور قرض کا ذکر کیا ہے اور اپنی تنگ دستی بیان کی ہے۔ اس افسانے کا مرکزی کردار خود مصنف ہے۔ پبلش راس سے کہانیاں مفت میں لکھواتے ہیں اور کچھ کہانیاں اپنے نام سے چھپوائیتے ہیں۔ تنگ دستی کا حال یہ ہے کہ وہ دوستوں کا قرض دار ہے، مکان کا کرایہ ادا نہیں کر پاتا یہاں تک کہ کپڑے دوستوں سے مانگ کر پہنتا ہے اپنے جنم دن پر اس کے پاس چائے پینے تک کے پیے نہیں ہیں اور چائے والا سے ادھار چائے نہیں دیتا۔ مکان مالک اس سے مکان خالی کرنے کے لیے کہتا ہے۔ تنگ دستی سے تنگ آکر وہ خود کشی کرنے کی سوچتا ہے مگر ملازم لڑکے سے دوآ نے قرض مل جانے پر وہ اس میں سے ایک آنذا پنے دوست لیڈر گنگا دھر کو دے دیتا ہے تاکہ وہ مزدوروں کے جلسے کی صدارت کر سکے۔
- (ii) ناول "بیوہ" پریم چند کا اہم ناول ہے۔ اس میں انھوں نے شہری ماحول پیش کیا ہے ناول "بیوہ" میں کئی اہم کردار ہیں۔ امرت رائے، دان ناتھ، پریما، پورنا، لالہ بدری پرشاد، کمل پرشاد، دیوکی اور ستر ا۔ پریم چند نے اپنے تمام کرداروں کے ساتھ پورا پورا انصاف کیا ہے۔ پریم چند نے جس فن کاری سے اپنے کرداروں کی تخلیق کی ہے وہ بہت خوب ہے۔ کافی حد تک کرداروں کی عکاسی میں کامیاب رہے ہیں۔ ان کی زبان بھی روایتی اور دلکش ہے۔

نمبروں کی تقسیم

$$\text{کل نمبر} = 4 \times 1 = 4$$

6

-8 درج ذیل میں سے صرف دو کے مختصر جواب لکھیے۔

- (i) ڈرامے کی تعریف اور اجزاء ترکیبی کی وضاحت کیجیے۔
- (ii) موڑ کو دیکھ کر مصنف کو کیا خیال آیا اور وہ کیا سوچنے لگا؟
- (iii) نزل و رمانے سیر و سیاحت کے دوران مسافر کی کن کیفیات کا ذکر کیا ہے؟
- (iv) چرویا کوف کی موت کا سبب کیا ہے؟ وضاحت کیجیے۔

جواب:

- (i) ڈراما کسی قصے یا واقعہ کو اداکاروں کے ذریعے ناظرین کے سامنے پیش کرنے کا نام ہے۔
بنیادی طور پر ڈرامے کو دو حصوں میں تقسیم کیا گیا ہے: (i) ٹریجڈی (المیہ) (ii) کامیڈی (طریبیہ)
ڈرامے کے اجزاء ترکیبی مندرجہ ذیل ہیں۔
پلاٹ۔ کردار، مکالمہ، مرکزی خیال، طریقہ پیشکش اور موسیقی
- (ii) موڑ کو دیکھ کر مصنف کو زمانے کی ناسازگاری کا خیال ستانے لگتا ہے اور وہ کوئی ایسی ترکیب سونپنے لگتا ہے جس سے دنیا کی تمام دولت انسما فوق بُلْبُل بر ابرہم تقسیم کی جاسکے۔ وہ اس نا انصافی پر کڑھتا ہے اور چاہتا ہے کہ اس نا انصافی کا خاتمه بم بنا کر کر دے۔
- (iii) نزل و رمانے سیر و سیاحت کے دوران مسافر کی جن کیفیات کا ذکر کیا ہے وہ یہ ہیں کہ مسافر کو اجنبی شہر میں اجنبیت کا احساس اتنا شدید ہوتا ہے کہ وہ کوئی نہ کوئی عافیت کا گوشہ تلاش کر لیتا ہے۔ شاید اسی لیے بوڑھے مچھوارے سے اسے ہمدردی ہو گئی تھی جو دریا پر مچھلی پکڑنے کے لیے بیٹھا تھا۔
- (iv) چرویا کوف کو یہ احساس ہوا کہ جزل نے اس کی مغدرت کا مذاق اڑایا ہے کیونکہ وہ خود ایک صاحب اخلاق انسان تھا اس احساس کو لے کر وہ گھر پہنچا۔ سے جزل کے رویہ سے شدید صدمہ پہنچا تھا۔ اسی پریشانی کے عالم میں وہ وردی پہنچے ہوئے صوفے پر لیٹ گیا اور دنیا سے کوچ کر گیا۔

نمبروں کی تقسیم

20

- 9۔ درج ذیل میں سے کسی دو کے بارے میں مفصل اظہارِ خیال کیجیے۔
- (i) اردو زبان کے آغاز و ارتقا پر مضمون لکھیے۔
- (ii) فورٹ ولیم کالج کی ادبی خدمات پر روشنی ڈالیے۔
- (iii) دبتان لکھنؤ کے کسی دو شاعروں کے بارے میں لکھیے۔
- (iv) دلی کالج کی ادبی خدمات بیان کیجیے۔

جواب:

اردو زبان کا آغاز اور ارتقا (i)

- (a) اردو زبان کی ابتدا
(b) اردو زبان کے آغاز و ارتقا سے متعلق مختلف نظریات (اولین نظریات، لسانیاتی نظریات)
(c) اردو زبان پر دوسری زبانوں کے اثرات (فارسی، برج بھاشا، عربی، ہندی، اور پنجابی وغیرہ)
(d) اردو زبان کی مقبولیت

فورٹ ولیم کالج کی ادبی خدمات (ii)

- (a) فورٹ ولیم کالج کا قیام اور اس کو قائم کرنے کے مقاصد
(b) فورٹ ولیم کالج کے اہم مصنفوں اور ان کی ادبی خدمات
(c) فورٹ ولیم کالج میں ترجمہ کی گئی کتابوں کی زبان
(d) فورٹ ولیم کالج کی اہم تصانیف و تالیفات اور تراجم کے نام

دہستان لکھنؤ کے دو شاعروں کے بارے میں (iii)

- (a) دہستان لکھنؤ کا تعارف
(b) دہستان لکھنؤ کی شاعری کی خصوصیات
(c) دہستان لکھنؤ کے مشہور شاعروں کے نام
(d) دہستان لکھنؤ کے دو شاعروں کی شاعری کی خصوصیات

دلي کانچ کي ادبی خدمات

(iv)

(a) دلي کانچ کے قیام کے متوالیں

(b) دلي کانچ کي ادبی خدمات

(c) اردو زبان و ادب کی تاریخ میں دلي کانچ کی خاص اہمیت

(d) دلي کانچ سے وابستہ مشہور مصنفوں کے نام

$$2\frac{1}{2} \times 4 = 10$$

کل نمبر 10 × 2 = 20

15

10۔ درج ذیل میں سے صرف تین پر مختصر تعارفی نوٹ لکھئے۔

(i) غالب کی مکتب نگاری کی خصوصیات

(ii) اردو مختصر افسانے کا آغاز و ارتقاء

(iii) ایک اچھی آپ بیتی میں کیا خوبیاں ہوئی چاہئیں؟

(iv) پطرس بخاری کی انشائی نگاری

جواب:

غالب کی مکتب نگاری کی خصوصیات

(i)

(a) غالب کا تعارف

(b)

غالب کی مکتب نگاری کی اہم خصوصیات

(c)

غالب کے خطوط کی اہمیت (تاریخی، تہذیبی، سوانحی)

1 (a)

1 (b)

3 (c)

کل نمبر 5

اردو مختصر افسانے کا آغاز و ارتقاء (ii)

- (a) اردو مختصر افسانے کی تعریف
 (b) اردو مختصر افسانے کے اجزاء ترکیبی
 (c) اردو کے مشہور افسانوں اور افسانہ نگاروں کے نام

نمبروں کی تقسیم

1 (a)

1 (b)

3 (c)

کل نمبر 5

ایک اچھی آپ بیتی کی خوبیاں (iii)

- (a) آپ بیتی کے کہتے ہیں
 (b) آپ بیتی اور سوانح میں فرق
 (c) ایک اچھی آپ بیتی کی خوبیاں

نمبروں کی تقسیم

1 (a)

1 (b)

3 (c)

کل نمبر 5

پٹرس بخاری کی انسائیکل نگاری (iv)

انسانیہ کی تعریف (a)

مضمون اور انسائیکل میں فرق (b)

انسانیہ نگاری میں پٹرس بخاری کی اہمیت (c)

(پٹرس بخاری کے مزاجیہ مضامین کے مجموعے کا نام، پٹرس بخاری کی انسائیکل نگاری کی زبان)

نمبروں کی قسم

1 (a)

1 (b)

3 (c)

کل نمبر 5

($5 \times 3 = 15$)

5 11۔ درج ذیل سوالوں کے سامنے بریکٹ میں دیئے گئے جوابات میں سے صحیح جواب چون کر لکھیجئے۔

(i) مرزا ہادی رسمو کے ناول کا نام ہے

(بیوہ، امراؤ جان ادا، گودان)

(ii) کسی کی مدح (تعریف) کس صنف میں کی جاتی ہے

(مرثیہ، رباعی، قصیدہ)

(iii) ”یادگر، نظم کے شاعر کا نام ہے

(عیق خنی، اقبال، شفیق فاطمہ شعری)

(iv) فورٹ ولیم کالج قائم ہوا

(آگرہ میں، ملکہ میں، دلی میں)

(v) سر سید نے جو رسائلہ نکالا اس کا نام تھا

(ایوان اردو، اردو ادب، تہذیب الاخلاق)

جواب:

امراً و جان ادا (i)

قصیدہ (ii)

شفیق فاطمہ شعری (iii)

بلکتہ میں (iv)

تحنیب الاخلاق (v)

نمبروں کی تقسیم
 $1 \times 5 = 5$

Roll No.

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Candidates must write the code on the title page of the answer-book.

- Please check that this question paper contains 4 printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 13 questions.
- **Please write down the serial number of the question before attempting it.**
- 15 Minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m From 10.15 a.m to 10.30 a.m, the student will read question paper only and will not write any answer on the answer script during this period.

BENGALI

বাংলা

Time allowed : 3 Hours

Maximum Marks : 100

সময় : ৩ ঘণ্টা

সর্বমোট অক্ষ : 100

SECTION - A

1. ধ্বনিতঙ্গের নিম্নলিখিত রীতিগুলির মধ্যে যে কোন একটির পাঁচটি উদাহরণ

সহ সজ্ঞা লেখ।

$5+5 = 10$

(ক) স্বরভঙ্গ

(খ) অভিশ্রূতি

(গ) সমীভূতন

2. যে কোন দুটি অলঙ্কারের উদাহরণ সহ সংজ্ঞা লেখ।

5+5 = 10

(ক) উপমা

(খ) সমাসোভিত্ব

(গ) অনুপ্রাপ্তি

অথবা

অলঙ্কার নির্ণয় কর। (সংজ্ঞা সহ দুটি)

(ক) ঐ আসে ঐ অতি ভৈরব হরষে
জলসিঞ্চিত ক্ষিতি সৌরভরভসে
ঘন গৌরবে নবঘৌবনা বরষা।

(খ) পাইয়া চরণতরি তরি ভবে আশা।

(গ) চঞ্চল আলো আশার মতন
কাঁপিছে জলে

(ঘ) নামে সন্ধ্যা তন্দ্রালসা সোনার আঁচল খসা
হাতে দীপশিখা।

(ঙ) করিল ডিঙ্গি, সকলি বিঙ্গি মিথ্যা দেনার খতে।
আনাদরে আনা যায় কত আনারস।

3. যে কোন পাঁচটি বাগধারার অর্থ লিখে বাক্য রচনা কর।

10

একাই একশো, উভয় সঞ্চিট, অগস্ত্য যাত্রা, দু'নৌকায় পা,
রফা নিষ্পত্তি, অমাবস্যার চাঁদ,
অহিনকুল সম্পর্ক, আকাশ থেকে পড়া।

SECTION - B

4. শিরোনাম দিয়ে অনুচ্ছেদটির সারাংশ লেখ।

$2+8 = 10$

কেন যে ইংরেজি শিক্ষা সত্ত্বেও দেশে লোকশিক্ষার হ্রাস ছাড়া বৃদ্ধি হচ্ছে না, তার স্থূল কারণ বলি/শিক্ষিতে অশিক্ষিতে সমবেদনা নেই। শিক্ষিত, অশিক্ষিতের হৃদয় বোঝেনা। শিক্ষিত, অশিক্ষিতের প্রতি দৃষ্টিপাত করেনা। মরুক রামা লাঙ্গল চষে, আমার চিকেন কারি সুসিদ্ধ হলেই হল। রামা কীসে দিন যাপন করে, কী ভাবে, তার কী অসুখ, তার কী সুখ, তা আমি কেন ভাবব ? বিলাতের ফসেট্ সাহেব, এ দেশের স্যার অস্লি ইডেন, এঁরা আমার লেখা পড়ে কী বলবেন, আমার সেটুকুই ভাবনা। রামা চুলোয় যাক তাতে আমার কিছু এসে যায় না। রামার মনের ভিতর যা আছে, তা আমি কেন বুবৰ্ব ? রামা এবং রামার গুণ্ঠি - সেই গুণ্ঠি যদি নিরানববই শতাংশও হয়। আমরা কিন্তু তাদের মনের কথা বুবিনা। আমাদের যশ নিয়ে কী হবে ? সাহেবরা ভাল বললে কী হবে ? নিরানববই শতাংশের কানায় যে আকাশ ফেটে যাচ্ছে - দেশের লোক যে শিখলনা। বেশিরভাগ লোক যে শিক্ষিত হয়নি এখনও, একথা সুশিক্ষিত বোঝেন না। কিন্তু সুশিক্ষিত যা বোঝেন অশিক্ষিতকে ডেকে তা কিছু কিছু বোঝালেই লোক শিক্ষিত হয়। একথা দেশের সর্বত্র প্রচারিত হওয়া আবশ্যিক। কিন্তু সুশিক্ষিত অশিক্ষিতের সঙ্গে না মিশলে তা ঘটবে না। সুশিক্ষিতে - অশিক্ষিতে সমবেদনা চাই।

SECTION - C

5. স্কুলের হোস্টেলে তোমার খরচ বেড়ে যাওয়ার কারণগুলি জানিয়ে
তোমার বাবার কাছে টাকা চেয়ে একটি চিঠি লেখ।

$4+6 = 10$

অর্থবা

তোমার দেখা সাম্প্রতিক বাংলা বইমেলার বিবরণ দিয়ে
বন্ধুকে একটি চিঠি লেখ।

SECTION -D

গদ্যাংশ

6. সপ্তসঙ্গ ব্যাখ্যা লেখ ।

5

“শুধু শব্দ নয়, পিছনে অর্থ ও কষ্ট নহে”

অথবা

এখন ইংরেজি পণ্যশালার অনুগ্রহে যান্ত্রিকভাবেই অনেক কার্য নিঃশব্দে
সমাধা হইয়া উঠে।

7. আমি বুঝাইয়া বলিলাম যে “সামাজিক ধনবৃদ্ধি ব্যতীত সমাজের
উন্নতি নাই।”

$2+2+2+3 = 9$

- (ক) রচনাটির লেখক কে ? প্রবন্ধটি কোন্ গ্রন্থের অন্তর্গত ?
- (খ) বক্তা কে ? বক্তা কাকে একথা বুবিয়ে বলেছেন ?
- (গ) এই বক্তব্যের উত্তরে শ্রোতা কী জবাব দিল ?
- (ঘ) রচনাটির মূল ভাব লেখ ?

অথবা

“খাঁচাটার উন্নতি হইতেছে, কিন্তু পাখিটার খবর কেহ রাখেনা।”

- (ক) অংশটি কার লেখা এবং কোন্ রচনা থেকে নেওয়া হয়েছে ?
- (খ) কারা একথা বলেছে ?
- (গ) একথা বলার ফল কী হ'ল ?
- (ঘ) রচনাটির মূল বক্তব্য অতি সংক্ষেপে লেখ।

8. সকলেই যেন আত্মীয়-পরিজনবর্গের মধ্যে - যেন একটি বৃহৎ^১
একান্নবর্তী পরিবারের নানা অঙ্গ।

$2+4 = 6$

- (ক) কার লেখা এবং কোন রচনা থেকে নেওয়া হয়েছে ?

- (খ) প্রবন্ধের এই অংশে অন্তঃপুরে কুস্তিকার পত্নী, মালিনী প্রভৃতি
নারীদের গতিবিধি ও অন্তরের আদান প্রদানের যে বর্ণনা আছে,
তার বিবরণ দাও।

অথবা

“চোরের দণ্ড আছে, নির্দয়তার কি দণ্ড নাই ? দরিদ্রের আহার সংগ্রহের
দণ্ড আছে, ধনীর কার্পন্যের দণ্ড নাই কেন ?”

- (ক) রচনাটির লেখক কে ?
(খ) দরিদ্রের চোর হওয়ার কারণ স্বরূপ বক্তা এই রচনায় কী বলেছেন তা বুঝিয়ে লেখ।

পদ্যাংশ

9. সপ্তসঙ্গ ব্যাখ্যা কর :

5

তবু এ আশার নেশা ছুটিলনা ? এ কি দায় !

অথবা

শত শত সান্নাজ্যের ভগ্নশেষ ? পরে ওরা কাজ করে।

10. ওরা কাজ করে

$1+2+3 = 6$

দেশে দেশান্তরে,
অঙ্গ-বঙ্গ কলিঙ্গের সমুদ্র-নদীর ঘাটে
পঞ্জাবে, বোম্বাই - গুজরাটে

- (ক) কোন্ কবির, কোন্ কবিতার অংশ ?
(খ) ‘ওরা’ বলতে কাদের বোঝানো হয়েছে ?
(গ) উদ্ধৃত অংশটির তাৎপর্য বোঝাও ?

অথবা

এ বয়স কালো লক্ষ দীর্ঘশ্বাসে

এ বয়স কাপে বেদনায় থরো থরো

(ক) কোন কবির, কোন কবিতার অংশ ?

(খ) ‘কালো লক্ষ দীর্ঘশ্বাস’ বলতে কবি কী বলতে চেয়েছেন ?

(গ) ‘বেদনায় থরো থরো’ - এ কথার অর্থ কী ? বেদনার কারণ কী ?

11. নারিলি হরিতে মনি দংশিল কেবল ফণী।

4

এ বিষম বিষজ্ঞালা ভুলিবি, মন, কেমনে।

এই উক্তির আলোয় ‘আত্মবিলাপ’ কবিতাটির মূল ভাব অতি সংক্ষেপে লেখ।

অথবা

‘আঠারো বছর বয়স’ জীবনের কোন পর্বের প্রতীক ?

এ বয়সে মানুষ কী কী করতে পারে ? কবিতাটি অবলম্বনে তা লেখ।

12. “ও কিছু বলে না রে, বড় ভাল মানুষ। ওর নাম রহিম।”

2+3+5 = 10

(ক) উক্তিটি কার ? কাকে বলা হয়েছে ?

(খ) কোন প্রসঙ্গে এই উক্তি করা হয়েছে ?

(গ) বক্তব্য সংক্ষিপ্ত পরিচয় দাও।

অথবা

“তারপরে দু'জনেরই খেলা সাঙ্গ হলো।”

(ক) উক্তিটির কার ?

(খ) কোন দুজনের কথা বলা হয়েছে ?

(গ) এ দুজনের খেলা সাঙ্গ হওয়ার বর্ণনা দাও।

13. টীকা লেখ : (যে কোন একটি)

5

(ক) গৌরী তেওয়ারীর কন্যা

(খ) রাজলক্ষ্মী

(গ) মেজদা

MARKING SCHEME

SENIOR SCHOOL CERTIFICATE EXAMINATION : 2012

SUBJECT : BENGALI (105)

SERIES : SMA/1

CODE NO : 5/1

MAXIMUM MARKS : 100

॥ উত্তরপত্র মূল্যায়ন - সংক্রান্ত বিশেষ নির্দেশাবলি ॥

SECTION -A

1. উপস্থিত মূল্যায়ন প্রকল্পে (marking Scheme-এ) উত্তরসমূহের মানবিন্দু (Value Point)-গুলিই প্রস্তাবিত হয়েছে মাত্র। এই Value Point - গুলিকে পূর্ণসং উত্তর হিসাবে নয় - প্রত্যাশিত উত্তরের দিকদিশারি (Guide Lines) হিসাবেই গণ্য করতে হবে। পরীক্ষার্থী নিজের ভাষায় অর্থাৎ নিজের মত করে উত্তর দিতে পারে, এবং সেই উত্তর নিতান্ত ভুল না হলে যথোচিত নম্বর দিতে হবে।
2. মহামান্য সর্বোচ্চ আদালতের (Supreme Court-এর) আদেশ অনুসারে সংশ্লিষ্ট পরীক্ষার্থীরা এখন থেকে নির্দিষ্ট অর্থমূল্য (Fee) দিয়ে আবেদন করলে তাদের উত্তর পত্রের প্রতিলিপি (Photocopy) পাঠাতে হবে, এ-কারণে সমস্ত প্রধানপরীক্ষক/পরীক্ষককে পুনরায় অবগত করা হচ্ছে যে তাঁরা যেন উত্তর-পত্রের প্রতিটি উত্তর অব্যতিক্রমীরূপে Marking Scheme -প্রস্তাবিত Value Point অনুযায়ী মূল্যায়ন করা হচ্ছে - সে ব্যাপারে অবশ্য সুনিশ্চিত থাকেন।
3. সমস্ত প্রধানপরীক্ষক/পরীক্ষককে এও জানানো হচ্ছে যে, কোন উত্তর সম্পূর্ণ ভুল হলে মূল্যায়নের সময় সেই ভুল উত্তরের উপর (x) চিহ্ন অঙ্কিত করতে হবে এবং সেই উত্তরের জন্য যথাস্থানে '0' (শূন্য) নম্বর চিহ্নিত করতে হবে।

SENIOR SCHOOL CERTIFICATE EXAMINATION - 2012

MARKING SCHEME (FINAL VERSION)

SUBJECT : BENGALI (105) CLASS : XII

QUESTION PAPER SET : SERIES : SMA /1 CODE NO : 5/1

Q. NO.	EXPECTED ANSWERS / VALUE POINTS	DISTRIBUTION OF MARKS
1.	ধ্বনিতত্ত্বের রীতি : যে কোনো একটির সংজ্ঞা এবং তার পাঁচটি উদাহরণ। (ক) স্বরভঙ্গি (খ) অভিশ্রূতি (গ) সমীভূতন i. সংজ্ঞার জন্য মোট 5 নম্বর।	5+5 = 10

মূল সংজ্ঞাটুকু ঠিক লিখলেই 4 নম্বর (যেমন : যুক্ত ব্যঞ্জনের মধ্যে যদি একটি স্বরধ্বনির আগম ঘটে, তখন তাকে স্বরভঙ্গি বলে) দিতে হবে।

সংজ্ঞার সঙ্গে একটি উদাহরণ বিশ্লেষণ করলে

অথবা

সংশ্লিষ্ট রীতির বিভিন্ন প্রকার (যেমন, স্বরভঙ্গি : শব্দের গোড়ায়, শব্দের মধ্যে এবং শব্দের শেষে উল্লেখ করলে,)।

অথবা

রীতিটি কোথায় কোথায় লক্ষ করা যায়,

(যেমন : স্বরভঙ্গি : গ্রাম্য অশিক্ষিত উচ্চারণে, ছন্দের প্রয়োজনে, কবিতার ভাষায়) জানালে আরো 1 নম্বর দিয়ে পুরো 5 নম্বরই দিতে হবে।

‘অভিশ্রূতি’র ক্ষেত্রেও শুধু সংজ্ঞার জন্য 4 নম্বর। এর সঙ্গে একটি উদাহরণ ব্যাখ্যা করলে অথবা ‘অভুশ্রূতি’ যে কোনো একটি মাত্র পরিবর্তন নয় - অপিনিহিতি, স্বরলোপ এবং

স্বরসঙ্গতির যোগফল এবং/অথবা পশ্চিমবঙ্গের কথ্য বাংলায় এটি বিশেষভাবে লক্ষ করা যায় - তা জানালে পুরো 5 নম্বরই দিতে হবে।

- ii. 5 টি সঠিক উদাহরণের জন্য 5 নম্বর (প্রতিটি উদাহরণ 1 নম্বর)

উদাহরণ হিসেবে কেবল সংশ্লিষ্ট রীতি-প্রভাবিত শব্দটি উল্লেখ করলে 0.5 নম্বর (যেমন, সমীভূত- পদ, অভিশ্রূতি - রেখে, স্বরভঙ্গি মরদ)।

কিন্তু উৎস শব্দটিকে পাশে রেখে উদাহরণ দিলে অর্থাৎ উচ্চারণ পরিবর্তনের স্তর নির্দেশের চেষ্টা করলে প্রতিটি উদাহরণ পুরো 1 নম্বর করেই পাবে (যেমন, সমীভূত- পদ→পদ, অভিশ্রূতি→রাখিয়া →রেখে, স্বরভঙ্গি মর্দ→মরদ)।

Q.	EXPECTED ANSWERS / VALUE POINTS	DISTRIBUTION OF MARKS
2.	'যে কোন দুটি অলঙ্কারের উদাহরণসহ সংজ্ঞা লেখ'। (অথবা যুক্ত প্রশ্ন) (ক) উপমা (খ) সমাসোভিতি (গ) অনুপ্রাস	5+5 = 10

প্রতিটি অলঙ্কারের উদাহরণসহ সংজ্ঞার জন্য 5 নম্বর করে মোট 10 নম্বর।

- i. প্রতিটি সংজ্ঞার জন্য 3 নম্বর। প্রতিটি উদাহরণের জন্য 1.5 নম্বর। এবং সংজ্ঞার সঙ্গে উদাহরণটির সম্পর্ক প্রতিষ্ঠার জন্য 0.5 নম্বর।

OR

- অলঙ্কার নির্ণয় : সংজ্ঞা সহ, দুটি।
- ii. মূল অলঙ্কারের নামটুকু উল্লেখ করতে পারলেই 2 নম্বর। (যেমন ক. অনুপ্রাস অলঙ্কার/ খ. যমক অলঙ্কার/ গ. উপমা অলঙ্কার/ ঘ. সমাসোভিতি/ �ঙ. অনুপ্রাস/ চ. যমক অলঙ্কার)

নির্দিষ্টতর নাম উল্লেখ করতে পারলে 2.5 নম্বর। (যেমন ক. বৃত্যনপ্রাস/ খ. মধ্য যমক/ গ. পূর্ণোপমা/ ঘ. সমাসোভিতি (এর কোনো নির্দিষ্টতর নাম নেই)/ ঙ. ছেকানুপ্রাস/ চ. আদ্য যমক

নির্ণীত অলঙ্কারটি ব্যাখ্যা বা বিশ্লেষণ করে প্রতিষ্ঠা করতে পারার জন্য থাকবে 2.5 নম্বর।

সমধিক প্রত্যাশিত নামের বদলে পরীক্ষার্থী যদি অন্য অলঙ্কারের নাম নির্দেশ করে এবং অবশ্যই সেটিকে প্রতিষ্ঠিত করতে পারে - তা হলেও পুরো নম্বর দেবার চেষ্টা করতে হবে।
যেমন : ক. বৃত্যনপ্রাস (ঐ এবং ও ধ্বনির) অথবা ছেকানুপ্রাস ('রভ' 'রভ') অথবা অন্ত্যানুপ্রাস (হরযে, রভসে), খ. যমক অথবা ছেকানুপ্রাস (তরি, তরি)।

3. বাগ্ধারার অর্থ উল্লেখ করে বাক্য রচনা : পাঁচটি। 2+5 = 7
1. অর্থ উল্লেখসহ প্রতিটি সার্থক বাক্য রচনার জন্য 2 নম্বর।

Q. NO.	EXPECTED ANSWERS/ VALUE POINTS	DISTRIBUTION OF MARKS
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SECTION -B

অর্থ ঠিক, অথচ বাক্য ভুল 1 নম্বর।

অর্থ ভুল, অথচ বাক্য ঠিক 1.5 নম্বর।

অর্থ ঠিক, বাক্যটিও ঠিক কিন্তু স্বয়ংসম্পূর্ণ নয় (যেমন : আমি আকাশ থেকে পড়লাম বা
সে একজন অমাবস্যার চাঁদ) 2 নম্বর।

অর্থও উল্লেখ করে নি, আবার বাক্যটিও স্বয়ংসম্পূর্ণ নয়, তাহলে 1 নম্বর দিতে হবে।

4. শিরোনাম দিয়ে প্রদত্ত অনুচ্ছেদের সারাংশ $2+8 = 10$

i. শিরোনামের জন্য 2 নম্বর।

শিরোনাম খুব উপযুক্ত না হলে অর্থাৎ শিরোনাম বিষয় বস্তুর
কাছাকাছির মধ্যে থাকলে 1.5 নম্বর।

সারাংশের জন্য 8 নম্বর

অনুচ্ছেদটির সামগ্রিক অর্থবোধ হয়েছে বুঝলেই অন্তত 5 নম্বর।

সর্বাধিক 8 নম্বরও দেওয়া যেতে পারে।

অনুচ্ছেদ থেকে ছবছ পংক্তি তুলে তুলে সারাংশ নির্মাণ করার চেয়ে পরীক্ষার্থীর নিজের
ভাষায় লেখা সারাংশকে বেশি মূল্য দিতে হবে।

**Q.
NO.**

**EXPECTED ANSWERS /
VALUE POINTS
SECTION -C**

**DISTRIBUTION OF
MARKS**

5. পত্র লিখন : ব্যক্তিগত : বাবাকে অথবা বন্ধুকে। $4+6 = 10$
- i. অবয়র সংস্থান format বা -এর জন্য চার নম্বর। format-এ থাকবে তারিখ, স্থাননাম, সম্মোধন, সমাপ্তি-সূচক পদ বা পদগুচ্ছ। এগুলির প্রতিটির জন্য 0.5 করে মোট 2 নম্বর।
পত্রের শেষে স্বতন্ত্রভাবে প্রেরক ও প্রাপকের নাম সহ পুরো ঠিকানার জন্য থাকবে 2 নম্বর।
পত্রের শুরুতে এবং শেষে প্রাপকের নাম ঠিকানা থাকলেও ওই 2 নম্বর দেওয়া হবে।
প্রেরক ও প্রাপকের মধ্যে কেবল এক পক্ষের নাম ঠিকানা থাকলে 2 -এর মধ্যে 1 নম্বরই দেওয়া যাবে।
format বিচারে ডান দিক - বাঁ দিক দেখার প্রয়োজন নেই।
- ii. মূল পত্রের জন্য 6 নম্বর
বক্তব্য ঠিক থাকলে অন্তত তিন নম্বর।
এর উপর গুচ্ছিয়ে লেখার দক্ষতা, ব্যক্তিগত পত্রের বিশিষ্ট সুর প্রকাশ পেলে পুরো 6 নম্বরও দেওয়া যাবে।

**Q.
NO.**

**EXPECTED ANSWERS /
VALUE POINTS**

**DISTRIBUTION OF
MARKS**

SECTION -D

গদ্যাংশ

6. সপ্রসঙ্গ ব্যাখ্যা : (অথবা যুক্তি প্রশ্ন)

5

‘শুধু শব্দ নয়, পিছনে অর্থও কম নহে’।

অথবা

‘এখন ইংরেজি পণ্যশালার..... হইয়া উঠে’

- i. সূত্র (প্রথমটির রবীন্দ্রনাথ ঠাকুরের ‘তোতা কাহিনী’ এবং দ্বিতীয়টির বলেন্দ্রনাথ ঠাকুরের ‘শুভ উৎসব’) নির্ভুল হলেই 1 নম্বর।
- ii. প্রসঙ্গ উল্লেখ মাত্র করলেই 1 নম্বর।
- iii. ব্যাখ্যার জন্য 3 নম্বর

ব্যাখ্যা অংশের জন্য ন্যূনতম 1 এবং বিশ্লেষনগুণ অনুযায়ী সর্বাধিক 3 পর্যন্ত দেওয়া যাবে।

ব্যাখ্যা অংশটি তেমন ভালো হয় নি, কিন্তু সূত্র-প্রসঙ্গ- ব্যাখ্যা তিনটি স্বতন্ত্র অনুচ্ছেদে গুচ্ছিয়ে লেখা - হয়েছে তাহলেও পুরো 5 নম্বর দেওয়া যেতে পারে।

7. ‘বিড়াল থেকে উদ্ধৃতি - ভিত্তিক প্রশ্ন’

$2+2+2+3 = 9$

অথবা

‘তোতা কাহিনী’ থেকে উদ্ধৃতি - ভিত্তিক প্রশ্ন

- (ক) লেখক ও প্রবন্ধের নাম (বঙ্কিমচন্দ্র চট্টোপাধ্যায়; বিড়াল) লিখলে $1+1= 2$ নম্বর।
- (খ) বক্তা (কমলাকান্ত) বিড়ালকে একথা বুঝিয়ে বলেছেন লিখলে $1+1= 2$ নম্বর।

Q. NO.	EXPECTED ANSWERS / VALUE POINTS	DISTRIBUTION OF MARKS
(গ)	এই বক্তব্যের উত্তরে শ্রোতা বিড়াল বলেছিল, “আমি যদি খাইতে না পাইলাম, তবে সমাজের উন্নতি লইয়া কী করিব?” কথাটা নিজের ভাষায় লিখলেই 2 নম্বর।	
(ঘ)	রচনাটির মূল ভাব লেখার জন্য 3 নম্বর। আমাদের সমাজে অর্থনৈতিক বৈষম্য, ধন-বৈষম্য বা অসম ধন-কণ্ঠনই যে সবচেয়ে বড় সমস্যা, এর থেকেই অন্যান্য সমস্যার উৎপত্তি - সে কথাটা যে কোনো ভাবে লিখতে পারলেই পুরো 3 নম্বর দেওয়া যাবে।	

OR

- (ক) রবীন্দ্রনাথের লেখা ‘তোতা কাহিনী’ থেকে নেওয়া হয়েছে। $1+1 = 2$ নম্বর।
- (খ) রাজার রাজ্যের নিন্দুকেরা একথা বলেছে। 2 নম্বর
- (গ) বাজা নিন্দুকের কথা সত্য কি না তা তাঁর ভাগ্নেকে ডেকেই জিজ্ঞেস করলেন। ভাগ্নে জানাল, কথাটি মিথ্যে। আর তাই বিশ্বাস করলেন।
- (ঘ) রচনাটির মূল বক্তব্য : সমাজে প্রচলিত শিক্ষাব্যবস্থা অবাস্তব, অস্বাভাবিক, শুষ্ক, প্রানহীন। এর চাপে ক্লিষ্ট শিক্ষার্থীরা। এর পরিণতি তাদের আত্মার মৃত্যু। মূলকথাগুলি যে কোনো ভাবে লিখলেই পুরো 3 নম্বর দেওয়া যাবে।

8. ‘শুভ উৎসব’ থেকে উদ্ধৃতি-ভিত্তিক প্রশ্ন $2+4 = 6$
- (ক) বলেন্দ্রনাথ ঠাকুরের ‘শুভ উৎসব’ রচনা থেকে উদ্ধৃত জানালে $1+1= 2$ নম্বর।
- (খ) উৎসব গৃহের অন্তঃপুরে সকল স্তরের নারীর অবাধ গতি-বিধির বর্ণনা। 4 নম্বর। পুরো নম্বর দেওয়ার চেষ্টা থাকবে।

OR

‘বিড়াল’ থেকে উদ্ধৃতি ভিত্তিক প্রশ্ন

- (ক) শুধু লেখকের নাম (বঙ্গিমচন্দ্র চট্টোপাধ্যায়) লিখলেই 2 নম্বর।
- (খ) দরিদ্রের চোর হওয়ার কারণ : ধনের অসম বন্টন, ধনী ও দরিদ্র শ্রেণীর মধ্যে বিশাল পার্থক্য, ক্ষুধা। চার নম্বর। পুরো দেওয়া যাবে।

Q. NO.	EXPECTED ANSWERS / VALUE POINTS	DISTRIBUTION OF MARKS
পদ্যাংশ		

9. সপ্রসঙ্গ ব্যাখ্যা : 5

“তবু এ আশার নেশা দায়”

- i. সূত্র (মধুসূদন দত্তের ‘আত্মবিলাপ’): 1 নম্বর
- ii. প্রসঙ্গ (Context)-এর জন্য 1 নম্বর।
- iii. ব্যাখ্যার জন্য 3 নম্বর। খুব এলোমেলো ব্যাখ্যা হলেও অন্তত 1 নম্বর পাবে। ভালোর মাত্রা অনুযায়ী 2 থেকে 3 নম্বর পর্যন্ত দিতে হবে।

OR

‘শত শত সান্নাজ্যের ওরা কাজ করে।’

- i. সূত্র : রবীন্দ্রনাথ ঠাকুরের ‘ওরা কাজ করে’
- ii. উল্লিখিত নীতি অনুযায়ী নম্বর দেওয়া হবে।

10. কবিতার (‘ওরা কাজ করে’) উদ্ধৃতি ধরে প্রশ্ন। 1+2+3 = 6

(ক) কবি ও কবিতার নাম ঠিক লিখলে $0.5+0.5= 1$ নম্বর।

(খ) ‘ওরা’ বলতে সমাজের সংখ্যাগুরু শ্রমজীবী, উৎপাদনশীল মানবসম্পদায়কে বোঝানো হয়েছে। 2 নম্বর।

(গ) উদ্ধৃত অংশের তাৎপর্য : শ্রমজীবী মানুষরা ছড়িয়ে আছে সর্বত্র, স্থান-কালের গণ্ডীতে বাঁধা নেই তাদের কর্মস্পন্দন। ঠিক তাৎপর্যটি ধরতে পারলে পুরো 3 নম্বর দেওয়া যাবে।

OR

‘এ বয়স কালো..... বেদনায় থরো থরো’।

(ক) সুকান্ত ভট্টাচার্যের ‘আঠারো বছর বয়স’। 1 নম্বর।

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- (খ) ‘কালো লক্ষ দীর্ঘশ্বাস’ বলতে কবি বৌঝাতে চান যৌবনের অতল অত্মপ্রতি, নিকষ হতাশাকে। আদর্শকে না পাওয়ার, স্বপ্ন আর বাস্তবের আদিগন্ত ব্যবধানকে অনুভব করার দৃঃখকে। এর কিছুমাত্র ইঙ্গিত থাকলেই পুরো 2 নম্বর।
- (গ) ‘বেদনায় থরো থরো’-এর অর্থ, প্রথর অনুভবময়তায় কম্পমান বা স্পন্দনশীল, বেদনার কারণ আদর্শ সমাজ বা রাষ্ট্রের স্বপ্ন আর বর্তমান ক্ষয়িক্ষু সমাজের বাস্তবতার সংঘর্ষ। উত্তর কিছুমাত্র কাঞ্চিত দিশায় চললে পুরো 3 নম্বর।

11. উদ্ধৃত পংক্তির আলোয় ‘আত্মবিলাপ’ কবিতার মূল ভাব অতি 4

সংক্ষেপে লিখতে হবে। যৌবনের আবিমৃশ্যকবিতার, আশার স্বরূপ যে কোনো ভাবে প্রকাশ করলে পুরো চার নম্বর দেওয়া হবে।

OR

‘আঠারো বছর বয়স’ জীবনের যৌবন পর্বের প্রতীক। 1 নম্বর

এ বয়সে মানুষ কী কী করতে পারে, অর্থাৎ যৌবনের স্বভাব-ধর্ম উল্লেখ করতে হবে। যে কোনো তিনটির উল্লেখ করলেই পুরো 3 নম্বর দিতে হবে।

12. ‘শ্রীকান্ত’ থেকে উদ্ধৃতি ধরে প্রশ্ন 2+3+5 = 10

ক) উক্তিটি ইন্দ্রনাথের। শ্রীকান্তকে বলা হয়েছে। $1+1=2$ নম্বর।

(খ) উক্তিটির প্রসঙ্গ উল্লেখ। ইন্দ্রনাথ যখন প্রথম শ্রীকান্তকে নিয়ে অনন্দাদিদির পর্ণকুটীরে প্রবেশ করল, তখন শ্রীকান্ত সেই জঙ্গল ঘেরা উঠোনে একটি অজগর দেখে ভয় পেয়েছে দেখে ইন্দ্রনাথ খিলখিল করে হেসে জানিয়েছিল যে অজগরটি নাম রহিম এবং সে খুব ভালো মানুষ। - 3 নম্বর

(গ) বক্তা অর্থাৎ ইন্দ্রনাথের সংক্ষিপ্ত পরিচয়। যেমনই লিখুক, ঠিক কথা বললেই অন্তত চার নম্বর দেওয়ার চেষ্টা করতে হবে।

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OR

- (ক) উক্তিটি অনন্দা দিদির। 2 নম্বর।
- (খ) অনন্দাদিদির স্বামী শাহজী এবং তার পোষা গোখরো সাপ - এই দুজনের কথা বলা হয়েছে।
 $1.5+1.5= 3$ নম্বর।
- (গ) শাহজী মত অবস্থায় গোখরো সাপটিকে চুম্বন করে এবং সেই সুযোগে সাপটি শাহজীকে দংশন করে। শাহজী বোঝে যে সে নিজের বিপদ নিজেই ডেকে এনেছে। তখন সে সাপের মাথাটিকে পা দিয়ে চেপে হাত দিয়ে টেনে টেনে লস্বা করে ফেলে। এই ভাবে দুজনেরই মৃত্যু হয়। ঠিক লিখলে পুরো 5 নম্বর দিতে হবে।

বিশেষ দ্রষ্টব্য :

শ্রীকান্ত উপন্যাস থেকে উল্লিখিত অথবা-যুক্ত দুটি প্রশ্নই (12 নং প্রশ্ন) শিক্ষার্থীদের পক্ষে বিশেষ অসুবিধাজনক মনে হবে -এ ব্যাপারে marking scheme meeting-এ উপস্থিত বিষয় বিশেষজ্ঞের একমত। বৃহৎ একটি উপন্যাসের মধ্য থেকে অপেক্ষাকৃত অপ্রধান একটি অংশ ধরে সম্পূর্ণ 10 নম্বরের প্রশ্ন না করলে শিক্ষার্থীদের প্রতি সুবিচার করা হতো। তদুপরি অথবা যুক্ত দুটি প্রশ্নই হয়েছে এক বিশেষ অংশ থেকে দুটি প্রশ্নই হয়েছে শাহজী ও সাপ সংক্রান্ত। এখানে ‘অথবা’-র মর্যাদা ক্ষুণ্ণ হয়েছে। একথা মনে রেখে পরীক্ষকগণ সহজে সঙ্গে পরীক্ষার্থীদের ক্ষতিপূরণ করার যথাসম্ভব চেষ্টা করবেন।

13. শ্রীকান্ত উপন্যাস থেকে টীকা (চরিত্র পরিচয়)। একটি।

5

পূর্ববর্তী প্রশ্নের অসুবিধের কথা মনে রেখে এখানে টীকা মোটামুটি ঠিক থাকলে পুরো 5 নম্বরই দেওয়ার চেষ্টা করা উচিত।

Roll No.

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Candidates must write the code on the title page of the answer-book.

- Please check that this question paper contains 7 printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 13 questions.
- **Please write down the serial number of the question before attempting it.**
- 15 Minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m From 10.15 a.m to 10.30 a.m, the students will read question paper only and will not write any answer on the answer script during this period.

BENGALI

বাংলা

Time allowed : 3 Hours

Maximum Marks : 100

সময় : ৩ ঘণ্টা

সর্বমোট অঙ্ক : 100

SECTION - A

1. ধ্বনিতত্ত্বের নিম্নলিখিত রীতিগুলির মধ্যে যে কোন একটির পাঁচটি

উদাহরণ সহ সজ্ঞা লেখ।

$5+5 = 10$

(ক) সমীভৱন

(খ) অপিনিহিতি

(গ) স্বরসংগতি

2. যে কোন দুটি অলঙ্কারের উদাহরণ সহ সংজ্ঞা লেখ।

5+5 = 10

(ক) অনুপ্রাস

(খ) শ্লেষ

(গ) ঘমক

অথবা

অলঙ্কার নির্ণয় কর। (সংজ্ঞা সহ দুটি)

(ক) কাজলের মত কালো কুস্তল পড়েছে ঝুলে।

(খ) তটিনী চলেছে অভিসারে।

(গ) অতি বড় বৃদ্ধ পতি সিদ্ধিতে নিপুণ।

(ঘ) চঞ্চল আলোক আশার মতন কাঁপিছে জলে।

(ঙ) লঙ্কার পক্ষজ রবি গেলা অন্তাচলে।

(চ) কেতকী কেশরে কেশপাশ কর সুরভি।

3. যে কোন পাঁচটি বাগধারার অর্থ লিখে বাক্য রচনা কর।

10

অরণ্যে রোদন, কলুর বলদ, আকাশ কুসুম, মামাবাড়ীর আব্দার,

ঘোড়ার ডিম, অঙ্গের যষ্টি, ইঁচড়ে পাকা, অঙ্গকারে টিল ছোড়া।

SECTION - B

শিরোনাম দিয়ে অনুচ্ছেদটির সারাংশ লেখ।

2+8 = 10

বিষয় অনুসারেই রচনার ভাষার গুণ নির্ধারিত হওয়া উচিত। রচনার প্রধান গুণ এবং প্রথম প্রয়োজন সরলতা এবং স্পষ্টতা, যে রচনা সকলেই বুঝতে পারে এবং পড়িবামাত্র তাহার অর্থ বুঝা যায়, অর্থগৌরব থাকিলে তাহাই সর্বোৎকৃষ্ট রচনা। তাহার পর ভাষার সৌন্দর্য। অনেক রচনার মুখ্য উদ্দেশ্য সৌন্দর্য, সে স্থলে সৌন্দর্যের অনুরোধে শব্দের একটু অসাধারণত্ব সহ্য করিতে হয়। প্রথমে দেখিবে তুমি যাহা বলিতে চাও, কোন ভাষায় তাহা সর্বাপেক্ষা পরিষ্কার রূপে ব্যক্ত হয়। যদি সরল প্রচলিত কথাবার্তার ভাষায় তাহা সর্বাপেক্ষা সুস্পষ্ট ও সুন্দর হয়, তবে কেন উচ্চ ভাষার আশ্রয় লইবে ? যদি দৈনন্দিন কথাবার্তার ভাষায় কার্য সুসিদ্ধ হয়, তবে তাহাই ব্যবহার করিবে। যদি সংকৃতবহুল পোশাকী ভাষায় ও ভাবে অধিক স্পষ্টতা ও সৌন্দর্য হয়, তবে সাধারণ ভাষা ছাড়িয়া সেই ভাষার আশ্রয় লইবে। যদি তাহাতেও কার্যসিদ্ধি না হয়, আরো উপরে উঠিবে, প্রয়োজন হইলে তাহাতে আপত্তি নাই, অপ্রয়োজনেই আপত্তি।

SECTION - C

তোমার একটি ব্যক্তিগত কম্প্যুটারের প্রয়োজনীয়তা জানিয়ে মায়ের
কাছে টাকা চেয়ে একটি চিঠি লেখ।

4+6 = 10

অথবা

ঈদ, দুর্গাপূজা/বড়দিন-এর (যে কোন একটি) উৎসবে যোগ দেবার
আমন্ত্রণ জানিয়ে বাংলা দেশের বন্ধুকে একটি চিঠি লেখ।

SECTION - D

গদ্যাংশ

6. সপ্রসঙ্গ ব্যাখ্যা লেখ।

5

“প্রশ্নটা এই, উক্ত জীবের অবিদ্যার কারণ কী ?”

অথবা

আমাদের উৎসবে এই অন্তরেরই প্রথম প্রতিষ্ঠা।

7. মহারাজ, পাখিটার শিক্ষা পুরা হইয়াছে -

$2+2+2+3 = 9$

- (ক) কোন্ রচনায় কে একথা বলেছে ?
- (খ) কোন্ প্রসঙ্গে বলা হয়েছে ?
- (গ) কি করে বোঝা গেল যে পাখিটার শিক্ষা পুরো হয়েছে।
- (ঘ) এই রচনায় লেখক আসলে কী বলতে চাইছেন।

অথবা

বিজ্ঞ লোকের মত এই যে যখন বিচারে পরাস্ত হইবে তখনই গন্তীর
ভাবে উপদেশ প্রদান করিবে।

- (ক) রচনাটির লেখক কে ? প্রবন্ধটি কোন গ্রন্থের অন্তর্গত ?
- (খ) বক্তা কে ? কোন প্রসঙ্গে সে এই উক্তি করেছে ?
- (গ) গন্তীর উপদেশটি কি ?
- (ঘ) উপদেশের ফল কী হয় ?

8. সকলেরই নিজ নিজ মর্যাদা অনুসারে উৎসবাঙ্গে স্থান নির্দিষ্ট ছিল - $2+4 = 6$
 কাহাকেও বাদ দিলে চলিত না।
 (ক) কার লেখা এবং কোন প্রবন্ধ থেকে নেওয়া হয়েছে ?
 (খ) লেখক কোন প্রসঙ্গে কেন একথা বলেছেন তা বুঝিয়ে লেখ।

অথবা

তেল মাথায় তেল দেওয়া মনুষ্য জাতির রোগ - দরিদ্রের ক্ষুধা কেহ বোঝেনা।

- (ক) কার লেখা এবং কোন প্রবন্ধ থেকে নেওয়া হয়েছে ?
 (খ) এ উক্তিটির প্রসঙ্গে লেখকের বক্তব্যের বিবরণ দাও।

পদ্যাংশ

9. সপ্তসঙ্গ ব্যাখ্যা কর। 5
 জীবন-প্রবাহ বহি কালসিঞ্চু পানে যায়,
 ফিরাব কেমনে ?

অথবা

ওরা কাজ করে
 নগরে প্রান্তরে।

10. ওরা চিরকাল $1+2+3 = 6$
 টানে দাঁড়, ধরে থাকে হাল
 ওরা মাঠে মাঠে
 বীজ বোনে, পাকা ধান কাটে।
 (ক) কোন কবিতার অংশ ?
 (খ) ‘ওরা’ কারা ?
 (গ) উদ্ভৃত অংশটির তাৎপর্য বোঝাও। অথবা
 ‘আঠারো বছর বয়স’ কবিতায় কবি আঠারোর জয়ধ্বনি কেন করেছেন, তা সংক্ষেপে লেখ।

11. ‘আত্মবিলাপ’ কবিতাটিকে কি ধরণের কবিতা বলা যায় ?

কবিতাটিতে কোন সাবধান-বাণী উচ্চারিত ?

4

অথবা

এ বয়সে কেউ মাথা নোয়াবার নয় -

আঠারো বছর বয়স জানে না কাঁদা।

- পংক্তি দুটির অর্থ বিস্তৃত ভাবে লেখ।

12. ‘শ্রীকান্ত’ উপন্যাসটি অবলম্বনে,

$2+3+5 = 10$

(ক) অনন্দাদিদির স্বামীর পরিচয় দাও।

(খ) অনন্দাদিদি সাপুড়ের সাথে ঘর ছাড়েন কেন ?

(গ) শ্রীকান্তের জীবনে অনন্দাদিদির প্রভাব দেখাও।

অথবা

‘আরে এযে ঘড়া ! ঘড়ার আবার জাত কী ?’

(ক) উক্তিটি কার ? কাকে বলা হয়েছে ?

(খ) কোথায়, কখন উক্তিটি করা হয়েছে।

(গ) বক্তার সংক্ষিপ্ত পরিচয় দাও।

13. টীকা লেখ। (যে কোনও একটি)

5

(ক) নতুনদা

(খ) গৌরী তেওয়ারীর কন্যা

(গ) মেজদা

MARKING SCHEME

SENIOR SCHOOL CERTIFICATE EXAMINATION : 2012

CLASS - XII

SUBJECT : BENGALI (105)

SERIES : SMA

CODE NO : 5

MAXIMUM MARKS : 100

॥ উত্তরপত্র মূল্যায়ন - সংক্রান্ত বিশেষ নির্দেশাবলি ॥

SECTION - A

1. উপস্থিত মূল্যায়ন প্রকল্পে (marking Scheme-এ) উত্তরসমূহের মানবিন্দু (Value Point)-গুলিই প্রস্তাবিত হয়েছে মাত্র। এই Value Point - গুলিকে পূর্ণাঙ্গ উত্তর হিসাবে নয় - প্রত্যাশিত উত্তরের দিকদিশারি (Guide Lines) হিসাবেই গণ্য করতে হবে। পরীক্ষার্থী নিজের ভাষায় অর্থাৎ নিজের মত করে উত্তর দিতে পারে, এবং সেই উত্তর নিতান্ত ভুল না হলে যথোচিত নম্বর দিতে হবে।
2. মহামান্য সর্বোচ্চ আদালতের (Supreme Court-এর) আদেশ অনুসারে সংশ্লিষ্ট পরীক্ষার্থীরা এখন থেকে নির্দিষ্ট অর্থমূল্য (Fee) দিয়ে আবেদন করলে তাদের উত্তর-পত্রের প্রতিলিপি (Photocopy) পাঠাতে হবে, এ-কারণে সমস্ত প্রধান পরীক্ষক/পরীক্ষককে পুনরায় অবগত করা হচ্ছে যে তাঁরা যেন উত্তর-পত্রের প্রতিটি উত্তর অব্যতিক্রমীরূপে Marking Scheme -প্রস্তাবিত Value Point অনুযায়ী মূল্যায়ন করা হচ্ছে - সে ব্যাপারে অবশ্য সুনিশ্চিত থাকেন।
3. সমস্ত প্রধান পরীক্ষক/পরীক্ষককে এও জানানো হচ্ছে যে, কোন উত্তর সম্পূর্ণ ভুল হলে মূল্যায়নের সময় সেই ভুল উত্তরের উপর (X) চিহ্ন অঙ্কিত করতে হবে এবং সেই উত্তরের জন্য যথাস্থানে '0' (শূন্য) নম্বর চিহ্নিত করতে হবে।

SENIOR SCHOOL CERTIFICATE EXAMINATION - 2012

MARKING SCHEME (FINAL VERSION)

SUBJECT : BENGALI (105) CLASS - XII

QUESTION PAPER SET : SERIES : SMA / CODE NO : 5

Q. NO.	EXPECTED ANSWERS/ VALUE POINTS	DISTRIBUTION OF MARKS
1.	ধ্বনিতত্ত্বের রীতি : যে কোনো একটির সংজ্ঞা এবং তার পাঁচটি উদাহরণ।	$5+5 = 10$
	(ক) সমীভূত (খ) অপিনিহিতি (গ) স্বরসংগতি	
i.	সংজ্ঞার জন্য মোট 5 নম্বর। মূল সংজ্ঞা ঠিক লিখলেই চার নম্বর। (যেমন, পাশাপাশি ভিন্ন বর্গের দুটি ব্যঞ্জন যথন এক বা একই বর্গের ব্যঞ্জন হয়ে যায় - তখন সমীভূত হয়) সংজ্ঞার সঙ্গে একটি উদাহরণ বিশ্লেষণ করলে অথবা সংশ্লিষ্ট রীতির বিভিন্ন প্রকার (যেমন : সমীভূত : প্রগত, পরাগত, অন্যোন্য/ অপিনিহিতি : 'ই' ধ্বনির এবং 'উ' ধ্বনির) উল্লেখ করলে অথবা রীতিটি কোথায় কোথায় লক্ষ করা যায় (যেমন, অপিনিহিতি - পূর্ব ও দক্ষিণবঙ্গের মানুষদের মুখের ভাষায়/ সমীভূত উচ্চারণের সুবিধার জন্য সাধারণ ভাবে মুখের ভাষায়) জানালে আরো 1 নম্বর দিয়ে পুরো 5 নম্বরই দিতে হবে।	

Q. NO.	EXPECTED ANSWERS / VALUE POINTS	DISTRIBUTION OF MARKS
ii.	5 টি সঠিক উদাহরণের জন্য 5 নম্বর (প্রতিটি 1 নম্বর)	
	উদাহরণ হিসেবে কেবল সংশ্লিষ্ট রীতি-প্রভাবিত শব্দটি উল্লেখ করলে 0.5 নম্বর (যেমন, সমীভূত- পদ/অপিনিহিতি-আইজ/স্বরসঙ্গতি - জুতো)।	
	কিন্তু উৎস শব্দটিকে পাশে রেখে উদাহরণ দিলে অর্থাৎ ধ্বনি পরিবর্তনের স্তর নির্দেশের চেষ্টা করলে প্রতিটি উদাহরণ পুরো 1 নম্বর করেই পাবে। (যেমন : পদ্ম- পদ/ আজি - আইজ/ জুতা - জুতো।	
2.	'যে কোন দুটি অলঙ্কারের উদাহরণসহ সংজ্ঞা লেখ'। (অথবা যুক্তি প্রশ্ন)	$5+5 = 10$
	(ক) অনুপ্রাস	
	(খ) শ্লেষ	
	(গ) যমক	
i.	প্রতিটি অলঙ্কারের উদাহরণ সহ সংজ্ঞার জন্য 5 নম্বর করে মোট 10 নম্বর। প্রতিটি সংজ্ঞার জন্য 3 নম্বর। প্রতিটি উদাহরণের জন্য 1.5 নম্বর এবং সংজ্ঞার সঙ্গে উদাহরণটিকে সম্পর্কিত করার জন্য 0.5 নম্বর। OR অলঙ্কার নির্ণয় : সংজ্ঞা সহ দু'টি	
i.	মূল অলঙ্কারের নামটুকু উল্লেখ করলেই 2 নম্বর। (যেমন : (ক) উপমা অলঙ্কার) নির্দিষ্টতর নাম উল্লেখ করলে 2.5 নম্বর (যেমন : (ক) পূর্ণোপমা / (খ) সমাসোভি / (গ) ছেকানু প্রাস)	
ii.	নির্ণীত অলঙ্কারটি বিশ্লেষণ করে প্রতিষ্ঠা করতে পারার জন্য 2.5 নম্বর। সমাধিক প্রত্যাশিত নামের বদলে পরীক্ষার্থী যদি অন্য অলঙ্কারের নাম নির্দেশ করে এবং সোটিকে অবশ্য প্রতিষ্ঠিত করতে পারে - তা হলেও পুরো নম্বর দেবার চেষ্টা করতে হবে। (যেমন, (ক) 'ক' ধ্বনির অনুপ্রাস)	

SECTION - B

3. বাগধারার অর্থ উল্লেখ করে বাক্য রচনা : পাঁচটি $2+5 = 7$
অর্থ উল্লেখ সহ প্রতিটি সার্থক বাক্য রচনার জন্য 2 নম্বর।
i. অর্থ ঠিক, অথচ বাক্য ভুল - 1 নম্বর
ii. অর্থ ভুল, অথচ বাক্য ঠিক - 1.5 নম্বর।
iii. অর্থ ঠিক, বাক্যটিও ঠিক - কিন্তু স্বয়ংসম্পূর্ণ নয় (যেমন : সে একটা কলুর বলদ) 2 নম্বর।
iv. অর্থও উল্লেখ করে নি, আবার বাক্যটিও স্বয়ং সম্পূর্ণ নয়, তাহলে 1 নম্বর দিতে হবে।
4. শিরোনাম দিয়ে প্রদত্ত অনুচ্ছেদের সারাংশ $2+8 = 10$
i. শিরোনামের জন্য 2 নম্বর।
শিরোনাম খুব উপযুক্ত না হলেও বিষয় বস্তুর কাছাকাছি থাকলে 1.5 নম্বর।
সারাংশের জন্য 8 নম্বর।
অনুচ্ছেদটির সামগ্রিক অর্থবোধ হয়েছে বুঝলেই অন্তত 5 নম্বর।
সর্বাধিক 8 নম্বরও দেওয়া যেতে পারে।
অনুচ্ছেদ থেকে হ্রবহু পংক্তি তুলে তুলে সারাংশ নির্মাণ করার চেয়ে পরীক্ষার্থীর নিজের
ভাষায় লেখা সারাংশকে বেশি মূল্য দিতে হবে।

SECTION -C

5. পত্রলিখন : ব্যক্তিগত : মাকে অথবা বন্ধুকে। $4+6 = 10$

i. অবয়ব সংস্থান (format)-এর জন্য চার নম্বর।

format-এ থাকবে তারিখ, স্থাননাম, সঙ্ঘোধন, সমাপ্তি সূচক পদ বা পদগুচ্ছ।

এগুলির প্রতিটির জন্য 0.5 করে মোট 2 নম্বর।

পত্রের শেষে স্বতন্ত্রভাবে প্রেরক ও প্রাপকের নাম সহ পুরো ঠিকানার জন্য থাকবে 2 নম্বর। পত্রের শুরুতে প্রেরকের এবং শেষে প্রাপকের নাম ঠিকানা থাকলেও ওই 2 নম্বর দেওয়া হবে।

প্রেরক ও প্রাপকের মধ্যে কেবল এক পক্ষের নাম ঠিকানা থাকলে 2 -এর মধ্যে 1 নম্বরই দেওয়া যাবে।

format বিচারে ডান দিক - বাঁ দিক দেখার দরকার নেই।

ii. মূল পত্রের জন্য 6 নম্বর

বক্তব্য ঠিক থাকলে অন্তত তিনি নম্বর।

এর উপর গুচ্ছিয়ে লেখার দক্ষতা, ব্যক্তিগত পত্রের বিশিষ্ট সুর প্রকাশ পেলে পুরো 6 নম্বরও দেওয়া যাবে।

SECTION -D**গদ্যাংশ**

6. সপ্রসঙ্গ ব্যাখ্যা : (অথবা যুক্ত প্রশ্ন)

5

“প্রশ্নটা এই,.....অবিদ্যার কারণ কী ?”

অথবা

‘আমাদের উৎসবে..... প্রথম প্রতিষ্ঠা’।

- i. সূত্র (প্রথমটির রবীন্দ্রনাথ ঠাকুরের ‘তোতা কাহিনী’ এবং দ্বিতীয়টির বলেন্দ্রনাথ ঠাকুরের ‘শুভ উৎসব’) নির্ভুল হলেই 1 নম্বর।
- ii. প্রসঙ্গ উল্লেখ মাত্র করলেই 1 নম্বর।
- iii. ব্যাখ্যার জন্য 3 নম্বর

ব্যাখ্যা অংশের জন্য ন্যূনতম 1 এবং বিশ্লেষণগুণ অনুযায়ী সর্বাধিক 3 পর্যন্ত দেওয়া যাবে।

ব্যাখ্যা অংশটি তেমন ভালো হয় নি, কিন্তু সূত্র-প্রসঙ্গ- ব্যাখ্যা তিনটি স্বতন্ত্র অনুচ্ছেদে গুচ্ছিয়ে লেখা হয়েছে তাহলেও পুরো 5 নম্বর দেওয়া যাবে।

7. ‘তোতা কাহিনী’ অথবা ‘বিড়াল থেকে’ উদ্বৃত্তি ভিত্তিক প্রশ্ন

2+2+2+3 = 9

(ক) ‘তোতা কাহিনী’ রচনায় রাজার ভাগ্নে একথা বলেছে। $1+1=2$ নম্বর।

(খ) শিক্ষাদানের ঘটায় পাখিটার কখন যে মৃত্যু হয়েছে, কেউ টেরই পেল না। টের পেল শুধু নিন্দুক। সে-ই রটালো, পাখিটা মরেছে। তা শুনে রাজা তার ভাগ্নেকে ডেকে খবরটা ঠিক কি না জিজ্ঞাসা করলে ভাগ্নে এই কথাটি বলেছে। প্রসঙ্গটি ধরতে রলেই পুরো 2 নম্বর দিতে হবে।

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- (গ) পাখিটা আর লাফায় না, ওড়ে না, গান গায় না, দানা না পেলে চেঁচায় না। অর্থাৎ পাখিটার মধ্যে স্বাভাবিকতার আর কোনো লক্ষণ প্রকাশ পাচ্ছে না। তাতেই বোৰা গেল ‘পাখিটার শিক্ষা পুৱা হইয়াছে।’ উত্তরের কথাগুলি ঠিক জায়গায় থাকলেই পুৱো 2 নম্বর দিতে হবে।
- (ঘ) এই রচনায় লেখক আমাদের প্রচলিত শিক্ষা-ব্যবস্থা যে কতখানি হাস্যকর, অবাস্তব, অস্বাভাবিক এবং মারাত্মক — তাই বোৰাতে চাইছেন। এই মূল বক্তব্যটি কিছু মাত্র প্রকাশ করতে পারলেই অন্তত 2 এবং সর্বাধিক 3 নম্বর দিতে হবে।

OR

‘বিজ্ঞ লোকের উপদেশ প্রদান কৰিবে’।

- (ক) লেখক বক্ষিমচন্দ্র চট্টোপাধ্যায়। প্রবন্ধটি ‘কমলা কান্তের দপ্তর’ গ্রন্থের অন্তর্গত। $1+1=2$ নম্বর। এখানে ‘পাঠ সংখ্যয়ন’ গ্রন্থের অন্তর্গত লেখার সন্তাবনা প্রবল। সেক্ষেত্রে 1 নম্বর না দিয়ে 0.5 নম্বর দিতে হবে।
- (খ) বক্তা কমলাকান্ত (বা কমলাকান্ত.কপী বক্ষিমচন্দ্র) 1 নম্বর। শেষ পর্যন্ত কমলাকান্ত যখন বিড়ালের কাছে যুক্তি তর্কে হেরে গেল, এবং দরিদ্রের বিপক্ষে এবং ধনীর পক্ষে আর কিছু বলতে পারল না, তখন সে এই উক্তি করেছে। 2 নম্বর।
- (গ) গন্তীর উপদেশটি এই যে, চুরি করা পাপ। ক্ষুধায় নিতান্ত অধীর হলে আফিমের নেশা করে ক্ষুধা ভুলে থাকার চেষ্টা করা উচিত। 2 নম্বর।
- (ঘ) এই ফাঁপা উপদেশে বিশেষ কোনো ফল হওয়ার কথা নয়। হয়ও নি। বিড়াল ক্ষুধার বাস্তবতাকে ভুলে চৌর্বৰ্ত্তি পরিত্যাগ করার কোনো নিঃশর্ত প্রতিশ্রুতি দেয় নি। 3 নম্বর।

Q. NO.	EXPECTED ANSWERS / VALUE POINTS	DISTRIBUTION OF MARKS
8.	‘শুভ উৎসব’ থেকে উদ্ধৃতি-ভিত্তিক প্রশ্ন।	2+4 = 6

(ক) বলেন্দ্রনাথ ঠাকুরের ‘শুভ উৎসব’ প্রবন্ধ। $1+1=2$ নম্বর।

(খ) সেকালের উৎসবের মহস্ত এবং সার্থকতা প্রসঙ্গে একথা বলেছেন। সর্বস্তরের মানুষের যোগদান ছাড়া উৎসব সার্থক হতে বা শুভ উৎসব হয়ে উঠতে পারে না। চার নম্বর

OR

‘বিড়াল’ থেকে উদ্ধৃতি-ভিত্তিক প্রশ্ন।

(ক) বঙ্গিমচন্দ্র চট্টোপাধ্যায়ের লেখা ‘বিড়াল’ প্রবন্ধ থেকে। $1+1=2$ নম্বর।

(খ) এই সমাজে ধনী কখনো দরিদ্রের কষ্ট বোঝে না। যার যত প্রয়োজন কম, সে তত সেবাযোগ্য বিবেচিত হয় এই সমাজে। — চার নম্বর।

পদ্যাংশ

9.	সপ্রসঙ্গ ব্যাখ্যা :	5
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“জীবন প্রবাহ বহি ফিরাব কেমনে ?”

- i. সূত্র (মধুসূদন দত্তের ‘আত্মবিলাপ’): 1 নম্বর
- ii. প্রসঙ্গের জন্য 2 নম্বর।
- iii. ব্যাখ্যার জন্য 3 নম্বর

OR

‘ওরা কাজ করে/ নগরে প্রান্তরে’

- i. সূত্র (রবীন্দ্রনাথ ঠাকুরের ‘ওরা কাজ করে’)
- ii. উল্লিখিত নীতি অনুযায়ী নম্বর দেওয়া হবে।

Q. NO.	EXPECTED ANSWERS / VALUE POINTS	DISTRIBUTION OF MARKS
10.	কবিতার ('ওরা কাজ করে') উদ্ধৃতি ধরে প্রশ্ন।	$1+2+3 = 6$
	(ক) কবিতার নাম 1 নম্বর।	
	(খ) 'ওরা' সর্বকালীন, সর্বদেশিক কর্মজীবী মানুষ। 2 নম্বর।	
	(গ) শ্রমজীবী মানব সম্প্রদায়ের সর্বকালীনতা, সর্বব্যাপী অস্তিত্বের উল্লেখ করলেই পুরো 3 নম্বর।	

OR

আঠারো বছর বয়স কবিতায় আঠারোর জয়ধ্বনির কারণ বর্ণনা। আদর্শ সমাজ তথা রাষ্ট্র গঠনের যোগ্যতম সেনানী হিসেবেই কবি জয়ধ্বনি করেছেন আঠারোর তথা যৌবনের। 6 নম্বর।

11. 'আত্মবিলাপ' কবিতাটি কী ধরণের কবিতা - প্রশংসিত শিক্ষার্থীদের কাছে নিশ্চিত অস্বস্তিকর। প্রশংসের উদ্দেশ্য স্পষ্ট নয়। অতএব যে কোনো রকম উত্তর গ্রহণ করার জন্য তৈরি থাকতে হবে। কবিতাটির সাবধানবানী :
কেউ যেন আশার ছলনায় আত্মবিস্মৃত না হয়।

OR

'আঠারো বছর বয়স' কবিতার দুটি পংক্তির অর্থ বিস্তৃত ভাবে বলতে হবে। এখানে যৌবনের অনমনীয়তা, দৃঢ়তা এবং পৌরুষের কথাই বলা হয়েছে।

12. শ্রীকান্ত উপন্যাস থেকে প্রশ্ন $2+3+5 = 10$
- (ক) অমন্দাদিদির স্বামীর পরিচয়।
কদর্য ব্যক্তিগত জীবন, নেশাখোর, সাপুড়ে, যোচোর, মিথ্যেবাদী, অত্যাচারী স্বামী। বৈশিষ্ট্য গুলির মোটামুটি উল্লেখ থাকলে 1.5 থেকে 2 নম্বর।
- (খ) ঘর ছাড়ার ঘটনাটি বর্ণনা করলে 2 থেকে 2.5 নম্বর। এর পাশাপাশি পত্নীধর্ম, পতিপ্রেম ইত্যাদি যুক্তি দেখালে পুরো 3 নম্বর।

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(গ) শ্রীকান্তের ভবিষ্যৎ জীবনে আদর্শ নারী চরিত্র নির্ধারিত হয়েছে অনন্দাদিদির মাধ্যমে। অনন্দার সহনশীলতা, চারিত্রিক দৃঢ়তা, জীবনের আঘাতকে গ্রহণ করার ক্ষমতা শ্রীকান্তকে প্রভাবিত করেছে। অনন্দার স্বভাবই শ্রীকান্তকে নারীদের প্রতি শ্রদ্ধাশীল করেছে। 5 নম্বর।

OR

(ক) উক্তিটি ইন্দ্রনাথের। শ্রীকান্তকে বলা হয়েছে। $1+1=2$ নম্বর।

(খ) মাছ চুরি করে ফেরার সময় শুশান ঘাটে নদীর জলে একটি সদ্যোমৃত বালকের দেহ অর্ধ ভাসন্ত অবস্থায় দেখে দুই বন্ধুরই চোখে জল এসেছিল। শেয়াল কুকুরের হাত থেকে বাঁচাতে ইন্দ্রনাথ মৃতদেহটিকে নৌকার পাটাতনে শুইয়ে দেয়। শ্রীকান্ত তখন সামাজিক কুসংস্কার বশে মৃতদেহটির জাতের প্রশ্ন তোলে। তখন ইন্দ্রনাথ এই উক্তি করে। 3 নম্বর।

(গ) ইন্দ্রনাথের পরিচয়, তার চারিত্রিক বৈশিষ্ট্য। উত্তরের গুণমান অনুযায়ী সর্বাধিক 5 নম্বর পর্যন্ত দেওয়া যাবে।

13. শ্রীকান্ত উপন্যাস থেকে টীকা (চরিত্র পরিচয়)। একটি। 5

- i. টীকার শুরুতেই সূত্র (অর্থাৎ কার লেখা কোন উপন্যাসের চরিত্র) উল্লেখ থাকা দরকার। না থাকলে 0.5 নম্বরকাটা যাবে।
- ii. চরিত্রটি মোটামোটি লিখতে পারলেও পুরো নম্বর দেওয়া যাবে।