
MARKING SCHEME

2009

CLASS XII
HUMANITIES SUBJECTS



CENTRAL BOARD OF SECONDARY EDUCATION
DELHI

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2009

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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 2009 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 2009 main examination have been included in this document. Some tips on their usage are given below :

(a) To Teachers :

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

(b) To Students :

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

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

M.C. SHARMA
CONTROLLER OF EXAMINATIONS

भारत का संविधान

उद्देशिका

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

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,
तथा उन सब में,

व्यक्ति की गरिमा और 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. ई० को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

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

भाग 4 क

मूल कर्तव्य

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

- (क) संविधान का पालन करें और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्र गान का आदर करें;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखें और उनका पालन करें;
- (ग) भारत की प्रभुता, एकता और अखंडता 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 वन, झील, नदी, और वन्य जीव हैं, रक्षा करें और उसका संवर्धन करें तथा प्राणि मात्र के प्रति दयाभाव रखें;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करें;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखें और हिंसा से दूर रहें;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करें जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊंचाईयों को छू लें।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a 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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MARKING SCHEME FOR THE SENIOR SCHOOL CERTIFICATE
EXAMINATION, 2008**

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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. The role friends play in our lives has become significantly greater than at any other time in our history. Today many of us live and work great distances from where we were born or grew up and are separated from our original families. The pain we feel when we are away from our families can be significant.
2. The happiness of the individual relies on friendships which form a necessary human connection. It is perfectly normal to need and want friends and depression is more prevalent among those who lack friends. They lack the intimacy and richness friends can bring into our lives. Frequently friends reflect similar values to us. Yet these values are often different from the ones we grew up with; they are the values we created for ourselves in our adult lives.
3. Communication skills are fundamental in all friendships. The more friends and acquaintances one has, the greater are one's communication skills. Some call these, people skills.
4. Like watering a plant, we grow our friendships (and all our relationships) by nurturing them. Friendships need the same attention as other relationships if they are to continue. These relationships can be delightfully non-judgemental, supportive, understanding and fun.
5. Sometimes a friendship can bring out the positive side that you never show in any other relationship. This may be because the pressure of playing a 'role' (daughter, partner or child) is removed. With a friend you are to be yourself and free to change. Of course you are free to do this in all other relationships

as well but in friendships you get to have lots of rehearsals and discussion about changes as you experience them. It is an unconditional experience where you receive as much as you give. You can explain yourself to a friend openly without the fear of hurting a family member. How do friendships grow? The answer is simple. By revealing yourself; being attentive; remembering what is most important to your friend and asking them about it; putting yourself in their position; showing empathy; seeing the world through the eyes of your friend, you will understand the value of friendship. All this means learning to accept a person from a completely different family to your own or perhaps someone from a completely different cultural background. This is the way we learn tolerance. In turn we gain tolerance and acceptance for our own differences.

6. Friendships are made by being considerate which means all the communication skills come into play: active listening skills, questioning skills, negotiation skills, reflecting content skills, reflecting emotion skills, and editing yourself.
7. Friendships offer a great opportunity to learn about yourself because a friend can reflect back to you 'how you come across in the world'. They also allow you to practice skills in dealing with 'personal boundaries' by looking after yourself as well as your friend. They help you develop resilience in relation to the wider social world beyond your family.

- | | | | |
|-----|-------|---|------------------|
| (a) | (i) | Why do friends play a more significant role today than ever before? | 2 |
| | (ii) | Why is friendship considered an essential human need? | 2 |
| | (iii) | How is friendship different from other relationships? | 2 |
| | (iv) | Mention two essential human values that help friendship to grow. | 1 |
| | (v) | Which communication skills help in building friendship? | 2 |
| | (b) | Pick out words from the passage which mean the same as each of the following: | 1 x 3 = 3 |
| | (i) | basic / essential (para 3) | |
| | (ii) | mutual discussion to reach an agreement (para 6) | |
| | (iii) | chance (para 7) | |

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

Effective speaking depends on effective listening. It takes energy to concentrate on hearing and concentrate on understanding what has been heard.

Incompetent listeners fail in a number of ways. First, they may drift. Their attention drifts from what the speaker is saying. Second, they may counter. They find counter arguments to whatever a speaker may be saying. Third, they compete. Then, they filter. They exclude from their understanding those parts of the message which do not readily fit with their own frame of reference. Finally they react. They let personal feelings about speaker or subject override the significance of the message which is being sent.

What can a listener do to be more effective? The first key to effective listening is the art of concentration. If a listener positively wishes to concentrate on receiving a message his chances of success are high. It may need determination. Some speakers are difficult to follow, either because of voice problems, or because of the form in which they send a message. There is then particular need for the determination of a listener to concentrate on what is being said.

Concentration is helped by alertness. Mental alertness is helped by physical alertness. It is not simply physical fitness, but also positioning of the body, the limbs and the head. Some people also find it helpful to their concentration if they hold the head slightly to one side. One useful way for achieving this is intensive note-taking, by trying to capture the critical headings and sub-headings the speaker is referring to.

Note-taking has been recommended as an aid to the listener. It also helps the speaker. It gives him confidence when he sees that listeners are sufficiently interested to take notes; the patterns of eye-contact when the note-taker looks up can be very positive; and the speaker's timing is aided - he can see when a note-taker is writing hard and can then make effective use of pauses.

Posture too is important. Consider the impact made by a less competent listener who pushes his chair backwards and slouches. An upright posture helps a listener's concentration. At the same time it is seen by the speaker to be a positive feature amongst his listeners. Effective listening skills have an impact on both the listener and the speaker.

- (a) On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. 5
- (b) Write a summary of the passage in not more than 80 words using the notes made and also suggest a suitable title. 3

SECTION B : ADVANCED WRITING SKILLS

35 Marks

3. Samta Public School in Delhi requires cricket and hockey coaches. Draft a suitable advertisement in not more than 50 words for the 'Situations Vacant' column of the 'Daily Herald', stating your requirements regarding age, qualification, experience etc. You are Principal of the School.

5 marks

OR

As Librarian of Crescent International School, Gwalior, draft a notice in not more than 50 words asking all students and teachers to return the library books they have borrowed, two days before the commencement of the examination.

4. You are Naren, a class XI student of Preet Public School, Chennai. You attended a week-long training programme organized by The Debating Society, Chennai to develop debating skills. Mentioning the number of participants, speakers and the skills taught such as listening, concentration, effective speaking etc., write a report in 100 - 125 words for your school magazine.

10 marks

OR

Write a factual description of the new library-cum-reading room in your school for the primary class students in 100 - 125 words. Include details of the layout, display facility, seating arrangement etc.

5. SAF Public School, Chandigarh is planning to take a group of 40 senior students to Shimla on an excursion during the summer vacation. Mr. Mohan Das, the teacher in-charge of 'Excursions & Field Trips' writes a letter to JJ Tours & Travels, Chandigarh asking them to organize the tour. Write this letter giving details of preference such as dates of journey, transport, accommodation etc.

10 marks

OR

You are Navneet of 65, P.H. Road, Mangalore. Recently you bought a mobile phone from 'The Phone Point', 83, Mount Road, Mangalore. The phone instrument developed a problem within a month of purchase. Write a letter to the dealer giving details of the nature of the problem and asking him/her to rectify the defect or replace the set.

6. Teenage is commonly perceived as the most joyful period of an individual's life. Vidya who represents the teenagers of today feels that the pressure of the competitive world they live in has made teen years less exciting and expresses her ideas in an article entitled, 'On Being a Teenager' for the 'Youth Times'. Write the article in 150 - 200 words.

10 marks

OR

Every activity that man indulges in creates waste of some kind. Some of the waste can be recycled or reused. In fact the need of the hour is to conserve the earth's resources in all possible ways. Write an article on the topic 'Conservation, Need of the Hour' in 150 - 200 words. You are Brinda, a keen environmentalist.

SECTION C : LITERATURE

45 Marks

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

Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,
Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days,
Of all the unhealthy and o'er-darkened ways
Made for our searching :

- (i) What are the flowery bands that bind us to the earth? **2**
(ii) What message do the above lines convey? **2**

OR

.....and felt that old
familiar ache, my childhood's fear,
but all I said was, see you soon, Amma,
all I did was smile and smile and smile...

- (i) What was the childhood fear that now troubled the poet? **1**
(ii) What do the poet's parting words suggest? **2**
(iii) Why did the poet smile and smile? **1**

- (b) Answer any **three** of the following questions in 30 - 40 words each: **2 x 3 = 6 marks**

- (i) Why does Stephen Spender say that the pictures and maps in the elementary school classroom are meaningless?
(ii) What is the exotic moment the poet Pablo Neruda wishes for?
(iii) Describe the tigers created by Aunt Jennifer.
(iv) Why does Robert Frost sympathise with the rural poor?

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

- (a) What was the mood in the classroom when M. Hamel gave his last French lesson?
(b) What does the writer mean when she says, 'Saheb is no longer his own master' ?
(c) Why did Gandhi agree to the planters' offer of a 25% refund to the farmers?
(d) How did Douglas finally get rid of the fear he had of water?
(e) What were the positive qualities of Subbu that the writer admired?

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

Describe how the story, 'The Rattrap' shows that basic human goodness can be brought out by understanding and love.

OR

Contrast Sophie's real world with her fantasies.

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

How did Dr. Sadao rise above narrow prejudices of race and country to help a human being in need?

OR

Why did Jo disapprove of Jack's ending of the story of Roger Skunk? How did she want it to end?

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

- (a) How did the tiger king acquire his name?
- (b) What was the objective of the 'Students on Ice Programme' ?
- (c) What clues did the answer sheet of Evans provide to the Governor?
- (d) When did Bama first come to know of the social discrimination faced by the people of her community?

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. The role friends play in our lives has become significantly greater than at any other time in our history. Today many of us live and work at great distances from where we were born or we grew up and are separated from our original families. The pain we feel when we are away from our families can be significant.
2. The happiness of the individual relies on friendships which form a necessary human connection. It is perfectly normal to need and want friends and depression is more prevalent among those who lack friends. They lack the intimacy and richness friends can bring into our lives. Frequently friends reflect similar values to us. Yet these values are often different from the ones we grew up with; they are the values we created for ourselves in our adult lives.

3. Communication skills are fundamental in all friendships. The more friends and acquaintances one has, the greater are one's communication skills. Some call these, people skills.
4. Like watering a plant, we grow our friendships (and all our relationships) by nurturing them. Friendships need the same attention as other relationships, if they are to continue. These relationships''' can be delightfully non-judgemental, supportive, understanding and fun.
5. Sometimes a friendship can bring out the positive side that you never show in any other relationship. This may be because the pressure of playing a 'role' (daughter, partner or child) is removed. With a friend you can be yourself and are free to change. Of course you are free to do this in all other relationships as well, but in friendships you get to have lots of rehearsals and discussion about changes as you experience them. It is an unconditional experience where you receive as much as you give. You can explain yourself to a friend openly without the fear of hurting a family member. How do friendships grow? The answer is simple. By revealing yourself; being attentive; remembering what is most important to your friend and asking them about it; putting yourself in their position; showing empathy; seeing the world through the eyes of your friend, you will understand the value of friendship. All this means learning to accept a person from a completely different family to your own or perhaps someone from a completely different cultural background. This is the way we learn tolerance. In turn we gain tolerance and acceptance for our own differences.
6. Friendships are made by being considerate which means all the communication skills come into play: active listening skills, questioning skills, negotiation skills, reflecting content skills, reflecting emotion skills, and editing yourself.
7. Friendships offer a great opportunity to learn about yourself because a friend can reflect back to you 'how you come across in the world'. They also allow you to practice skills in dealing with 'personal boundaries' by looking after yourself as well as your friend. They help you develop resilience in relation to the wider social world beyond your family.
 - (a) (i) Why do friends play a more significant role today than ever before? 2
 - (ii) Why is friendship considered an essential human need? 2
 - (iii) How is friendship different from other relationships? 2
 - (iv) Mention two essential human values that help friendship to grow. 1
 - (v) Which communication skills help in building friendship? 2

(b) Pick out words from the passage which mean the same as each of the following:

1x3 = 3

(i) basic essential (para 3)

(ii) mutual discussion to reach an agreement (para 6)

(iii) chance (para 7)

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

8 marks

Effective speaking depends on effective listening. It takes energy to concentrate on hearing and to concentrate on understanding what has been heard. Incompetent listeners fail in a number of ways. First, they may drift. Their attention drifts from what the speaker is saying. Second, they may counter. They find counter arguments to whatever a speaker may be saying. Third, they compete. Then, they filter. They exclude from their understanding those parts of the 'message which do not readily fit with their own frame of reference. Finally they react. They let personal feelings about speaker or subject override the significance of the message which is being sent.

What can a listener do to be more effective. The first key to effective listening is the art of concentration. If a listener positively wishes to concentrate on receiving a message his chances of success are high.

It may need determination. Some speakers are difficult to follow, either because of voice problems, or because of the form in which they send a message. There is then a particular need for the determination of a listener to concentrate on what is being said.

Concentration is helped by alertness. Mental alertness is helped by physical alertness. It is not simply physical fitness, but also positioning of the body, the limbs and the head. Some people also find it helpful to their concentration if they hold the head slightly to one side. One useful way for achieving this is intensive note-taking, by trying to capture the critical headings and sub-headings the speaker is referring to.

Note-taking has been recommended as an aid to the listener. It also helps the speaker. It gives him confidence when he sees that listeners are sufficiently interested to take notes; the patterns of eye-contact when the note-taker looks up can be very positive; and the speaker's timing is aided - he can see when a note-taker is writing hard and can then make effective use of pauses.

Posture too is important. Consider the impact made by a less competent listener who pushes his chair backwards and slouches. An upright posture helps a listener's concentration. At the same time it is seen by the speaker to be a positive feature amongst his listeners. Effective listening skills have an impact on both the listener and the speaker.

- (a) On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations, wherever necessary. 5
- (b) Write a summary of the passage in not more than 80 words using the notes made and also suggest a suitable title. 3

SECTION B : ADVANCED WRITING SKILLS

35 Marks

3. You want to sell your newly built flat. Draft a suitable advertisement in not more than 50 words to be inserted in the classified columns of 'The Hindu' giving all necessary details. You are Nirranjan, 247, J.P. Nagar, Bangalore. 5 marks

OR

As Secretary of the 'Eco Club' of St. Anne's School, Ahmedabad, draft a notice in not more than 50 words informing the club members about the screening of Al Gore's film, 'Inconvenient Truth' in the school's audio visual room.

4. Alpha School recently organized a course in First Aid for students of senior classes. Vivek of Class XII writes a report on the programme giving necessary details for the school magazine. Write a report in 100 - 125 words. 10 marks

OR

Write a factual description of the multi-storeyed shopping mall in your locality in 100 - 125 words. Include details of layout, special facilities like ATM, restaurants, escalators etc.

5. Sheela, a Class XII student of 15, M.G. Road, Bangalore desires to be a fashion designer. She writes to the National Institute of Fashion Technology, Ahmedabad seeking information about their courses, admission procedure, eligibility criteria, fee structure, placement opportunities etc. Write her letter. 10 marks

OR

As Mr. R. Singh, HOD Chemistry, Cambridge High School, Pune, you had placed an order with Messrs. Scientific Equipments, Dadar, Mumbai for test tubes and jars for the lab. When the parcel was received you observed that markings on the test tubes were not clear and some of the jars were damaged. Write a letter of complaint seeking immediate replacement.

6. Children living in cities are rarely seen playing outdoors in the neighbourhood. Being busy with other attractions like the television and computer games, they miss the joy of outdoor play. Write an article in 150 - 200 words for the magazine, 'Kids Talk' highlighting the need and value of outdoor games. You are Vidya / Vinod. 10 marks

OR

Today the 24-hour television news channels give us instant news from every nook and corner of the world. But the fact remains that the importance of the newspaper remains intact. Write an article in 150 - 200 words expressing your views on 'The Relevance of Newspapers'. You are Sunil / Sunita.

SECTION C : LITERATURE

45 Marks

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

The little old house was out with a little new shed
In front at the edge of the road where the traffic sped,
A roadside stand that too pathetically pled,
It would not be fair to say for a dole of bread,
But for some of the money, the cash, whose flow supports
The flower of cities from sinking and withering faint.

- (i) Where was the new shed put up ? What was its purpose? **2**
(ii) Why does the poet use the word 'pathetic' ? **1**
(iii) Who are referred to as 'the flower of cities' ? **1**

OR

Now we will count to twelve
and we will all keep still.
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) How long does the poet want to stay still ? **1**
(ii) What does he hope to achieve by keeping quiet? **2**
(iii) What does the poet mean by 'not move our arms so much' ? **1**

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

- (i) How does the world depicted on the classroom walls differ from the world of the slum children?
(ii) According to Keats, what makes man love life in spite of all its problems and miseries?
(iii) Why did Aunt Jennifer choose to embroider tigers on the panel?
(iv) What do the poet's parting words to her mother signify?

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

- (a) How did the incident at the Y.M.C.A. pool affect Douglas?
- (b) How was Gandhiji able to influence the lawyers at Champaran ?
- (c) Why did the peddler sign himself as Captain von Stahle?
- (d) Is it possible for Mukesh to realize his dream? Justify your answer.
- (e) Account for Subbu's importance in Gemini Studios.

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

Jansie is just as old as Sophie but she is very different from her. Bring out the contrast between the two friends citing relevant instances from the story, 'Going Places'.

OR

What did the French teacher tell his students in his last French lesson? What impact did it have on them? Why ?

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

What are the similarities in the lives of Bama and Zitkala though they belong to different cultures?

OR

How did the Tiger King meet his end? What is ironical about his fate?

11. Answer the following questions in 30 - 40 words each: **2x4 = 8 marks**

- (a) Why is Antarctica and its understanding important for the survival of the world?
- (b) Why did the General spare the American soldier?
- (c) What qualities of Mr. Lamb attracted Derry to him?
- (d) How did the wizard help Roger Skunk?

Marking Scheme — English Core

General Instructions :

1. Evaluation is to be done as per instructions provided in the Marking Scheme.
2. The Marking Scheme provides suggested guidelines and not the complete answers.
3. Answer scripts should not be given to the evaluators for evaluation till the given Marking Scheme has been thoroughly discussed with them in groups or individually.
4. On the first day of marking, 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 Marking Scheme only. The remaining answer scripts meant for evaluation shall be given only after ensuring that there is no significant deviation from the Marking Scheme.
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 on the left hand margin and circled.
6. If a question does not have any parts, marks must be awarded on the left-hand margin.
7. Where marks are allotted separately for content and expression as per the Marking Scheme, they have to be reflected separately and then totalled up.. This is a mandatory requirement.
8. A slash (/) in the Marking Scheme indicates alternative answers to a question. If a student writes an answer which is not given in the Marking Scheme but which seems to be equally acceptable, marks should be awarded only in consultation with the Head-Examiner.
9. If a child has attempted an extra-question, answer of the question deserving more marks should be retained and the other answer scored out.
10. Q1 under Section A (reading skills) and Q7 (a) under Section C (Literature) have been designed to test students' ability to comprehend the given passage / extract so the examinees need not be unnecessarily penalised for language errors.
11. 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) is important.

12. Identify major mistakes and weaknesses before awarding marks.
13. Wherever the word limit is given, no marks be deducted for exceeding the word limit. However, due credit should be given for precise answers.
14. If a student, in response to a short-answer-type question, writes a single word answer which constitutes the core of the answer. It may be accepted and awarded marks.
15. 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) be deducted as long as it is relevant and indicative of the desired understanding on the part of the student [reference questions under Q1 and Q7(a)].
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 1/1/1

EXPECTED ANSWERS/VALUE POINTS

SECTION A: READING

20 Marks

1 COMPREHENSION PASSAGE

12 marks

(a) NOTE: No mark(s) should be deducted for mistakes of 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) live and work great distances from native places / separated from original families / company of friends reduces the pain 2 marks

(ii) brings happiness, intimacy and richness 2 marks
saves from depression
reflects the value system we developed in our adult life
value system different from the one that we grew up with
(any two)

(iii) brings out the positive side 2 marks
you explain yourself openly to a friend
no fear of hurting any family member
it is an unconditional experience
non judgemental
supportive
understanding and fun
(any two)

(iv) tolerance 1 mark
acceptance
empathy
attentiveness
seeing the world through the eyes of your friend
(any two)

(v) active listening skills 2 marks
questioning skills

negotiation skills
 reflecting content skills
 reflecting emotion skills and editing yourself
 (any two)

- | | | |
|-----|-------------------|--------|
| (b) | (i) fundamental | 1 mark |
| | (ii) negotiation | 1 mark |
| | (iii) opportunity | 1 mark |

2 Note 8 marks

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

The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences are not to be accepted as notes. (In such cases ½ -1 mark may be deducted from marks allotted to content)

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

(a) **NOTE MAKING**

Distribution of Marks

Abbreviations / Symbols (with /without key) - any four 1 mark

Title 1 mark

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

Suggested Notes

Title: Effective Listening Skills / Listening Skills / Competent Listeners / Effective Communication / any other suitable title)

- 1 Effective speaking
- 1.1 depends on eff. list'ng

- 1.2 takes energy to conc. on hearing
- 1.3 conc. on underst'ng
- 2 Incompetent listeners
 - 2.1 fail in a no. of ways
 - 2.2 attention drifts
 - 2.3 find counter argum'ts
 - 2.4 filter message to suit own frame of ref.
 - 2.5 react
- 3 How can a listener be more effective
 - 3.1 art of conc.
 - i) helped by alert'ess
 - ii) alert'ess helped by phy. fitn's & posit'ng of body
 - 3.2 intensive note-taking
 - i) aid to listen'r
 - ii) helps the spk'r by eye contact
 - iii) spkr's timing is aided
 - 3.3 posture
 - i) upright postur' helps in conc.
 - ii) +ve feature of listn'rs

(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

35 Marks

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

5 marks

Content

3 marks

Expression

2 marks

Suggested value points

(SITUATIONS VACANT - CRICKET AND HOCKEY COACHES REQUIRED)

- Qualities essential: young, active, agile, good communication skills, pleasing personality
 - Qualifications: degree or diploma from recognised institute of sports, experience of training (mention period)
 - Apply: within specified period
 - remuneration
 - contact details
 - any other relevant details
- (due credit should be given for economy of words used)

OR

NOTICE 5 marks

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

(RETURN OF LIBRARY BOOKS)

- to return library books
- last date for return of the books
- fine for late submission and damaged books
- any other relevant details

4 REPORT WRITING 10 marks

Format

1. title, reporter's name 1 mark

Content 4 marks

Expression 5 marks

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

Suggested value points:

(DEBATING SKILLS ENHANCEMENT PROGRAMME/ ENHANCING DEBATING SKILLS / any other suitable heading)

- week long training programme for students
- organised by Debating Society, Chennai
- participants
- eminent speakers / resource persons
- presentations
- programme
- skills taught
- students' participation
- any other relevant points

OR

FACTUAL DESCRIPTION

10 marks

Title

1 mark

Content

4 marks

Expression

5 marks

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

Suggested value points

(NEW LIBRARY CUM READING ROOM)

what

- a library cum reading room where one can sit, browse through books, read for fun and knowledge
- location - in the school building

description

- size
- general ambience

- seating arrangements
- seating capacity, comfortable chairs, tables, benches
- number and variety of books
- well planned, well lit, well ventilated, well equipped
- tastefully decorated, display boards with latest book covers
- computer catalogues, internet facility
- librarian to see to the smooth running
- any other relevant details

(min 4)

5 LETTER WRITING

10 marks

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

Format

2 marks

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

Content

4 marks

Expression

4 marks

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

(SCHOOL EXCURSION)

Suggested Value Points

- size of group
- date and duration
- transport, accommodation, facilities required - sightseeing
- charges
- concession
- any other relevant details

(any 4)

OR

(COMPLAINT ABOUT FAULTY MOBILE PHONE)

Suggested Value Points

- details of purchase - date, receipt no.
- nature of defect
- warranty
- request to rectify / replace

6 ARTICLE WRITING 10 marks

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

Content 4 marks

Expression 5 marks

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

Suggested Value Points

(ON BEING A TEENAGER / any other suitable title)

- teenage best phase in one's life (maximum enjoyment, fewer responsibilities)
- turned into complicated stage due to immense pressure of competition
- pressure from parents to perform better for future admission
- physical and emotional changes
- any other relevant point

suggestions (if any) for making less stressful

- need a lot of emotional support, guidance, patience, understanding and counselling
- parents to spend quality time with teenagers

(min 4)

OR

Suggested Value Points

(CONSERVATION, NEED OF THE HOUR/ CONSERVING THE EARTH'S RESOURCES / any other suitable title)

- why conserve
- to avoid waste

- balance between natural resources and population
- for future generations
- role of students, govt., community
- water conservation (rainwater harvesting)
- waste to be recycled / reused

(min 4)

Solutions (optional)

- creating awareness
- alternative sources of energy like wind, sun, rivers should be tapped
- govt initiatives in promoting alternative resources
- conservation essentials for human life and progress
- any other relevant point

SECTION C: LITERATURE

45 Marks

NOTE: The objective of the section on Literature is to test a candidate’s ability to understand and interpret the prescribed text through short answer and long answer type questions. Hence both content and expression in answer 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 stanza. In other words, it attempts to test their reading comprehension ONLY.] 10 marks

(a) **Value points:** 4 marks

- (i) the beautiful objects of nature / beautiful sights and sounds of nature (sun, moon, blooming flowers and plants that lift our spirits) 2
- (ii) beautiful things dispel sadness and darkness from our lives / man is inspired by beautiful things on earth to live happily / a thing of beauty is a joy forever 2

OR

- (i) fear of separation from her mother due to death / one day she would lose her mother / the fear of growing old 1

- (ii) words of assurance that they would meet again / life must go on / comforting herself as well as her mother / parting on an optimistic note 2
- (iii) does not want to show her agony and fear to her mother / her outer smile hides her inner pain of separation / comforts her mother / wants to part from her mother on a pleasant note 1

(b) **Short answer type questions (poetry)** 2x3= 6 marks

Distribution of marks:

Content: 1 mark

Expression 1 mark

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

Value points:

- (i) students cannot connect themselves with the pictures and maps / do not derive any inspiration / on the map they see beautiful cities but not their slum / these pictures are different from their real world 2

(any two)

- (ii) – total silence 2
 – all cruel activities to come to an end
 – break from all activities
 – all humanity in togetherness

(any two)

- (iii) exactly the opposite to aunt's life / bright topaz denizens of a world of green / unafraid / proud / chivalric / bright eyed / prancing 2

(any two)

- (iv) – feels sorry for the miserable lives of the poor people 2
 – no city bred stops to buy things from them
 – poor people wait like children for the customers to come
 – know the rich have money but not the desire to help

(any two)

8 Short answer type questions (Prose) 2x5= 10 marks

Questions are to be answered in 30-40 words.

Distribution of marks:

Content: 1 mark

Expression 1 mark

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

Value points:

- (a) - students were all quiet / sad 2 marks
- no hustle and bustle
- even the village elders were sitting on the back benches
- there was total attention given by the students
- Hamel himself was very emotional
(any two)
- (b) - had started working in the tea stall / earlier a self employed rag picker 2 marks
- earns rupees eight hundred
- became a worker under the tea stall owner
- lost the joy on his face
- lost his freedom
(any two)
- (c) - amount of the refund not important 2 marks
- moral victory for Gandhiji and the peasants
- landlords were forced to surrender a part of their money and part of their prestige
(any two)
- (d) - learnt swimming under the guidance of an instructor 2 marks
- the instructor played a very positive role
- taught swimming to Douglas in parts
- challenged himself by practising to cross many water bodies
- (e) - many sided genius, a poet and a trouble shooter 2 marks
- didn't have formal education but a lot of exposure to situations and people
- sense of loyalty / genuine love for everybody

- used all his creativity and energy in his work
- charitable and cheerful
- amazing actor - performed better than main players
- hospitable to dozens of near and far relations

(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: 10 marks

Content 5 marks

Expression 5 marks

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

Value points:

- act of kindness really changed the peddler
- in the beginning he was dejected, disillusioned
- had no positive experiences of life and considered the whole world a rattrap
- the crofter treated him well - shared with him all his secrets
- the ironmaster's daughter treated him with respect and showed compassion and understanding
- gave him a grand treat on the Christmas day
- persuaded the ironmaster not to send the man away even when the true identity of the peddler was revealed
- accorded him the respect due to a captain
- compassion, love and understanding shown by the daughter brought about the change

(any five points)

OR

- Sophie a day dreamer (lost in a world of fantasy)
- aspires to have a boutique
- wants to become a manager or actress
- imagines meeting Danny Casey in the arcade
- wants to see the vast world

real world

- belongs to poor middle class family
- is earmarked for biscuit factory after schooling
- no one believes her fanciful stories
- refuses to come to terms with reality

(any five points)

10 Distribution of marks: 7 marks

Content: 4 marks

Expression 3 marks

grammatical accuracy, appropriate words and spelling [1½]

coherence and relevance of ideas and style [1½]

Value Points:

- in the beginning faces a dilemma - whether to help the POW or to assert loyalty to his country
- finally gives in to the call of humanity
- inspite of all opposition brings the POW inside his house
- servants consider him a traitor
- his role as a doctor - treats him and saves his life
- risks his life and reputation
- does not hand over the prisoner to the police
- helps the soldier to escape - gives him his boat and food
- considers humanity above narrow prejudices of race and country

(any four points)

OR

Jo did not approve of the ending

- was disturbed
- thought about lonely Roger without his friends
- Jack behaved in a very insensitive manner
- Jo upset with Skunk's mother and called her stupid

(any two points)

Jo wanted a different ending

- wanted the wizard to punish the mother / wanted the rose smell for the skunk
- was not convinced by the father's version of the story

11 Distribution of marks: 2x4=8 marks

Content: 1 mark

Expression 1 mark

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

Value points:

- (a) - prediction at the time of his birth 2 marks
- killed 99 tigers
 - was killed by the 100th tiger
 - was obsessed with the killing of tigers

(any two)

- (b) - make the students realise the reality of global warming 2 marks
- provide opportunities to foster new understanding
 - develop respect for the earth
 - they are future policymakers and can make a big difference
 - future generation has a life changing experience - to absorb, learn and act

(any two)

- (c) - how the plan for escape from prison conveyed to Evans in German text 2 marks
- a photocopied sheet had been superimposed on the last blank page of the question paper
 - a correction slip carried index no. 313 and centre no. 271 which helped the Governor to know about his whereabouts

(any two)

- (d) - one day, while coming from school, she saw an elderly man of her community carrying vadai packet by a string 2 marks
- the man took care not to touch the packet
 - narrated the amusing incident to her brother
 - brother told her about the plight of the people in their community and attitude of the upper caste people towards people of lower caste
- (any two)

QUESTION PAPER CODE 1/1

EXPECTED ANSWERS/VALUE POINTS

SECTION A: READING

20 Marks

1 COMPREHENSION PASSAGE

12 marks

- (a) **NOTE:** No mark(s) should be deducted for mistakes of 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) - live and work great distances from native places / separated from original families / company of friends reduces the pain 2 marks

- (ii) - brings happiness, intimacy and richness 2 marks
- saves from depression
 - reflects the value system we developed in our adult life
 - value system different from the one that we grew up with
- (any two)

- (iii) - brings out the positive side 2 marks
- you explain yourself openly to a friend
 - no fear of hurting any family member
 - it is an unconditional experience
 - non judgemental
 - supportive
 - understanding and fun
- (any two)

- (iv) - tolerance 1 mark
- acceptance
- empathy
- attentiveness
- seeing the world through the eyes of your friend
(any two)

- (v) - active listening skills 2 marks
- questioning skills
- negotiation skills
- reflecting content skills
- reflecting emotion skills and editing yourself
(any two)

(b) (i) fundamental 1 mark

(ii) negotiation 1 mark

(iii) opportunity 1 mark

2 Note 8 marks

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

The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences are not to be accepted as notes. (In such cases ½ -1 mark may be deducted from marks allotted to content)

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

(a) **NOTE MAKING**

Distribution of Marks

Abbreviations / Symbols (with/without key) - any four 1 mark

Title 1 mark

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

Suggested Notes

Title: Effective Listening Skills / Listening Skills / Competent Listeners /
Effective Communication / any other suitable title)

- 1 Effective speaking
 - 1.1 depends on eff. list'ng
 - 1.2 takes energy to conc. on hearing
 - 1.3 conc. on underst'ng
- 2 Incompetent listeners
 - 2.1 fail in a no. of ways
 - 2.2 attention drifts
 - 2.3 find counter argum'ts
 - 2.4 filter message to suit own frame of ref.
 - 2.5 react
- 3 How can a listener be more effective
 - 3.1 art of conc.
 - i) helped by alert'ess
 - ii) alert'ess helped by phy. fitn's & posit'ng of body
 - 3.2 intensive note-taking
 - i) aid to listen'r
 - ii) helps the spk'r by eye contact
 - iii) spkr's timing is aided
 - 3.3 posture
 - i) upright postur' helps in conc.
 - ii) +ve feature of listn'rs

(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 **35 Marks**

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	5 marks
	Content	3 marks
	Expression	2 marks

Suggested value points

(FOR SALE / HOUSE FOR SALE / PROPERTY FOR SALE / FLAT FOR SALE)

- new house / flat
- no of rooms / physical description / fixtures / fittings
- proximity to important places
- location
- other amenities
- price (optional)
- contact details
- any other relevant details

(any four)

OR

NOTICE	5 marks
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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
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Expression	2 marks
-------------------	---------

Suggested value points

(SCREENING OF AL GORE'S FILM / any other suitable title)

- what
- when
- where
- for whom
- impact
- any other relevant details

4 REPORT WRITING 10 marks

Format

1. title, reporter's name 1 mark

Content 4 marks

Expression 5 marks

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

Suggested value points:

(FIRST AID TRAINING FOR SENIORS / any other suitable heading)

- what
- when
- who conducted it
- where
- for whom
- skills learnt / highlights
- response of students
- usefulness of the programme
- any other relevant points.

(any four)

OR

FACTUAL DESCRIPTION 10 marks

Title 1 mark

Content 4 marks

Expression 5 marks

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

Suggested value points

(MULTI-STOREYED SHOPPING MALL / any other suitable title)

- what / name
- location
- layout
- special facilities like (ATM, coffee shop, ice cream parlour, restaurants, escalators etc.)
- any other relevant details / specialities

(any four)

5 LETTER WRITING

10 marks

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

Format

2 marks

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

Content

4 marks

Expression

4 marks

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

(INFORMATION ON FASHION DESIGNING)

Suggested Value Points

- introduction of sender
- details about admission procedures, eligibility criteria, fee structure, duration of course, hostel facilities, placement opportunities
- any other relevant details

OR

(REPLACEMENT OF DAMAGED CONSIGNMENT)

Suggested Value Points

- details of order placed / reference / invoice
- unclear markings on the test tubes
- details of items damaged
- demand for immediate replacement
- any other relevant point

6 ARTICLE WRITING 10 marks

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

Content 4 marks

Expression 5 marks

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

Suggested Value Points

(THE NEED FOR OUTDOOR GAMES / any other suitable title)

Reasons for city children not playing outdoor games

- children in cities - no outdoor activities / not enough space in cities
- all entertainment confined to indoors - TV, computer games, music systems
- pressure of tuitions, coaching, hobby classes

(any two)

The need to play outdoor games

- missing the joy of outdoor play
- improving the health of children
- to develop team spirit
- to extend friend circle

(any two)

OR

Suggested Value Points

(THE RELEVANCE OF NEWSPAPERS / any other suitable title)

Relevance

- source of news
- wider reach

- affordable
- can be preserved for future reference
- can be read leisurely while travelling etc.
- readers can be selective
- promote reading skills
- better credibility
- any other relevant point

(any four)

SECTION C: LITERATURE

45 Marks

NOTE: The objective of the section on Literature is to test a candidate's ability to understand and interpret the prescribed text through short answer and long answer type questions. Hence both content and expression in answer 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 stanza. In other words, it attempts to test their reading comprehension ONLY.] 10 marks

- (a) **Value points:** 4 marks

- | | | | |
|-------|---|--|---|
| (i) | - | in front of the edge of the road / by the roadside | 2 |
| | - | in order to sell their items / earn some money / livelihood | |
| (ii) | - | their condition very poor / miserable / pitiable / nobody stops to buy anything | 1 |
| (iii) | - | the rich people from cities enjoying a lavish lifestyle / city people / urban people | 1 |

OR

- | | | | |
|-------|---|--|---|
| (i) | - | till we count to 12 / for a very short time / for one second | 1 |
| (ii) | - | to stop all harmful activities / to bring about peace / to bring about togetherness / to have an exotic moment / to stop wars / to have an introspection | 2 |
| | | (any two) | |
| (iii) | - | not to harm others / not to be aggressive / to be still / to stop all movement / not to be agitated | 1 |

(b) **Short answer type questions (poetry)** 2x3 = 6 marks

Distribution of marks:

Content: 1

Expression 1

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

Value points:

(i) World on the classroom wall 2

- clear sky / civilised domes / belled and flowery cities -
indication of richness and happiness

World of slum children

- miserable - foggy future, narrow streets, far from rivers, etc.

(ii) the things of beauty - sun, moon, trees, daffodils, clear rills, the
mid forest brakes, great tales of mighty nobles (any two) 2

(iii) - as an escape from her miserable married life 2

- to compensate for all that she could not be in her life
- creates an alternative world of freedom
- tigers symbol of freedom, chivalry, fearlessness

(any two)

(iv) - her love and concern for her mother 2

- apprehension that she would not meet her again
- to console her by saying that she would return soon
- the hope that she would meet her soon

(any two)

8 Short answer type questions (Prose) 2x5 = 10 marks

Questions are to be answered in 30-40 words.

Distribution of marks:

Content: 1 mark

Expression 1 mark

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

Value points:

- (a) - never went back to pool 2 marks
- avoided water
- any connection with water brought back the terror
- the haunting fear ruined his enjoyment of fishing / canoeing / boating / swimming

(any two)

- (b) - they were impressed by his sincerity, convincing arguments and logical approach 2 marks
- reprimanded them for overcharging the peasants
- ready to go to prison
- they felt inspired to do the same
- made them understand the need to unite and fight

(any two)

- (c) - peddler's attitude was refined by Edla's understanding and compassion despite her knowing that he was not a real captain 2 marks
- she treated him as a captain so he wished to respond to her in the same way
- wanted to convey that he had resolved to come out of the rattrap

(any two)

- (d) If yes, it is possible 2 marks
- Mukesh wants to become a motor mechanic
- determined to go to a garage and learn
- ready to walk the long distance
- practical minded
- thinks dream within reach

(any two)

If no

- everyone in their community engaged in bangle making
- working for generations
- no body hopes to become anything else
- according to elders god given lineage not to be broken (Karma / destiny)

(any two)

- (e) - close to the boss 2 marks
 - had a creative mind with ready solutions
 - versatile genius
 - was poet actor

(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: 10 marks

Content 5 marks

Expression 5 marks

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

Value points:

- Sophie and Jansie, classmates, of same age
- both belong to lower middle class families
- Sophie a dreamer
- Sophie dreams of big and beautiful things
- wishes to open a boutique, wants to become an actress, a fashion designer - all unrealistic dreams
- Sophie considers Jansie 'nosey' who can spread a story in the whole neighbourhood
- develops a fascination for Danny Casey
- Sophie's meeting with Danny Casey
- Her waiting for him at a park
- Jansie is realistic, practical
- knows both earmarked for the biscuit factory

(any five)

OR

- M. Hamel said it would be his last lesson
- orders from Berlin not to teach French
- new master to come the next day
- urged students to be attentive
- blamed parents as well as himself for the poor learning
- said French the most beautiful language in the world - the clearest and most logical
- asked them to guard it and never forget it
- said the language is their key to freedom

(any three points)

Impact

- students became nostalgic / emotional
- regretted their earlier carelessness in being inattentive
- developed a spirit of patriotism and love for language

(anyone point)

Why?

- they realised that it was their last lesson / had lost the opportunity to learn it

10 Distribution of marks:

7 marks

Content:

4 marks

Expression

3 marks

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

Value Points:

- both Zitkala Sa and Bama, victims of discrimination
- Zitkala Sa faced racial discrimination (cutting of hair, destroying her cultural identity / the strange rules at the boarding school with regard to dress, food, etc)
- Bama - caste discrimination
- Though both belonged to different cultures, different times, suffered similar humiliation
- both rebelled against the injustice

(any four)

OR

- predicted by the astrologers at the time of his birth that he would be killed by a tiger
- Tiger King strives to disprove the astrologers' predictions
- begins the tiger hunting expedition
- kills up to 99 tigers
- believes that he has killed the 100th tiger too
- the sliver of the toy tiger pierces his hand which develops infection
- the wooden tiger is actually the 100th and causes his death
- ironical that he meets his end through a wooden toy tiger and not by a real tiger
- in a twist of fate the prediction proved right

(any four)

11 Distribution of marks: 2x4 = 8 marks

Content: 1 mark

Expression 1 mark

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

Value points:

- (a) 2 marks
- Antarctic has a simple eco system
 - lacks in bio diversity
 - gives an insight into the evolution of the earth
 - can predict the future of the planet
 - shows the pristine state of the planet
 - the study of Antarctica tells us how little changes in the environment can have big consequences

(any two)

- (b) 2 marks
- the General critically ill
 - guided by self interest
 - depended totally on Dr Sadao for his health
 - forgot his promise to Sadao to take care of the POW
 - afraid the assassins might harm the doctor and endanger the General's life

(any two)

- (c) - both Derry and Lamb suffer physical impairment 2 marks
- Lamb, the only person to treat Derry as a normal individual
 - Lamb instilled in Derry a positive attitude to life
 - his enthusiasm for life
 - had a friendly cheerful attitude

(any two)

- (d) - with his magical powers changed Roger Skunk's bad smell into sweet 2 marks
smell of roses
- enabled Roger to play with his friends

FUNCTIONAL ENGLISH

Time allowed : 3 hours

Maximum Marks : 100

General Instructions:

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

QUESTION PAPER CODE 212/1

SECTION A : READING

(20 Marks)

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

12 marks

- (1) I was at a camp in Tamil Nadu, where some of those affected by the tsunami are housed. There I met nine-year-old Murugeshwari. On the morning of January 26, 2004, she was on her way to buy tomatoes for her sister. Her mother was outside, cleaning fish. Suddenly Murugeshwari heard a strange sound. She turned and saw the sea rushing towards her. Her first thought was to run and warn her sister and mother, but before that thought could turn into any kind of action she saw the sea swallow them both.
- (2) Today Murugeshwari is at a tsunami camp. Her bright eyes fill with tears as she tells me her story. Some children playing nearby see her wiping her eyes and come running over. "We are her friends, whenever she cries, we try and make her happy," they said.
- (3) "How do you make her happy?" I asked them.
- (4) I thought a present would make her happy. "I gave her this," pointing to a beautiful, black, red and gold bead necklace Murugeshwari was wearing.
- (5) "Where did you buy it?" I asked her.
- (6) "I didn't buy it," she said, "The sea swallowed my mother and my sisters also, so I don't have anyone to ask money from. It was mine; it was round my neck when the tsunami came. I gave it to her," she said.

- (7) Love came so naturally to these children who had lost all that was important to them – their families, homes, and little possessions. While I was with them, I noticed that they were constantly looking out for those who needed some form of care – taking the older people to the bathroom, fetching water for women who were not their mothers, drying someone’s clothes in the sun, or just carrying someone’s baby on their hips as if it was their own brother or sister.
- (8) Contrast the above with this story. Two young women were applying for research grants. Although both were applying for different grants, there seemed to be some rivalry between them. Their boss told them to help each other with the applications and check on the last dates to make sure that they submitted them well on time. One of the girls did not want her colleague to get her grant, so she quietly sabotaged her application. We see this kind of behaviour all around us – mean, selfish, hurtful, and destructive.
- (9) Why does such behaviour come easily to us who have so much? Is it because in our materialistic society we respect things more than people? Is our own personal selfishness, greed for material luxury, and desire to be the sole keepers of anything good, hindering us from being sensitive and caring? How do we turn our behaviour around so that it becomes nurturing and powerful ?
- (10) At the tsunami camp, I learnt that ahimsa and love had to be self-sacrificial to be real and truly meaningful. We need to put away the “I” of the ego, and look beyond at someone else’s well being. Two women were due for a promotion and were short-listed for it. One lady knew that she was qualified, had the right experience and had put in the required number of years in service. She knew too that if chosen, she would perform well. But after a while, she went to her boss and asked that the post be given to the other person. The reason? Her colleague had recently been through a series of personal tragedies and was desperately looking for something that would bring meaning to her life. The woman felt that the promotion would help her friend find stability and fulfillment at a time when so much in her life was painful. (623 words)
- (a) On the basis of your understanding of the passage answer the following in your own words:
- (i) What was the first thought that Murugeshwari had when she saw the sea rushing towards her? Was she able to fulfill her desire? Give reasons for your answer.

- | | |
|---|---|
| (ii) Why did the girl gift the necklace to Murugeshwari ? What does it reveal about the girl’s character? | 2 |
| (iii) List out any two instances of selfless love exhibited by the children at the camp. | 2 |
| (iv) How are the adults of the materialistic world different from these children? | 1 |
| (v) What made the lady in the last incident decide to sacrifice her promotion in favour of her friend? | 1 |
| (b) Pick out a word each from the passage which is similar in meaning to the following: | 4 |
| (i) scholarship (para 8) | |
| (ii) money minded (para 9) | |
| (iii) fostering (para 9) | |
| (iv) co-worker/associate (para 10) | |

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

Technological change is one reason for companies to look again at how they manage and develop human resources, and in particular the essential powers of creativity and adaptability. But there is another: the changing demography of world populations and of national work forces. Here again we are faced with an exponential curve of change. The global workforce is changing in size and shape. It took all of human history until the early 1800s for the world’s population to reach the first billion. It took 130 years to reach the second billion in 1930, 30 years to add the third in 1960, 14 years to add the fourth in 1974 and 13 years to add the fifth in 1987. In 1999, the world’s population reached 6 billion. This billion increase in 12 years was the most rapid increase ever. The United Nations medium projections show that another billion people will be added in just 14 years and that world population will be about 9.4 billion by 2050.

Most of the world’s population growth is taking place in less developed countries. Currently, 84 million people are being added every year in less developed countries compared with only about 1.5 million in more developed countries. According to

the UN, today's more developed country populations are projected to remain relatively constant throughout the next century, while less developed country populations are projected to keep growing.

- China is the world's most populous nation with a 1998 population of 1.2 billion. Its population is increasing by 1 % each year, assuming minimal migration. India has fewer inhabitants (989 million) but a higher annual growth rate of about 1.9%. India is likely to surpass China as the world's most populous country by the middle of the 21st century.
- In the 1990s, most of the world's fastest-growing countries were in the Middle East and Africa. Kuwait's 1998 population of 1.9 million grew by about 3.7% a year. At that rate the population will double in 19 years unless there is a significant decline in fertility or increase in emigration. The population of the African continent is growing at 2.5%, yielding a doubling time of only 27 years.
- In contrast many countries are experiencing extremely slow growth and even natural decrease because death rates have risen above birth rates. Deaths exceeded births in 13 European countries including Russia, Germany and the Czech Republic in the late 1990s. In some countries net immigration provides the only population growth.
- The United States is the third most populous nation in the world behind China and India. The US population increased by an estimated 2.5 million people during 1997. Legal and illegal migrants accounted for one quarter of population growth during the 1980s and about one-third of growth during the 1990s. According to the US Census Bureau projections, the US population could reach 394 million by 2050.

The changing patterns and demography of world population will have profound effects on the patterns of economic activity and trade.

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

5 marks

3 marks

SECTION - B (WRITING)

25 Marks

3. Given below is a letter of invitation. Read it and reply either accepting the invitation or declining it. (50-80 words)

15 Jan, 2009
Cochin.
Dear Raj,
How are you? It gives me great pleasure to inform you that my daughter is getting married on 7th April, 2009 at Taj Residency, Cochin. The engagement ceremony will be held on 5th April at the Grand Hotel, Cochin. Please keep the dates free. We hope to meet you and expect you all to join us in the celebrations.
Your friend,
Lata

5 marks

OR

Your school is celebrating 'Fight Obesity Day'. Design a poster to create awareness on the importance of eating right and exercising regularly. (50-80 words)

4. Read the following headlines:

SAINA WINS WORLD BADMINTON CHAMPIONSHIP

SACHIN HIGHEST RUN GETTER IN THE WORLD

BINDRA WINS OLYMPIC GOLD

VISHWANATHAN ANAND: WORLD CHESS CHAMPION

Write a letter to the editor of a national daily, expressing your happiness at the new emerging faces of Indian sports. Discuss the reasons for this rise and suggest some measures that could further enhance the situation. (125-150 words)

10 marks

OR

Write a letter registering a polite complaint to the President of your Resident Welfare Association (RWA) regarding the extremely high levels of music blaring from

loudspeakers during the festive season. Mention the fact that you are a student and your studies are getting affected by the noise. You are Uma/Umesh. (125-150 words)

5. Read the following poster:

KNOW YOUR RIGHTS

CONSUMER CAUGHT IN THE WEB BECAUSE.....

- Lacks quality consciousness
- Lacks consumer awareness
- Lack of stringent enforcement of laws
- Misleading advertisements
- Corrupt practices of shopkeepers

Issued in Public interest by- Ministry for Consumer Affairs

Reeju Ray attended a seminar where the rights of a consumer were discussed and the above poster was displayed. Taking help from the points raised in the poster and your own ideas write an article for the school magazine on the importance of consumer awareness. Give your article a suitable heading. (200 words)

10 marks

OR

Read the following poster:

Malnutrition: The New Aids?

Why can't we feed our children?

- Almost a third of the world's malnourished children - Indians
- Over last 10 years figures fallen by only 2%
- 125 hunger deaths of children in MP in past 5 months

Some facts on global malnutrition:

40.4% Indian children
28% African
13% West Asian

Rita Roy reads the above poster and is disturbed at the alarming figures quoted above in a country on the path of development. Write a speech she has to deliver on

Children's Day in school stating reasons and giving suggestions on how to deal with this grave problem. (200 words)

SECTION - C (GRAMMAR)

20 Marks

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

5 marks

- (a) And like all arts it can be learnt
- (b) You must know who they are and what they want
- (c) Public speaking is an art
- (d) Though everyone feels nervous before a public speaking performance, the trick is to master it
- (e) You also have to focus on your audience

7. Harsh Diwan, a journalist has been asked to interview Dr. Anwar Ali, one of the scientists who was part of the team that sent the rocket Chandrayan I to the moon. Based on the input given below complete the conversation. The first one has been done as an example:

5 marks

- research conducted
- the time taken
- Government aid
- problems encountered and
- how they solved them

Example:

Harsh: Good morning, Sir. Congratulations on the success of the 'Mission Moon'.
There are a few things that our readers would like to know about this 'Mission'

Dr. Ali : 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

Cells are the ultimate multitasker. multitasker-multitaskers

- (a) They could switch on genes and carry
- (b) out their orders, talk to each other, divided

- (c) in two, and much more, all at a same time.
- (d) But they can't do any of these trick without
- (e) a power source of generate movement. The inside
- (f) of a cell bustles with most traffic than on Delhi roads,
- (g) but like all vehicles, the cell's moving parts
- (h) need engines. Physicians and biologists has looked
- (i) under the hood of the cell and lay out the nuts
- (j) and bolts in molecular engines

9. Mr. Ramesh, an official with the Sports Ministry, and a part of the Indian delegation went to Beijing for the Olympic Games. On his return he was asked to give his impression on the various aspects of the organization of the games by the Beijing officials. Frame ten questions that he could be asked on the following issues:

5 marks

- the opening ceremony
- accommodation
- transportation
- practice facilities
- food
- condition of the venues
- leisure time activities of the sportspersons
- arrangement for local sightseeing
- security arrangements
- interaction with locals

SECTION - D (LITERATURE)

35 Marks

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

7 marks

I know why the caged bird beats his wing
 Till its blood is red on the cruel bars;
 For he must fly back to his perch and cling
 When he fain would be on the bough a-swing;
 And a pain still throbs in the old, old scars.

- (a) Name the poem and the poet. 1
- (b) Why does the narrator use the phrase 'I know' ? 1
- (c) Identify and explain the literary device used in these lines. 1
- (d) What do the 'old' scars refer to? 1
- (e) What would the bird like to do after it breaks free? 1
- (f) What does this poem teach you? 2

OR

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

- (a) Name the poem and the poet. 1
- (b) Who are the 'they' being referred to in these lines? 1
- (c) What do they dream of and why do the 'dreams drip with murder' ? 2
- (d) How have the 'men' changed into 'children' ? 2
- (e) Contrast 'glorious' with 'shattered' in the second line. 1

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

- (a) 'The narrator truly loves Sally'. Do you agree with this statement?
 Give reasons for your answer.
- (b) Discuss any two qualities of a good poem as described in the poem
 'Ars Poetica.'
- (c) Bring out the contrast between the mother in her youth and her old age as
 described in the poem, 'Of Mothers, Among Other Things'.

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

'God-O-God - this is a brutal joke you are playing.

What was the brutal joke and who had played it ? Do you agree with the speaker's
 point of view? Give reasons for your answer.

OR

What is the Monkey's paw? How do the Whites react to it ?

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

- (a) Why did the beggar from the lesson, 'What's your Dream?' stop by to talk to the narrator? What was his advice to the young boy?
- (b) Unable to share his grief with his passengers, Iona turns to others. Who were they and how did they react to him?
- (c) According to Robert Lynd, how can we recapture the lost enchantment of childhood?

14. Answer anyone of the following in 100-120 words: 7 marks

Mrs. Malik from the lesson, "A Room 10' x 8" writes a letter to her sister describing her daughter-in-law's plans to move into their own house finally. She writes about the daughter-in-law's enthusiasm and contrasts it with her own reactions to the changed circumstances. Write the letter.

OR

On her return from the war front, Lisa writes a diary entry describing her experiences there, her meeting Doronin and the effect this has had on her life. Write the diary entry.

QUESTION PAPER CODE 212

SECTION A : READING

20 Marks

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

12 marks

- 1 Some people in the corporate sector believe that the highest job satisfaction is enjoyed by those in least-paying jobs, like in NGOs and social organizations. This sounded ironical but still exciting enough to mull over for those of us in the corporate world who chase a mirage called job satisfaction and often confuse it with high salaries.
- 2 Five years ago, I was posted in Kolkata. This is where I had the soul-stirring experience of meeting Ravikant at Belur Math, the Ramkrishna Mission's headquarters. Away from the city's boisterous roads, Belur is tranquility personified. It had been 18 years since Ravikant and I had passed out from IIT Kanpur, where we spent our days in neighbouring hostel rooms. In the course of lunch that day at Belur, he unfolded his post-IIT story, which marked a turning point for my own view towards life.

- 3 Ravikant Jadhav was ranked second across India in the JEE and completed his B.Tech. in computer science with a perfect 10 CPI. A recipient of the President's gold medal at IIT, he spurned all offers of plum scholarships from top foreign universities. Instead, he went on to do his Ph.D. from IIT, Kanpur. As his neighbour I was familiar with Ravikant's leanings towards Swami Vivekananda and Ramkrishna Paramhans. Often, when I barged into his room for a chat session, I would find him deep into reading their teachings. These had an impact on his day-to-day actions as well. An example of his austerity was the fact that he managed to pass those four years with just a pair of white kurta-pyjamas. He spent a lot of time teaching the mess workers' children besides other poor employees of IIT. Top brain that he was, the toughest assignments were cracked by him in a jiffy.
- 4 His entire family along with many of us, egged him on to study abroad. I occasionally mocked his convictions and told his parents he would eventually succumb to the lure of dollars, just like several of his batch-mates. But, he couldn't be deterred from his single-minded pursuit of serving humanity. He would explain, "Just like Silicon Valley, social sectors too desperately need intelligent people."
- 5 He continues to positively impact the lowest rung of the social ladder. Recently, he helped save the life of 12-year-old Rashmi, who developed a hole in her heart. Her operation in Bangalore cost Rs. 3 lakh and on reading Ravikant's email, I had contributed my bit, but was doubtful if he would meet the target. But, as I recently found out, Rashmi was back home in Kanpur after a successful surgery, making me put my faith in Ravikant's words that, "There are a lot of good people in the world, we just need to reach out to them."
- 6 Unmarried, he has dedicated his entire life towards a social cause. He joined the Ramkrishna Mission after his doctorate and, by now has taught computer science to several thousand students at their university, besides managing various projects spread across the country. He also humbly believes that Belur Math has given him the opportunity to achieve his mission. Yet, his journey continues.
- 7 Ravikant's story is beyond inspiration. When I look around at my batch-mates, many of whom head companies, I consider Ravikant the biggest success story of IIT. His story should be a catalyst for all those who want to bridge the social abyss created by market forces and government inaction. As I write a cheque for Rs. 15,000 for my three-year-old son's quarterly fee, I'm reminded

of an education system gone horrendously wrong. Unlike many of us who keep trodding known paths, Ravikant Maharaj - as he is popularly known in Belur - has clearly found his own path and left a trail.

- *Off the Beaten Track (Times News Network)*

- (a) On the basis of your reading of the passage, answer the following questions:
- (i) Why, according to the author, is job satisfaction a mirage? 1
 - (ii) Mention two interests of Ravikant other than studies. 2
 - (iii) Why did the author mock at Ravikant's convictions? How did Ravikant prove him wrong? 2
 - (iv) What were Ravikant's pursuits after he completed his doctorate? 2
 - (v) Explain - He clearly found his own path and left a trail. 1
- (b) Pick out words/phrases from the passage which are similar in meaning to the following: 4
- (i) noisy and energetic (para 2)
 - (ii) lack of luxuries and comfort (para 3)
 - (iii) to lose the determination to oppose something (para 4)
 - (iv) person that causes great change (para 7)

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

Technological change is one reason for companies to look again at how they manage and develop human resources, and in particular the essential powers of creativity and adaptability. But there is another: the changing demography of world populations and of national work forces. Here again we are faced with an exponential curve of change. The global workforce is changing in size and shape. It took all of human history until the early 1800s for the world's population to reach the first billion. It took 130 years to reach the second billion in 1930, 30 years to add the third in 1960, 14 years to add the fourth in 1974 and 13 years to add the fifth in 1987. In 1999, the world's population reached 6 billion. This billion increase in 12 years was the most rapid increase ever. The United Nations medium projections show that another billion people will be added in just 14 years and that world population will be about 9.4 billion by 2050.

Most of the world's population growth is taking place in less developed countries. Currently, 84 million people are being added every year in less developed countries

compared with only about 1.5 million in more developed countries. According to the UN, today's more developed country populations are projected to remain relatively constant throughout the next century, while less developed country populations are projected to keep growing.

- China is the world's most populous nation with a 1998 population of 1.2 billion. Its population is increasing by 1% each year, assuming minimal migration. India has fewer inhabitants (989 million) but a higher annual growth rate of about 1.9%. India is likely to surpass China as the world's most populous country by the middle of the 21st century.
- In the 1990s, most of the world's fastest-growing countries were in the Middle East and Africa. Kuwait's 1998 population of 1.9 million grew by about 3.7% a year. At that rate the population will double in 19 years unless there is a significant decline in fertility or increase in emigration. The population of the African continent is growing at 2.5%, yielding a doubling time of only 27 years.
- In contrast many countries are experiencing extremely slow growth and even natural decrease because death rates have risen above birth rates. Deaths exceeded births in 13 European countries including Russia, Germany and the Czech Republic in the late 1990s. In some countries net immigration provides the only population growth.
- The United States is the third most populous nation in the world, behind China and India. The US population increased by an estimated 2.5 million people during 1997. Legal and illegal migrants accounted for one quarter of population growth during the 1980s and about one-third of growth during the 1990s. According to the US Census Bureau projections, the US population could reach 394 million by 2050.

The changing patterns and demography of world population will have profound effects on the patterns of economic activity and trade.

- (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. Parul / Puneet has lost her/his school bag in a public bus. She/He drafts an advertisement to be put in the newspapers. Draft an advertisement giving the relevant details. (Word limit 50 words)

5 marks

OR

Your school is leading an awareness campaign against Environmental Pollution in the neighbourhood. Design a poster highlighting the dangers of pollution and the measures to be undertaken to fight it. (Word limit 50 - 80 words)

4. Mr. Raj, the Physics Department head wants to place an order for some lab equipment like lenses, galvanometers, prisms, glass cubes, etc. He writes a letter placing the order to M/s Scientific Equipment Ltd., Nai Sarak, Delhi-41. Write this letter. (Word limit 100 words)

10 marks

OR

Read the following headlines:

SAINA WINS WORLD BADMINTON CHAMPIONSHIP

SACHIN HIGHEST RUN GETTER IN THE WORLD

BINDRA WINS OLYMPIC GOLD

VISHWANATHAN ANAND: WORLD CHESS CHAMPION

Write a letter to the editor of a national daily expressing your happiness at the new emerging faces of Indian Sports. Discuss the reasons for this rise and suggest some measures that could further enhance the situation. (Word limit 150 words)

5. Sohini / Sohan reads the following statistics showing the male - female ratio in many of the states in India:

State	Male	Female
Haryana	1000	863
Bihar	1000	756
Kerala	1000	902
Uttar Pradesh	1000	888

She/He is extremely disturbed after reading the above statistics about the condition of the girl child which is still a matter of deep concern. Referring to these figures she/he writes an article for the school magazine discussing the reasons for this imbalance

in the population and the consequences of this trend. She/He also suggests measures that could be taken to combat this problem. As Sohini / Sohan, write the article. (Word limit 200 words)

10 marks

OR

Read the following poster:

<p style="text-align: center;">KNOW YOUR RIGHTS</p> <p style="text-align: center;"><i>CONSUMER CAUGHT IN THE WEB BECAUSE.....</i></p> <ul style="list-style-type: none">- Lacks quality consciousness- Lacks consumer awareness- Misleading advertisements- Corrupt practices of shopkeepers <p style="text-align: center;"><i>Issued in Public interest by - Ministry for Consumer affairs</i></p>

Reeju Ray attended a seminar where the rights of a consumer were discussed and the above poster was displayed. Taking help from the points raised in the poster she prepared a speech to be given on National Consumer Day in school. As Reeju, write the speech. (Word limit 200 words)

SECTION C - GRAMMAR

20 Marks

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

5 marks

- (a) At the root of this decrease in numbers is the elephant intrusion in villages.
- (b) Though the numbers have officially increased, the population has declined in the southern and north-eastern states.
- (c) The elephant is fighting a grim battle for survival in the wild as well as in captivity.
- (d) Lately they have resorted to poisoning the beasts, killing at least 122 in Assam.
- (e) Elephants are thus killed for fear of attacks.

7. As a member of your School Social Service Club, Rajesh has been asked to interview a flood victim in Bihar. Based on the input given below complete the conversation. The first one has been done as an example.

5 marks

- losses incurred
- saved some cattle

- { ● time taken for help to arrive
- { ● after 24 hours
- { ● food supply
- { ● packets dropped from helicopters
- { ● medical aid
- { ● few doctors and nurses visited
- { ● problems faced in the camps
- { ● unhygienic conditions/inadequate drinking water/insufficient food
- { ● support from state government
- { ● minimal

Example –

Rajesh : Namaste, I would like to express my sympathy at your loss. Were you able to save anything from the floods?

Villager : Well I was a bit luckier than my neighbours. I have managed to save some of my cattle.

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

5 marks

Most people with stable heart disease who is who - which

- (a) monitored and controlled should has no problem
 - (b) travelling. However, travel was not recommended for
 - (c) people by uncontrolled angina, abnormal heart
 - (d) arrhythmia, but uncontrolled congestive heart failure.
 - (e) In general, air travel does not pose great risk to
 - (f) more heart patients. Cardiac “incidents” occur only
 - (g) in one or two patient per million during air travel.
 - (h) However, some patients need to avoid flying, on least
 - (i) temporarily, because of a increased risk posed by
 - (j) being confined with a high-altitude (and therefore low-oxygen) compartment.
9. Anil Kumble retired after a fulfilling career in cricket. As a sports journalist you have been asked to interview him. Frame ten questions you would like to ask him based on the items given below:

5 marks

age started playing - coaching where - debut match - career best - family support - favourite fellow cricketer - any regrets - toughest opponent - favourite playing ground - plans after retirement

SECTION D - LITERATURE

35 Marks

10. Choose anyone of the following extracts and answer the questions that follow: 7 marks

My cold parchment tongue licks bark
in the mouth when I see her four
still sensible fingers slowly flex
to pick a grain of rice from the kitchen floor.

- (a) Name the poem and the poet. 1
- (b) What characteristics of the mother are being highlighted in the above lines? Mention any two. 1
- (c) Why does the narrator refer to the four fingers still being 'sensible'? 2
- (d) What impact does this have on the narrator? 1
- (e) Identify and explain anyone literary device used in the above lines. 2

OR

A poem should be motionless in time
As the moon climbs,
Leaving, as the moon releases
Twig by twig the night-entangled trees,

- (a) Name the poem and the poet. 1
- (b) Explain the contradiction in the first two lines. 2
- (c) What is being meant by the phrase 'night-entangled tree' ? 1
- (d) What effect does the moon have on these trees? 1
- (e) Mention any two characteristics of a good poem as described in the above lines. 2

11. Answer any two of the following in about 50 words each: 2x4=8 marks

- (a) How does the title 'Curtain' bring out the central theme of the poem?

- (b) Discuss the statement, 'Autumn is a season of abundance', with reference to the poem 'Ode to Autumn'.
- (c) What are the future plans that the narrator has for himself and Sally in the poem 'Sally in our Alley'? What prompted him to make these plans?

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

5 marks

- (a) 'I shall be remembered for not what I am but for what I did.'

What do these lines reveal about Alexander's character? How did this philosophy control his actions throughout his life?

OR

- (b) 'As I wished it twisted in my hand like a snake.'

(i) What does 'it' refer to ?

1

(ii) Did it really twist in the speaker's hand? Give reasons for your answer.

2

(iii) How did his family members react to his statement?

2

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

2x4=8 marks

- (a) How does Mrs. Malik respond to the sketch of the woman drawn by the architect? How does it prove to be ironic later on in the story, 'A Room 10' x 8' ?
- (b) Discuss the role of ambition in motivating students as explained in the lesson, 'On Education'. Comment on both its positive as well as negative aspects.
- (c) What influence did Doronin have on Lisa's life?

14. Answer any one of the following in 100 -120 words:

7 marks

Suzanne is tired of warding off the proposals from the two comedians. She writes to her friend Janette expressing her feelings for both the suitors and how she is going to deal with the problem without hurting their feelings.

OR

After the war of Kalinga, Asoka is deeply moved by the magnitude of the death and destruction caused by him. He writes a diary entry recording his feelings about his change of heart and planning the changes he was going to bring about in his method of ruling his kingdom.

Marking Scheme — Functional English

General Instructions :

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

11. If a student literally lifts a portion of the given passage as an answer to a question no marks should be deducted for this so long as it is relevant and indicative of the desired understanding on the part of the student especially in Q.1 (Section A) and Q.10 (Section D).
12. Some of the questions may relate to Higher Order Thinking Skills. These, questions are to be evaluated carefully and the student's understanding/analytical ability may be judged.
13. Wherever the word limit is given, no marks are to be deducted for exceeding the word limit. However, due credit should be given for precise answers.

QUESTION PAPER CODE 212/1

EXPECTED ANSWERS/VALUE POINTS

SECTION A: (READING) 20 Marks

Q1. READING

TSUNAMI

TOTAL MARKS: 12

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

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

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

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

Answers : a)

- | | | | |
|------|---|--|------------|
| i. | ● | Wanted to run and warn mother and sister | 1 mark |
| | ● | No, sea swallowed them before she could react | ½ + ½ mark |
| ii. | ● | To make Murugeshwari happy | 1 mark |
| | ● | She was generous/large hearted/loving/caring/selfless | 1 mark |
| iii. | ● | Taking old people to bathrooms/fetching water/drying clothes/carrying babies (Any two) | 2 marks |
| iv. | ● | They are materialistic/hurtful/selfish/destructive/greedy (Any two) | ½ + ½ Mark |

- v ● She felt it would bring stability and fulfillment to her friend/
her friend had been through a series of personal tragedies/
to bring some meaning to her painful life. 1 mark

Q1 (b) VOCABULARY

Objective : To deduce the meanings of unfamiliar lexical items.

Marking : 1 mark each (4 marks)

- Answers :** i) grant
ii) materialistic
iii) nurturing
iv) colleague

Q 2. Note making and Summarizing

Total Marks: 8

Objective : To develop the skill of taking down notes

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

Marking : Note making

5 marks

Heading 1 mark

Abbreviations / Symbols 1 mark
(with or without key)
(minimum four)

Content 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 sentence 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 : World population and changing demography / world population/
Global work force/ Managing human resource

1. Challenges faced
 - a. Tech. changes
 - i. managing human resources
 - ii. devng. creativity & adaptability
2. Work force
 - a. Changing size and shape
 - i. 1800 – 1st billion
 - ii. 1930-2nd billion
 - iii. 1999 – 6th billion
 - b. Projn. for 2050- 9.4 billion
3. Population growth in different countries
 - a. Likely to remain constant in developed countries
 - b. Higher growth rate in less dev. countries –
 - i. China – most populous
 - ii. India – likely to surpass China
 - iii. Fastest Growing countries in 1990's
 - a. Africa
 - b. Middle East
4. Contrasting Trends
 - a. European countries
 - i. Slow Growth
 - ii. Reasons-increasing death rates
5. USA – 3rd most populous nation
 - a. Increased by 2.5 mill. during 1997
 - b. Reasons – leg. and illegal migrants

Key

1. Projn. – projection
2. Dev. – developed
3. Mill. – million
4. Leg. – Legal
5. Devng – developing
6. & – and
7. Tech. – technological

Note: 1. Any abbreviations done by the students should be accepted.

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

Q2. b. SUMMARY

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

Marking: Content 2 marks
Expression 1 mark

Note: Considering the numerous facts mentioned in the notes about the population growth, 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**ACCEPTING /DECLINING INVITATION****TOTAL – 5 MARKS**

Objective : To use an appropriate style to draft an informal invitation

Marking : Content 3 marks
(To include writer's address and date.
Salutation and complementary close optional)

Suggested Value Points

- Accepting
1. Acknowledge invitation
 2. Confirm acceptance
- Declining
1. Acknowledge invitation
 2. Decline
 3. State reasons
 4. Greetings and good wishes

Expression

(Coherence and relevance of ideas, accuracy and style)

2 marks

Option-2

POSTER

FIGHT OBESITY/ OBESITY DAY

TOTAL – 5 MARKS

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

Marking : Content

(to include heading and issuing authority)

3 marks

Expression

(Coherence and relevance of ideas and style)

2 marks

Suggested Value points - Create awareness about:

1. eating right
2. regular exercise

- appropriate slogans

Q.4. Option -1

LETTER TO THE EDITOR - SPORTS

TOTAL -10 MARKS

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

To plan, organize and present ideas coherently

Marking: Format

2 marks

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

Content

4 marks

Suggested value points

- Mention famous Indian sports persons
- State reasons for the rise
 - a. Increased awareness due to exposure to mass media
 - b. Support from government / sponsors
 - c. Better opportunities for identifying talents and training/
improvement in infrastructure
 - d. Promoting sports as a career
 - e. Any relevant suggestions for enhancement

Expression:

4 marks

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

Or

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

- Introduction
- The purpose of letter
- Details
 - Studies affected
 - Disturbed sleep / peace of mind

- Headaches
- Affects hearing
- Suggest suitable measures to control it

Expression

4 marks

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

Q.5. Option -1

ARTICLE – CONSUMER AWARENESS

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

To plan, organize and present ideas coherently.

Marking: Format

1 mark

(heading and writer's name)

Content

4 marks

Expression

5 marks

- Grammatical accuracy, appropriate words and spellings 2½marks
- Coherence and relevance of ideas and style 2½marks)

Suggested value points

- Rights of a consumer
- Exploitation of consumer
- Reasons
 - o Lack of quality consciousness
 - o Lack of consumer awareness
 - o Lack of stringent enforcement of laws
 - o Misleading advertisements
 - o Corrupt practices of shopkeepers
- Imp. of consumer education
- Measures to safeguard the right of consumers

Or

Option - 2

SPEECH – MALNUTRITION

TOTAL – 10 MARKS

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

To plan, organize and present ideas coherently.

Marking: Content

5 mark

(to include greetings and thanks)

Suggested Value Points

- Statistics on malnutrition(based on the given input)
- State reasons –
 - Overpopulation
 - Poverty
 - Unemployment
 - Illiteracy / lack of awareness
 - Natural calamities
 - Poor government policies
- Suggestions to deal with the problem

Expression

5 marks

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

SECTION C (GRAMMAR)

20 MARKS

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

Q6. REARRANGING

TOTAL: 5 MARKS

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

Marking: 1 mark for every correct answer

5 marks

Answer

1. Public speaking is an art
2. And like all arts it can be learned

3. Though everyone feels nervous before a public speaking performance, the trick is to master it
4. You also have to focus on your audience
5. You must know who they are and what they want

Q7. DIALOGUE WRITING

TOTAL-5 MARKS

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

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

5 marks

Note: The dialogues given below are merely suggestive. Any other exchange which is equally correct is acceptable and deserves full credit.

Sample Answers

1. H: Did you have to conduct a lot of research?
Dr: Yes, it is the result of a lot of research and experiments that culminated in “mission moon”
2. H: How much of time did you take in planning the mission?
Dr: Well, it took about a decade of planning for execution.
3. H: Did you receive any aid from the government?
Dr: Yes, we got all the support we needed from the government agencies.
4. H: Did you encounter any problem during the planning and the execution?
Dr: Not really, just a few
5. H: How did you tackle them?
Dr: We would meet and brainstorm and find the solutions to the problem.

Q.8. EDITING

TOTAL: 5 MARKS

Objectives: To use grammatical items appropriately

Marking: ½ mark each

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

	<u>Incorrect</u>		<u>Correct</u>
a)	could	-	can
b)	divided	-	divide
c)	a	-	the
d)	trick	-	tricks
e)	of	-	to
f)	most	-	more
g)	but	-	and
h)	has	-	have
i)	lay	-	laid
j)	in	-	of

Q9. FRAMING QUESTIONS

TOTAL-5 MARKS

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

Marking: ½ mark each for every accurate question framed

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

Sample questions:

- a) Can you tell us something about the opening ceremony of Beijing Olympic Games?
- b) Were you satisfied with the accommodation provided to you?
- c) Was the transport facility adequate?
- d) Did the athletes have adequate facilities for practice?
- e) Did you get Indian food there?
- f) Were you impressed with the venues where the various events were held?
- g) Were there any arrangements for leisure time activities for the sports persons?

- h) Did they have any provision for local sight seeing?
- i) Were the security arrangements for the sports persons good/adequate?
- j) Did you get any opportunity to interact with the locals?

SECTION D: LITERATURE

TOTAL -35 MARKS

Q10. REFERENCE TO CONTEXT

TOTAL- 7 MARKS

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

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

Marking:

7 marks

Answers:

OPTION (1) SYMPATHY

- a) "Sympathy" by Paul Laurence Dunbar 1
- b) To show his complete identification with the pain of the bird
He had probably suffered/or known about a similar pain in the past 1/2 + 1/2
- c) Cruel bars; transferred epithet / Inanimate object 'bars' personified as living creature/cruelty of man transferred to the bars
(Any one) 1
- d) The scars that have been formed by the bird beating its wings on the bars of the cage 1
- e) It would like to swing on the boughs of the tree / fly back to his perch and cling 1
- f) freedom / freedom priceless / not to curb the freedom of others to fight against all forms of oppression/ exploitation 2

OPTION (2) SURVIVORS

- a) Survivors by Siegfried Sassoon 1/2 + 1/2

- b) The soldiers who have survived a war/survivors. 1
- c) - dream of their dead comrades/scenes from the battle field/they see the scenes of death and destruction at the battle field 1+1
- they spend sleepless nights and they are haunted by the ghosts of their friends killed in war.
- d) They have been reduced to the helpless stage of children after the trauma of the war; broken physically mentally and emotionally e.g. like children learning to walk again. 1 + 1
- e) The glory of war shattered by the reality / illusion of war started by technology/ propaganda promoted by politicians and war mongers shattered by war 1

Q11. POETRY

TOTAL 4X2=8 MARKS

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

Marking: Content: 3 marks

Expression: 1 mark

- a) Yes, because he is ready to give all that he has to Sally and wait till he is a free man to marry her. He faces the cruel beating from his master for her sake/ calls her the prettiest lady of he land/ the darling of his heart/ any other
- b) Explain any two relevant examples from the poem
- c) Mother in her youth – beautiful/elegant/active/agile/caring/well dressed/ healthy. Mother in her old age – bent/slowed down/ frail/less agile/still concerned/meticulous

(Any two)

Q12. PLAY

TOTAL-5 MARKS

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

Marking: Content: 3 marks

Expression: 2 marks

OPTION (1) AN ADVENTURE STORY

- Master of the world dying of a mere chill at such a young age
- Played by god / destiny / fate / his ambition unquenchable
- Yes / No

OR

OPTION (2) MONKEY'S PAW

- It is a dried paw of a monkey given by a Fakir to Morrison, who had cast a spell on it
- Mr. White – excited – not fully convinced/wanted to test its magical power
- Mrs. White – apprehensive – wants to have nothing to do with it
- Herbert – mocks and ridicules it – has a lot of fun at its expense

Q13. FICTION

TOTAL 4X2=8 MARKS

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

Marking: Content:

3 marks

Expression:

1 mark

- a) The narrator was all alone on the litchi tree /unusual/ not the litchi season/ the boy seemed to be a dreamer

Advice – have a dream ; follow it; work for it diligently; do not take any one else's dream; do not take it for granted / do not expect too much too soon / discard all those things that come in the way of finding it

- b) Approaches a hall porter who ignored him, a fellow cab driver at the stable – turns around and falls asleep, horse – listens to him in silence
- c) - by going back to nature, recollecting simple pleasures of our childhood
- to cultivate the innocent attitude of a child to look upon the world as a toy

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 ROOM 10 × 8 (LETTER)

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

Suggested Value Points:

- Daughter-in-law excited, getting new furniture, house painted, decides to shift
- Mrs. Malik – lacks enthusiasm, realizes she has lost her position as the mistress of the house, husband dead, feels ignored / a state of resignation / recollects the difficulties she faced in the construction of the house / remembers her plans to cultivate friends

Option- 2 THE ACTRESS (DIARY ENTRY)

Suggested Value Points:

- Traumatic experiences – first hand experience of war – mutilated corpses, burnt houses etc.
- Undergoes tremendous change in her understanding of human life
- Meets Doronin, falls in love, ready to give up acting for the sake of love
- Lot of optimism and hope for the future
- First time she feels she has seriously fallen in love with someone
- Matures as an actress

QUESTION PAPER CODE 212

EXPECTED ANSWERS/VALUE POINTS

SECTION A: (READING) 20 Marks

Q1. READING

OFF THE BEATEN TRACK

TOTAL MARKS: 12

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

Objective : To identify and understand 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. Job satisfaction often confused with high salaries / certain jobs appear to offer satisfaction but in reality not enjoyable

1

- | | | |
|------|---|--------|
| ii. | - Reading the teachings of Swami Vivekananda and Ramkrishna Paramhans
- Teaching the children of mess workers and poor employees of IIT. | 1+1 |
| iii. | - the author mocked at Ravikant saying that he would finally succumb to the lure of dollars
- couldn't be deterred from his goal/ joined Ramakrishna Mission/ dedicated his life to serve humanity | 1+1 |
| iv. | - Joined the Ramkrishna Mission and taught computer science to several thousand students
- Managed various projects | 1+1 |
| v. | Ravikant chosee the untrodden path, left a mark / made an impact on others to follow | 1 mark |

Q1. (b) VOCABULARY

1x4 = 4 marks

Objective : To deduce the meanings of unfamiliar lexical items.

Marking : 1 mark each (4 marks)

Answers : i. boisterous
ii. austerity
ii. succumb
iv. catalyst

Q 2. Note making and Summarizing

Total Marks: 8

Objective: To develop the skill of taking down notes

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

Marking : Note making

5 marks

Heading

1 mark

Abbreviations / Symbols

1 mark

(with or without key)

(minimum four)

Content

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 student's understanding of the given passage and the notes include the main points with suitable and recognizable abbreviations.

Complete sentence 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 : World population and changing demography / world population/ Global work force/ Managing human resource

1. Challenges faced
 - a Tech. changes
 - i. managing human resources
 - ii. devng. creativity & adaptability
2. Work force
 - a Changing size and shape
 - i. 1800 – 1st billion
 - ii. 1930-2nd billion
 - iii. 1999 – 6th billion
 - b Projn. for 2050- 9.4 billion
3. Population growth in different countries
 - a Likely to remain constant in developed countries
 - b Higher growth rate in less dev. countries –
 - i. China – most populous
 - ii. India – likely to surpass China
 - iii. Fastest Growing countries in 1990's

- a. Africa
 - b. Middle East
- 4 Contrasting Trends
- a European countries
 - i. Slow Growth
 - ii. Reasons-increasing death rates
- 5 US – 3rd most populous nation
- a Increased by 2.5 mill. during 1997
 - b Reasons – leg. and illegal migrants

Key

- 1. Projn. – projection
- 2. Dev. – developed
- 3. Mill. – million
- 4. Leg. – Legal
- 5. Devng – developing
- 6. & - and
- 7. Tech. - technological

- Note:**
- 1. Any other suitable abbreviations done by the students may be accepted.
 - 2. No student to be penalized if they have not given a key to abbreviations separately.

Q2. b. SUMMARY

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

- Marking:**
- | | |
|------------|---------|
| Content | 2 marks |
| Expression | 1 mark |

Note: Considering the numerous facts mentioned in the notes about the population growth, 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**ADVERTISEMENT****TOTAL – 5 MARKS**

Objective: To draft an advertisement using an appropriate style

Marking :

Content 3 marks
(to include title and contact address)

Suggested Value Points

- what (details for identification)
- Where
- When

Expression 2 marks
Coherence and relevance of ideas and style

OPTION 2**POSTER****ENVIRONMENTAL POLLUTION****TOTAL – 5 MARKS**

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

Marking :

Content 3 marks
(to include heading and issuing authority)

Suggested Value points

- Causes
- Dangers / hazards
- Measures to be taken
- Appropriate slogans

Expression 2 marks
(Coherence and relevance of ideas and style)

Q.4. LETTER

TOTAL -10 MARKS

OPTION (1) LETTER PLACING AN ORDER

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

- State purpose of letter
- Include list of items required with specifications i.e number, size, brand
- Mode of payment
- Due date of delivery
- Discount if any

Expression 4 marks

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

Or

OPTION – 2

LETTER TO THE EDITOR - SPORTS

TOTAL -10 MARKS

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

Marking: Format 2 marks

1. Sender's address
2. date
3. address of the addressee
4. salutation
5. subject

- 6. complimentary close
- 7. sender's signature/name

Content

4 marks

Suggested value points

- Mention famous Indian sports persons
- State reasons for the rise
 - a. Increased awareness due to exposure to mass media
 - b. Support from government / sponsors
 - c. Better opportunities for identifying talents and training/improvement in infrastructure
 - d. Promoting sports as a career
 - e. Any relevant suggestions for enhancement

Expression:

4 marks

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

Q.5. ARTICLE – GIRL CHILD

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

Marking: Format

1 mark

(heading and writer's name)

Content

4 marks

Expression

5 marks

- Grammatical accuracy, appropriate words and spellings 2½marks
- Coherence and relevance of ideas and style 2½marks

Suggested value points

- Refer / interpret the statistics given in the input
- Current status of girl child
- Reasons for gender imbalance

- Consequences
- Corrective measures

Suggestions

- any suitable suggestions

Or

OPTION - 2

SPEECH – CONSUMER RIGHTS/NATIONAL CONSUMER DAY

TOTAL – 10 MARKS

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

Marking:

Content 5 marks
(to include greetings and thanks)

Suggested value points

- Rights of a consumer
- Exploitation of consumer
- Reasons :
 - o Lack of quality consciousness
 - o Lack of consumer awareness
 - o Lack of stringent enforcement of laws
 - o Misleading advertisements
 - o Corrupt practices of shopkeepers
- Imp. of consumer education
- Measures to safeguard the right of consumers

Expression 5 marks
(Grammatical accuracy, spellings 2½marks
Coherence and relevance of ideas and style) 2½marks

SECTION C (GRAMMAR)

20 MARKS

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

Q6. REARRANGING**TOTAL: 5 MARKS**

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

Marking: 1 mark for every correct answer

5 marks

Answer**Sequence : c, b, a, d, e**

- a. The elephant is fighting a grim battle for survival in the wild as well as in captivity
- b. Though the numbers have officially increased, the population has declined in the southern and north - eastern states.
- c. At the root of this decrease in numbers is the elephant intrusion in Villages
- d. Lately they have resorted to poisoning the beasts, killing atleast 122 in Assam
- e. Elephants are thus killed for fear of attacks

Q7. DIALOGUE WRITING**TOTAL-5 MARKS**

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

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

5 marks

Sample Answers:

1. Rajesh: When did help arrive? / How long did it take for help to arrive?
Villager: Help arrived after 24 hours / It took 24 hrs for help to arrive
2. R: How was food supplied?
V: Packets were dropped from helicopters.
3. R: Did you get medical aid? / Was medical aid provided?
V: Yes. A few doctors and nurses visited the camps.
4. R: What problems did you face in the camps? / What were the problems faced in the camps?

V: Unhygienic conditions prevailed / We didn't get adequate drinking water / food supply was insufficient.

5. R: Did you get any support from the state government?

V: Help was minimal.

(Any other suitable exchange may be accepted)

Q.8. EDITING

TOTAL: 5 MARKS

Objectives: To use grammatical items appropriately

Marking: ½ mark each

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

<u>Incorrect</u>		<u>Correct</u>
a) <u>has</u>	-	have
b) was	-	is
c) by	-	with
d) but	-	or
e) no error	-	(award half a mark if attempted)
f) more	-	most
g) patient	-	patients
h) on	-	at
i) a	-	an / the
j) with	-	to/within

Q9. FRAMING QUESTIONS

TOTAL-5 MARKS

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

Marking: ½ mark each for every accurate question framed

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

Sample questions:

- a) When did you start playing cricket? At what age did you start Playing cricket?

- b) Where were you coached? / Where did you get your coaching from?
 - c) Where was your debut match? / Against which team did you play your debut match? How old were you when you played your debut match?
 - d) Which according to you is your career best performance?
 - e) Was your family supportive? / Did your family support you?
 - f) Who is your favourite fellow cricketer?
 - g) Do you have any regrets?
 - h) Who was your toughest opponent?
 - i) Which was your favourite playground?
 - j) What are your plans after retirement?
- (any other suitable questions may be accepted)

SECTION D: LITERATURE

TOTAL -35 MARKS

Under Section D, (Q10) question has been designed to test a students understanding of the passage and his/her ability to interpret, evaluate and respond to the given passage. As such, content assumes more importance than expression in the answers to these question. 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) OF MOTHERS, AMONG OTHER THINGS

- a) Of Mothers among other things ; A.K. Ramanujan - ½ + ½
- b) frugal, runs the house meticulously ,industrious, active inspite of her age (any two) - ½ + ½
- c) Had lost the use of one finger while laying a mouse trap but her other four fingers are functional / flexible / sensible/one finger crippled - 2
- d) Sad, tongue goes dry, overwhelmed with emotion, expresses the intensity of his grief (Any one) - 1

- e) Parchment tongue – metaphor (explain)
 Still sensible – alliteration (explain)
 Note: identification of phrase / word - 1
 Naming the literary device - 1

OPTION (2) ARS-POETICA

- a) Ars Poetica - Archibald MacLeish - ½ + ½
 b) Contradiction – Motionless in time as the moon climbs - 1
 Explanation - 1
 c) Trees shrouded in darkness of the night / ignorance - 1
 d) Lights up the tree twig by twig / removes the darkness gradually - 1
 e) Motionless in time / timeless appeal / gradual in its impact/ enlightens the reader
 (Any two) 2

Q11. POETRY ANSWERS

TOTAL 4X2=8 MARKS

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

Marking: Content: 2 marks
 Expression: 1 mark

- a) Theme of separation compared to the drawing of a curtain to be explained – in the context of the separation between two lovers
- b) Explain the images in the poem that picturizes autumn as a season of abundance
- Load and bless the vines
 - Bend cottage trees with apples
 - Fill fruits with ripeness to the core
 - Swell the gourd, plump the hazelnuts
 - Set more flowers budding
 - Reaping the harvest
 - Storing the grains
 - Gleaner with large bundle crossing the brook
- (Any 3 points)

- c) ● He plans to marry Sally after 7 years when he will be free, not in the alley
- He was under a contract
- He loves her dearly
- People in the alley mock him

Q12. DRAMA

TOTAL-5 MARKS

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

Marking: Content:

3 marks

Expression:

2 marks

OPTION (1) THE ADVENTURE STORY

Spirit of adventure – lust for power/ambitious/man of action/impulsive/ wanted to be the master of the world (any two)

Relevant incidents – embarks on his conquest of India despite warning, refused to name his successor

Undeterred by Queen Mother's /pythia's warning (he would face a bitter end)

OR

OPTION (2) THE MONKEY'S PAW

- (i) The Monkey's paw 1
- (ii) Yes – supernatural power of the paw 2
- No – figment of his imagination
- (any one)
- (iii) Reaction of Mr. White's family. Herbert called it a nonsense. Mrs. White thought it was his fancy. 1 + 1

Q13. PROSE

TOTAL 4X2=8 MARKS

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

Marking: Content: 3 marks

Expression: 1 mark

- a) - Earlier – identified herself with the sketch of the woman – her sense of ownership and pride about the house
- Later – Ironical she was no more the lady of the house – wondered whether the architect had mocked at her because in the changed circumstances the sketch resembled her daughter-in-law, maroon was not her preference.
- b) - Ambition / aiming at recognition as a form of motivation lies firmly in the human mind. Both constructive and destructive desire. Excessive desire to outdo others is injurious to both the individual and society.
- c) - Lisa met Doronin at the battle front – fell in love –was willing to give up acting for the sake of love / Lisa underwent emotional changes
- Doronin’s death made her understand the true meaning of love, realizes the immortality of love
- grows into a mature actress

Q14. PROSE (LONG ANSWERS)

Total 7 marks

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

Marking: Content - 4 marks

Expression - 3 marks

OPTION (1) THE JUDGEMENT OF PARIS (LETTER)

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

Suggested Value Points:

- Flirted with both equally – liked both – admired their acting ability – not keen to marry either – didn’t want to hurt their feelings. Writes about her plan to throw a challenge to marry the better actor of the two – to be judged by the people of paris – an impossible thing to do because each one was as good as the other – she would not be compelled to marry either of the two

OPTION (2) ASOKA (DIARY ENTRY)

Suggested Value Points:

- Change of heart – expresses regret/remorse – publically apologises – newly found convictions – becomes a Buddhist monk – stops slaughter of animals – law of piety and right living – practises what he preaches – works for public benefit – renounces violence

(Any four of the above)

हिंदी (ऐच्छिक)

निर्धारित समय : 3 घंटे

अधिकतम अंक : 100

प्रश्नपत्र संख्या 29/1/1

खंड - 'ख'

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

भारतीय धर्मनीति के प्रणेता नैतिक मूल्यों के प्रति अधिक जागरूक थे। उनकी यह धारणा थी कि नैतिक मूल्यों का दृढ़ता से पालन किए बिना किसी भी समाज की आर्थिक व सामाजिक प्रगति की नीतियाँ प्रभावी नहीं हो सकतीं। उन्होंने उच्चकोटि की जीवन-प्रणाली के निर्माण के लिए वेद की एक ऋचा के आधार पर कहा कि उत्कृष्ट जीवन-प्रणाली मनुष्य की विवेक-बुद्धि से तभी निर्मित होनी संभव है, जब 'सब लोगों के संकल्प, निश्चय, अभिप्राय समान हों; सबके हृदय में समानता की भव्य भावना जागरित हो और सब लोग पारस्परिक सहयोग से मनोनुकूल सभी कार्य करें। चरित्र - निर्माण की जो दिशा नीतिकारों ने निर्धारित की, वह आज भी अपने मूल रूप में मानव के लिए कल्याणकारी है। प्रायः यह देखा जाता है कि चरित्र और नैतिक मूल्यों की अपेक्षा वाणी, बाहु और उदर को संयत न रखने के कारण होती है। जो व्यक्ति इन तीनों पर नियंत्रण रखने में सफल हो जाता है, उसका चरित्र ऊँचा होता है। सभ्यता का विकास आदर्श चरित्र से ही सम्भव है। जिस समाज में चरित्रवान व्यक्तियों का बाहुल्य है, वह समाज सभ्य होता है और वही उन्नत कहा जाता है।

चरित्र मानव-समुदाय की अमूल्य निधि है। इसके अभाव में व्यक्ति पशुवत् व्यवहार करने लगता है। आहार, निद्रा, भय आदि की वृत्ति सभी जीवों में विद्यमान रहती है, यह आचार अर्थात् चरित्र की ही विशेषता है जो मनुष्य को पशु से अलग कर, उससे ऊँचा उठा मनुष्यत्व प्रदान करती है। सामाजिक अनुशासन बनाए रखने के लिए भी चरित्र-निर्माण की आवश्यकता है। सामाजिक अनुशासन की भावना व्यक्ति में तभी जाग्रत होती है जब वह मानव-प्राणियों में ही नहीं, वरन् सभी जीवधारियों में अपनी आत्मा का दर्शन करता है।

- (क) हमारे धर्मनीतिकार नैतिक मूल्यों के प्रति विशेष जागरूक क्यों थे? 2
- (ख) चरित्र मानव जीवन की अमूल्य निधि कैसे है? स्पष्ट कीजिए। 2
- (ग) सामाजिक अनुशासन से क्या तात्पर्य है? यह भावना व्यक्ति में कब जाग्रत होती है? 2
- (घ) प्रस्तुत गद्यांश में किन पर नियंत्रण रखने की बात कही गई है और क्यों? 2
- (ङ) विवेक बुद्धि का क्या आशय है? यह कब निर्मित हो सकती है? 2

- (च) 'उत्कृष्ट' और 'प्रगति' शब्दों के विलोम शब्द लिखिए। 1
- (छ) 'आर्थिक' और 'मनुष्यत्व' शब्दों के प्रत्यय बताइए। 1
- (ज) 'चरित्र' और 'निर्माण' शब्दों के विशेषण बनाइए। 1
- (झ) 'संकल्प' तथा 'अभिप्राय' शब्दों के उपसर्ग बताइए। 1
- (ञ) प्रस्तुत गद्यांश के लिए एक उपयुक्त शीर्षक दीजिए। 1

2. प्रस्तुत काव्यांश को ध्यानपूर्वक पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए : 1 x 5 = 5

जीवन का अभियान दान-बल से अजस्र चलता है,
उतनी बढ़ती ज्योति, स्नेह जितना अनल्प जलता है।
और दान में रोकर या हँसकर हम जो देते हैं,
अहंकारवश उसे स्वत्व का त्याग मान लेते हैं।

यह न स्वत्व का त्याग, दान तो जीवन का झरना है,
रखना उसको रोक, मृत्यु से पहले ही मरना है।
किस पर करते कृपा वृक्ष यदि अपना फल देते हैं?
गिरने से उसको सँभाल, क्यों रोक नहीं लेते हैं?

ऋतु के बाद फलों का रुकना डालों का सड़ना है,
मोह दिखाना देय वस्तु पर आत्मघात करना है।
देते तरु इसलिए कि रेशों में मत कीट समाएँ,
रहें डालियाँ स्वस्थ कि उनमें नये-नये फल आएँ।

जो नर आत्मदान से अपना जीवन-घट भरते हैं,
वही मृत्यु के मुख में भी पड़कर नहीं कभी मरते हैं।
जहाँ कहीं है ज्योति जगत में, जहाँ कहीं उजियाला,
वहाँ खड़ा है कोई अन्तिम मोल चुकाने वाला।

- (क) भाव स्पष्ट कीजिए - उतनी बढ़ती ज्योति, स्नेह जितना अनल्प जलता है।
- (ख) दान को 'जीवन का झरना' क्यों कहा गया है?
- (ग) देय वस्तुओं के प्रति मोह रखना आत्मघात कैसे है? सोदाहरण स्पष्ट कीजिए।
- (घ) वे कौन से मनुष्य हैं जो मरकर भी नहीं मरते? उनके चरित्र की विशेषताएँ बताइए।
- (ङ) कवि ने क्यों कहा है - किस पर करते कृपा वृक्ष यदि अपना फल देते हैं?

अथवा

जहाँ भूमि पर पड़ा कि
सोना धँसता, चाँदी धँसती,
धँसती ही जाती पृथ्वी में
बड़ों-बड़ों की हस्ती।

शक्तिहीन जो हुआ कि
बैठा भू पर आसन मारे,
खा जाते हैं उसको
मिट्टी के ढेले हत्यारे!

मातृभूमि है उसकी, जिसको
उठ जीना होता है,
दहन-भूमि है उसकी, जो
क्षण-क्षण गिरता जाता है।

भूमि खींचती है मुझको
भी, नीचे धीरे-धीरे
किंतु लहरता हूँ मैं नभ पर
शीतल - मंद - समीरे।

काला बादल आता है
गुरु गर्जन स्वर भरता है,
विद्रोही-मस्तक पर वह
अभिषेक किया करता है।

विद्रोही हैं हमीं, हमारे
फूलों में फल आते,
और हमारी कुरबानी पर,
जड़ भी जीवन पाते।

- (क) 'विद्रोही हैं हमीं' - पेड़ अपने आप को विद्रोही क्यों मानते हैं?
(ख) "धँसती ही जाती पृथ्वी में बड़ों-बड़ों की हस्ती" - काव्य पंक्ति का आशय स्पष्ट कीजिए।

- (ग) इस काव्यांश में कवि ने किसे 'मातृभूमि' के लिए उपयुक्त और किसे 'दहन-भूमि' के योग्य बताया है?
- (घ) काला बादल किस का अभिषेक किया करता है और क्यों?
- (ङ) काव्यांश का मुख्य भाव क्या है?

खंड - 'ख'

3. निम्नलिखित में से किसी एक विषय पर एक निबन्ध लिखिए : 10
- (क) भारत में बाल मजदूरी - समस्या व समाधान
- (ख) राजनीति और भ्रष्टाचार
- (ग) आतंकवाद: देश की प्रगति के लिए घातक
4. राजीव गाँधी फाउंडेशन उच्च शिक्षा हेतु छात्रवृत्ति प्रदान करती है। आप अपनी योग्यताओं आदि का परिचय देते हुए संस्था के सचिव को आवेदन पत्र लिखिए। 5

अथवा

आपके क्षेत्र की कानून व्यवस्था इतनी बिगड़ गई है कि हर व्यक्ति अपने को असुरक्षित महसूस करता है। इसके कारणों की चर्चा करते हुए समाधान हेतु पुलिस आयुक्त को पत्र लिखिए।

5. रेडियो के लिए समाचार लेखन की बुनियादी बातों पर प्रकाश डालिए। 5

अथवा

रेडियो और टेलीविजन के समाचारों की भाषा-शैली की प्रमुख विशेषताओं को स्पष्ट कीजिए।

6. निम्नलिखित प्रश्नों के उत्तर एक-दो वाक्यों में दीजिए : 1 x 5 = 5
- (क) फीचर किसे कहते हैं?
- (ख) उलटा पिरामिड शैली से क्या तात्पर्य है?
- (ग) खोजी रिपोर्ट का प्रयोग कब किया जाता है?
- (घ) स्तंभ लेखन से क्या अभिप्राय है?
- (ङ) किन्हीं दो हिंदी समाचार चैनलों के नाम लिखिए।

खंड - 'ग'

7. निम्नलिखित काव्यांश की सप्रसंग व्याख्या कीजिए : 8
- तब तौ छबि पीवत जीवत हे, अब सोचन लोचन जात जरे ।
हित-तोष के तोष सुप्राण पले, विललात महा दुख दोष भरे ।
घन आनंद मीत सुजान बिना, सबही सुख-साज-समाज टरे ।
तब हार पहार से लागत हे, अब आनि कै बीच पहार परे ।।

अथवा

आह! वेदना मिली विदाई ।
मैंने भ्रमवश जीवन संचित,
मधुकरियों की भीख लुटाई ।

छलछल थे संध्या के श्रमकण,
आँसू-से गिरते थे प्रतिक्षण ।
मेरी यात्रा पर लेती थी -
नीरवता अनंत अँगड़ाई ।

अमित स्पन्न की मधुमाया में,
गहन-विपिन की तरु-छाया में,
पथिक उनींदी श्रुति में किसने -
यह विहाग की तान उठाई ।

8. निम्नलिखित प्रश्नों में से किन्हीं दो के उत्तर दीजिए : 3 + 3 = 6
- (क) 'बारहमासा' के आधार पर विरहिणी नागमती की अगहन मास में व्यथा-कथा का चित्रण अपने शब्दों में कीजिए ।
- (ख) 'वसंत आया' कविता में कवि की चिंता क्या है? उसे वसंत आगमन की सूचना कैसे मिली?
- (ग) 'सरोज स्मृति' कविता के आधार पर सरोज के नव वधू रूप का वर्णन करते हुए बताइए कि उसका विवाह अन्य विवाहों से किस प्रकार भिन्न था ।

9. निम्नलिखित में से किन्हीं दो काव्यांशों में निहित काव्य सौंदर्य स्पष्ट कीजिए : 3 + 3 = 6
- (क) तोड़ो तोड़ो तोड़ो
ये ऊसर बंजर तोड़ो

सब खेत बनाकर छोड़ो
मिट्टी में रस होगा ही जब वह पोसेगी बीज को
हम इसको क्या कर डालें इस अपने मन की खीज को?
गोड़ो गोड़ो गोड़ो ।

(ख) कहि कहि आवन छबीले मनभावन को,
गहि गहि राखति ही दै दै सनमान को ।।
झूठी बतियानि की पत्यानि तें उदास ह्वै कै,
अब न घिरत घन आनँद निदान को ।
अधर लगे हैं आनि करि के पयान प्रान,
चाहत चलन ये सँदेसो लै सुजान का ।।

(ग) एक बूँद सहसा
उछली सागर के झाग से,
रंग गई क्षण भर
ढलते सूरज की आग से ।
मुझको दीख गया
सूने विराट् के सम्मुख
हर आलोक - छुआ अपनापन
है उन्मोचन
नश्वरता के दाग से !

10. निम्नलिखित गद्यांश की सप्रसंग व्याख्या कीजिए :

6

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

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 में चेतन स्वरूप, आत्माराम और निर्मलानंद है ।

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

4 + 4 = 8

- (क) 'प्रेमघन की छाया-स्मृति' पाठ में लेखक ने चौधरी साहब के व्यक्तित्व के किन-किन पहलुओं को उजागर किया है?
- (ख) "चंद्रायण व्रत करती हुई बिल्ली के सामने एक चूहा स्वयं आ जाए तो बेचारी को अपना कर्तव्य पालन करना ही पड़ता है।" - 'कच्चा चिट्ठा' आत्मकथा में लेखक ने यह वाक्य किस संदर्भ में कहा और क्यों?
- (ग) संवादिया की क्या विशेषताएँ हैं? वह बड़ी बहुरिया का संवाद क्यों नहीं सुना सका?

12. कवि तुलसीदास अथवा केदारनाथ सिंह के जीवन, रचनाओं का संक्षिप्त परिचय देते हुए उनकी काव्यगत विशेषताओं पर प्रकाश डालिए।

6

अथवा

भीष्म साहनी अथवा आचार्य हजारी प्रसाद द्विवेदी के जीवन, रचनाओं का संक्षिप्त परिचय देते हुए उनकी भाषा-शैली पर प्रकाश डालिए।

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

3+3+3 = 9

- (क) 'आरोहण' कहानी में घर लौटते समय रूपसिंह को एक अजीब किस्म की लाज, अपनत्व और झिझक क्यों घेरने लगी?
- (ख) 'बिस्कोहर की माटी' में ऐसी कौन सी स्मृति है जिसके साथ लेखक को मृत्यु का बोध अजीब तौर से जुड़ा मिलता है?
- (ग) "अब मालवा में वैसा पानी नहीं गिरता जैसा पहले गिरा करता था।" उसके क्या कारण हैं? 'अपना मालवा' पाठ के आधार पर उत्तर दीजिए।
- (घ) 'चूल्हा ठंडा किया होता तो दुश्मनों का कलेजा कैसे ठंडा होता'? इस कथन के आधार पर सूरदास की मनःस्थिति का वर्णन कीजिए।

13. 'सूरदास की झोंपड़ी' कहानी के आधार पर सूरदास के चरित्र की प्रमुख विशेषताओं पर प्रकाश डालिए।

6

अथवा

'विकास की औद्योगिक सभ्यता हमारे पर्यावरण का विनाश कर रही है।' - इस कथन को स्पष्ट करते हुए इस विनाश से बचने के उपाय 'अपना मालवा' पाठ के आधार पर बताइए।

प्रश्नपत्र संख्या 29/1

खंड - 'क'

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

सु-चारित्र्य के दो सशक्त स्तम्भ हैं - प्रथम सुसंस्कार और द्वितीय सत्संगति। सुसंस्कार भी पूर्व जीवन की सत्संगति व सत्कर्मों की अर्जित संपत्ति है और सत्संगति वर्तमान जीवन की दुर्लभ विभूति है। जिस प्रकार कुधातु की कठोरता और कालिख पारस के स्पर्श मात्र से कोमलता और कमनीयता में बदल जाती है, ठीक उसी प्रकार कुमार्गी का कालुष्य सत्संगति से स्वर्णिम आभा में परिवर्तित हो जाता है। सतत सत्संगति से विचारों को नई दिशा मिलती है और अच्छे विचार मनुष्य को अच्छे कार्यों से प्रेरित करते हैं। परिणामतः सुचरित्र का निर्माण होता है। आचार्य हजारी प्रसाद द्विवेदी ने लिखा है - “महाकवि टैगोर के पास बैठने मात्र से ऐसा प्रतीत होता था मानो भीतर का देवता जाग गया हो।”

वस्तुतः चरित्र से ही जीवन की सार्थकता है। चरित्रवान् व्यक्ति समाज की शोभा है, शक्ति है। सुचारित्र्य से व्यक्ति ही नहीं, समाज भी सुवासित होता है और इस सुवास से राष्ट्र यशस्वी बनता है। विदुरजी की उक्ति अक्षरशः सत्य है कि सुचरित्र के बीच हमें भले ही वंश-परम्परा से प्राप्त हो सकते हैं पर चरित्र-निर्माण व्यक्ति के अपने बलबूते पर निर्भर है। आनुवंशिक परम्परा, परिवेश, और परिस्थिति उसे केवल प्रेरणा दे सकते हैं पर उसका अर्जन नहीं कर सकते; वह व्यक्ति को उत्तराधिकार में प्राप्त नहीं होता।

व्यक्ति-विशेष के शिथिल चरित्र होने से पूरे राष्ट्र पर चरित्र-संकट उपस्थित हो जाता है क्योंकि व्यक्ति पूरे राष्ट्र का एक घटक है। अनेक व्यक्तियों से मिलकर एक परिवार, अनेक परिवारों से एक कुल, अनेक कुलों से एक जाति या समाज और अनेकानेक जातियों और समाज-समुदायों से मिलकर ही एक राष्ट्र बनता है। आज जब लोग राष्ट्रीय चरित्र-निर्माण की बात करते हैं, तब वे स्वयं उस राष्ट्र के एक आचरक घटक हैं - इस बात को विस्मृत कर देते हैं।

- (क) सत्संगति कुमार्गी को कैसे सुधारती है? सोदाहरण स्पष्ट कीजिए। 2
- (ख) चरित्र के बारे में विदुर के क्या विचार हैं? 2
- (ग) व्यक्ति-विशेष का चरित्र समूचे राष्ट्र को कैसे प्रभावित करता है? 2
- (घ) व्यक्ति के चरित्र-निर्माण में किस-किस का योगदान होता है? 2
- (ङ) संगति के संदर्भ में पारस के उल्लेख से लेखक क्या प्रतिपादित करना चाहता है? 2
- (च) व्यक्ति सुसंस्कृत कैसे बनता है? स्पष्ट कीजिए। 1
- (छ) आचरण उच्च बनाने के लिए व्यक्ति को क्या प्रयास करना चाहिए? 1
- (ज) प्रस्तुत गद्यांश के लिए एक उपयुक्त शीर्षक दीजिए। 1

- (झ) 'सु' और 'कु' उपसर्गों से एक-एक शब्द बनाइए। 1
- (ञ) 'चरित्रवान्' और 'परिवेश' शब्दों का निर्माण कैसे हुआ है? 1

2. निम्नलिखित पद्यांश को ध्यानपूर्वक पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए : 2 x 5

किस भाँति जीना चाहिए किस भाँति मरना चाहिए,
सो सब हमें निज पूर्वजों से याद करना चाहिए।
पद-चिह्न उनके यत्नपूर्वक खोज लेना चाहिए,
निज पूर्व गौरव-दीप को बुझने न देना चाहिए।।

आओ मिलें सब देश-बांधव हार बनकर देश के,
साधक बनें सब प्रेम से सुख शांतिमय उद्देश्य के।
क्या साम्प्रदायिक भेद से है ऐक्य मिट सकता, अहो,
बनती नहीं क्या एक माला विविध सुमनों की कही।।

प्राचीन हो कि नवीन, छोड़ो रूढ़ियाँ जो हों बुरी,
बनकर विवेकी तुम दिखाओ हंस जैसी चातुरी।
प्राचीन बातें ही भली हैं - यह विचार अलीक है,
जैसी अवस्था हो जहाँ, वैसी व्यवस्था ठीक है।।

मुख से न होकर चित्त से देशानुरागी हो सदा,
हे सब स्वदेशी बंधु, उनके दुःखभागी हो सदा।
देकर उन्हे साहाय्य भरसक सब विपत्ति व्यथा हरो,
निज दुःख से ही दूसरों के दुःख का अनुभव करो।।

- (क) हमें अपने अतीत के गौरव को बनाए रखने के लिए क्या करना होगा?
- (ख) कवि को यह विश्वास क्यों है कि साम्प्रदायिकता हमारी एकता को भंग नहीं कर सकती?
- (ग) रूढ़ियों को त्यागने की बात कवि ने क्यों कही है?
- (घ) 'मुख से न होकर चित्त से देशानुरागी हो सदा' - कथन का आशय स्पष्ट कीजिए।
- (ङ) प्रस्तुत काव्यांश का मुख्य भाव क्या है?

अथवा

जिसकी भुजाओं की शिराएँ फड़की ही नहीं,
जिनके लहू में नहीं वेग है अनल का;

शिव का पदोदक ही पेय जिनका है रहा,
 चक्खा ही जिन्होंने नहीं स्वाद हलाहल का;
 जिनके हृदय में कभी आग सुलगी ही नहीं,
 ठेस लगते ही अहंकार नहीं छलका;
 जिनको सहारा नहीं - भुज के प्रताप का है,
 बैठते भरोसा किये वे ही आत्मबल का।
 उसकी सहिष्णुता, क्षमा का है महत्त्व ही क्या,
 करना ही आता नहीं जिसको प्रहार है?
 करुणा, क्षमा को छोड़ और क्या उपाय उसे,
 ले न सकता जो वैरियों से प्रतिकार है?
 सहता प्रहार कोई विवश कदर्य जीव
 जिसकी नसों में नहीं पौरुष की धार है;
 करुणा, क्षमा हैं क्लीव जाति के कलंक घोर,
 क्षमता क्षमा की शूरवीरों का सिंगार है।

- (क) किसकी सहनशीलता और क्षमा को महत्त्वहीन माना गया है और क्यों?
 (ख) लहू में अनल का वेग होने से क्या तात्पर्य है?
 (ग) कवि के अनुसार आत्मबल का भरोसा किन्हें रहता है?
 (घ) शूरवीरों का शृंगार किसे माना गया है और क्यों?
 (ङ) आशय स्पष्ट कीजिए:

शिव का पदोदक ही पेय जिनका है रहा
 चक्खा ही जिन्होंने नहीं स्वाद हलाहल का।

खंड - 'ख'

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

10

- (क) धूम्रपान-निषेध : मेरी नज़र में
 (ख) टी-20 क्रिकेट का रोमांच
 (ग) आतंकवाद : भारत की प्रगति में बाधक

4. किसी दैनिक समाचार-पत्र के सम्पादक को पत्र लिखकर युवा-वर्ग में बढ़ती हुई अपराध-वृत्ति की ओर ध्यान आकृष्ट करते हुए इसके समाधान के लिए कुछ सुझाव दीजिए। 5

अथवा

मेरठ स्थित 'लोकायन' संस्था को ग्रीष्मावकाश में घर-घर जाकर वरिष्ठ नागरिकों की समस्याओं के बारे में एक सर्वेक्षण करना है। इसके लिए कुछ नवयुवकों की आवश्यकता है। संस्था के सचिव को अपनी योग्यता और रुचियों का विवरण देते हुए आवेदन-पत्र लिखिए।

5. रेडियो और टेलीविजन समाचारों की भाषा-शैली की विशेषताओं का सोदाहरण उल्लेख कीजिए। 5

अथवा

'पत्रकारीय लेखन' से आप क्या समझते हैं? पत्रकारीय लेखन और साहित्यिक लेखन में क्या अंतर है?

6. निम्नलिखित प्रश्नों के उत्तर एक दो वाक्यों में दीजिए : 1 x 5

- (क) पत्रकार-जगत् में 'बीट' से क्या अभिप्राय है?
(ख) भारत में पहला छापाखाना कहाँ और कब खोला गया?
(ग) वेबसाइट पर विशुद्ध पत्रकारिता शुरू करने का श्रेय किस साइट को दिया जाता है?
(घ) समाचार-लेखन में किन छह प्रकारों को ध्यान में रखा जाता है?
(ङ) मुद्रित माध्यमों की किन्हीं दो विशेषताओं का उल्लेख कीजिए।

खंड - 'ग'

7. निम्नलिखित काव्यांश की सप्रसंग व्याख्या कीजिए : 8

राघौ! एक बार फिर आवौ।
ए बर बाजि बिलोकि आपने बहुरो बनहिं सिधावौ।।
जे पय प्याइ पोखि कर-पंकज बार-बार चुचुकारे।
क्यों जीवहिं, मेरे राम लाड़िले! ते अब निपट बिसारे।।
भरत सौगुनी सार करत हैं अति प्रिय जानि तिहारे।
तदपि दिनहिं दिन होत झाँवरे मनहुँ कमल हिममारे।।
सुनहु पथिक! जो राम मिलहिं बन कहियो मातु संदेसो।
'तुलसी' मोहिं और सबहिन तें इन्हको बड़ो अंदेसों।।

अथवा

मुझ भाग्यहीन की तू संबल
युग वर्ष बाद जब हुई विकल,
दुख ही जीवन की कथा रही
क्या कहूँ आज, जो नहीं कही!
हो इसी कर्म पर वज्रपात
यदि धर्म, रहे नत सदा माथ
इस पथ पर, मेरे कार्य सकल
हों भ्रष्ट शीत के-से शतदल!
कन्ये, गत कर्मों का अर्पण
कर, करता मैं तेरा तर्पण!

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

3 + 3

- (क) 'दीप अकेला' के प्रतीकार्थ को स्पष्ट करते हुए यह बताइए कि उसे कवि ने स्नेह भरा और मदमाता क्यों कहा है।
- (ख) 'वसंत आया' कविता में वसंत के आने के बारे में कवि की कल्पना और जानकारी क्या थी?
- (ग) "जनम अवधि हम रूप निहारत नयन न तिरपित भेल" के माध्यम से विद्यापति विरहिणी नायिका की किस मनोदशा को व्यक्त करना चाहते हैं?

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

3 + 3

- (क) अरुण यह मधुमय देश हमारा।
जहाँ पहुँच अनजान क्षितिज को मिलता एक सहारा।
सरस तामरस-गर्भ विभा पर - नाच रही तरु-शिखा मनोहर
छिटका जीवन हरियाली पर - मंगल कुंकुम सारा!
लघु सुरधनु से पंख पसारे - शीतल मलय समीर सहारे
उड़ते खग जिस ओर मुँह किए - समझ नीड़ निज प्यारा।
- (ख) किसी अलक्षित सूर्य को
देता हुआ अर्घ्य

शताब्दियों से इसी तरह
गंगा के जल में
अपनी एक टाँग पर खड़ा है यह शहर
अपनी दूसरी टाँग से
बिलकुल बेख़बर!

- (ग) सियरि अग्नि बिरहिनि जिय जारा। सुलगि सुलगि दगधै भै छारा।
यह दुख दगध न जानै कंतू। जोबन जरम करै भसमंतू।।
पिय सौं कहेहु सँदेसरा ऐ भँवरा ऐ काग।
सो धनि बिरहे जरि गई तेहिक धुआँ हम लाग।।

10. निम्नलिखित गद्यांश की सप्रसंग व्याख्या कीजिए:

6

पुर्जे खोलकर फिर ठीक करना उतना कठिन काम नहीं है। लोग सीखते भी हैं, सिखाते भी हैं, अनाड़ी के हाथ में चाहे घड़ी मत दो पर जो घड़ीसाज़ का इम्तहान पास कर आया है, उसे तो देखने दो।

अथवा

राजा जनक की तरह संसार में रहकर, सम्पूर्ण भोगों को भोगकर भी उनसे मुक्त है। जनक की ही भाँति वह घोषणा करता है - “मैं स्वार्थ के लिए अपने मन को सदा दूसरों के मन में घुसाता नहीं फिरता, इसलिए मैं मन को जीत सका हूँ, उसे वश में कर सका हूँ।”

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

4 + 4

- (क) “कच्चा चिट्ठा’ आत्मकथा के आधार पर बताइए कि पसोबा की प्रसिद्धि का क्या कारण था और लेखक वहाँ क्यों जाना चाहता था।
- (ख) ‘गाँधी, नेहरू और यास्सेर अराफ़ात’ के आधार पर अराफ़ात के अतिथि-प्रेम से सम्बन्धित दो घटनाओं का वर्णन कीजिए।
- (ग) ‘प्रेमघन की छाया स्मृति’ निबन्ध में लेखक ने चौधरी साहब के व्यक्तित्व के किन-किन पहलुओं को उजागर किया है?

12. केशवदास अथवा घनानंद की जीवनी व रचनाओं का संक्षिप्त परिचय देते हुए उनकी काव्यगत विशेषताओं का उल्लेख कीजिए।

6

अथवा

फणीश्वर नाथ 'रेणु' अथवा निर्मल वर्मा के जीवन व रचनाओं का संक्षिप्त परिचय देते हुए उनकी भाषा-शैली पर प्रकाश डालिए।

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

3+3+3

- (क) 'सूरदास की झोंपड़ी' कहानी में सूरदास अपनी आर्थिक हानि जगधर को क्यों नहीं बताना चाहता था?
- (ख) 'आरोहण' कहानी के आधार पर 'पहाड़ की चढ़ाई में भूप दादा का कोई जवाब नहीं।' - इस कथन के संदर्भ में भूपसिंह के व्यक्तित्वपर टिप्पणी लिखिए।
- (ग) 'बिस्कोहर की माटी' कहानी में ऐसी किस स्मृति का उल्लेख किया गया है जिसके साथ लेखक को मृत्यु का बोध अजीब तौर से जुड़ा मिलता है?
- (घ) "चूल्हा ठंडा किया होता, तो दुश्मनों का कलेजा कैसे ठंडा होता?" इस कथन के आधार पर सूरदास की मनःस्थिति पर प्रकाश डालिए।

14. 'अपना मालवा' पाठ में लेखक को ऐसा क्यों लगता है कि 'हम जिसे विकास की औद्योगिक सभ्यता कहते हैं वह खाऊ-उजाड़ सभ्यता है और वह हमारा विनाश कर रही है।' आपके विचार से उस विनाश से कैसे बचा जा सकता है?

6

अथवा

'आरोहण' कहानी के आधार पर 'पहाड़ों में जीवन-संघर्ष' विषय पर एक लघु लेख लिखिए।

अंक योजना - हिंदी (ऐच्छिक)

सामान्य निर्देश :

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

प्रश्न-पत्र-संख्या 29/1/1

अंक - योजना

- 1 (क) नीतिज्ञ जानते थे कि नैतिक मूल्यों के बिना किसी भी समाज की आर्थिक वे सामाजिक प्रगति की नीतियाँ प्रभावी नहीं हो सकतीं। नैतिक मूल्यों का दृढ़ता से पालन करने पर ही समाज की सार्थक उन्नति संभव है। 2 अंक
- (ख) जब तक चारित्रिक मूल्यों का पालन नहीं किया जाता तब तक समाज की प्रगति नहीं हो सकती। नैतिक मूल्य मनुष्य को पशुवत् व्यवहार करने से बचाते हैं। परिणामतः उसका जीवन उन्नत बनता है। चरित्र मानव जीवन की अमूल्य निधि इसलिए है क्योंकि समाज और उसकी सभ्यता का सकारात्मक विकास चारित्रिक मूल्यों का पालन करने से ही संभव है। जिस समाज के व्यक्ति स्वयं को संयत कर चारित्रिक मूल्यों का पालन करते हैं वही समाज उन्नत व प्रगतिशील कहलाता है। 2 अंक
- (ग) सामाजिक अनुशासन से तात्पर्य है कि सब लोगों के संकल्प, निश्चय और अभिप्राय समान हों तथा सबके हृदय में समानता की उच्च-भावना विकसित हो। सब लोग पारस्परिक सहयोग के साथ आगे बढ़ें। यह भावना व्यक्ति में तभी जाग्रत होती है जब मानव सभी जीवनधारियों में अपनी आत्मा का दर्शन करता है। 1+1 = 2 अंक
- (घ) वाणी, बाहु और उदर को संयमित रखने पर ही यहाँ बल दिया गया है; क्योंकि इनके बिना सामाजिक अनुशासन संभव नहीं है। 1+1 = 2 अंक
- (ङ) विवेक बुद्धि से तात्पर्य सही और गलत का ज्ञान और सद्व्यवहार से है। यह तभी संभव है जब सब लोगों के भाव-विचार उच्च कोटि की भावना से परिचालित हों। 2 अंक
- (च) निकृष्ट और पतन/अवगति 1/2+1/2 = 1 अंक
- (छ) 'इक' और 'त्व'। 1/2+1/2 = 1 अंक
- (ज) चरित्रवान/चारित्रिक/चरित्रहीन/सच्चरित्र निर्मित/निर्माणधीन। 1/2+1/2 = 1 अंक
- (झ) 'सम' और 'अभि'। 1/2+1/2 = 1 अंक
- (ञ) चरित्र-निर्माण और सामाजिक विकास 1 अंक
- (अन्य उपयुक्त शीर्षकों पर भी अंक दिए जाएँ)

- 2 (क) जीवन की सार्थकता दान देने में ही है। दान जितना दिया जाता है, उसकी महिमा उतनी ही बढ़ती है। 1 अंक
- (ख) पानी जितना अनवरत रूप से बहता है उतना ही पारदर्शी होता है और भूमि का सिंचन करता है, ठीक उसी प्रकार दान देने से मनुष्यता का निरंतर विकास होता है। 1 अंक
- (ग) वस्तुओं को मोहवश एकत्रित करने और आवश्यकता के समय काम में न लेना और दान न करना आत्मघात है। इससे मानवीय मूल्यों का हास होता है। जैसे कि फल एक जाने पर वृक्ष उन्हें त्याग देते हैं, मोहवश रोक नहीं लेते। 1 अंक
- (घ) परोपकारी एवं दानी व्यक्ति मरकर भी अमर रहते हैं। दानशीलता, परोपकार, परमार्थ, सौहार्द्र आदि उनकी चारित्रिक विशेषताएं हैं। 2 अंक
- (ङ.) वृक्ष अपने फलों का दान देकर उन फलों को नष्ट होने से बचाते हैं। डालियों को नए-नए फलों के लगाने योग्य स्वस्थ बनाते हैं - इसी में उनका कल्याण है। 1 अंक

अथवा

- (क) भूमि द्वारा नीचे की ओर खींचे जाने पर भी पेड़ बाहर की ओर उठकर फलते-फूलते हैं। पेड़ों की दृष्टि में उन्हें भूमि द्वारा नीचे की ओर खींचे जाने पर भी उनका धरती से बाहर आकर शीतल मंद समीर में फलता-फूलता मानो पृथ्वी के प्रति विद्रोह है। 1 अंक
- (ख) इस पृथ्वी ने बड़े-बड़े राजा महाराजाओं की हस्ती को भी आत्मसात कर लिया अर्थात् उनकी हस्ती तक को मिटा दिया। 1 अंक
- (ग) जो विभिन्न कठिनाइयों, परेशानियों व मुसीबतों को सामना करने में सक्षम है, वे मातृभूमि के लिए उपयुक्त और जो परिस्थितियों के आगे झुक जाते हैं, उनके लिए दहन भूमि। 1 अंक
- (घ) काला बादल उन पेड़ों का अभिषेक करता है जो पृथ्वी की सीमा चीरकर बाहर निकल कर हँसते रहते हैं अर्थात् फलते-फूलते हैं क्योंकि पेड़ विद्रोही हैं। 1 अंक
- (ङ) मुख्य भाव वही व्यक्ति अपना जीवन सार्थक करते हैं, जो प्रतिकूल परिस्थितियों से संघर्ष करके अपनी सर्जनात्मक व गतिशीलता को प्रमाणित करते हैं। 1 अंक

3 निबंध का अंक विभाजन :

भूमिका/प्रस्तावना	1 अंक
विषय प्रतिपादन	6 अंक
उपसंहार	1 अंक
भाषा, समग्र प्रभाव	2 अंक

कुल 10 अंक

4 पत्र-लेखन का अंक विभाजन

प्रारंभ और अंत की औपचारिकताएं	2 अंक
शुद्ध भाषा और प्रभावी प्रस्तुति	1 अंक
विषय-प्रतिपादन-क्षमता	1 अंक

(पत्र का प्रारूप दाएं या बाएं किसी ओर भी लिखा हो, अंक दिए जाए)

कुल 5 अंक

- 5 रेडियो के लिए भाषा ऐसी होनी चाहिए कि जिसे सभी आसानी से समझ सकें लेकिन साथ ही भाषा के स्तर और गरिमा के साथ कोई समझौता भी न करना पड़े। वाक्य छोटे, सीधे और स्पष्ट लिखे जाएँ। रेडियो की भाषा सरल, संप्रेषणीय और प्रभावी होनी चाहिए। 5 अंक

अथवा

भाषा आम बोलचाल की होनी चाहिए तथा वाक्य छोटे, सीधे और स्पष्ट होने चाहिए।

भाषा में सम्प्रेषणीयता का गुण अपेक्षित उसमें 'तथा, एवं, व, अथवा, किन्तु, परंतु आदि' का प्रयोग न हो तो अच्छा है।

भाषा व्यर्थ के विशेषणों, तत्सम और सामासिक शब्दों, अतिरंजित उपमाओं के प्रयोगों से अछूती रहे तो अच्छा है। सरल मुहावरों का सहज रूप में प्रयोग।

(अन्य उपयुक्त विशेषताएँ भी स्वीकार्य)

- 6 (क) फीचर एक सुव्यवस्थित, सृजनात्मक और आत्मनिष्ठ लेखन है जिसका उद्देश्य पाठकों को सूचना देने, शिक्षित करने के साथ-साथ उनका मनोरंजन करना भी होता है। 1 अंक
- (ख) सामाचार लेखन की शैली उलटा पिरामिड शैली कहलाती है। इसमें पहले इंट्रो, फिर बॉडी और फिर समापन होता है। 1 अंक

- (ग) जब तथ्यों तथा सूचनाओं का दबाने या छिपाने को प्रयास किया जा रहा है तब उन्हें जग जाहिर करने के लिए खोजी रिपोर्ट का प्रयोग किया जाता है। 1 अंक
- (घ) कुछ महत्वपूर्ण लेखकों द्वारा अखबार के नियमित स्तंभ में लिखे जाने वाले लेख, जिसमें लेखक स्वयं अपनी इच्छानुसार चुन कर अपने विचार व्यक्त करते हैं स्तंभ लेखन कहलाता है। 1 अंक
- (ङ) आज तक, स्टार न्यूज़, ज़ी न्यूज़, इंडिया टी.वी. आदि में से कोई दो। $\frac{1}{2} + \frac{1}{2} = 1$ अंक

खंड-ग

- 7 ● कवि और कविता का नामोल्लेख $\frac{1}{2} + \frac{1}{2}$
- कविता पर पूर्वापर प्रसंग 1 अंक
- व्याख्या 4 अंक
- विशेष/काव्य सौंदर्य 2 अंक
- कुल 8 अंक**
- घनानंद, सवैया।
- नायक-नायिका के संयोग-वियोग की स्थिति में एक-दूसरे के प्रेम के विषय में वर्णन कर रहा है।

व्याख्या बिन्दु

- संयोग और वियोग के दिनों का अंतर।
- सुख-संतोष और 'दुख-दोष' के कारण का स्पष्टीकरण।
- मीत सुजान के विरह में सुख-साधन।
- अंतिम पंक्ति का भाव सौंदर्य।

विशेष :

- प्रिय के बिना सुख के साधन दुख देने लगे हैं।
- अनुप्रास, उपमा अलंकार।
- वियोग श्रृंगार रस।
- ब्रजभाषा।
- सवैया छंद।

अथवा

- जयशंकर 'प्रसाद', 'देव सेना का गीत'
- नाटक की नायिका देवसेना जीवन की संध्या वेला में अपने यौवन काल का स्मरण करती है। अपने अनुभवों में अर्जित वेदनामय क्षणों को याद करती है।

व्याख्या बिन्दु :

- विदाई की वेदना की अनुभूतियाँ।
- जीवन की पूँजी को न बचा पाने का पश्चाताप।
- जीवन की संख्या में नीरवता/अकेलापन की व्याख्या।
- अतीत के प्रणय निवेदन की स्मृतियाँ।

विशेष :

- मधुकरियों की भीख रूपक अलंकार।
- आँसू से उपमा अलंकार।
- स्मृति बिम्ब साकार हो उठा है।
- प्रतीकात्मकता का समावेश।
- तत्सम शब्दावली का प्रयोग।

8 (क) किन्हीं दो के उत्तर लिखने अपेक्षित हैं।

अगहन मास में दिन छोटे, रात बड़ी, पति परदेस, रात को अकेली विरहिणी दुख के मारे सो भी नहीं पाती, घर-घर संयोगी पत्नियों ने चीर रंग-रंग कर पहने, पर मेरा तो रूप-रंग पति अपने साथ ले गया, जब से पति गए पलट कर नहीं देखा भौंरे और कौवे के हाथों परदेसी को अपने वियोगजन्य दुख का संदेशा भेजती है कि प्रियतम की विरहाग्नि में जलकर वह विरहिणी जलकर भस्म हो रही है। प्रमाण है कि उसी आग के धुएँ से भँवरा और काग काले हुए हैं।

3 अंक

(ख) कवि की चिन्ता का विषय आधुनिक जीवन शैली है आज के मनुष्य का प्रकृति से नाता टूट गया है। उसका जीवन इतना व्यस्त यांत्रिक हो गया है कि वह प्रकृति में होने वाले परिवर्तनों का जिनसे वह पहले आनंद उठाता था, अब देख भी नहीं पाता। कवि को वसंत के आने की सूचना कैलेंडर से मिली। वसंत ऋतु का आना अब अनुभव करने की अपेक्षा कैलेंडर से जाना जाता है। ऋतुओं में परिवर्तन पहले की

तरह ही स्वभावतः घटित होते हैं पर आज का मानव उन सबसे निरपेक्ष बना 1+1/2+1+1/2
प्रकृति-सौंदर्य से वंचित रह जाता है। = 3 अंक

- (ग) ● सरोज नव-वधू के रूप में रति के समान सुंदर।
● मंद-मंद हँसी होठों में फँसी बिजली के समान।
● नयनों में चमक, छविमान, रूप-रंग में अपनी माँ की झलक लिए हुए।
● उसके विवाह में अन्य विवाहों से भिन्नता

सादगीपूर्ण ढंग से संपन्न

आत्मीय, स्वजनों अर्थात् नाते-रिश्तेदारों को निमंत्रित न करना

विवाह के गीत भी नहीं गाए गए और न दिन-रात सारा घर जागा अतः 1+1/2+1+1/2
शांत वातावरण में यह विवाह संपन्न हुआ। = 3 अंक

9 काव्य-सौंदर्य (कोई दो)

अंक विभाजन

भाव-सौंदर्य 1 अंक

शिल्प-सौंदर्य 2 अंक 3x2 = 6 अंक

(क) **भाव-सौंदर्य :**

कवि द्वारा कविता में प्रकृति के माध्यम से मानव-मन को सकारात्मक परिवर्तन का संदेश दिया गया है। कवि ने एक तरफ बंजर अन उपजाऊ जमीन को मेहनत से उर्वरा बनाने की बात की है शक्ति के सदुपयोग एवं मेहनत का संदेश दिया है तो दूसरी ओर मानवीय स्वभाव की नकारात्मक सोच, प्रतिगामी एवं तनावग्रस्त मनःस्थिति को दूर कर भ्रातृत्व के सरस भावों के बीजों को पोषित एवं पल्लवित कर सृजनशीलता का संदेश दिया है।

शिल्प-सौंदर्य :

भाषा सहज, सरल एवं विषयानुकूल। तुकान्तता परिलक्षित। छंद मुक्त है। अनुप्रास, मानवीकरण एवं वीप्सा अलंकारों का सफल प्रयोग है। यह काव्यांश के प्रगतिवादी काव्य लक्षण दर्शनीय।

3 अंक

(ख) **भाव-सौंदर्य :**

कवित्त में कविवर घनानंद ने अपनी पियतमा सुजान के दर्शन की उत्कट इच्छा प्रकट की है। कवि के प्राण अपनी प्रेयसी के दर्शन के लिए ही अब तक अटके हुए हैं।

सुजान ने आने के झूठे वायदे करके कवि को निराश किया। कवि के प्राण सुजान के आने का प्रेम-संदेश सुनने को आकुल-व्याकुल है।

शिल्प-सौंदर्य :

माधुर्य गुण। ब्रजभाषा का माधुर्य। विरह की अंतिम दशा, संप्रेषणीयता/विप्रलंभ श्रृंगार का मार्मिक चित्रण। अनुप्रास, पुनरुक्ति प्रकाश श्लेष/कवित्त छंद।

3 अंक

(ग) **भाव-सौंदर्य :**

बूंद के उछलने के दृश्य में कवि दार्शनिक तत्व देखता है विराट से भिन्न हो नष्ट होने के बोध से मुक्ति का आभास। बूंद के सायंकालीन सूर्य की आग में रंग कर क्षणभर को अलग होने के जरिए क्षणसंग्रता को चित्रित किया है।

शिल्प-सौंदर्य :

तत्सम प्रधान प्रवाहमयी विषयानुरूप भाषा। दार्शनिकता का पुट। अतुकांत छंद। रूप के एवं मानवीकरण अलंकार।

3 अंक

10 **अंक विभाजन इस प्रकार हैं :**

लेखक व लेख के नामोल्लेख

$\frac{1}{2} + \frac{1}{2} = 1$ अंक

पूर्वापर संबंध निर्वाह/प्रसंग

1 अंक

व्याख्या

3 अंक

विशेष टिप्पणी/भाषा शैली

1 अंक

कुल 6 अंक

साहित्य का पांचजन्य.....बुलावा देता है।

लेखक रामविलास शर्मा

निबंध 'यथास्मै रोचते विश्वम्'

साहित्य सदैव समाज का प्रेरणा स्रोत रहा है।

व्याख्या : साहित्य समाज को जीवन-संग्राम में जूझने की प्रेरणा देता है, अन्याय, अत्याचार न सहने के लिए व असहाय और कमजोर न पड़ने को प्रोत्साहित करता है। जैसे श्रीकृष्ण का पांचजन्य शंख अपनी ध्वनि से युद्ध के लिए प्रेरित करता था, ऐसे ही साहित्य के मर्मभेदी वाक्य लोगों में आत्मबल का संचार करते हैं।

भाषा साहित्यिक, मुहावरेदार, सहज और प्रभावशाली है। पांचजन्य से महाभारत के युद्ध की याद दिलाई गई है।

6 अंक

अथवा

दूर जलधारा के बीच.....निर्मलानंद है।

लेखिका : ममता कालिया, 'दूसरा देवदास'

हरिद्वार के गंगा तट का वर्णन है जहां गंगा स्नान और ध्यान दोनों के लिए अपार भीड़ था। कहानी के मुख्य पात्र संभव ने देखा कि दूर जलधारा के बीच एक व्यक्ति भक्तिभाव में डूबा सूर्य की ओर हाथ जोड़े बड़े विनीत भाव से खड़ा है। उसे देखकर ऐसा लगा कि मानो उसने अपना अहम् भाव जल की धारा में छोड़ दिया है; 'स्व' के प्रति उसे कोई लगाव नहीं; उसके मन में कोई कुंठा नहीं। वह शुद्ध चेतन स्वरूप, बुद्ध स्वरूप, निर्मल आत्माराम प्रतीत हो रहा था।

विचारात्मक शैली का अनुसरण किया गया है। गंगा के प्रभाव की अलौकिकता का वर्णन है। भाषा प्रवाहमयी, सुबोध और तत्सम शब्दावली युक्त है।

(कोई दो उत्तर अपेक्षित)

6 अंक

11 (क) चौधरी साहब के व्यक्तित्व के विभिन्न पहलुओं को उजागर किया गया है

आकर्षक व्यक्तित्व वामनाचार्य जी ने उन्हें 'मृगलानी नारी' कहा था दोनों कंधोंपर बाल बिखरे हुए, भव्य मूर्ति सम व्यक्तित्व।

रईसी प्रवृत्ति वाले उनकी हर अदा से चाल-ढाल से हिन्दुस्तानी रईसी झलकती; जब वे टहलते थे तो एक छोटा-सा लड़का पान की तश्तरी लिए उनके पीछे-पीछे चलता था।

उत्सव प्रेमी वसंत पंचमी, होली आदि के अवसरों पर इनके घर पर खूब रौनक लगती।

वचन वक्रता बात की कांट-छांट करने में बहुत अद्भुत, बातचीत का ढंग निराला, स्थानीय देशज शब्दों का प्रयोग करते अरे जग फूट जाई तबै चलत आवत।

काव्य-प्रेमी स्वयं भी प्रसिद्ध कवि। घर पर भी लेखकों की भीड़ लगी रहती।

(कोई चल बिन्दु तथा अन्य विशेषताएं भी स्वीकार्य)

4 अंक

(ख) बिल्ली चाहे कितना ही व्रत करे पर चूहे को सामने देखकर उसका जी ललचा ही जाता है। यही उसका कर्तव्य है। लेखक ने यह वाक्य कौशांबी से लौटते समय एक पेड़ के सहारे रखी चतुर्भुज शिव की मूर्ति को देखकर कहा इस मूर्ति को देखकर लेखक का जी ललचा गया। उसने इधर-उधर देखा और चुपचाप उस मूर्ति को अपने इक्के

पर रखवा लिया। लेखक को भी अपने कर्तव्य का पालन करना ही था। उसे संग्रहालय के लिए वह मूर्ति चाहिए। उस मूर्ति को उसने नगर पालिका में संग्रहालय से संबंधित एक मंडप में अन्य मूर्तियों के साथ रख दिया।

(ग) संवदिया गुप्त समाचार पर इस प्रकार ले जाया है कि पक्षी को भी पता न लगे।

4 अंक

संवदिया संवाद का हर शब्द याद रखता है। वह संवाद को उसी सुर और स्वर में सुनता है जैसे वह उसे सुनाया जाता है।

वह बड़ी बहुरिया के संवाद को सुना कर बूढ़ी माँ को व्यथित नहीं करना चाहता था।

उस संवाद को सुनाने से पहले उसने उसकी भाभियों के व्यवहार को भाँप लिया कि वहाँ बड़ी बहुरिया नौकरी नहीं कर पाएगी और तीसरे उसे संवाद सुनाने में अपने गांव का अपमान लगा।

2+2 = 4 अंक

12 कवि/लेखक जीवन परिचय

2 अंक

रचनाओं का नामोल्लेख

2 अंक

काव्यगत विशेषताएँ

2 अंक

कुल 6 अंक

कवि तुलसीदास

जीवन रचनाएँ : तुलसी का शैशव बड़ी कठिनाइयों में व्यतीत हुआ। ये हिन्दी साहित्य के भक्ति काल की सगुण राम भक्ति काव्य धारा के प्रमुख कवि माने जाते हैं। इन्होंने अपनी महान कृति 'रामचरित मानस' के द्वारा तत्कालीन समाज का भी मार्ग-दर्शन किया था।

प्रमुख रचनाएँ : 'रामचरित मानस', 'गीतावली', 'कवितावली', 'विनय पत्रिका' और 'कृष्ण गीतावली'।

काव्यगत विशेषताएँ : तुलसीदास ने अपने काव्य की रचना अवधी और ब्रज दोनों भाषाओं में की हैं। 'मानस' अवधी तथा 'विनय पत्रिका' ब्रज भाषा की श्रेष्ठ रचनाएँ हैं। काव्य की रचना तत्कालीन युग में प्रचलित सभी शैलियों में की है।

6 अंक

कवि केदारनाथ सिंह

जीवन परिचय : केदारनाथ सिंह का जन्म उत्तर प्रदेश में हुआ था। हिंदू विश्वविद्यालय से 'आधुनिक हिन्दी कविता में बिंब विधान का विकास, विषय में पीएच डी की

उपाधि प्राप्त की। इन्होंने बनारस, देवरिया, गोरखपुर तथा नई दिल्ली में अध्यापन कार्य किया। जवाहर लाल नेहरू विश्वविद्यालय, नई दिल्ली के भारतीय भाषा केंद्र में हिंदी के प्रोफेसर पद से सेवानिवृत्त हुए। इनकी रचना 'अकाल से सारस' का साहित्य अकादमी पुरस्कार प्राप्त हुआ था। इन्हें मैथिलीकरण गुप्त राष्ट्रीय सम्मान, कुमारन आशान, व्यास सम्मान, दयावती मोदी पुरस्कार भी प्राप्त हुए हैं आदि।

रचनाएँ : अभी बिल्कुल अभी, यहाँ से देखें, अकाल में सारस, कल्पना और छायावाद, मेरे समय के शब्द, कब्रिस्तान में पंचायत।

काव्यगत विशेषताएँ : इनके गीतों में लोकगीतों जैसी सहजता, भावुकता, ताजगी और मधुरता के दर्शन होते हैं। नई कविता के कवि के रूप में वे आस्था और विश्वास के शिल्पी हैं। केदारनाथ सिंह की भाषा सहज तथा भावुकूल है। भाषा प्रायः संस्कृतनिष्ठ है। उर्दू और देशज शब्दों का प्रभाव है। विम्ब विधान के प्रति कवि की अत्यधिक रुचि है। कवि किसी भी मनःस्थिति अथवा अनुभूति की चित्रात्मक अभिव्यक्ति करने में सक्षम है।

6 अंक

अथवा

लेखक भीष्म साहनी

जीवन परिचय : इनका जन्म रावलपिंडी (पाकिस्तान) में हुआ। इन्होंने अंग्रेजी प्राध्यापक के रूप में कार्य किया तथा कुछ वर्षों तक विदेशी भाषा गृह मास्को में भी कार्य किया। सेवा-निवृत्त होने के बाद से वे स्वतंत्र लेखन कार्य करते रहे। इन्हें 'तमस' उपन्यास पर साहित्य अकादमी पुरस्कार प्राप्त हुआ था।

रचनाएँ : भाग्य रेखा, पहला पाठ, भटकती राख, पटरियाँ, कड़ियाँ, बसंती, तमस, मुआवजे कबीरा खड़ा बाजार में आदि प्रमुख रचनाएँ हैं!

साहित्यिक विशेषताएँ : भीष्म साहनी की रचनाओं में जीवन की विविधता के दर्शन होते हैं। इस कारण उनकी कहानियों में मानवीय संवेदना से जुड़ी हुई भाषा का प्रयोग हुआ है। भाषा को प्रवाहमयी बनाने के लिए लेखक ने बोलचाल, उर्दू एवं अंग्रेजी शब्दों का पर्याप्त प्रयोग किया है। भाषा प्रयोग में लेखक ने पात्रों की मानसिक एवं सामाजिक स्थिति का भी विशेष ध्यान रखा है। साहनी जी छोटे-छोटे वाक्यों का प्रयोग करके विषय को प्रभावी एवं रोचक बना देते हैं। साहनी संवादात्मक शैली का प्रयोग करके वर्णन में ताजगी ला देते हैं।

6 अंक

अथवा

लेखक-आचार्य हजारी प्रसाद द्विवेदी

जीवन परिचय : आचार्य हजारी प्रसाद द्विवेदी का जन्म गाँव आरत दुबे का छपरा में हुआ। संस्कृत महाविद्यालय काशी से शास्त्री की परीक्षा पास की तथा ज्योतिषाचार्य की उपाधि प्राप्त की। शांति निकेतन में इन्हें हिन्दी अध्यापक के रूप में नियुक्त किया गया। फिर इन्हें काशी विश्वविद्यालय के हिन्दी विभाग का अध्यक्ष बनाया गया। इसके बाद पंजाब विश्वविद्यालय के हिन्दी विभाग के अध्यक्ष बने। ये भारत सरकार की हिन्दी विषयक योजनाओं से जुड़े रहे। भारत सरकार ने पद्म भूषण की उपाधि से अलंकृत किया।

रचनाएँ : 'सूर साहित्य', 'सूर' और उनका काव्य 'कबीर', 'एक पुरानी कहानी', 'हिन्दी साहित्य का आदिकाल आदि।

काव्यगत विशेषताएँ : भाषा विधान की दृष्टि से इनका तत्सम शब्दों के प्रति विशेष लगाव है। सुबोध, स्वच्छ, सरल और सार्थक शब्दावली का प्रयोग इनकी रचनाओं में सर्वत्र प्राप्त होता है। वे सरल वाक्यों में ही अपनी बात कहते हैं। संस्कृत शब्दों के साथ उर्दू के बोलचाल के शब्दों का प्रयोग भी उन्होंने किया। इनकी शैली विचारात्मक, भावात्मक तथा व्यंग्यात्मक है।

6 अंक

13 (क) वह किशोरवस्था में घर के सदस्यों को बिना बताए ही घर छोड़ कर चला गया था; उसने ग्यारह वर्ष तक अपने परिवार की सुध नहीं ली थी और नही उनके प्रति किसी प्रकार के दायित्व का पालन ही किया था।

3 अंक

(ख) लेखक को बड़े गुलाम अली खाँ की गाई ठुमरी 'अब तो आओ साजन' और प्रकृति रूपी औरत को सफेद साड़ी पहने, जिसकी आंखें नम हैं, जो वैधव्य का प्रतीक है। सुख-दुख से जोड़ती नजर आती है। उसी सफेद साड़ी वाली औरत की स्मृति के साथ लेखक को मृत्यु का बोध अजीब तौर पर जुड़ा मिलता है।

3 अंक

(ग) औद्योगिक विकास के कारण नदी, तालाब, नालियों में गाद भर गई है। जंगल नष्ट हो रहे हैं। वायुमंडल में कार्बन डाइ ऑक्साइड की अधिकता के कारण प्रकृति में परिवर्तन हुए हैं।

3 अंक

(घ) अंधे सूरदास की झोंपड़ी में आग लगने पर लोगों के मन में तरह-तरह के प्रश्न उठ रहे थे। सूरदास का ध्यान तो सिर्फ झोंपड़ी में रखी अपने रुपयों की थैली पर था। आग किसने लगाई, कैसे लगी इस पर यह ध्यान ही नहीं दे रहा था। वह अपने रुपयों के लिए अत्यंत व्याकुल था।

3 अंक

(किन्हीं तीन के उत्तर अपेक्षित हैं)

- 14 सूरदास भीतर से दृढ़ संकल्प वाला, आशावादी और कर्मठ है। उसका सबसे बड़ा गुण उसका आत्मविश्वास और मन की दृढ़ता है। वह साहसी व स्वाभिमानी व्यक्ति है। प्रतिशोध लेने में नहीं, बल्कि पुनर्निर्माण में विश्वास रखता है। सूरदास सबसे अपनी धन हानि गुप्त रखना चाहता था। घीसू ने मिठुआ के रोने पर उसे चिढ़ाते हुए कहा 'तुम खेल में रोते हो' यह वाक्य निराश और चिंता में डूबे सूरदास के लिए एक नई शक्ति का संचार करता है। अतः आत्मज्ञान भी सूरदास की चारित्रिक विशेषताओं में से एक अनूठी विशेषता है। 2x3 = 6 अंक
(किन्हीं तीन का उल्लेख)

विकास की आड़ में कल-कारखानों और उद्योगों में वृद्धि हो रही है। औद्योगिक प्रगति से पर्यावरण को बड़ी क्षति पहुँच रही है। कल कारखानों से निकलने वाले कचरे को नदियों व तालाबों में न फेंकना, जंगलों को अंधाधुंध न काटना, साथ-साथ नए पेड़-पौधे लगाना जिससे प्रकृति में संतुलन बना रहे आदि पर्यावरण को शुद्ध रखने के उपाय हैं। 3+3 = 6 अंक

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अंक - योजना

- 1 (क) सत्संगति मनुष्य के विचारों को नई दिशा देती है। वह अच्छे कार्य करने लगता है अच्छे कार्य समाज में प्रतिष्ठा दिलाते हैं उनसे अच्छे संस्कार पैदा करते हैं और निरंतर सेवा करते रहने से कुमार्गी सुधर जाता है। 1+1 = 2 अंक
- (ख) अच्छा चरित्र और अच्छे संस्कार वंश परंपरा से मिलने की संभावना तो है, परंतु जीवन में उन्हें अर्जित भी करना पड़ता है। 1+1 = 2 अंक
- (ग) व्यक्तियों से मिल कर परिवार, परिवार से कुल कुलों से समाज और समाज समुदायों से राष्ट्र बनता है। इसलिए व्यक्ति विशेष का चरित्र शिथिल होने से पूरे राष्ट्र पर संकट छा जाता है। 2 अंक
- (घ) व्यक्ति के चरित्र निर्माण में उसके संस्कार, वंश परंपरा, पारिवारिक परिवेश, सहपाठी मित्र एवं शिक्षक, पर्यावरण एवं परिस्थिति तथा उसकी स्वयं के प्रति जागरूकता आदि का योगदान होता है। 2 अंक
- (ङ) जिस प्रकार पारस का स्पर्श कठोर धातु को भी कोमल बना देता है उसी प्रकार अच्छे व्यक्तियों की संगति सामीप्य से अच्छे संस्कार तथा सन्मार्ग की ओर चलने की प्रेरणा प्राप्त होती है। यह समाज और राष्ट्र की प्रेरणा प्राप्त होती है। यह समाज और राष्ट्र के लिए हितकारी होती है। 1+1 = 2 अंक
- (च) निरंतर अच्छे कार्यों और सत्संगति के प्रभाव से व्यक्ति सुसंस्कृत बनता है। 1 अंक

- (छ) सुसंस्कृत लोगों के बीच उठना-बैठना, श्रेष्ठ पुस्तकें पढ़ना, महापुरुषों का जीवन-चरित पढ़ने आदि का प्रयास करना चाहिए। 1 अंक
- (ज) 'चरित्र-निर्माण'/सत्संगति का प्रभाव (अथवा कोई अन्य शीर्षक) 1 अंक
- (छ) सुवर्ण/सुपुत्र/सुरक्षा आदि (कोई एक) 1/2+1/2/2
कुपात्र/कुमार्ग/कुकर्म आदि (कोई एक) = 1 अंक
- (ज) चरित्रवान चरित्र+वान
(प्रत्यय)
परिवेश परि+वेश
(उपसर्ग) 1/2+1/2/2
= 1 अंक
- 2 (क) अतीत के गौरव को बनाए रखने के लिए हमें पूर्वजों के पद-चिह्नों का अनुसरण करना चाहिए। हमें यत्नपूर्वक उनके आदर्शों व सिद्धांतों को समझना चाहिए। 1 अंक
- (ख) क्योंकि समस्त देशवासी भाई-चारे के साथ सुख और शांतिपूर्वक एक ही उद्देश्य को लेकर चलते हैं। 1 अंक
- (ग) क्योंकि रूढ़ियाँ बाधक होती हैं। आवश्यक नहीं कि प्राचीन बातें अच्छी हो होती हों। 1 अंक
- (घ) कवि ने 'कथनी' को त्याग कर 'करनी' पर बल देते हुए सदैव मन-प्राणों से देश प्रेमी बने रहने पर जोर दिया है। 1 अंक
- (ङ) अपने पूर्वजों की भाँति आदर्श जीवन बिताते हुए प्रगति में बाधक रूढ़ियों और परंपराओं को त्यागने की बात कही गई है। देशवासियों के दुखों को दूर कर उन्हें सुख देने में जीवन की सार्थकता बताई गई है। 1 अंक

अथवा

- (क) जिसकी भुजाओं की शिराएँ शूरवीरों का श्रृंगार हैं, जो शत्रु से बदला न ले सके और जिसमें पौरुष न हो उसकी सहनशीलता और क्षमा महत्वहीन है क्योंकि वे देश को कायर बनाते हैं। 1 अंक
- (ख) जिसमें शौर्य और वीरता जैसे गुण हों उसके रक्त में मानो आग होती है। 1 अंक
- (ग) जिनको भुजबल का (अपनी शक्ति) का सहारा नहीं होता, जो परिस्थिति आने पर अपने शौर्य का प्रदर्शन नहीं कर सकते। 1 अंक
- (घ) क्षमा करने की क्षमता, क्योंकि शूरवीर की क्षमा ही महत्व रखती है, कायर की नहीं। 1/2+1/2=1 अंक

(ड) कायर लोग गंगाजल पीते हैं पर कठिनाइयों और संघर्षों से जूझने का विषय नहीं कर सकते।

1 अंक

खंड 'ख'

3 निबंध का अंक - विभाजन

भूमिका/प्रस्तावना	1 अंक	
विषय-प्रतिपादन	6 अंक	
उपसंहार	1 अंक	
भाषा,समग्र प्रभाव	2 अंक	कुल 10 अंक

4 पत्र-लेखन का अंक विभाजन

प्रारंभ और अंत की औपचारिकताएं	2 अंक	
शुद्ध भाषा और प्रभावी प्रस्तुति	1 अंक	
विषय प्रतिपादन क्षमता	2 अंक	
(पत्र का प्रारूप दाएँ या बाएँ किसी ओर लिखा हो, अंक दिए जाएँ)		कुल 5 अंक

5 भाषा शैली आम बोलचाल की होनी चाहिए तथा वाक्य छोटे, सीधे और स्पष्ट होने चाहिए।

भाषा में संप्रेषणीयता का गुण विशेष रूप से अपेक्षित उसमें तथा एवं व अथवा, किंतु, परंतु आदि के प्रयोग न हो तो अच्छा है।

भाषा व्यर्थ के विशेषणों, तत्सम, सामासिक शब्दों, अतिरंजित उपमाओं के प्रयोग से अछूती रहे तो अच्छा है।

सरल मुहावरों का सहज रूप में प्रयोग।

(अन्य उपयुक्त विशेषताएं भी स्वीकार्य)

5 अंक

अथवा

अखबार या अन्य समाचार माध्यमों से पाठकों, दर्शकों और श्रोताओं तक सूचनाएं पहुंचाने के लिए लेखन का एक रूप 'पत्रकारीय लेखन' है।

'पत्रकारीय लेखन' जल्दी में लिखा गया साहित्य है, जबकि साहित्यिक लेखन विचारात्मक और कल्पना पर आधारित है।

पत्रकारीय लेखन का संबंध और दायरा समसामयिक समस्याओं, मुद्दों और विचारों से जुड़ा

होता है। साहित्यिक लेखन में लेखक को काफी छूट रहती है। वह अपनी समझ और कल्पना से विभिन्न विधाओं में अपनी बात कहता है। साहित्यिक लेखन गूढ़ होता है अतः उसका पाठक विद्वान और पढ़े-लिखे वर्ग का होता है, जबकि पत्रकारीय लेखन में कम पढ़ा-लिखा मजदूर और किसान भी शामिल है।

1+4 = 5 अंक

फीचर एक सुव्यवस्थित, सृजनात्मक और आत्मनिष्ठ लेखन है, जिसका उद्देश्य पाठकों को सजग बनाने के साथ-साथ मुख्य रूप से उनका मनोरंजन करना होता है।

विशेषताएं :

- फीचर में लेखक के पास अपनी राय, दृष्टिकोण और भावनाएँ जाहिर करने का अवसर होता है।
- एक तय ढाँचा का फार्मूला नहीं होता।
- शैली, कथात्मक शैली की तरह।
- भाषा सरल, रूपात्मक, आकर्षक, मन को छूने वाली।
- फोटो, रेखांकन, ग्राफिक्स का होना जरूरी आदि

2+3 = 5 अंक

(किन्हीं तीन विशेषताओं का उल्लेख अपेक्षित)

- 6 (क) संवाददातों के बीच कार्यक्षेत्र का विभाजन उनकी दिलचस्पी और ज्ञान को ध्यान में रख कर किया जाता है। उसे 'बीट' कहा जाता है। 1 अंक
- (ख) पहला छापाखाना सन् 1556 में गोवा में खुला। $\frac{1}{2} + \frac{1}{2} = 1$ अंक
- (ग) 'रीडिफ डॉटकॉम' को। 1 अंक
- (घ) छह ककार क्या, कौन, कब, कहाँ, कैसे और क्यों। 1 अंक
- (ङ) ● स्थायित्व होता है।
 ● इन्हें सुरक्षित व संरक्षित रखा जा सकता है।
 ● इनका संदर्भ की भाँति प्रयोग होता है। $\frac{1}{2} + \frac{1}{2} = 1$ अंक

(किन्हीं दो का उल्लेख अपेक्षित)

खंड-ग

- 7 अंक विभाजन
- कवि एवं कविता का नामाललेख (संदर्भ) $\frac{1}{2} + \frac{1}{2} = 1$ अंक

पूर्वापर संबंध निर्वाह/प्रसंग	1 अंक
व्याख्या	4 अंक
टिप्पणी, भाषा-शिल्प या विशेष	2 अंक
	कुल 8 अंक

सप्रसंग व्याख्या

प्रस्तुत पद में माता कौशल्या राम से पुनः अयोध्या लौट आने का आग्रह करती है।

व्याख्या बिन्दु

- घोड़ों के प्रति राम का स्नेह
- भरत की दुर्बलता का चित्रण
- 'मनहूँ कमल हिम मारे' का भाव सौंदर्य
- पथिक से कौशल्या के आग्रह के पीछे निहित भावना

विशेष

- कौशल्या राम के विरह में दुर्बल बने घोड़ों की दुर्दशा से व्यथित हैं।
- अनुप्रास, पुनरुक्ति प्रकाश, रूपक, उत्प्रेक्षा अलंकार।
- वियोग श्रृंगार।
- ब्रज-भाषा।

8 अंक

(किन्हीं दो बिन्दुओं का उल्लेख अपेक्षित)

अथवा

- 'सूर्यकांत त्रिपाठी निराला' 'सरोज-स्मृति।'
- दिवंगत पुत्री की स्मृति में रचना।

व्याख्या बिन्दु

- स्वयं को भाग्यहीन मानने का कारण।
- 'दुख ही जीवन की कथा रही' का भाव सौंदर्य।
- सरोज के परलोक पथ पर कमल की पंखुड़ियाँ बिखेरने की कल्पना
- 'तर्पण' का अर्थ और कवि कथन का सौंदर्य।

विशेष

- कवि स्वयं को भाग्यहीन और अकर्मण्य मानता है।
- कवि का जीवन संघर्ष प्रस्तुत हुआ है।
- तत्सम युक्त शब्दों में खड़ी बोली।
- अन्नप्रास और उपमा अलंकार

8 अंक

(किन्हीं दो बिन्दुओं का उल्लेख अपेक्षित)

- 8 (क) अकेला दीप व्यष्टि का अर्थात् अकेले व्यक्ति का प्रतीक है जो स्नेह गर्व तथा मस्ती से भरा हुआ है। वह सभी प्रकार से संपन्न है किंतु अकेला है। उसे हृदय में प्रेम है, पर अहंकार के कारण यह अपने से अलग है। मद के कारण वह एकाकी हो गया है। 3 अंक
- (ख) बसंत पंचमी के अमुक दिन होने का प्रमाण कवि ने दफ्तर की छुट्टी होना बताया एवं कलेंडर से उसकी प्रामाणिकता सिद्ध की। जब व्यक्ति प्रकृति के समीप रहता था तब वह प्रकृति में होने वाले परिवर्तनों को अनुभव करता था। पीले पत्तों का गिरना, चिड़िया का चहचहाना, फिरकी जैसे हवा का चलना आदि वसंत के आगमन की सूचना देते हैं। 3 अंक
- (ग) विरहणी नायिका की स्थिति का वर्णन है। प्रिय के क्षण-क्षण परिवर्तित होने वाले रूप सौंदर्य को ज्यों-त्यों अनुभूति होती है त्यों-त्यों उसे और देखने की ललक बढ़ती ही जाती है। विरह की उत्कट मानसिक स्थिति का चित्रण है। वैसे भी प्रेम सदैव अतृप्त ही रहता है। 3 अंक

9 अंक विभाजन

भाव सौंदर्य 3 अंक

शिल्प सौंदर्य 3 अंक

क अरुण यह निज प्यारा। कुल 6 अंक

भाव सौंदर्य

- भारत के प्राकृतिक सौंदर्य का मोहक चित्रण।
- भारत की महान परंपरा जो सबको सहारा देती है।
- देश प्रेम और गौरव की भावना।

शिल्प सौंदर्य

- मानवीकरण, अनुप्रास, उपमा अलंकार।

- छायावादी प्रभाव, भाषा संस्कृतनिष्ठ, माधुर्य गुण का समावेश। प्राकृतिक बिम्ब। 3+3 अंक

(ख) किसी अलक्षित सूर्य बेखबर।

भाव सौंदर्य

- प्रस्तुत पंक्तियों में बनारस की विशेषता का अद्भुत वर्णन है।
- ऐसा लगता है मानो सूर्य को अर्ध दे रहा हो।
- माना जल में एक टांग पर खड़ा कोई साधक साधना-रत है।

शिल्प सौंदर्य

शहर का रूपक बाँधा गया है गंगा जल में एक टाँग पर खड़े साधक के रूप में उसे चित्रित किया गया है। 'बिलकुल बेखबर' शब्द साधक की आस्था, श्रद्धा के अतिरिक्त विरक्ति की भावना को व्यंजित करता है। इसमें अनुप्रास अलंकार है। भाषा सरल, सुबोध खड़ी बोली है।

3+3 अंक

(ग) 'सियरि अगिनि हम लाग।'

भाव सौंदर्य

अगहन मास में रत्नसेन की पत्नी नागमती की विरहावस्था का वर्णन है। शीत से बचने के लिए जलाई आग वियोगियों के हृदय को दग्ध कर राख कर रही है। इस दुख को परदेसी पति नहीं जानता। नागमती भँवरे व कौवे के माध्यम से अपने पति को विरह दशा से अवगत कराना चाहती है।

शिल्प सौंदर्य

मध्यकालीन कवियों में शृंगार रस के वियोग पक्ष में परदेस गए पति के पास विरह-संदेश मौखिक या पाती द्वारा भेजने की परंपरा रही है।

उत्प्रेक्षा, अनुप्रास, पुनरुक्ति अलंकार। अवधी भाषा, चौपाई दोहा छंद।

3 अंक

10 अंक विभाजन इस प्रकार है

लेखक और लेख का नाम

(1/2+1/2) = 1 अंक

प्रसंग

1 अंक

व्याख्या

3 अंक

विशेष/टिप्पणी

1 अंक

कुल 6 अंक

पुर्जे खोल कर.....देखने दो।

- लेखक चन्द्रधर शर्मा गुलेरी,
- पाठ 'सुमिरिनी के मनके'
- धर्म के रहस्यों को जानने पर धर्म उपदेशकों द्वारा लगाए गए प्रतिबंधों को घड़ी के दृष्टांत द्वारा समझाया गया है।
- धर्म रहस्यों को जानने की इच्छा हर आदमी को होनी चाहिए; घड़ी साज को घड़ी के पुर्जे खोलने और फिर ठीक कर लगा देने में कौशल प्राप्त होता है। इसी तरह यदि आम आदमी को धर्म का ज्ञान प्राप्त हो तो धर्माचार्य उन्हें मूर्ख नहीं बना सकते। इस बात को लेखक ने समझाया है।
- भाषा-शैली रोचक एवं सुबोध, घड़ी के दृष्टता द्वारा अनाड़ी धर्माचार्यों पर तीखा प्रहार किया गया है।

6 अंक

अथवा

राजा जनक की तरह.....करा सका हूं।

- लेखक आचार्य हजारी प्रसाद द्विवेदी
- निबंध 'कुटज'।
- कुटज वृक्ष का मन अपने वश में है। जिनका मन अपने वश में नहीं होता वे ही दूसरों की खुशामद करते व उनके जीवन में घुसे फिरते हैं, परंतु कुटज ऐसा नहीं है। वह तो राजा जनक की भांति सभी सुखों का उपभोग त्यागी प्रवृत्ति से करता है अर्थात् भोग भोगता हुआ भी वह उनमें आसक्त नहीं होता इसलिए वह सुखी है।
- त्याग से संसार के भोगों को भोगने की बात को राजा जनक के जीवन के दृष्टांत द्वारा लेखक ने स्पष्ट किया है। शैली विवेचनात्मक है।

6 अंक

- 11 (क) ● जैनियों का प्रसिद्ध तीर्थ स्थल है। प्रति वर्ष यहाँ मेला लगता है।
- इसी स्थान पर एक छोटी पहाड़ी जिसकी गुफा में बुद्ध देव व्यायाम करते थे, वहाँ एक विषधर सर्प भी रहता था। यह भी किंवदंती है कि इसी के सन्निकट

- अशोक ने एक स्तूप बनवाया था, जिसमें बुद्ध के थोड़े से केश और नख रखे गए थे। अब यहाँ केवल एक पहाड़ी अवश्य है।
 - लेखक वहाँ इसलिए जाना चाहता था कि संभवतः उसे कोई बढ़िया मूर्ति, सिक्के या पुरातत्व संबंधी कोई वस्तु मिल जाए। दूसरे उसे कौशांबी जाना ही था कौशांबी से काम निपटा कर पसोबा जाना उसके लिए आसान था। 3+1 = 4 अंक
 - (ख) ● अराफ़ात ने लेखक को सपत्नीक दिन के भोजन पर आमंत्रित किया था। अराफ़ात स्वयं बाहर आकर लेखक और उसकी पत्नी को अंदर लिया ले गए। उनके आतिथ्य के दो उदाहरण इस प्रकार हैं
 - अराफ़ात ने अपने हाथों से फल छील छील कर लेखक और उसकी पत्नी को खिलाए। उनके पीने के लिए स्वयं शहद की चाय बनाई।
 - लेखक जब गुसलखाने से बाहर आया तब यास्सेर अराफ़ात स्वयं हाथ में तौलिया लिए खड़े थे। 2+2 = 4 अंक
 - (ग) चौधरी साहब के व्यक्तित्व के विभिन्न पहलुओं की उजागर किया गया है
 - **आकर्षक व्यक्तित्व** वामनाचार्य जी ने उन्हें 'मृगलानी नारी' कहा था दोनों कंधों पर बाल बिखरे हुए, भव्य मूर्ति सम व्यक्तित्व।
 - **रईसी प्रवृत्ति वाले** उनकीहर अदा से चाल-ढाल से हिंदुस्तानी रईसी झलकती, जब वे टहलते थे तो एक छोटा-सा लड़का पान की तश्तरी लिए उनके पीछे-पीछे चलता था।
 - **उत्सव प्रेमी** वसंत पंचमी, होली आदि के अवसरों पर इनके घर पर खूब रौनक लगती।
 - **वचन बकता** बात की काट-छाँट करने में बहुत अद्भुत, बातचीत का ढंग निराला, स्थानीय देशज शब्दों का प्रयोग यथा 'अरे जब छूट जाई तबै चलत आवत।'।
 - **काव्य प्रेमी** स्वयं भी प्रसिद्ध कवि। घर पर भी लेखकों की भीड़ लगी रहती। 4 अंक
- (किन्हीं चार बिन्दुओं का उल्लेख अपेक्षित)**

- 12 कवि लेखक की जीवनी 2 अंक
- रचनाओं के नामों का उल्लेख (कोई चार) 2 अंक
- कवि केशवदास 2 अंक

कुल 6 अंक

जीवन-परिचय : केशवदास ने विधिपूर्वक अपने गृहस्थ जीवन का निर्वाह किया। कवि केशवदास को महाराजा रामशाह के छोटे भाई इंद्रजीत सिंह से राज्याश्रय प्राप्त हुआ। अकबर बादशाह से बढ़े हुए झगड़े को इन्होंने अपनी चतुरता से निपटा दिया था। राजा वीरसिंह देव ने भी अपने राज्यकाल में उन्हें पूर्ण सम्मान दिया। ये कवि होने के साथ-साथ स्वभाव के रसिक भी थे।

रचनाएँ : रामचंद्रिका, रसिकप्रिया, 'कविप्रिया', 'विज्ञानगीत', 'रतन बावनी', जहांगीर जसचन्द्रिका।

काव्यगत विशेषताएँ : केशव को 'कठिन काव्य का प्रेत' कहा जाता रहा है। इनका काव्य रसपूर्ण है। प्रबंध और मुक्तक दोनों प्रकार के काव्य। इनके काव्य में शृंगार रस की प्रधानता, शृंगार के अतिरिक्त वीर रौद्र, भयानक, वात्सल्य आदि रस मिलते हैं। केशव की भाषा ब्रज है, उसमें तत्सम प्रधान व बुंदेलखंडी शब्द भी दिखाई देते हैं। कवि ने चमत्कार और आकलंकारिकता के मोह में पड़ कर भाषा को तोड़ा मरोड़ा भी है।

6 अंक

अथवा

कवि घनानंद

जीवन परिचय : घनानंद रीतिकाल के रीतिमुक्त या स्वछंद काव्यधारा के प्रतिनिधि कवि थे। कहते हैं कि सुजान नाम की एक स्त्री से उनका अटूट प्रेम था। प्रेम में निराशा मिली। वे वृंदावन चले गए और वहां भक्त के रूप में जीवन निर्वाह करने लगे। वहां वे सुजान के नाम का प्रतीकात्मक प्रयोग करते हुए काव्य-रचना करते रहे।

रचनाएँ : 'सुजान सागर', 'विरह लीला', रसकेलि वल्ली आदि प्रमुख हैं।

काव्यगत विशेषताएँ :

घनानंद मूलतः प्रेम की पीड़ा के कवि है। इनके काव्य में प्रेम का अत्यंत गंभीर के उदात्त रूप व्यक्त हुआ है। जिसमें वियोग शृंगार विशेष है। काव्य में भाव की जैसी गहराई वैसी ही कला और साहित्यिक ब्रजभाषा है। उसमें कोमलता और मधुरता का चरम विकास दिखाई देता है।

6 अंक

अथवा

लेखक फणीश्वर नाथ 'रेणु'

जीवन परिचय : फणीश्वर नाथ 'रेणु' हिन्दी साहित्य के आंचलिक कथाकार माने जाते हैं। इन्होंने 'भारत छोड़ो' स्वाधीनता आंदोलन में बढ़-चढ़ कर भाग लिया। इनकी नेपाल के राणाशाही विरोधी आंदोलन में भी सक्रिय भूमिका रही। वे राजनीति में समाजवादी विचारधारा के प्रबल समर्थक थे।

रचनाएँ : 'मैला आँचल,' 'परती परिकथा' 'ठुमरी अग्निखोर', 'आदिम रात्रि की महक', 'तीसरी कसम उर्फ मारे गए गुलफाम'

साहित्यिक विशेषताएँ : रेणु की कहानियों में आंचलिक शब्दावली से युक्त भाषा का प्रयोग हुआ है। इनके कथा साहित्य में आंचलिक शब्दों के प्रयोग से लोकजीवन के मार्मिक स्थलों की पहचान हुई है। इनकी भाषा संवदेनशील व भाव प्रधान है। इनके साहित्य में तत्सम, तद्भव एवं विदेशी शब्दावली का भी परपूर प्रयोग हुआ है। इन्होंने चित्रात्मक वर्णनात्मक, संवाद तथा व्यंग्यात्मक शैलियों का प्रयोग किया है। मुहावरों व लोकोक्तियों के प्रयोग से इनकी भाषा में रोचकता तथा संजीवता उत्पन्न हो गई है।

6 अंक

अथवा

लेखक निर्मल वर्मा

जीवन-परिचय : निर्मल हिन्दी साहित्य के विशिष्ट कथाकार माने जाते हैं। प्रारंभिक शिक्षा शिमला के स्थानीय विद्यालयों में हुई तथा दिल्ली विश्वविद्यालय से इतिहास में एम.ए. की परीक्षा पास की। अध्यापन कार्य भी किया। निर्मल वर्मा को हिन्दी के साथ अंग्रेजी भाषा का भी विशेष ज्ञान था। पत्र-पत्रिकाओं में लिखते रहे। 1970 में वे विदेश से भारत आए और स्वतंत्र लेखन करने लगे। कौवे और काला पानी पर उनको 'साहित्य अकादमी पुरस्कार' मिला। उन्हें उत्कृष्ट साहित्य सृजन के लिए अनेक पुरस्कारों से सम्मानित किया गया।

रचनाएँ : 'वे दिन, 'लाल टीन की छत', 'एक चिथड़ा सुख', 'परिंदा', 'जलती झाड़ी', 'तीन एकांत', 'हर बारिश में', 'धुंध से उड़ती शब्द की स्मृति', 'कला का जोखिम' आदि।

साहित्यिक विशेषताएँ : निर्मल वर्मा ने अपने कथा साहित्य के द्वारा समकालीन समाज की सामाजिक, राजनीतिक, सांस्कृतिक, आध्यापिक, परिस्थितियों पर लेखनी चलाई है। इनकी भाषा सरल, सरस और भावानुकूल है। इन्होंने वर्णनात्मक, चित्रात्मक, संवादात्मक आदि शैलियों का प्रयोग किया है। इनकी भाषा में तत्सम, तद्भव, उर्दू, फारसी, अंग्रेजी शब्दों का प्रयोग किया गया है। मुहावरों एवं लोकोक्तियों के प्रयोग से उनकी भाषा में रोचकता का सृजन हुआ है।

6 अंक

13 (क) तीन प्रश्नों के उत्तर अपेक्षित हैं :

उसकी दृष्टि में भिखरियों के पास इतना अधिक धन-संचय पाप के समान है; उसका इसमें अपमान है। अंधे भिखारी के लिए दरिद्रता इतनी लज्जा की बात नहीं, जितना धन।

3 अंक

(ख) भूप दादा जैसे ही पर्वतीय प्रदेशों में जन्मे और पले बड़े हैं, जहाँ की जिन्दगी अत्यंत कठिन होती है। भूप दादा पर्वतारोहण में दक्ष थे। मुश्किलों और प्राकृतिक आपदाओं से लड़ना उनका रोज का काम था। वे पर्वतों के बीच रह-रह कर स्वयं भी दृढ़ व कठोर बन गए थे कि अब वे नीचे नहीं रहना चाहते थे।

3 अंक

(ग) लेखक विश्वनाथ को बड़े गुलाम अली खां की गाई ठुमरी 'अब तो आओ साजन' सुनकर रुलाई आती है और प्रकृति रूपी औरत उसमें सफेद साड़ी पहने व्याकुल नजर आती है। उसकी आंखें नम हैं। वह वैधव्य की प्रतीक नारी बिसनाथ को हर सुख-दुख से जोड़ती है। उसी सफेद साड़ी वाली औरत की स्मृति के साथ लेखक को मृत्यु का बोध अजीब तौर पर जुड़ा मिलता है।

3 अंक

(घ) प्रस्तुत कथन नायक राम द्वारा जगधर के पूछे गए प्रश्न का उत्तर है। सूरदास से झोपड़ी में आग कैसे लगी, उसमें क्या-क्या जला आदि के प्रश्न पूछे जा रहे थे, परंतु सूरदास उन प्रश्नों से बेखबर दूर कहीं अपने रूपयों की थैली के लिए चिंतित व व्याकुल था।

3 अंक

14 एक प्रश्न का उत्तर अपेक्षित :

धरती का वातावरण औद्योगीकरण के परिणामस्वरूप गर्म होता जा रहा है। धरती की हरियाली, उसकी उर्वरा शक्ति धीरे-धीरे कम होती जा रही है, पानी के स्रोत समाप्ति की ओर अग्रसर हैं इन उद्योगों के परिणामस्वरूप वायु मंडल में कार्बनडाइऑक्साइड (गैस) की मात्रा बढ़ रही है जो जीवधारियों के लिए भी खतरनाक है।

उपाय : अमेरिका और यूरोप के देशों को इस गैस को पैदा करने से अपने उद्योगों को रोकना होगा किन्तु वह इस बात को नहीं मानता कि वायुमंडल में छोड़ी गई ये गैसें धरती के वातावरण को दूषित कर रही हैं। वह अपनी खाऊ-उजाड़ू जीवन पद्धति पर कोई समझौता नहीं करेगा ऐसी उसकी घोषणा है।

3+3 = 6 अंक

अथवा

'आरोहण' कहानीकी मूल संवेदना पर्वतीय प्रदेशों की संघर्षमयी जिन्दगी से पाठकों को अवगत कराना है। वहाँ रहने वालों का पर्वतों पर रात-दिन ऊपर चढ़ना, नीचे उतरना, छोटे-मोटों कामों के लिए स्वास्थ्य संबंधी समस्या और शिक्षा प्राप्त करने हेतु मैदानों का मुंह देखना पड़ता है।

पहाड़ों पर बिजली, पानी, अस्पताल, रोजी-रोटी हेतु कार्यों की कमी, नौकरियों नहीं, गरीबी इतनी अधिक कि छोटे-छोटे बच्चे पैसा कमाने में लग जाते हैं। सैलानियों को पहाड़ों पर

अपने घोड़ों पर सवार कर ले जाना, स्वयं पैदल चलना शरीर पर न पर्याप्त वस्त्र और न पेट भर रोटी पैसा कमा कर परिवार में माँ-बाप की मदद करना यही उनकी जिन्दगी है। बीमारी की स्थिति में पर्वतीय प्रदेशों पर उपलब्ध जड़ी-बूटियों के अधकचरे ज्ञान का सहारा लेना, भुखमरी, महंगाई का सामना करना आदि कष्टपूर्ण जीवन की दिनचर्या को निभाना पड़ता है.....आदि स्थितियों पर प्रकाश डालना अपेक्षित है।

6 अंक

हिंदी (केंद्रिक)

निर्धारित समय : 3 घंटे

अधिकतम अंक : 100

प्रश्नपत्र संख्या 2/1/1

खंड 'क'

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

सिने जगत के अनेक नायक-नायिकाओं, गीतकारों, कहानीकारों और निर्देशकों को हिंदी के माध्यम से पहचान मिली है। यही कारण है कि गैर-हिंदी भाषी कलाकार भी हिंदी की ओर आए हैं। समय और समाज के उभरते सच को परदे पर पूरी अर्थवत्ता में धारण करने वाले ये लोग दिखावे के लिए भले ही अंग्रेजी के आग्रही हों, लेकिन बुनियादी और ज़मीनी हकीकत यही है कि इनको पूँजी, इनकी प्रतिष्ठा का एकमात्र निमित्त हिंदी ही है। लाखों-करोड़ों दिलों की धड़कनों पर राज करने वाले ये सितारे हिंदी फिल्म और भाषा के सबसे बड़े प्रतिनिधि हैं।

‘छोटा परदा’ ने आम जनता के घरों में अपना मुकाम बनाया तो लगा हिंदी आम भारतीय की जीवन-शैली बन गई। हमारे आद्यग्रंथों रामायण और महाभारत को जब हिंदी में प्रस्तुत किया गया तो सड़कों का कोलाहल सत्राटे में बदल गया। ‘बुनियाद’ और ‘हम लोग’ से शुरू हुआ सोप ऑपेरा का दौर हो या सास-बहू धारावाहिकों का, ये सभी हिंदी की रचनात्मक और उर्वरता के प्रमाण हैं। ‘कौन बनेगा करोड़पति’ से करोड़पति चाहे जो बने हों, पर सदी के महानायक की हिंदी हर दिल की धड़कन और हर धड़कन की भाषा बन गई। सुर और संगीत की प्रतियोगिताओं में कर्णाटक, गुजरात, महाराष्ट्र, असम, सिक्किम जैसे गैर-हिंदी क्षेत्रों के कलाकारों ने हिंदी गीतों के माध्यम से पहचान बनाई। ज्ञान गंभीर ‘डिस्कवरी’ चैनल हो या बच्चों को रिझाने-लुभाने वाला ‘टॉम और जेरी’ इनकी हिंदी उच्चारण की मिठास और गुणवत्ता अद्भुत, प्रभावी और ग्राह्य है। धर्म-संस्कृति, कला-कौशल, ज्ञान-विज्ञान सभी कार्यक्रम हिंदी की संप्रेषणीयता के प्रमाण हैं।

(क) उपर्युक्त अवतरण के लिए एक उपयुक्त शीर्षक दीजिए।

1

(ख) गैर-हिंदी भाषी कलाकारों के हिंदी सिनेमा में आने के दो कारणों का उल्लेख कीजिए।

2

- (ग) 'छोटा परदा' से क्या तात्पर्य है? इसका आम जन-जीवन की भाषा पर क्या प्रभाव पड़ा। 2
- (घ) आशय स्पष्ट कीजिए 'सड़कों का कोलाहल सत्राटे में बदल गया।' 2
- (ङ) कुछ बहुप्रचलित और लोकप्रिय धारावाहिकों के उल्लेख से लेखक क्या सिद्ध करना चाहता है? 2
- (च) 'सदी का महानायक' से लेखक का संकेत किस फ़िल्मी सितारे की ओर है? 1
- (छ) फ़िल्म और टी.वी. ने हिंदी के प्रचार-प्रसार में क्या भूमिका निभाई है? संक्षेप में लिखिए। 2
- (ज) "उर्वरता" शब्द का वाक्य में प्रयोग कीजिए। 1
- (झ) 'सत्राटा' और 'विलोम' शब्दों के विलोम लिखिए। 1
- (ञ) 'उच्चारण' और 'भारतीय' शब्दों के उपसर्ग-प्रत्यय बताइए। 1

2. निम्नलिखित गद्यांश को पढ़कर उस पर पूछे गए प्रश्नों का उत्तर दीजिए :

हो दोस्त या कि वह दुश्मन हो,
हो परिचित या परिचय-विहीन
तुम जिसे समझते रहे बड़ा
या जिसे मानते रहे दीन
यदि कभी किसी कारण से
उसके यश पर पड़ती दिखे धूल,
तो सख्त बात कह उठने को
रे, तेरे हाथों हो न भूल।

मत कहो कि वह ऐसा ही था,
मत कहो कि इसके सौ गवाह,
यदि सचमुच ही वह फिसल गया
या पकड़ी उसने गलत राह
तो सख्त बात से नहीं, स्नेह से
काम ज़रा लेकर देखो,
अपने अंतर का नेह अरे,
देकर देखो।

कितने भी गहरे रहे गर्त,
हर जगह प्यार जा सकता है,
कितना भी भ्रष्ट ज़माना हो,
हर समय प्यार भा सकता है,
जो गिरे हुआओं को उठा सके,
इससे प्यारा कुछ जतन नहीं,
दे प्यार उठा पाए न जिसे
इतना गहरा कुछ पतन नहीं।
देखे से प्यार भरी आँखें
दुस्साहस पीले होते हैं
हर एक धृष्टता के कपोल
आँसू से गीले होते हैं।
तो सख्त बात से नहीं
स्नेह से काम जरा लेकर देखो,
अपने अंतर का नेह
अरे, देकर देखो।

- (क) गलत राह पर चल रहे व्यक्ति को सही राह पर लाने का क्या उपाय है? 1
- (ख) प्यार की शक्ति के बारे में कवि की क्या मान्यता है? 1
- (ग) आशय स्पष्ट कीजिए : हर एक धृष्टता का कपोल आँसू से गीले होते हैं? 2
- (घ) अंतर का स्नेह बाँटने से व्यक्ति के जीवन पर क्या प्रभाव पड़ता है? 1

खंड 'ख'

3. निम्नलिखित में से किसी एक विषय पर निबंध लिखिए : 5
- (क) मोबाइल बिना सब सूना
- (ख) बीस-बीस क्रिकेट का रोमांच
- (ग) भ्रष्टाचार की समस्या
- (घ) प्रगति पथ पर भारत

4. एक सड़क को चौड़ा करने के बहाने आवश्यकता से बहुत अधिक पेड़ काटे गए हैं, इसकी विस्तृत जानकारी देते हुए वन और पर्यावरण विभाग को एक पत्र लिखिए।

5

अथवा

सड़क पर आप दुर्घटनाग्रस्त हो गए थे। पुलिस मूक दर्शक बनी रही। कुछ राहगीरों ने आपको अस्पताल पहुँचाया। पूरी जानकारी देते हुए अपने क्षेत्र के थानाध्यक्ष को पत्र लिखकर प्रथम सूचना रिपोर्ट लिखने का निवेदन कीजिए?

5. (क) संक्षेप में उत्तर दीजिए :

1x 5=5

- (i) जनसंचार के प्रचलित माध्यमों में सबसे पुराना माध्यम क्या है?
- (ii) मुद्रित माध्यम को स्थायी माध्यम क्यों कहा गया है?
- (iii) संपादकीय से क्या तात्पर्य है?
- (iv) रिपोर्ट लेखन की भाषा को दो विशेषताएँ लिखिए।
- (v) 'खोजी पत्रकारिता' का आशय स्पष्ट कीजिए।

- (ख) आप के क्षेत्र में आकस्मिक बाढ़ के कारण यातायात की संपूर्ण व्यवस्था अस्त-व्यस्त हो गई है। जान-माल को बहुत क्षति हुई है। इन बिन्दुओं के आधार पर एक रिपोर्ट तैयार कीजिए।

5

अथवा

रोगी मित्र को अस्पताल ले जाने पर ज्ञात हुआ कि सभी डॉक्टर हड़ताल पर हैं। सभी रोगियों की दशा दयनीय हो गई है। इस विषय पर एक आलेख तैयार कीजिए।

6. 'वाहनों की बढ़ती संख्या' अथवा 'महँगाई के बोझ तले मजदूर' विषय पर एक फीचर का आलेख लिखिए।

5

खंड 'ग'

7. किसी एक काव्यांश को पढ़कर पूछे गए प्रश्नों का उत्तर लिखिए :

2+2+2+2=8

रुद्ध कोष है, क्षुब्धतोष
अंगना-अंग से लिपटे भी

आतंक अंक पर काँप रहे हैं
धनी, वज्र गर्जन से बादल।
त्रस्त नयन, मुख ढाँप रहे हैं।
जीर्ण बाहु, है शीर्ण शरीर।
तुझे बुलाता कृषक अधीर,
ऐ विप्लव के वीर!

- (क) 'विप्लव के वीर' किसे कहा गया है और क्यों?
(ख) बादलों को बुलाने में कृषक की अधीरता का कारण स्पष्ट कीजिए।
(ग) काव्यांश के आधार पर शोषक-समाज का चित्रण अपने शब्दों में कीजिए।
(घ) सुख-सुविधा भोग रहे धनी लोगों के भयभीत होने का क्या कारण है?

अथवा

सो अनुराग कहाँ अब भाई। उठहु न सुनि मम बच विकलाई।
जों जनतेउँ वन बंधु बिछोहू। पिता वचन मनतेउँ नहिं ओहू।।
सुत वित नारि भवन परिवारा। होहिं जाहिं जग बारहिं बारा।।
अस बिचारि जियँ जागहु ताता। मिलइ न जगत सहोदर भ्राता।।

- (क) 'सो अनुराग' कह कर राम कैसे अनुराग की दुर्लभता की ओर संकेत कर रहे हैं? सोदाहरण लिखिए।
(ख) कौन किससे उठने का आग्रह कर रहा है और क्यों?
(ग) काव्यांश के आधार पर राम के व्यक्तित्व पर टिप्पणी कीजिए।
(घ) राम ने भ्रातृ-प्रेम की तुलना में किनको हीन माना है?

8. निम्नलिखित में से किसी एक काव्यांश पर पूछे गए प्रश्नों के उत्तर लिखिए : 2+2+2=6

सवेरा हुआ

खरगोश की आँखों जैसा लाल सवेरा

शरद आया पुलों को पार करते हुए

अपनी नई चमकीली साइकिल तेज़ चलाते हुए

घंटी बजाते हुए ज़ोर-ज़ोर से

चमकीले इशारों से बुलाते हुए।

(क) प्रातःकाल की तुलना किसे की गई है और क्यों?

(ख) काव्यांश के बिंब को स्पष्ट कीजिए।

(ग) मानवीकरण के सौंदर्य पर टिप्पणी कीजिए।

अथवा

आँगन में ठुनक रहा है जिदयाया है

बालक तो हई चाँद पे ललचाया है

दर्पण उसे दे के कह रही है माँ

देख आईने में चाँद उतर आया है।

(क) काव्यांश की भाषा की दो विशेषताओं का उल्लेख कीजिए।

(ख) यह काव्यांश किस छंद में लिखा गया है? उसकी विशेषता बताइए।

(ग) 'देख आईने में चाँद उतर आया है' कथन के सौंदर्य को स्पष्ट कीजिए।

9. किन्हीं दो प्रश्नों के उत्तर दीजिए :

3+3=6

(क) 'कैमरे में बंद अपाहिज' करुणा के मुखौटे में छिपी क्रूरता की कविता है।
टिप्पणी कीजिए।

(ख) कविता के उपमानों की चर्चा करते हुए प्रतिपादित कीजिए कि 'उषा'
कविता गाँव की सुबह का गतिशील चित्र है।

(ग) 'दिन जल्दी-जल्दी ढलता है' कविता का प्रतिपाद्य स्पष्ट कीजिए :

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

2+2+2+2=8

जैसे मेरे नाम की विशालता मेरे लिए दुर्वह है, वैसे ही लक्ष्मी की समृद्धि भक्तिन के कपाल की कुंचित रेखाओं में नहीं बँध सकी। वैसे तो जीवन में प्रायः सभी को अपने-अपने नाम का विरोधाभास लेकर जीना पड़ता है, पर भक्तिन बहुत समझदार है, क्योंकि यह अपना समृद्धि-सूचक नाम किसी को बताती नहीं।

केवल जब नौकरी की खोज में आई थी, तब ईमानदारी का परिचय देने के लिए शेष प्रतिवृत्त के साथ यह भी बता दिया, पर इस प्रार्थना के साथ कि मैं कभी नाम का उपयोग न करूँ। उपनाम रखने की प्रतिभा होती, तो मैं सबसे पहले उसका प्रयोग अपने ऊपर करती, इस तथ्य को यह देहातिन क्या जाने।

- (क) वह 'देहातिन' कौन थी? उसने अपने नाम का उपयोग न करने की प्रार्थना लेखिका से क्यों की?
- (ख) 'मेरे नाम की विशालता मेरे लिए दुर्वह है' कैसे? स्पष्ट कीजिए।
- (ग) आशय स्पष्ट कीजिए लक्ष्मी की समृद्धि कपाल की कुंचित रेखाओं में नहीं बँध सकी।
- (घ) लेखिका और उसके घर में काम करने वाली भक्तिन के वास्तविक नामों में ऐसा क्या विरोधाभास था जिसे लेकर दोनों को जीना पड़ रहा था?

अथवा

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

- (क) अवधूत किसे कहते हैं? शिरीष को अवधूत मानना कहाँ तक तर्कसंगत है?
- (ख) किन आधारों पर लेखक महात्मा गांधी और शिरीष को समान धरातल पर पाता है?
- (ग) देश के ऊपर से गुजर रहे बवंडर का क्या स्वरूप है? इससे कैसे जूझा जा सकता है?
- (घ) आशय स्पष्ट कीजिए मैं जब-जब शिरीष की ओर देखता हूँ तब-तब हूक उठती है हाय, वह अवधूत आज कहाँ है?

11. किन्हीं चार प्रश्नों के उत्तर लिखिए :

3+3+3+3=12

- (क) नमक की पुड़िया के संबंध में सफ़िया के मन में क्या द्वंद्व था? उसका क्या समाधान निकला?
- (ख) चार्ली चैपलिन का भारतीयकरण किसे कहा गया है और क्यों?
- (ग) पहलवान लुट्टन के सुखचैन भरे दिनों का वर्णन अपने शब्दों में कीजिए।
- (घ) 'काले मेघा पानी दे' के आधार पर बताइए कि जीजी ने इंदरसेना पर पानी फेंके जाने को किस प्रकार सही ठहराया?
- (ङ) बाज़ार का जादू क्या है? उसके चढ़ने-उतरने का मनुष्य पर क्या प्रभाव पड़ता है? 'बाज़ार दर्शन' पाठ के आधार पर उत्तर लिखिए।

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

3+3=6

- (क) यशोधर बाबू के व्यक्तित्व की किन्हीं तीन विशेषताओं पर सोदाहरण प्रकाश डालिए।
- (ख) उस खास बात का विस्तार से उल्लेख कीजिए जो अजायबघर में रखे सिंधु सभ्यता के पुरातत्व के अवशेषों से सिद्ध होती है?
- (ग) कहानीकार के शिक्षित होने के संघर्ष में दत्ता जी एवं देसाई के योगदान को 'जूझ' कहानी के आधार पर स्पष्ट कीजिए।

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

2+2=4

- (क) 'सिल्वर वेडिंग' के आधार पर यशोधर बाबू के सामने आई किन्हीं दो 'समहाऊ इंप्रोपर' स्थितियों का उल्लेख कीजिए।
- (ख) 'ऐन की डायरी उसकी निजी भावनात्मक उथल-पुथल का दस्तावेज भी है।' इस कथन को विवेचना कीजिए।
- (ग) क्या सिंधु घाटी सभ्यता को जल संस्कृति कह सकते हैं? कारण सहित उत्तर दीजिए।

14. श्री सौंदलगेकर के व्यक्तित्व की उन विशेषताओं पर प्रकाश डालिए जिनके कारण 'जूझ' के लेखक के मन में कविता की प्रति लगाव उत्पन्न हुआ।

5

अथवा

‘सिल्वर वेडिंग’ में एक ओर स्थिति को ज्यों-का-त्यों स्वीकार लेने का भाव है तो दूसरी ओर अनिर्णय की स्थिति भी। कहानी के इस द्वंद्व को स्पष्ट कीजिए।

प्रश्नपत्र संख्या 2/1

खण्ड (क)

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

बाज़ार ने, विज्ञापन ने हिंदी को एक क्रांतिकारी रूप दिया, जिसमें रवानगी है, स्वाद है, रोमांच है, आज की सबसे बड़ी चाहत का अकूत संसार है। इस तरह हिंदी भविष्य की भाषा, समय का तकाज़ा रोजगार की जरूरत बनती जा रही है।

लोकतंत्र का चौथा स्तंभ पत्रकारिता है। सूचना-क्रांति ने विश्व को ग्राम बना दिया है। मीडिया की जागरूकता ने समाज में एक क्रांति ला दी है और इस क्रांति की भाषा हिंदी है। इतने सारे समाचार चैनल हैं और सभी चैनलों पर हिंदी अपने हर रूप में नए कलेवर, तेवर में निखर कर, सँवरकर, लहरकर, ‘बोले तो बिंदास’ बनकर छाई रहती है। तुलनात्मक अर्थों में आज अंग्रेजी-पत्रकारिता से हिंदी-पत्रकारिता का मूल्य, बाज़ार, उत्पादन, उपभोग और वितरण बहुत बढ़ा है।

प्रिंट मीडिया की स्थिति ज़्यादा बेहतर है, पत्र-पत्रिकाओं की लाखों प्रतियाँ रोज़ाना बिकती हैं। चीन के बाद सबसे अधिक अख़बार हमारे यहाँ पढ़े जाते हैं, हिंदी के संप्रेषण की यह मानवीय, रचनात्मक और सारगर्भित उपलब्धि है। पत्र-पत्रिकाएँ हिंदी की गुणवत्ता और प्रचार-प्रसार के लिए कृतसंकल्प है। यह भ्रम फैलाया गया था कि हिंदी रोज़गारोन्मुखी नहीं है। आज सरकारी, गैर-सरकारी क्षेत्रों में करोड़ों हिंदी पढ़े-लिखे लोग आजीविका कमा रहे हैं। भविष्य में हिंदी की बाज़ार-माँग और अधिक होगी।

पसीनों में, प्रार्थनाओं में, सिरहानों की सिसकियों में और हमारे सपनों में जब तक हिंदी रहेगी, तब तक यह बिना किसी पीड़ा या रोग के सप्राण, सवाक् और सस्वर रहेगी।

(क) उपर्युक्त अवतरण के लिए एक उपयुक्त शीर्षक दीजिए।

1

(ख) लोकतंत्र का चौथा स्तंभ किसे कहा गया है और क्यों?

2

- (ग) तुलनात्मक दृष्टि से हिंदी और अंग्रेजी पत्रकारिता में लेखक ने किसे व्यापक माना है और क्यों? 2
- (घ) हिंदी पर रोज़गारपरक न होने का आक्षेप क्यों ठीक नहीं है? 2
- (ङ) बाज़ार ने हिंदी के स्वरूप को क्या विशेषताएँ दी जिनसे वह रोज़गार की जरूरत बनती जा रही है? 2
- (च) 'प्रिंट मीडिया' से क्या तात्पर्य है? हिंदी के लिए उसकी पत्र-पत्रिकाएँ क्या कर रही हैं? 2
- (छ) विश्व को ग्राम बना देने का आशय समझाइए। 1
- (ज) 'सरकारी' और 'अतीत' शब्दों के विलोम लिखिए। 1
- (झ) निम्नलिखित शब्दों के पर्यायवाची बताइए — 'समय' तथा 'प्रार्थना'। 1
- (ञ) 'जागरूकता' एवं 'संप्रेषण' शब्दों में से उपसर्ग और प्रत्यय अलग-अलग कीजिए 1

2. निम्नलिखित काव्यांश को पढ़कर उस पर पूछे गए प्रश्नों के उत्तर दीजिए:

कुछ लिखके सो, कुछ पढ़के सो
तू जिस जगह जागा सवेरे उस जगह से बढ़के सो!
जैसा उठा वैसा गिरा जाकर बिछौने पर,
तिफ्त जैसा प्यार यह जीवन-खिलौने पर,
बिना समझे, बिना बूझे खेलते जाना,
एक ज़िद को जकड़ लेकर ठेलते जाना,
ग़लत है, बेसूद है, कुछ रचके सो, कुछ गढ़के सो
तू जिस जगह जागा सवेरे उस जगह से बढ़के सो!
दिन-भर इबारात पेड़, पत्ती और पानी की,
बंद घर की, खुले-फैले खेत धानी की,
हवा की बरसात की हर खुशक की, तर की,
गुज़रती दिन भर रही जो आपकी, पर की,
उस इबारात के सुनहरे वर्क से मन मढ़के सो
तू जिस जगह जागा सवेरे उस जगह से बढ़के सो!

लिखा सूरज ने किरन की कलम लेकर जो,
 नाम लेकर जिसे पंछी ने पुकारा वो,
 हवा जो कुछ गा गई, बरसात जो बरसी,
 जो इबारत लहर बनकर नदी पर बरसी,
 उस इबारत की अगरचे सीढ़ियाँ हैं, चढ़के सो
 तू जिस जगह जागा सवेरे उस जगह से बढ़के सो!

- (क) सोने से पहले क्या कर लेना चाहिए? 1
- (ख) कवि ने किसे 'गलत' और 'बेसूद' कहा है? 2
- (ग) प्रकृति का लेख लिखने में किस-किसका योगदान है? 1
- (घ) आशय स्पष्ट कीजिए — जिस जगह जागा सवेरे उस जगह से बढ़के सो! 1

खण्ड ख

3. निम्नलिखित विषयों में से एक पर निबंध लिखिए : 5
- (क) भारत का एक अतीत भी है और भविष्य भी
- (ख) युवा पीढ़ी और देश का भविष्य
- (ग) हम खेलों में पिछड़े क्यों हैं
- (घ) मीडिया का सामाजिक दायित्व
4. स्कूल जाने की उम्र में बच्चों को काम करते, और भीख माँगते, देखकर आपको कैसा लगता है? अपने विचारों को किसी प्रतिष्ठित दैनिक के संपादक के नाम पत्र के रूप में लिखिए। 5

अथवा

अपने किसी प्रिय टी.वी. कार्यक्रम की विशेषताओं का उल्लेख करते हुए उस चैनल विशेष के कार्यक्रम अधिकारी को एक पत्र लिखिए।

5. (क) निम्नलिखित प्रश्नों के संक्षिप्त उत्तर दीजिए: 5
- (i) स्तंभ-लेखन का क्या तात्पर्य है?
- (ii) अंशकालिक संवाददाता किसे कहा जाता है?

- (iii) 'एंकर वाइट' से आप क्या समझते हैं?
 - (iv) पत्रकारिता में 'बीट' किसे कहा जाता है?
 - (v) संपादकीय में संपादक/लेखक का नाम क्यों नहीं दिया जाता है?
- (ख) 'बढ़ती आबादी - देश की बरबादी' विषय पर एक आलेख लिखिए।

अथवा

सड़कों पर दिन-प्रतिदिन होने वाली दुर्घटनाओं के कारणों पर एक रिपोर्ट तैयार कीजिए।

6. 'आतंकवाद की समस्या' अथवा 'चुनावी वायदे' विषय पर फ़ीचर का आलेख लिखिए। 5

खण्ड ग

7. निम्नलिखित में से किसी एक काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए। 2+2+2+2=8

यह तेरी रण-तरी

भरी आकांक्षाओं से,

घन, भेरी-गर्जन से सजग सुप्त अंकुर

उर में पृथ्वी के, आशाओं से

नवजीवन की, ऊँचा कर सिर,

ताक रहे हैं, ऐ विप्लव के बादल!

फिर-फिर

बार-बार गर्जन

वर्षण है मूसलाधार,

हृदय थाम लेता संसार

सुन-सुन घोर वज्र-हुंकार।

- (क) बादलों को 'विप्लव के बादल' क्यों कहा गया है?
- (ख) बादलों की युद्ध-नौका में क्या भरा है? उसका लाभ किन्हें और कैसे मिलेगा?
- (ग) नवजीवन की आशा में कौन सिर उठाए हुए हैं? उन्हें क्रांति का लाभ किस प्रकार प्राप्त होगा?
- (घ) संसार बादल के किस रूप से ग्रस्त है?

अथवा

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

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

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

बरु अपजस सहतेउँ जग माहीं । नारि हानि बिसेष छति नाहीं ॥

अब अवलोकु सोकु सुत तोरा । सहिहि निठुर कठोर उर मोरा ॥

- (क) भाई के बिना जीवन की तुलना किनसे की गई है और क्यों?
- (ख) काव्यांश के आधार पर राम के व्यक्तित्व पर टिप्पणी कीजिए?
- (ग) काव्यांश के आधार पर स्पष्ट कीजिए कि राम किसकी अपेक्षा भाई को अधिक महत्व दे रहे हैं और क्यों?
- (घ) 'जैहउँ अवध कवन मुहुँ लाई' कथन के पीछे निहित भावना पर टिप्पणी कीजिए।

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

2+2+2=6

तुम्हें भूल जाने की

दक्षिण ध्रुवी अंधकार-अमावास्या

शरीर पर, चेहरे पर, अंतर में पा लूँ मैं

झेलूँ मैं, उसी में नहा लूँ मैं

इसलिए कि तुमसे ही परिवेष्टित आच्छादित

रहने का रमणीय यह उजेला अब

सहा नहीं जाता है।

- (क) अमावास्या के लिए प्रयुक्त विशेषणों से काव्यार्थ में क्या विशेषता आई है?
- (ख) 'मैं तुम्हें भूल जाना चाहता हूँ' — इस सामान्य कथन को व्यक्त करने के लिए कवि ने क्या युक्ति अपनाई है?
- (ग) काव्यांश के शिल्प-सौंदर्य को स्पष्ट कीजिए।

अथवा

जोर जबर्दस्ती से

बात की चूड़ी मर मई

और यह भाषा में बेकार घूमने लगी।
हार कर मैंने उसे कील की तरह
उसी जगह ठीक दिया।
ऊपर से ठीक-ठाक
पर अंदर से
न तो उसमें कसाव था
न ताकत।
बात ने, जो एक शरारती बच्चे की तरह
मुझसे खेल रही थी,
मुझे पसीना पोंछते देख कर पूछा -
“क्या तुमने भाषा को
सहूलियत से बरतना कभी नहीं सीखा?”

- (क) बात की चूड़ी मर जाने ओर बेकार घूमने से कवि क्या कहना चाहता है?
(ख) काव्यांश में प्रयुक्त दोनों उपमाओं के प्रयोग-सौंदर्य पर टिप्पणी कीजिए।
(ग) भाषा को सहूलियत से बरतने से क्या अभिप्राय है?

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

3+3=6

- (क) क्रांति की गर्जना का शोषक वर्ग पर क्या प्रभाव पड़ता है? उनका मुख ढाँपना किस मानसिकता का द्योतक है? ‘बादल राग’ कविता के आधार पर उत्तर दीजिए।
(ख) ‘कैमरे में बंद अपाहिज’ कविता में निहित व्यंग्य को उजागर कीजिए।
(ग) ‘फिराक’ की रुबाइयों में उभरे घरेलू जीवन के बिंबों का सौंदर्य स्पष्ट कीजिए।

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

2+2+2+2=8

एक राजनीतिज्ञ पुरुष का बहुत बड़ी जनसंख्या से पाला पड़ता है। अपनी जनता से व्यवहार करते समय, राजनीतिज्ञ के पास न तो इतना समय होता है न प्रत्येक के विषय में इतनी जानकारी ही होती है, जिससे यह सबकी अलग-अलग आवश्यकताओं और क्षमताओं के आधार पर वांछित व्यवहार अलग-अलग कर सके। वैसे भी

आवश्यकताओं और क्षमताओं के आधार पर भिन्न व्यवहार कितना भी आवश्यक तथा औचित्यपूर्ण क्यों न हो, 'मानवता' के दृष्टिकोण से समाज को दो वर्गों या श्रेणियों में नहीं बाँटा जा सकता। ऐसी स्थिति में राजनीतिज्ञ को अपने व्यवहार में एक व्यवहार्य सिद्धांत की आवश्यकता रहती है और यह व्यवहार्य सिद्धांत यही होता है, कि सब मनुष्यों के साथ समान व्यवहार किया जाए।

- (क) राजनीतिज्ञ को व्यवहार्य सिद्धांत की आवश्यकता क्यों रहती है? यह सिद्धांत क्या हो सकता है?
- (ख) राजनीतिज्ञ की विवशता क्या होती है?
- (ग) भिन्न व्यवहार मानवता की दृष्टि से उपयुक्त क्यों नहीं होता?
- (घ) समाज के दो वर्गों से क्या तात्पर्य है? वर्गानुसार भिन्न व्यवहार औचित्यपूर्ण क्यों नहीं होता?

अथवा

बाज़ार में एक जादू है। यह जादू आँख की राह काम करता है। यह रूप का जादू है पर जैसे चुम्बक का जादू लोहे पर ही चलता है, वैसे ही इस जादू की भी मर्यादा है। जब भरी हो, और मन खाली हो, ऐसी हालत में जादू का असर खूब होता है। जब खाली, पर मन भरा न हो, तो भी जादू चल जाएगा। मन खाली है तो बाज़ार है तो बाज़ार की अनेकानेक चीज़ों का निमंत्रण उसके पास पहुँच जाएगा। कहीं हुई उस वक्त जब भरी तब तो फिर वह मन किसकी मानने वाला है। मालूम होता है यह भी लूँ, वह भी लूँ। सभी सामान ज़रूरी और आराम बढ़ाने वाला मालूम होता है। पर यह सब जादू का असर है। जादू की सवारी उतरी कि पता चलता है कि फैंसी चीज़ों की बहुतायत आराम में मदद नहीं देती, बल्कि ख़लल ही डालती है।

- (क) बाज़ार के जादू को रूप का जादू क्यों कहा गया है?
- (ख) बाज़ार के जादू की मर्यादा स्पष्ट कीजिए।
- (ग) बाज़ार का जादू किस प्रकार के लोगों को लुभाता है?
- (घ) इस जादू के बंधन से बचने का क्या उपाय हो सकता है?

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

3+3+3+3=12

- (क) चार्ली चैपलिन कौन था? उसके 'भारतीयकरण' से लेखक का क्या आशय है?

- (ख) 'भक्तिन अच्छी है पर उसमें दुर्गुणों का अभाव नहीं।' इस कथन के समर्थन में तीन तर्क दीजिए।
- (ग) 'काले मेघा पानी दे' के आधार पर लिखिए कि जीजी ने इंदर सेना पर पानी फेके जाने को किस प्रकार सही ठहराया।
- (घ) लुट्टन के राज पहलवान लुट्टन सिंह बन जाने के बाद की दिनचर्या पर प्रकाश डालिए।
- (ङ) "'नमक' कहानी में भारत-पाक के बीच आरोपित भेदभाव के बीच मुहब्बत का नमकीन स्वाद है।" इस कथन की समीक्षा कीजिए।

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

3+3=6

- (क) अपने निवास के निकट पहुँचकर वाई.डी. पंत को क्यों लगा कि वे किसी गलत जगह पर आ गए हैं? पूरे आयोजन में उनकी मनःस्थिति पर प्रकाश डालिए।
- (ख) 'जूझ' कहानी में चित्रित ग्रामीण जीवन के संक्षिप्त वर्णन अपने शब्दों में कीजिए।
- (ग) 'डायरी के पत्रे' के आधार पर महिलाओं के बारे में ऐन फ्रैंक के विचारों पर प्रकाश डालिए।

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

2+2=4

- (क) 'सिल्वर वैडिंग' के आधार पर 'जो हुआ होगा' वाक्यांश के विभिन्न अर्थों को स्पष्ट कीजिए।
- (ख) 'सिंधु-सभ्यता साधन-संपन्न थी, पर उसमें भव्यता का आडंबर नहीं था।' टिप्पणी कीजिए।
- (ग) दादा ने मन मारकर अपने बच्चे को स्कूल भेजने की बात मान तो ली, पर खेती-बाड़ी के बारे में उससे क्या-क्या वचन लिए? 'जूझ' के आधार पर उत्तर दीजिए।

14. 'सिल्वर वैडिंग' कहानी के आधार पर पीड़ियों के अंतराल के कारणों पर प्रकाश डालिए। क्या इस अंतराल को कुछ पाटा जा सकता है? कैसे? स्पष्ट कीजिए।

5

अथवा

“पुरातत्व के निष्प्राण चिह्नों के आधार पर युग-विशेष के आबाद घरों, लोगों और उनकी सामाजिक, धार्मिक, राजनीतिक गतिविधियों का पुख्ता अनुमान किया जा सकता है।”
‘अतीत में दबे पाँव’ पाठ के आधार पर टिप्पणी कीजिए।

अंक - योजना - हिंदी (केंद्रिक)

सामान्य निर्देश :

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

प्रश्न-पत्र-संख्या 2/1/1

(खण्ड-क)

1. (क) फिल्म और टी.वी. का हिंदी प्रसार में योगदान।

अथवा

हिंदी का प्रचार-प्रसार।

(अन्य कोई उपयुक्त शीर्षक)

1 अंक

- (ख) हिंदी सिनेमा के माध्यम से पहचान मिली।

इनकी प्रतिष्ठा का निमित्त हिंदी सिनेमा है।

1+1 = 2 अंक

- (ग) • छोटा परदा अर्थात् टी.वी.

1+1 = 2 अंक

• आम घरों में मुकाम बनाया, जन-भाषा हिंदी का प्रयोग।

- (घ) 'महाभारत', 'रामायण' के प्रसारण के कारण लोग घरों में रहने लगे और सड़कें सुनसान रहने लगीं।

1+1 = 2 अंक

- (ङ.) • ये हिंदी की उर्वरता तथा रचनात्मकता के प्रमाण हैं।

• हिंदी के प्रचार-प्रसार में इनकी प्रमुख भूमिका है।

1+1 = 2 अंक

- (च) अमिताभ बच्चन की ओर।

1 अंक

- (छ) • आम जनता तक हिंदी को पहुँचाया।

• अहिंदी भाषी कलाकारों, सिताओं को हिंदी गीतों के माध्यम से पहचान दिलाई।

• हिंदी की मिठास व गुणवत्ता से परिचय कराया।

(किन्हीं दो बिन्दुओं का उल्लेख अपेक्षित)

1+1 = 2 अंक

- (ज) उचित वाक्य प्रयोग करने पर अंक दिए जाएँ।

1 अंक

- (झ) सन्नाटा-चहल-पहल/कोलाहल

$\frac{1}{2} + \frac{1}{2} = 1$ अंक

विलोम-अनुलोम।

- (ञ) उत् + चारण, भारत + ईय।

$\frac{1}{2} + \frac{1}{2} = 1$ अंक

(उपसर्ग) (प्रत्यय)

- 2 (क) अपने अंतर के स्नेह व दुलार द्वारा सही राह पर लाया जा सकता है। 1 अंक
- (ख) प्यार की शक्ति के द्वारा भ्रष्ट व गिरे हुए लोगों को ऊपर उठाया जा सकता है। 1 अंक
- (ग) धृष्ट या बुरे व्यक्ति को यदि प्यार से समझाया जाए तो वह अपनी धृष्टता के लिए पश्चाताप करता है। पश्चाताप के फलस्वरूप उसके आँसू आ जाते हैं। 1+1= 2 अंक
- (घ) स्नेह बँटने से स्नेह का विस्तार होता है तथा व्यक्ति के जीवन पर सकारात्मक प्रभाव पड़ता है। 1 अंक

खण्ड 'ख'

- 3 निबंध
- भूमिका एवं समापन। 1 अंक
 - विषयवस्तु निरूपण। 3 अंक
 - शुद्ध भाषा और प्रभावी प्रस्तुति 1 अंक
- (शब्द सीमा पर ध्यान न दिया जाए) 5 अंक
- 4 पत्र
- प्रारंभ व अंत की औपचारिकताओं के निर्वाह के लिए 2 अंक
 - विषय वस्तु 2 अंक
 - शुद्ध भाषा व प्रभावी प्रस्तुति 1 अंक
- (शब्द सीमा पर ध्यान न दिया जाए।) 5 अंक
- 5 (क) • मुद्रित माध्यम/प्रिंट मीडिया। 1 अंक
- लिखित सामग्री स्थायी होती है। सुरक्षित संरक्षित तथा हस्तांतरित की जा सकती है। 1 अंक
 - संपादकीय के माध्यम से अखबार किसी घटना, समस्या या मुद्दे के प्रति अपना दृष्टिकोण प्रकट करता है। 1 अंक
 - रिपोर्ट लेखन की भाषा सरल, सहज होनी चाहिए। वाक्य छोटे-छोटे होने चाहिए। 1 अंक

	<ul style="list-style-type: none"> ● सार्वजनिक महत्व के मामलों में दबाई/छिपाई जा रही बातों को खोज-बीन कर सामने लाना। 	1 अंक
(ख)	रिपोर्ट/आलेख	
	<ul style="list-style-type: none"> ● किन्हीं चार बिन्दुओं का संगत विवेचन। 	4 अंक
	<ul style="list-style-type: none"> ● भाषा व प्रभावी प्रस्तुति। 	1 अंक
		कुल 5 अंक
6	फीचर लेखन	
	प्रारंभ	1 अंक
	समापन	1 अंक
	विषय-वस्तु	2 अंक
	रोचक प्रस्तुति	1 अंक
		कुल 5 अंक

खंड 'ग'

7	(क)	<ul style="list-style-type: none"> ● बादलों को कहा गया है। ● बादल क्रांति के प्रतीक हैं, वे धरती पर उथल-पुथल मचाते हैं। 	1+1 =2 अंक
	(ख)	<ul style="list-style-type: none"> ● गर्मी की प्रखरता बढ़ने के कारण। ● बीजों के अंकुरित होने की आतुरता के कारण। 	1+1 =2 अंक
	(ग)	<ul style="list-style-type: none"> ● शोषक समाज सुख-सुविधा भोग रहे हैं किन्तु क्रांति के भय से अपने कोष का उपभोग नहीं कर पा रहे हैं, अतः असंतुष्ट हैं। सुख के क्षणों में आतंक से काँप रहे हैं। 	1+1 =2 अंक
	(घ)	<ul style="list-style-type: none"> ● क्रांति की संभावना का भय। ● यदि क्रांति हो गई तो उनका अधिकार व धन दोनों समाप्त हो जाएंगे। 	1+1 =2 अंक

अथवा

- (क) ● अनुज लक्ष्मण का अपने बड़े भ्राता राम के प्रति प्रेम की दुर्लभता का संकेत किया है क्योंकि लक्ष्मण मेघनाद से युद्ध करते हुए मूर्च्छित हो गए हैं।

- जो लक्ष्मण राम को दुखी नहीं देख पाते थे वे उनके व्याकुल वचनों को सुन कर उठ नहीं रहे हैं। 1+1 =2 अंक
 - (ख) • राम, लक्ष्मण से उठने का आग्रह कर रहे हैं क्योंकि मेघनाद द्वारा किए शक्ति प्रहार से वे मूर्छित हो गए हैं। 1+1 =2 अंक
 - (ग) • भ्रातृत्व प्रेम।
 - अपराध बोध से ग्रसित, लक्ष्मण की मूर्छा के लिए स्वयं को उत्तरदायी मान रहे हैं।
 - मानवीय भावनाओं के वशीभूत हो सामान्य जन की तरह व्यवहार। 1+1 =2 अंक
- (किन्हीं दो विशेषताओं का उल्लेख अपेक्षित)**
- (घ) • पुत्र, धन, नारी, भवन और परिवार को हीन माना है। 2 अंक
- 8 (क) • प्रातः काल की तुलना खरगोश की आँखों से की गई है।
- लालिमा के कारण। 1+1 =2 अंक
- (ख) • वर्षा ऋतु के बाद शरद ऋतु का जल्दी आना ऐसा प्रतीत होता है जैसे कोई पुल के ऊपर से तेज साइकिल चलाता आया हो – दृश्य बिम्ब
- घंटी बजाते हुए आना – श्रव्य बिम्ब 1+1 =2 अंक
- (ग) • शरद ऋतु के मानवीय क्रिया-कलापों के दृश्य-शरद का नई साइकिल तेजी से चलाते हुए पुल पार करना, घंटी बजाना, जोर-जोर से चमकीले इशारों से बुलाना। 2 अंक
- अथवा**
- (क) • सहज, सरल, सरस भाषा का प्रयोग।
 - उर्दू-हिंदी मिश्रित लोक भाषा का प्रयोग। 1+1 =2 अंक
- (ख) • रुबाई छंद का प्रयोग किया गया है।
- इसमें चार पंक्तियाँ होती हैं। पहली, दूसरी और चौथी पंक्ति में तुक (काफ़िया) मिलती है तथा तीसरी पंक्ति स्वच्छंद होती है। 2 अंक
- (ग) • यह एक मुहावरा है।

- चाँद की परछाई भी चाँद ही है।
- चाँद के आईने में उतर आने की सुंदर कल्पना की गई है। **1+1 =2 अंक**

9. किन्हीं दो प्रश्नों के उत्तर अपेक्षित

- (क) ● पीड़ा को परदे पर उभारने के क्रम में प्रस्तुतकर्ता हृदयहीन को जाता है।
- शारीरिक यातना/वेदना झेल रहे व्यक्ति की अपंगता बेचना चाहता है।
 - करुणा जगाने के मकसद से शुरू हुआ कार्यक्रम क्रूर हो जाता है।
 - दूरदर्शन पर दिखाए जाने वाले कार्यक्रम बहुधा कारोबारी दबाव के कारण संवेदनशील होने का ढोंग भर करते हैं। **1+1+1 =3 अंक**
- (ख) ● 'उषा' कविता में कवि सूर्योदय के साथ एक जीवंत परिवेश की कल्पना करता है जो गाँव की सुबह से जुड़ता है—वहाँ सिल है, राख से लीपा हुआ चौका है और हैं स्लेट की कालिमा पर चाक से रंग मलते बच्चों के नन्हे हाथ।
- यह एक ऐसे दिन की शुरूआत है जहाँ रंग है, गति है और भविष्य की उजास है।
 - हर कालिमा को चीर कर आने का एहसास कराती उषा का चित्रण है। **1+1+1 =3 अंक**
- (ग) ● प्रकृति की दैनिक परिवर्तनशीलता।
- किसी प्रिय के भावी साक्षात्कार का आश्वासन ही हमारे प्रयास के पगों की गति में चंचल तेजी भर सकता है। अन्यथा हम शिथिलता और जड़ता को प्राप्त करते हैं।
 - लक्ष्य प्राप्ति के लिए कुछ कर गुजरने का जज़्बा। **1+1+1 =3 अंक**
10. (क) ● वह देहातिन लक्ष्मी थी। समृद्धि सूचक 'लक्ष्मी' नाम उसकी गरीबी से मेल नहीं खाता इसलिए उसने अपने नाम का उपयोग न करने की प्रार्थना की। **1+1+ =2 अंक**
- (ख) ● महादेवी नाम में 'महा' विशेषण विशालता का द्योतक है पर वे स्वयं को इतना महान नहीं मानती थीं, प्रायः लोग नाम के अनुरूप नहीं होते। नाम और गुणों में काफी अंतर देखा जाता है। **1+1+ =2 अंक**

- (ग) • कपाल की रेखाएँ भाग्य की सूचक मानी जाती हैं पर लक्ष्मी (भक्तितन) के भाग्य में समृद्धि नहीं थी। **1+1+ =2 अंक**
- (घ) • महादेवी (लेखिका) के नाम में 'महान' विशेषण होना और देहातिन (भक्तितन) का वास्तविक नाम 'लक्ष्मी' होना—यही विरोधाभास था जिसे लेकर दोनों को जीना पड़ रहा था। **1+1+ =2 अंक**

अथवा

- (क) • जो सांसारिक कष्टों और आकर्षणों से अपने को अलग कर दे उसे अवधूत कहते हैं।
- शिरीष गर्मी, लू, बरसात, सर्दी में अवधूत के समान हरा-भरा रहता है। **1+1+ =2अंक**
- (ख) • शिरीष और गांधी दोनों ने अपने परिवेश/वायुमण्डल से रस ग्रहण किया।
- दोनों का स्वभाव इसी कारण इतना कठोर और इतना कोमल हो सका। **1+1+ =2अंक**
- (ग) • स्वरूप—मारकाट, अग्निदाह, लूट—पाट, खून— खच्चर आदि।
- गांधी की तरह कोमल और कठोर बने रह कर जूझा जा सकता है। **1+1+ =2अंक**
- (घ) • लेखक गांधी जी को याद करता है कि यदि वे होते तो आज देश में ऐसी मार—काट और अशांति न फैली होती। **2 अंक**

11 (किन्हीं चार प्रश्नों के उत्तर अपेक्षित)

- (क) • वह नमक की पुड़िया को चोरी से छिपाकर ले जाए या कहकर, दिखाकर ले जाए।
- उन्होंने यह फैसला किया कि यह मोहब्बत का तोहफा है, इसे छिपा कर नहीं ले जाएगी।
- उन्होंने कस्टम अधिकारी से सीधे बात की और नमक की पुड़िया अपने साथ ले आई। **1+1+1 =3**
- (ख) • राजकपूर को।
- क्योंकि राजकपूर की फिल्म 'आवारा' में हास्य और करुणा का समन्वय था। भारतीय सिनेमा में करुणा और हास्य का समन्वय इससे पहले देखने को नहीं मिला। **1/2+1/2+2 =3**

(ग) • सुख-चैन भरे दिनों में मेलों में लंबा चोगा पहने, अस्त-व्यस्त पगड़ी बाँध कर, आँख पर अबरख का चश्मा लगा, मतवाले हाथी की तरह झूमता चलता। मिठाई वाले से रसगुल्ला खा मुँह में गिलौरियाँ ठूस घूमता।

2 अंक

(घ) • इंदर सेना पर पानी फेंकना, पानी की बर्बादी न होकर पानी का अर्ध है जिसे हम कुछ पाने की चाह लेकर चढ़ाते हैं।

• बिना त्याग भाव के दान नहीं होता। त्याग भावना से जो दान दिया जाता है उसी से फल की प्राप्ति होती है।

• किसान तीस-चालीन मन गेहूँ की पैदावार के लिए पहले अपने खेत में पाँच-छह सेर अच्छे गेहूँ की बुवाई करता है।

3 अंक

(ङ) • बाज़ार में जादू होता है जो आँखों की राह काम करता है। हम जब बाज़ार में सजी चीजों को देखते हैं तो उन्हें खरीदने को विवश हो जाते हैं।

• जादू चढ़ने पर मनुष्य का अपने मन पर काबू नहीं रहता और वह आकर्षण के वशीभूत होकर वस्तुओं को खरीद लेता है।

• जादू उतरने पर खरीदी हुई वस्तुएँ उसे अनावश्यक व निरर्थक प्रतीत होने लगती हैं।

3 अंक

12 (किन्हीं दो प्रश्नों के उत्तर अपेक्षित)

(क) • यशोधर बाबू मर्यादित एवं संस्कार प्रिय व्यक्ति हैं।

• बदलाव से परहेज करने वाले, परंपरावादी व्यक्ति हैं क्योंकि वे अब भी किशन दा से प्राप्त संस्कारों से चिपके हुए हैं और समय के साथ उनकी सोच में कोई परिवर्तन नहीं आया।

• नई पीढ़ी की नई सोच के विरोधी हैं। जैसे अपने विवाह की पच्चीसवीं वर्षगाँठ पर भव्य पार्टी उन्हें पसंद नहीं आई।

3 अंक

(ख) • अजायबघर में रखे पुरातत्व के अवशेषों से यह खास बात उभर कर सामने आती है कि तत्कालीन सभ्यता ताकत से शासित होने की अपेक्षा समझ से अनुशासित सभ्यता थी।

• अजायबघर में रखे पुरातत्व के अवशेषों में हथियार नहीं मिलते।

- वहां अनुशासन सैन्य शक्ति के बल पर नहीं था।
 - यहाँ की वास्तुकला, मूर्तिकला, चित्रकला आदि में एकरूपता है अतः प्रभुत्व या दिखावा नहीं है।
- (ग) ● दत्ता राव देसाई ने कहानीकार के पिता को समझा-बुझा कर उसे पढ़ाने के लिए तैयार कराया।
- उसे पढ़ने के लिए उत्साहित किया।
 - यदि बालक के पिता फीस नहीं देते हैं तो उन्होंने स्वयं उसे पढ़ाने का आश्वासन दिया।

3 अंक

3 अंक

13 (किन्हीं दो प्रश्नों के उत्तर अपेक्षित)

- (क) ● सीधे असिस्टेंट ग्रेड में आए नए छोकरे चड्ढा के चौड़ी एड़ी वाले जूते पंत जी को सम हाउ इंप्रॉपर मालूम होते हैं।
- अपने साधारण बेटे को असाधारण वेतन देने वाली नौकरी उन्हें....।
 - सिल्वर वैडिंग की भव्य पार्टी भी उन्हें इंप्रॉपर लगी।

(किन्हीं दो स्थितियों का उल्लेख)

2 अंक

- (ख) ● ऐन संवेदनशील और अंतर्मुखी लड़की थी। भय, आतंक, उम्र की तकलीफें, गिरफ्तार होने का भय उसको निरंतर सताता है। उसकी दर्दनाक अनुभूतियों को समझने की क्षमता न तो उसके परिवार के किसी सदस्य में थी न ही उसके साथ रहने वाले लोगों में वह अपनी कमियों, विशेषताओं को अच्छी तरह समझ कर दूसरों से स्वयं को बेहतर समझती है।

2 अंक

- (ग) ● नदी, कुँए, स्नानागार और बेजोड़ जल-निकासी व्यवस्था को देखते हुए सिंधु सभ्यता को जल संस्कृति सभ्यता कहा जा सकता है।
- क्योंकि हमारे गाँवों एवं शहरों के सामने सबसे बड़ी समस्या जल की उपलब्धता और उसकी निकासी से जुड़ी हुई है।

2 अंक

- 14 ● वे लेखक की पाठशाला में मराठी के शिक्षक थे। कविता के रसिक एवं मर्मज्ञ थे। उनके कविता पढ़ने के ढंग से लेखक कविता रचने के लिए प्रेरित हुआ।

- लेखक में आत्मविश्वास जगाया। फलतः वह अपने आस-पास के वातावरण से जुड़ी चीजों पर तुक बंदी भी करने लगा।

5 अंक

अथवा

- यशोधर बाबू असंतुष्ट एवं अंतर्द्वंद्व से ग्रस्त व्यक्ति हैं। उनमें एक तरह का द्वंद्व है जिसके कारण नया उन्हें कभी-कभी खींचता तो है पर पुराना छूटता नहीं। वह अपने सिद्धांतों और मूल्यों के साथ जीवन बिताने का प्रयास करते हैं। वे स्वयं को दुनियादारी में पिछड़ा मानते हैं। इस तरह वे नयेपन को स्वीकार करते हैं, परंतु अपनी सोच और आदर्शों के प्रति उन्हें स्वयं संशय है। यही इस कहानी का द्वंद्व है।

प्रश्न-पत्र-संख्या 2/1

(खण्ड – क)

1. गद्यांश पर पूछे गए प्रश्नों के उत्तर अपेक्षित :

- (क) हिंदी की उपलब्धियाँ, हिंदी का भविष्य
(कोई भी अन्य उपयुक्त शीर्षक अपेक्षित) 1 अंक
- (ख) लोकतंत्र का चौथा स्तम्भ 'पत्रकारिता' है। लोकतंत्र को जागरूक रखता है, समाज में क्रांति ला सकता है। 2 अंक
- (ग) हिंदी पत्रकारिता को व्यापक माना है। सभी चैनलों पर हिंदी अपने हर रूप में नए तेवर और कलेवर में बिंदास बन कर छाई रहती है। 2 अंक
- (घ) आज सरकारी और गैर सरकारी क्षेत्रों में करोड़ों हिंदी पढ़े – लिखे लोग आजीविका कमा रहे हैं। भविष्य में हिंदी जानकारों की माँग अधिक होगी। 2 अंक
- (ङ) बाजार और विज्ञापन ने हिंदी को खानगी, स्वाद, रोमांच और चाहत दी है। यह उपभोक्ता की भाषा है और रोज़गार की जरूरत बन गई है। 2 अंक
- (च) मुद्रित माध्यम अर्थात् पत्र-पत्रिकाएँ। हिंदी के विकास में इनकी भूमिका अहम है। ये गुणवत्ता और प्रचार-प्रसार के लिए कृत संकल्प हैं। 1+1=2 अंक
- (छ) विश्व को ग्राम बना देने का आशय है कि संपूर्ण विश्व एक तरह से छोटा और परस्परावलंबी हो गया है तथा सभी समाचार तुरत-फुरत मिल जाते हैं। 1 अंक
- (ज) गैर सरकारी, भविष्य। (½ + ½) 1 अंक

- | | | | |
|--|---|---------------------------------|-----------|
| (झ) | काल, आराधना | ($\frac{1}{2} + \frac{1}{2}$) | 1 अंक |
| (ञ) | जागरूकता – 'ता' प्रत्यय
संप्रेषण – 'सम्' उपसर्ग | ($\frac{1}{2} + \frac{1}{2}$) | 1 अंक |
| काव्यांश से पूछे गए सभी प्रश्नों के उत्तर अपेक्षित: | | | |
| 2 | (क) सोने से पहले कुछ पढ़ना-लिखना चाहिए एवं नित्य प्रगति के पथ पर आगे बढ़ते रहना चाहिए। | | 1 अंक |
| | (ख) बिना जीवन-रहस्य को समझे जीवन पथ पर अग्रसर होना एवं जिद को पकड़ कर जिन्दगी को गुजारते जाना गलत एवं बेसूद है। | | 2 अंक |
| | (ग) सूरज की किरण, पक्षियों के कलरव, हवा, बरसात आदि का योगदान। | | 1 अंक |
| | (घ) एक जगह न ठहर कर, हर सवेरे कुछ न कुछ नया कर, निरंतर उन्नति के पथ पर आगे ही आगे बढ़ना। | | 1 अंक |
| (खण्ड – 'ख') | | | |
| 3 | निबंध | | |
| | भूमिका एवं समापन | | 1 अंक |
| | विषयवस्तु निरूपण | | 3 अंक |
| | शुद्ध भाषा एवं प्रभावी प्रस्तुति | | 1 अंक |
| | (शब्द सीमा पर ज्यादा ध्यान न दिया जाए) | | कुल 5 अंक |
| 4 | पत्र | | |
| | प्रारंभ एवं अंत की औपचारिकताओं का निर्वाह | | 2 अंक |
| | प्रश्नानुरूप विषय वस्तु | | 2 अंक |
| | शुद्ध भाषा एवं प्रभावी प्रस्तुति | | 1 अंक |
| | | | कुल 5 अंक |
| 5 | (क) 1. पत्र-पत्रिकाओं में किसी नियत विषय पर नियमित लेखन 'स्तंभ लेखन' कहलाता है। | | 1 अंक |

2.	किसी समाचार संगठन के लिए एक निश्चित मानेदय पर काम वाला पत्रकार।	1 अंक
3.	वाइट यानी कथन/टेलीविजन में किसी खबर को पुष्ट करने के लिए उससे संबंधित बाइट दिखाई जाती है। किसी घटना की सूचना देने और उसके दृश्य दिखाने के साथ ही इस घटना के बारे में संबद्ध व्यक्तियों का कथन दिखा कर खबर को प्रामाणिकता प्रदान करना	1 अंक
4.	'बीट' का अर्थ है – संवाददाता/पत्रकार का रिपोर्टिंग का विशेष क्षेत्र।	1 अंक
5.	'संपादकीय' में पत्र-पत्रिका विशेष का दृष्टिकोण होता है, किसी व्यक्ति विशेष का नहीं।	1 अंक
		कुल 5 अंक
(ख) रिपोर्ट / आलेख		
	किन्हीं चार संगत बिन्दुओं का विवेचन	4 अंक
	प्रभावी प्रस्तुति	1 अंक
		कुल 5 अंक
6	फीचर लेखन	
	प्रारंभ	1 अंक
	समापन	1 अंक
	विषय-प्रतिपादन	2 अंक
	रोचक प्रस्तुति	1 अंक
		कुल 5 अंक
7	(क) बादल प्राकृतिक व्यवस्था को उलट-पुलट देता है। बादल कभी-कभी भयंकर रूप धारण कर लेता है। मूसलाधार वर्षा के बाद बाढ़ जन-जीवन को अस्त-व्यस्त कर देती है। बादल का यह रूप विप्लवी बन जाता है।	2 अंक
	(ख) जन-आकांक्षाएँ। उनका लाभ नव-जीवन के रूप में शोषितों को मिलता है।	2 अंक
	(ग) नव-जीवन की आशा में पृथ्वी के अंदर से झाँकते हुए अंकुर सिर उठाए हुए हैं जो शोषितों के प्रतीक हैं। वे उगेंगे पौधे बन कर लहराएँगे और नई फसल का रूप लेंगे।	1+1=2 अंक

(घ) क्रांतिकारी और विनाशकारी रूप से, जिसमें—गर्जन—वर्षण शामिल है। 2 अंक

अथवा

(क) भाई के बिना जीवन की तुलना पंख—विहीन पक्षी तथा मणि—वंचित सर्प से की गई है, क्योंकि लक्ष्मण के बिना राम का जीवन व्यर्थ है। 1+1=2 अंक

(ख) भ्रातृ—प्रेमी, दयालु, करुणापूर्ण तथा भाई की मूर्च्छा से शोक—ग्रस्त। 2 अंक

(ग) पत्नी की अपेक्षा भाई को महत्व दे रहे हैं, क्योंकि पत्नी जीवन में फिर से मिल सकती है; किन्तु सहोदर की प्राप्ति फिर से संभव नहीं है। 2 अंक

(घ) भाई को गँवा कर मैं किस मुँह से अयोध्या जाऊँगा और नगर—निवासियों को क्या उत्तर दूँगा।
(सीता से अधिक लक्ष्मण को महत्व देने की भावना पर टिप्पणी अपेक्षित) 2 अंक

8 (क) अमावास्या के लिए 'दक्षिण ध्रुवी, अंधकार' विशेषण का प्रयोग किया गया है। इस विशेषण के प्रयोग से अंधकार से अधिक सघनता और शीतलता का बोध होता है। 2 अंक

(ख) प्रिय वियोग की वेदना के अंधकार को शरीर पर लपेटना, उसमें नहाना, अंत में उसे पाना आदि कथन। 2 अंक

(ग) भाषा— सरल, सहज, निर्झर की तरह प्रवाहमयी।

छंद— मुक्त/अतुकांत

गुण— माधुर्य

रस— शृंगार

अलंकार— रूपक, अनुप्रास 2 अंक

अथवा

(क) बात का प्रभावहीन और निरर्थक हो जाना।
कथन के प्रभाव का नष्ट हो जाना। 1+1=2 अंक

(ख) बात को कील की तरह ठोंक दिया—भाषा का अनुचित प्रयोग।
बात शरारती बच्चे की तरह खेल रही थी—व्यंग्य कर रही थी। 2 अंक

- (ग) भाषा को सहूलियत से बरतना। प्रासंगिक अर्थ को ध्यान में रखकर कुशलता से बोलना। बार-बार दोहराने से उसका प्रभाव नष्ट हो जाता है, अतः भाषा को संयम से प्रयुक्त करना चाहिए। 2 अंक
- 9 (क) किन्हीं दो का उत्तर अपेक्षित 3+3=6 अंक
- क्रांति की गर्जना का शोषक वर्ग पर यह प्रभाव पड़ता है कि वे अपने विनाश की आशंका से भयभीत हो जाते हैं।
- मुख ढाँपना—सत्य को स्वीकार न करना, परिवर्तन से विमुखता।
- (ख) दूरदर्शन के भौंडे कार्यक्रमों पर करारा प्रहार किया गया है। कार्यक्रम के आयोजक संवेदनशील होने के बहाने संवेदनहीन हो जाते हैं और पर-पीड़ा को नहीं समझ पाते।
- (ग) खिलखिलाते बच्चों की हँसी।
- उलझे हुए गेसुओं में कंधी करना।
- ‘घुटनियों में लेकर पिन्हाती कपड़े’ जैसे मनोरम—चित्र
- चीनी के खिलौनों से बहलाना, चूमना, चाँद दिखाना।
- 10 किन्हीं एक गद्यांश के चारों प्रश्नों के उत्तर अपेक्षित :
- (क) सबकी क्षमताएँ एवं आवश्यकताएँ जान पाना उसके लिए संभव नहीं हो पाता, अतः वह सबके साथ समान व्यवहार करने के लिए बाध्य हो जाता है।
- सिद्धांत— सबसे समान व्यवहार करना। 1+1=2 अंक
- (ख) सबकी क्षमताएँ एवं आवश्यकताएँ जान पाना और न चाहते हुए भी समान व्यवहार करने का दिखावा करना। 2 अंक
- (ग) क्योंकि सभी मानव समान हैं, उनमें जन्मजात भिन्नता संभव नहीं है। 2 अंक
- (घ) शिक्षित—अशिक्षित, संपन्न और गरीब।
- भिन्न व्यवहार मानवता के विरुद्ध है। 1+1=2 अंक
- अथवा**
- (क) बाज़ार सबको अपनी ओर खींचता है। भौतिकता के प्रति सबमें मोह उत्पन्न करता है। ग्राहकों की आँखों को बाज़ार की वस्तुएँ लुभाती हैं। 2 अंक

- (ख) जेब भरी और मन खाली होने पर प्रभाव, जेब खाली और मन भी भरा न हो तब भी जादू का असर होता है। 2 अंक
- (ग) अतृप्त, असंतुष्ट, लालची, जिनके पास धन होने पर भी संतोष न हो। 2 अंक
- (घ) इस जादू से बचने का उपाय यह है कि मन के ऊपर नियंत्रण हो एवं आवश्यकताओं की बखूबी पहचान हो। मन भरा हो। 2 अंक

11 **किन्हीं चार प्रश्नों के उत्तर अपेक्षित हैं** 3+3+3+3=12अंक

- (क) • हास्य अभिनेता।
- सिनेमा जगत के कलाकार राजकपूर के द्वारा भारतीय फिल्मों में पहली बार करुण और हास्य का संयोग कर 'आवारा' फिल्म का निर्माण। इससे पूर्व किसी भी भारतीय फिल्म में नायकों के स्वयं पर हँसने की कोई परंपरा नहीं थी।
- (ख) • वह अपनी स्वामिनी के क्रोध से बचने के लिए बात को इधर-उधर करने और कहने को झूठ नहीं मानती।
- शास्त्रीय बातों की व्याख्या वह अपनी सुविधानुसार करती है।
- वह दूसरों को अपने मन के अनुसार बना लेना चाहती है, पर स्वयं को बदलने की कोई इच्छा या कल्पना नहीं करती।

(किन्हीं तीन का उल्लेख अपेक्षित)

- (ग) जीजी ने कहा, "यह पानी का अर्घ्य है। जो चीज मनुष्य-पाना चाहता है, उसे पहले देगा नहीं तो पाएगा कैसे? कुछ देकर ही कुछ पाया जा सकता है।
- (घ) वह जनता के लिए दर्शनीय जीव-मात्र रह गया था। मतवाले हाथी की तरह वह झूमता चलता था। आठ-दस पान मुँह में एक ही बार रख लेता। दंगल में न तो कोई उससे लड़ने की हिम्मत करता और न राजा साहब ही उसे लड़ने की अनुमति देते। कुल मिलाकर वह मस्ती भरा जीवन जा रहा था।
- (ङ) सिख बीबी लाहौर को अपना वतन मानती है। इसी प्रकार सुनील दास गुप्ता ढाका को अपना वतन कहते हैं। अपने परिजनों से दूरियाँ स्थापित होने पर भी मनो में निकटता सदैव बनी रहती है। यहाँ तक कि लाहौर का कस्टम

अधिकारी दिल्ली को अपना वतन बताकर साफिया को नमक ले जाने की आज्ञा देने में हिचकिचाता नहीं है।

(कोई तीन तर्क)

12 किन्हीं दो प्रश्नों के उत्तर अपेक्षित

3+3 = 6 अंक

(क) उन्हें ऐसा इसलिए लगा कि बिना उन्हें बताए उनके बच्चों ने उत्सव का आयोजन किया था। इतने लोगों को बुलाए जाने की जानकारी उन्हें नहीं थी। चूँकि उन्हें इस आयोजन के बारे में पता नहीं था, इसलिए उन्हें लगा कि वे गलत स्थान पर आ गए हैं। पूरे आयोजन में वे मन से जुड़े हुए नहीं थे, इसलिए बचने का प्रयास कर रहे थे।

(ख) • लेखक का दादा गाँव में सबसे पहले कोल्हू चलाने का काम करता है।
• लेखक भैंस की पीठ पर बैठकर पढ़ने-लिखने का अभ्यास करता है।
• कोई अन्य उपयुक्त बिन्दु

(ग) • महिलाओं पर पुरुषों के अत्याचारों का उल्लेख।
• महिलाओं को स्वतंत्र होना चाहिए।
• उन्हें सम्मान और सराहना मिलनी चाहिए।
• परिवार कैसा और कितना हो, इस पर उनकी राय महत्वपूर्ण है।

13 किन्हीं दो प्रश्नों के उत्तर अपेक्षित :

2+2 = 4 अंक

(क) • 'जो हुआ होगा'— अज्ञात बीमारी के अर्थ में। लोग कह देते हैं कि पता नहीं उसे क्या रोग था।
• बुजुर्गों के प्रति लोगों में सम्मान, स्नेह एवं पड़ोसीपन के भावों का अभाव। बुजुर्गों का गुमनामी में खो जाना।
• इतनी बड़ी दुनिया में भला किशन दा की परवाह कोई क्यों करेगा?
(किन्हीं दो का उल्लेख)

(ख) सिंधु—सभ्यता साधन—सम्पन्न थी; पर उसमें भव्यता का आडंबर नहीं था। यहाँ न भव्य प्रासाद हैं, न मंदिर। यहाँ का मूर्ति—शिल्प साधारण है। मकान

भी छोटे-छोटे हैं नरेश के सिर का मुकुट छोटा-सा है। दिखाने के तेवर कहीं भी दिखाई नहीं देते।

(ग) स्कूल के बाद प्रतिदिन खेती-किसानी के कार्य में सहयोग करना होगा। खेत में काम बढ़ जाने पर विद्यालय नहीं जा सकोगे।

- 14 ● 'सिल्वर वैडिंग' कहानी के मुख्य पात्र पंत जी एवं उनके बच्चों की सोच में भारी अंतर है।
- बच्चों के सब काम उन्हें 'समहाउ इम्प्रॉपर' लगते हैं।
 - सोच में बदलाव लाकर तथा परिवार के प्रत्येक सदस्य की भावनाओं का ध्यान रखकर ही इस अंतराल को पाटा जा सकता है।

5 अंक

अथवा

- खंडहरों को देख कर भावुक हृदय व्यक्ति उस काल में पहुँच कर कुछ सोचने के लिए बाध्य हो जाता है।
- आज से हजारों वर्ष पूर्व भी हमारे पूर्वज एक विकसित सभ्यता एवं संस्कृति के अंग थे।
- इन खंडहरों में खड़े होकर हम कल्पना करते हैं – कि यहाँ हजारों साल पहले जीवन की विशिष्ट चहल – पहल थी एवं यह एक सुरुचिपूर्ण सुन्दर एवं बोधमयी संस्कृति थी।

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' – Questions 1 to 5) should not exceed **30** words each.
3. Answers to questions carrying 5 marks (Part 'B' – Section I, II, III Questions nos. 6 to 16) should not exceed **100** words each.
4. Answers to questions carrying 8 marks (Part 'C' – Questions 17 and 18) should not exceed **250** words each.
5. Part 'D' has questions based on **three** sources.
6. Attach the maps with the answer scripts. (Part 'E').

QUESTION PAPER CODE 61/1/1

Part – A

Answer **all** the questions given below:

1. Mention two ideal occupations of Brahmans according to Dharmashastras. 2
2. State two characteristics of Krishna Deva Raya's rule. 2
3. Why were women considered an important resource in agrarian society? Mention two reasons. 2
4. Mention the revenue system introduced by the British in Bombay Deccan with one of its main characteristics. 2
5. When was the first All India Census attempted? Mention two of its early aims. 2

PART – B SECTION – I

Answer any **three** of the following questions:

6. Describe briefly how the centres of craft production are identified. 5

7. Describe the sources of reconstructing the histories of the Gupta rulers. 5
8. Explain how in the case of Vaishnavism cults developed around the various avatars of the deity. 5
9. Explain the most important idea of Jainism and its impact on Indian thinking. 5

SECTION - II

Answer any **two** of the following questions:

10. Why did Abul Fazl describe the land revenue as 'remuneration of sovereignty' ? Explain. 5
11. Describe the variety of tasks involved in creation of manuscripts during the reign of the Mughals. 5
12. Explain why Qandhar was a bone of contention between the Safavids and the Mughals. 5

SECTION - III

Answer any **three** of the following questions:

13. Explain two reasons for the failure of the Permanent Settlement of the land revenue, introduced by the British in Bengal. 5
14. "The rumours in 1857 began to make sense when seen in the context of the policies pursued by the British from late 1820s." Support your answer with evidence. 5
15. Examine the recommendations of the Cabinet Mission and explain the reasons for rejecting the plan suggested by the Cabinet Mission in 1946 by both Congress and Muslim League. 5
16. How were the discussions within the Constituent Assembly influenced by the opinions expressed by the people? Explain. 5

PART - C

17. Explain the teachings of Guru Nanak. Did he wish to establish a new religion?

OR

Explain the textual traditions regarding religious beliefs. 8

18. How was Quit India Movement genuinely a Mass Movement? Explain. 8

OR

Examine the different kinds of sources from which political career of Gandhiji and the history of the National Movement could be reconstructed.

PART – D
(Source Based Questions)

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

19. How could men and women acquire wealth?

For men, the Manusmriti declares, there are seven means of acquiring wealth: inheritance, finding, purchase, conquest, investment, work and acceptance of gifts from good people.

For women, there are six means of acquiring wealth: what was given in front of the fire (marriage) or the bridal procession, or as a token of affection, and what she got from her brother, mother or father. She could also acquire wealth through any subsequent gift and whatever her “affectionate” husband might give her.

- (i) Explain the means how men could acquire wealth, according to Manusmriti. 3
- (ii) Explain the means of acquiring wealth by women. 2
- (iii) Explain the result of having different ways of acquiring wealth by men and women. 2
- (iv) Do you agree with such a division of acquiring wealth or not? Give one reason. 1

OR

The most ancient system yet discovered

About the drains, Mackay noted: “It is certainly the most complete ancient system as yet discovered.” Every house was connected to the street drains. The main channels were made of bricks set in mortar and were covered with loose

bricks that could be removed for cleaning. In some cases, limestone was used for the covers. House drains first emptied into a sump or cesspit into which solid matter settled while waste water flowed out into the street drains. Very long drainage channels were provided at intervals with sumps for cleaning. It is a wonder of archaeology that “little heaps of material, mostly sand, have frequently been found lying alongside drainage channels, which shows that the debris was not always carted away when the drain was cleared”.

From Ernest Mackay, Early Indus Civilisation, 1948.

Drainage systems were not unique to the larger cities, but were found in smaller settlements as well. At Lothal for example, while houses were built of mud bricks, drains were made of burnt bricks.

- (i) Explain the ancient drainage system of the Harappans. 4
- (ii) Explain the domestic architecture of the houses of Mohanjodaro. 2
- (iii) What are the advantages of covered drains? Explain. 2

20. Darbar-i-Akbari

Abu'l Fazl gives a vivid account of Akbar's darbar:

Whenever His Majesty (Akbar) holds court (darbar) a large drum is beaten, the sounds of which are accompanied by Divine praise. In this manner, people of all classes receive notice. His Majesty's sons and grandchildren, the grantees of the Court, and all other men who have admittance, attend to make the kornish, and remain standing in their proper places. Learned men of renown and skilful mechanics pay their respects; and the officers of justice present their reports. His Majesty, with his usual insights, gives orders, and settles everything in a satisfactory manner. During the whole time, skilful gladiators and wrestlers from all countries hold themselves in readiness, and singers, male and female, are in waiting. Clever jugglers and funny tumblers also are anxious to exhibit their dexterity and agility.

- (i) Explain main activities taking place in the Darbar of Akbar. 3
- (ii) Explain different forms of salutation to the ruler. 3
- (iii) How did Emperor begin his day? Explain. 2

OR

The system of varnas

This is Al-Biruni's account of the system of varnas :

The highest caste are the Brahmana, of whom the books of the Hindus tell us that they were created from the head of Brahman. And as the Brahman is only another name for the force called nature, and the head is the highest part of the ... body, the Brahmana are the choice part of the whole genus. Therefore the Hindus consider them as the very best of mankind.

The next caste are the Kshatriya, who were created, as they say, from the shoulders and hands of Brahman. Their degree is not much below that of the Brahmana.

After them follow the Vaishya, who were created from the thigh of Brahman. The Shudra who were created from his feet.

Between the latter two classes there is no very great distance. Much, however, as these classes differ from each other, they live together in the same towns and villages, mixed together in the same houses and lodgings.

- (i) Explain Al-Biruni's account of the system of varnas. 4
- (ii) Do you consider this type of division justified? Explain with reasons. 2
- (iii) How was the system not quite rigid in the real life? Explain. 2

21. Ambedkar on separate electorates

In response to Mahatma Gandhi's opposition to the demand for separate electorates for the Depressed Classes, Ambedkar wrote:

Here is a class which is undoubtedly not in a position to sustain itself in the struggle for existence. The religion, to which they are tied, instead of providing them an honourable place, brands them as lepers, not fit for ordinary intercourse.

Economically, it is a class entirely dependent upon the high-caste Hindus for earning its daily bread with no independent way of living open to it. Nor are all ways closed by reason of the social prejudices of the Hindus but there is a definite attempt all through our Hindu Society to bolt every possible door so as not to allow the Depressed Classes any opportunity to rise in the scale of life.

In these circumstances, it would be granted by all fair-minded persons that as the only path for a community so handicapped to succeed in the struggle for life against organised tyranny, some share of political power in order that it may protect itself is a paramount necessity....

- (i) Examine the arguments given in favour of separate electorates for depressed classes, by Dr. Ambedkar and give your reactions. 3
- (ii) Describe the position of economically depressed classes. 3

- (iii) Suggest some other ways to provide an honourable position to depressed classes. 2

We have never asked for privileges

Hansa Mehta of Bombay demanded justice for women, not reserved seats or separate electorates:

We have never asked for privileges, what we have asked for is social justice, economic justice and political justice. We have asked for that equality which alone can be the basis of mutual respect and understanding without which real cooperation is not possible between man and woman.

- (i) How could the women be empowered economically? Explain. 3
- (ii) What could be the basis of mutual respect among men and women? Explain. 2
- (iii) Why did Hansa Mehta not demand separate electorates or reserved seats for women? Explain. 3

PART – E

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

- (i) Capital of Ashoka.
- (ii) Any two major sites of Rock Edicts.
- (iii) Any two sites of Pillar Inscriptions. 1+2+2=5

OR

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

- (i) Any two centres of Revolt of 1857.
- (ii) Any three centres of The National Movement of India. 2+3=5

23. On the given political outline map of India five places under Babar, Akbar and Aurangzeb have been marked as 1. 2. 3. 4. 5. Identify and write their names on the lines drawn near them. 5

Note: The following questions are only for the Blind candidates in lieu of map Q. Nos. 22 & 23.

22. Mention the name of places of any two major Rock Edicts and three Pillar Edicts of Ashoka. 5

OR

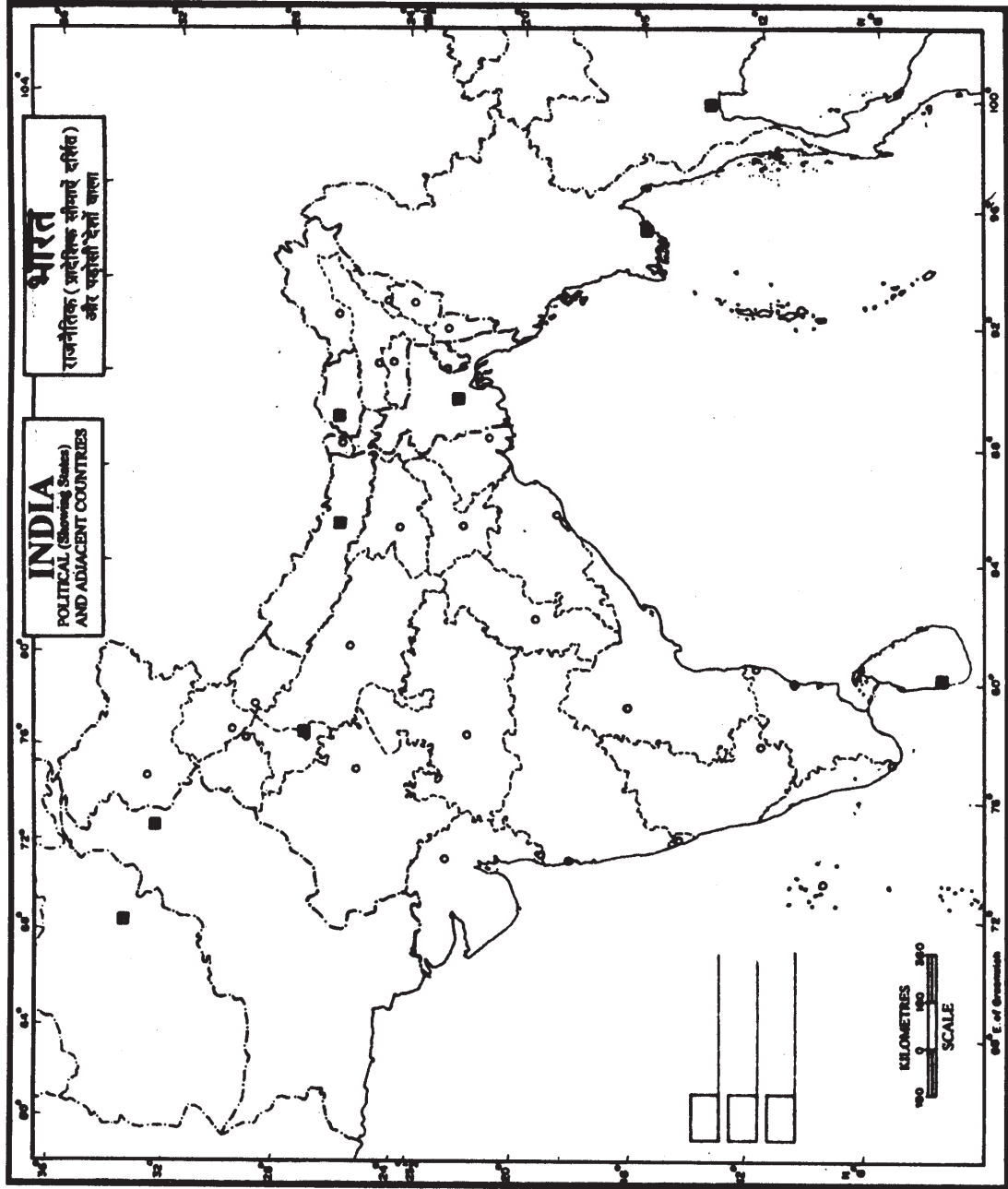
Mention any 5 centres of the Revolt of 1857.

23. Mention names of any five places under Babar, Akbar and Aurangzeb in India.

5

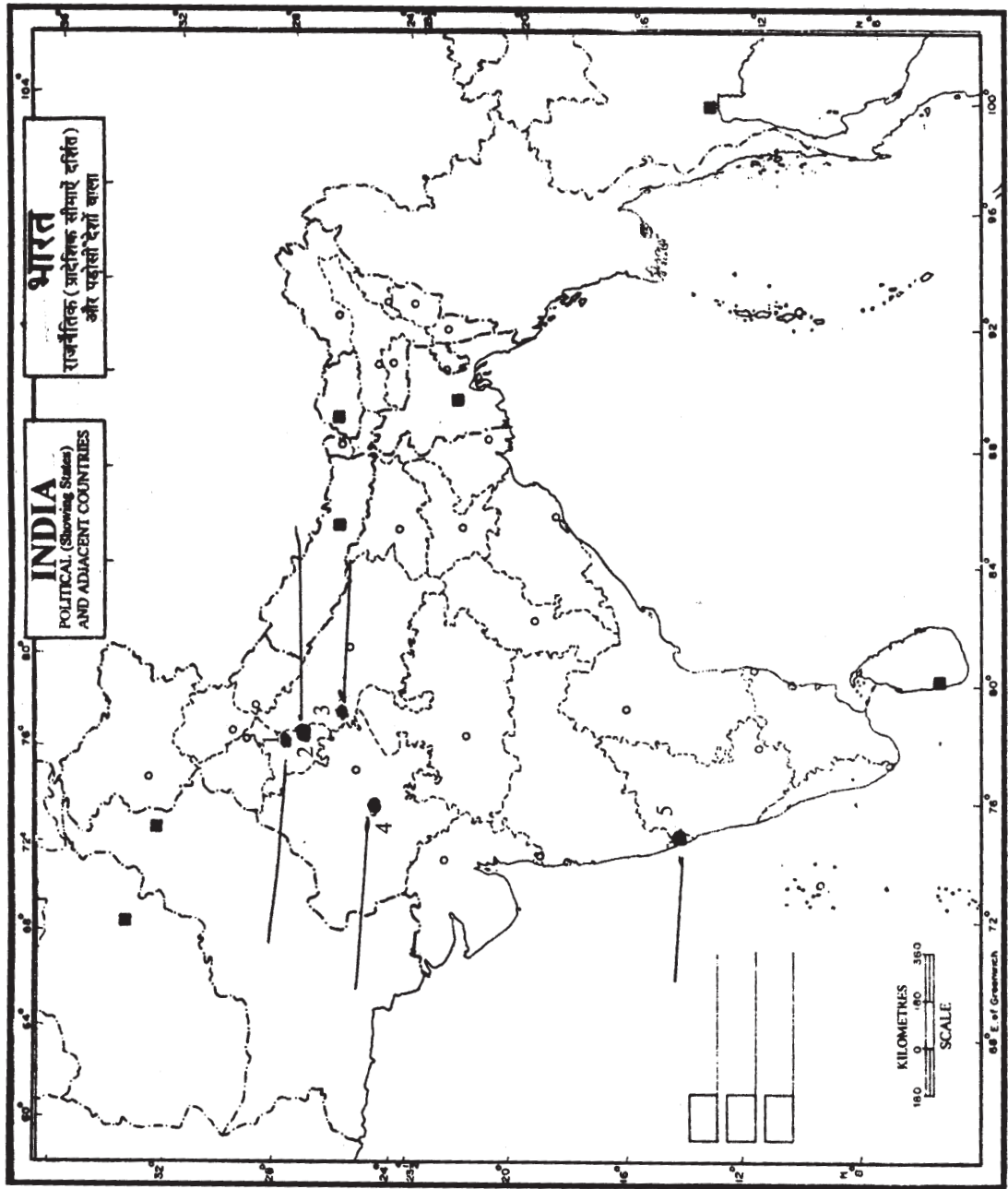
Map for Q. No. 22
प्रश्न सं. 22 के लिए मानचित्र

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



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

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



QUESTION PAPER CODE 61/1

Part – A

Answer **all** the questions given below.

1. Mention one of the most challenging episodes in the Mahabharata. 2
2. Mention any two features about the location of the city of Vijayanagar. 2
3. What was Jati Panchayat ? State any two of its functions. 2
4. Why was the Permanent Settlement of land revenue rarely extended to any region beyond Bengal? Give two reasons. 2
5. State two reasons of migration of working class to the big cities. 2

PART – B

SECTION I

Answer any **three** of the following questions.

6. Describe how artefacts help in identifying social differences during the Harappan period. 5
7. Describe how Magadha became the most powerful mahajanapada. 5
8. “The Dharma sutras and Dharma shastras also contained rules about the ideal occupations of the four categories of Varnas.” Critically examine the statement. 5
9. Describe briefly the teachings of Mahatma Buddha. 5

SECTION II

Answer any **two** of the following questions.

10. According to Bernier, “Crown ownership of land had disastrous consequences for the state and the society.” Justify the statement.
11. Describe briefly the relationship between the Mughals and the Ottomans. 5

12. “The keeping of exact and detailed records was a major concern of the Mughal administration.” Critically examine the statement. 5

SECTION III

Answer any **three** of the following questions.

13. Explain two strategies devised by the Zamindars of Bengal to survive the pressures of high revenue demand and auction of their lands. 5
14. “The dispossession of taluqdars meant the breakdown of an entire social order.” Critically examine the statement. 5
15. Why did the Congress reject the offer of the Muslim League to form a joint Government? Explain. 5
16. Explain the ideals introduced by Jawahar Lal Nehru in the ‘Objectives Resolution’ that were to be kept in mind while framing the Constitution of India. 5
17. Explain the significance of Kabir’s poems and the traditions he drew to describe the ultimate reality. 8

OR

Explain Chisti devotionalism with special reference to ziarat and qawwali.

18. Explain how Gandhiji’s mass appeal was undoubtedly genuine in the context of Indian politics and how it contributed to his success in broadening the basis of nationalism. 8

OR

Why was the state monopoly in the manufacture and sale of salt unpopular among the masses? Also explain how the Salt March of Mahatma Gandhi was notable.

PART – D (Source Based Questions)

Read the following extracts (questions no. 19 to 21) carefully and answer the questions that follow.

19. **What the king’s officials did?**

Here is an excerpt from the account of Megasthenes :

Of the great officers of state, some ... superintend the rivers, measure the land, as is done in Egypt, and inspect the sluices by which water is let out from the main canals into their branches, so that everyone may have an equal supply of it. The same persons have charge also of the huntsmen, and are entrusted with the power of rewarding or punishing them according to their deserts. They collect the taxes, and superintend the occupations connected with land; as those of the woodcutters, the carpenters, the blacksmiths, and the miners.

- (i) Explain the duties of the great officers of state. 3
- (ii) Explain the role of sub-committees for coordinating military activities. 3
- (iii) What did Ashoka do to hold his empire together?

OR

Why were stupas built?

This is an excerpt from the Mahaparinibbana Sutta, part of the Sutta Pitaka :

As the Buddha lay dying, Ananda asked him:

“What are we to do Lord, with the remains of the Tathagata (another name for the Buddha) ?”

The Buddha replied: “Hinder not yourselves Ananda by honouring the remains of the Tathagata. Be zealous, be intent on your own good.”

But when pressed further, the Buddha said:

“At the four crossroads they should erect a *thupa* (Pali for stupa) to the Tathagata. And whosoever shall there place garlands or perfume ... or make a salutation there, or become in its presence calm of heart, that shall long be to them for a profit and joy.”

- (i) Why were the stupas built ? 2
- (ii) What did Ashoka do with the relics of Buddha? 2
- (iii) Describe the structure of the stupas. 4

20. How tanks were built?

About a tank constructed by Krishnadeva Raya, Paes wrote:

The king made a tank ... at the mouth of two hills so that all the water which comes from either one side or the other collects there; and, besides this; water comes to it from more than three leagues (approximately 15 kilometres) by pipes which run along the lower parts of the range outside. This water is brought from a

lake which itself overflows into a little river. The tank has three large pillars handsomely carved with figures; these connect above with certain pipes by which they get water when they have to irrigate their gardens and rice-fields. In order to make this tank the said king broke down a hill ... In the tank I saw so many people at work that there must have been fifteen or twenty thousand men, looking like ants ...

- | | | |
|-------|--|---|
| (i) | Where and why were tanks built by Krishnadeva Raya ? | 2 |
| (ii) | Explain how the tanks were constructed. | 2 |
| (iii) | Describe the most prominent water works among the ruins and who built these water works. | 4 |

OR

On horse and on foot

This is how Ibn Battuta describes. the postal system :

In India the postal system is of two kinds. The horse-post, called *uluq*, is run by royal horses stationed at a distance of every four miles. The foot-post has three stations per mile; it is called *dawa*, that is one-third of a mile ... Now, at every third of a mile there is a well populated village, outside which are three pavilions in which sit men with girded loins ready to start. Each of them carries a rod, two cubits in length, with copper bells at the top. When the courier starts from the city he holds the letter in one hand and the rod with its bells on the other; and he runs as fast as he can. When the men in the pavilion hear the ringing of the bell they get ready. As soon as the courier reaches them, 'one of them takes the letter from his hand and runs at top speed shaking the rod all the while until he reaches the next *dawa*. And the same process continues till the letter reaches its destination. This foot-post is quicker than the horse-post; and often it is used to transport the fruits of Khurasan which are much desired in India.

- | | | |
|-------|---|---|
| (i) | Describe the two kinds of the postal system as described by Ibn Battuta. | 2 |
| (ii) | Give an example to show that the postal system of that period was a unique system of communication. | 3 |
| (iii) | Do you think that the foot-post system could have operated throughout the sub-continent? Explain. | 3 |

21. A ryot petitions

This is an example of a petition from a ryot of the village of Mirajgaon, Taluka Karjat, to the Collector, Ahmednagar, Deccan Riots Commission:

The sowkars (sahukars) ... have of late begun to oppress us. As we cannot earn enough to defray our household expenses, we are actually forced to beg of them, to provide us with money, clothes and grain, which we obtain from them not without great difficulty, nor without their compelling us to enter into hard conditions in the bond. Moreover the necessary clothes and grain are not sold to us at cash rates. The prices asked from us are generally twenty-five or fifty per cent more than demanded from customers making ready money payments ... The produce of our fields is also taken by the sowkars, who at the time of removing it assure us that it will be credited to our account, but they do not actually make any mention of it in the accounts. They also refuse to pass us any receipts for the produce so removed by them.

- | | | |
|-------|--|---|
| (i) | Why were the ryots not given loans by sowkars ? | 2 |
| (ii) | Explain the difficulties, the ryots had to face for getting loan from the sowkars. | 4 |
| (iii) | Why were the ryots unable to pay the inflated demand? Explain. | 2 |

OR

“The British element is gone, but they have left the mischief behind”

Sardar Vallabh Bhai Patel said:

It is no use saying that we ask for separate electorates, because it is good for us. We have heard it long enough. We have heard it for years, and as a result of this agitation we are now a separate nation ... Can you show me one free country where there are separate electorates? If so, I shall be prepared to accept it. But in this unfortunate country if this separate electorate is going to be persisted in, even after the division of the country, woe betide the country; it is not worth living in. Therefore, I say, it is not for my good alone, it is for your own good that I say it, forget the past. One day, we may be united ... The British element is gone, but they have left the mischief behind. We do not want to perpetuate that mischief. (Hear, hear). When the British introduced this element they had not expected that they will have to go so soon. They wanted it for their easy administration. That is all right. But they have left the legacy behind. Are we to get out of it or not?

CAD Vol. V

- | | | |
|-------|--|---|
| (i) | Why are we now a separate nation? Explain briefly. | 2 |
| (ii) | Explain the remarks made by Sardar Vallabh Bhai Patel after the division of the country. | 3 |
| (iii) | Why did the demand for separate electorates provoke anger and dismay amongst most nationalists? Explain. | 3 |

PART – E

22. On the given political outline map of India (on page 17) mark and label the following kingdoms and towns: 5
Satvahans, Cholas, Ujjayini, Rajgir, Mathura.

OR

On the given political outline map of India (on page 17) mark the following centres of the national movement and label them:

Amritsar, Dandi, Chauri-Chaura, Bardoli, Bombay.

23. On the given political outline map of **India** (on page 19), five important places in South India during 14th to 18th century have been marked 1, 2, 3, 4, 5. Identify them and write their names on the line drawn near them. 5

Note: The following questions are only for the Blind Candidates in lieu of the map questions (Q. No. 22 and 23).

22. Mention names of any five Mahajanpads and cities during 600 BCE and 600 CE. 5

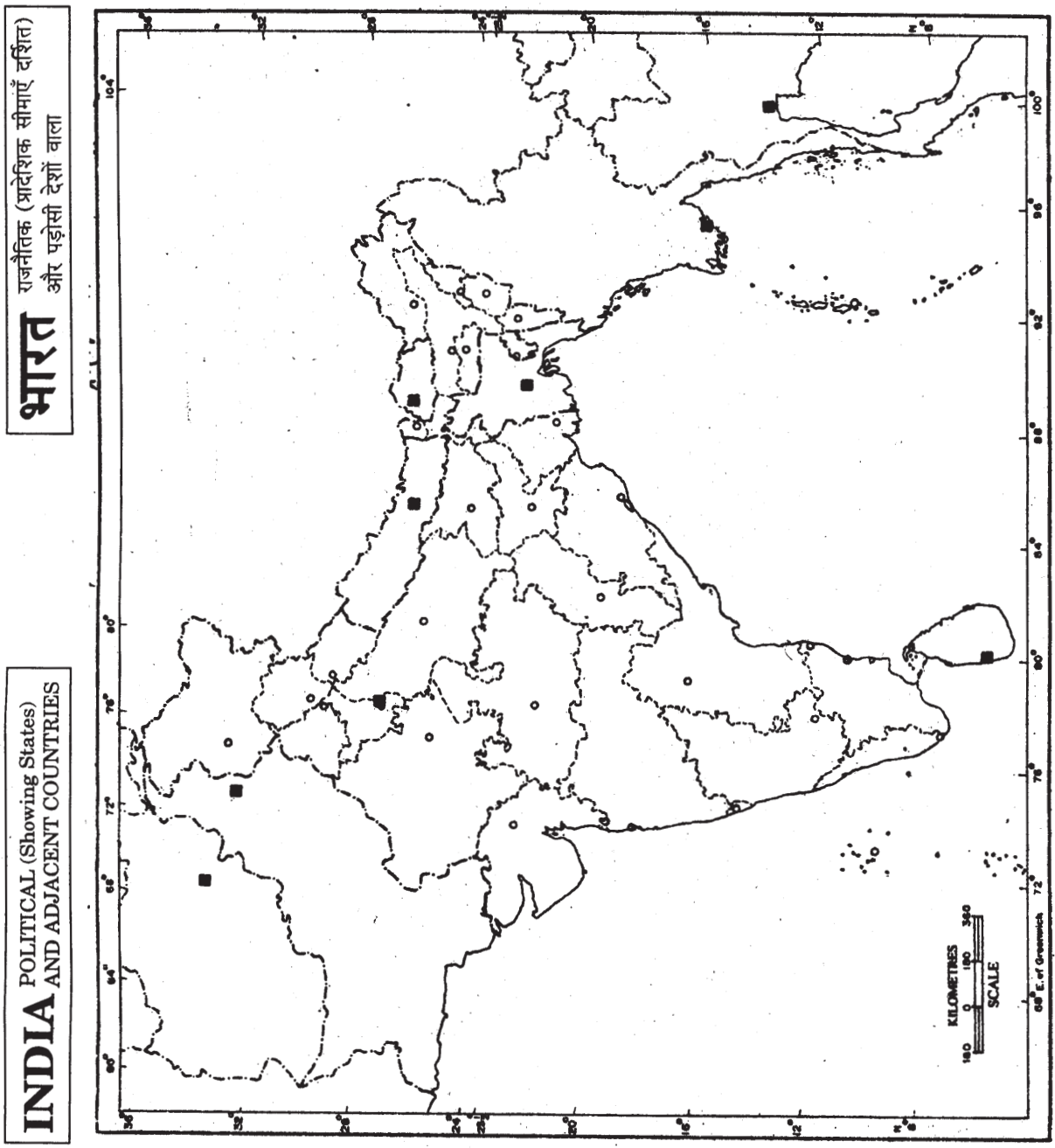
OR

Mention any five centres of the freedom struggle.

23. Mention five names of Mature Harappan sites. 5

For question no. 22

प्रश्न सं. 22 के लिए



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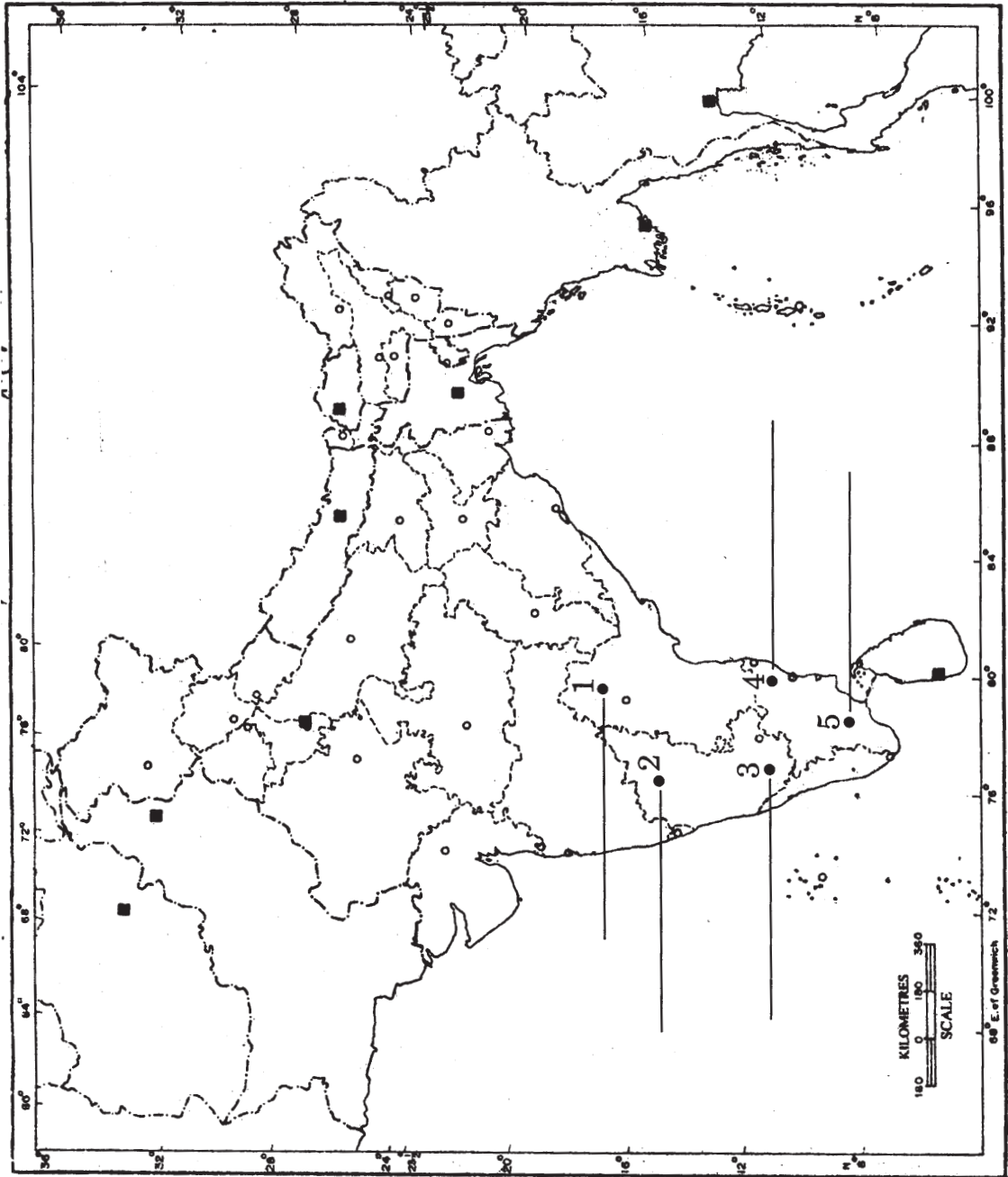
For question no. 23

प्रश्न सं. 23 के लिए

राजनैतिक (प्रादेशिक सीमाएँ दर्शित)
और पड़ोसी देशों वाला

भारत

INDIA POLITICAL (Showing States)
AND ADJACENT COUNTRIES



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Marking Scheme — History

General Instructions

1. Please read the following guidelines carefully and seek clarifications from the Head Examiner in case of any doubt. Efforts to reduce subjectivity and bias will be appreciated.
2. Every care has been taken to prepare the Marking Scheme. However it is important to keep in mind that it is neither exhaustive nor exclusive. Full credit should be given to candidates who give other relevant point than the one given in the Marking Scheme to answer the questions. The examiners are requested to use their own knowledge and experience wherever needed.
3. The Marking Scheme carries only suggested value points for the answer. These are only guidelines and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the marks be awarded accordingly.
4. Some of the questions may relate to higher order thinking ability. These questions will be indicated to you separately by a star mark. These questions are to be evaluated carefully and the students' understanding / analytical ability may be judged.
5. The Head-Examiners have to go through the first five answer-scripts evaluated by each evaluator to ensure that the evaluation has been carried out as per the instruction given in the marking scheme. The remaining answer scripts meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6. Marking should be neither over strict nor over liberal. Marks should not be deducted for spelling errors, wrong proper names, minor inaccuracies or omissions of detail. No marks be deducted for overshooting word limit.
7. If a candidate answers both the options, both should be read and the better one evaluated.
8. Thorough break up of value points is given in a number of answers, the examiner may be flexible in marking the different parts, if the answers reflect understanding of the scope of the question.

9. 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 will be awarded accordingly.
10. If a question has parts, please award marks in the right hand side for each part. Marks awarded for different parts of the question should then be totalled up and written in the left hand margin and circled. If a question does not have any parts, marks be awarded in the left-hand margin and circled.
11. A full scale of marks 0-100 has to be used. Please do not hesitate to award full marks if the answer deserves it.

QUESTION PAPER CODE 61/1/1

EXPECTED ANSWERS/VALUE POINTS

PART-A (Answer all questions)

Q1. Book – 1, Page 61

Two main ideal occupations of brahmanas:-

- (i) To study and teach the Vedas
- (ii) Perform Vedic rituals and sacrifices
- (iii) Give and receive gifts, advise rulers and governments
- (iv) They were physicians, scholars etc.

Any 2 (2)

Q2. Book 2 – Page 170 to 192

Two characteristics of Krishnadeva Raya's rule

- (i) Amara Nayaka system
- (ii) Overseas trade
- (iii) Internal trade
- (iv) Temple architecture
- (v) Building water works

- (vi) Fortifications
- (vii) Architecture of the city of Vijayanagar (Hampi)
- (viii) Celebrated festivals
- (ix) Any other point

Any 2 (2 marks)

Q3. Book 2 – Page 206-07

Women were considered an important resource in an agrarian society:-

- (i) They worked shoulder to shoulder with men folk in the agricultural field
- (ii) Women sowed, weeded, thrashed and winnowed the harvest.
- (iii) Women were not allowed to work when menstruating.
- (iv) They spun yarn, made pottery made embroidery etc.
- (v) They worked as domestic labour
- (vi) They were child bearers thus contributing to the work force.
- (vii) There was high mortality rate among women due to malnutrition etc. and there was a shortage of wives.
- (viii) Women were kept under strict control by male members of the family
- (ix) Many women petitioned to village panchayat to redress their problems.

Any 2(2 marks)

Q4. Book 3, Page 277, 278

Revenue system introduced by the British in Deccan:-

- (1) Ryotwari System 1
- (2) (i) Direct settlement with the Ryot
- (ii) Yield of the soil and revenue paying capacity of the Ryot was assessed to fix revenue.
- (iii) It was to be reviewed every 30 years.
- (iv) Revenue charged was very high.
- (v) Sunset Law was practiced.

(Any one) 1
(1+1=2)

Q5. Book 3, Page – 321

- 1. The 1st all India Census was attempted in the 1870's.

1

2. Two early aims:-

- (i) Systematic collection of taxes and control over the area.
- (ii) Collection of information to study urbanization
- (iii) Collection of social data
- (iv) Collection of economic data.

Any One 1
(1+1=2)

PART-B (Section –I)

(Answer any three)

Q6. Book 1, Pages 11, 12

Identification of centres of craft production

- (i) Identifying raw materials like stone, shells etc.
- (ii) Identifying unfinished craft objects
- (iii) Identifying rejected and waste materials in the place of production

(There are only three points given in the book)

(5 marks to be awarded for discussing the above value points)

(5)

Q7 Book 1, Page – 36, 37 & 41

Sources for reconstructing the history of the Guptas:-

- (i) Inscriptions – Prayag or Allahabad Prashasti, Prabhavati Gupta Inscription
- (ii) Coins – Gupta gold coins
- (iii) Literature – Dharmashastras, Kalidas's works etc.

(Any two examples) (5)

Q8. Book 1, Page 104, 105

Vaishnavism cults developed around avatars:-

- (i) It is a form of Hinduism
- (ii) Vishnu is the principal deity.
- (iii) Vaishnavism developed around the avatars of Vishnu – 10 avatars.
- (iv) These avatars were taken from different deities worshipped in different parts of the country.
- (v) This created a unified religious tradition.

- (vi) The deity was believed to take birth whenever evil forces threatened the world.
- (vii) Different avatars were popular in different parts of the country.
- (viii) Temples were built for them in different parts of India

Any 5 (5)

Q9. Book 1, Page 88

Most important idea of Jainism:-

- (i) The entire world is animated and hence ahimsa is emphasized. (2)
- (ii) Non injury to living beings

Impact on Indian thinking:-

- (i) Idea of Ahimsa left its mark on Indian thinking as a whole – influenced Buddha and Gandhiji
- (ii) Cycle of birth and re-birth through karma.
- (iii) Renouncing the world to free oneself from the cycle of karma.
- (iv) High moral thinking was advised through the vows like not stealing, killing, lying or possessing property and observing celibacy.
- (v) Simple way of life.
- (vi) Vegetarianism

Any 3 (2+3 = 5)

PART-B (Section –II)

(Answer any two)

Q10. Book 2, Page – 234

Abul Fazl described land revenue as a ‘renumeration of sovereignty’.

- (i) Abul Fazl defined it as a social contract.
- (ii) The king protected the life (Jan), Property (Mal), honour (Namus) and faith (Din) of his subjects.
- (iii) He demanded resources and obedience in return
- (iv) Only those sovereigns who had divine guidance and power could honour the contract.

To be assessed as a whole (5)

Q11. Book 2, Page 226 to 228

Tasks involved in creation of manuscripts:-

- (i) Manuscripts were written in the Imperial Kitab Khana

- (ii) **Role of Paper makers**
- (iii) **Role played by scribes**
- (iv) **Role played by calligraphers**
- (v) **Role played by book binders**
- (vi) **Role played by painters.**
- (vii) **Role played by gilders**
- (viii) **Historical events documented by court historians and scribes formed the content of the manuscript.**

Any five (5)

Q12. Book 2, Page 248-249

Qandhar was a bone of contention between the Safavids and the Mughals.

- (i) **The fortress town was a strategic outpost.**
 - (ii) **Any conqueror invading India had to cross their area.**
 - (iii) **It was hinged between the Mughal, Iran and Turan on the Hindukush.**
 - (iv) **There was a war between Jahangir and Safavids over Qandhar**
 - (v) **Mughals were defeated and surrendered.**
- (limited information given in the book)**

Any 3 points (5)

PART-B (Section –III)

(Answer any three)

Q13. Book -3, Page 258 to 265

Reasons for the failure of Permanent settlement:-

- (i) **Revenue demand was high.**
- (ii) **Prices of agricultural produce were low.**
- (iii) **Sunset law was applied.**
- (iv) **Zamindar's powers were limited and could not collect the rent in time.**
- (v) **Zamindari lands were auctioned.**
- (vi) **Oppression by the collection officers.**
- (vii) **Bad harvest meant low revenue collection.**
- (viii) **Problems created by Jotedars.**
- (ix) **The Zamindars as an intermediary and money lender oppressed the peasant.**

Any 5 (5)

Q14. Book 3, Page - 295

Rumours in 1857 made sense in context of the following developments:-

- (i) Reforms of William Bentinck in Education:- Introduction of western ideas and institutions.**
- (ii) Reforms like abolition of Sati.**
- (iii) Annexation of Awadh on the basis of mis-governance**
- (iv) Annexation of Jhansi and Satara-British refused to recognize adoption.**
- (v) Reforms like Widow Remarriage Act.**
- (vi) Reforming socio religious customs like land holding, inheritance etc.**
- (vii) Activities of Christian missionaries.**
- (viii) Rumours had an impact on the minds of people under these uncertain times.**

(Any five) 5

Q15 Book 3, Page 389

(a) Recommendations of Cabinet Mission:-

- (i) A loose 3 tiered confederation of united India.**
- (ii) A weak central government controlling foreign affairs, defence and communication.**
- (iii) Provincial assemblies grouped into 3 sections.**
 - a. Section A – Hindu majority provinces**
 - b. Section B and C – Muslim majority provinces of North West and North East India.**
- (iv) The provinces would have their own executive and legislatures.**

Any 3 (3)

(b) Reasons for rejecting the plan:-

- (i) The league wanted the right to secede from the union to section B & C.**
 - (ii) The Congress wanted that the provinces should have the right to join any group.**
 - (iii) Neither the League nor the Congress agreed to the proposal.**
- (any 2)**

2

(3+2=5)

Q16. Book 3, Page 408-409

Discussions in the constituent assembly were influenced by people's opinions in the following ways:-

- (i) Debates were reported in the newspapers and publicly debated**
- (ii) Criticism and counter criticism in the press built public opinion and consensus on debated issues.**
- (iii) Many letters came to the constituent assembly with suggestions. E.g All India Varnashrama Swarajya Sangha demanded that the constitution should be based on ancient Hindu shastras.**
- (iv) Linguistic minorities asked for freedom of speech in one's mother tongue.**
- (v) Hansa Mehta demanded justice for women, not reserved seats or separate electorates. (P 422)**
- (vi) Any other relevant point**

Any 5 (5)

PART-C

Q.17 Book 2 Page 163-164

- (1) Teachings of Guru Nanak**
 - (i) Nirguna Bhakti i.e. God had no gender or form**
 - (ii) Rejected rituals of Hindus and Muslims.**
 - (iii) Rejected Image worship**
 - (iv) Shabad**
 - (v) Repetition of the divine name to connect with the divine.**
 - (vi) Simple mode of worship**
 - (vii) Teachings in local language of the region - Punjabi**
 - (viii) He formed a community of devotees - recommended congregational worship.**
 - (ix) Started the tradition of 'gurus'.**

Any 7

7

- (2) No**

(1)

(7+1=8)

OR

Book 2 - Page 165

Explain the textual traditions regarding religious beliefs

- (i) In the ancient times the important textual traditions included Puranas, Vedas etc.**

- (ii) The compositions of bhakti and sufi saints in regional languages were set to music and compiled by devotees.
- (iii) The hagiographies and biographies written about the saints by their devotees also tell us about religious traditions even though, they may not be accurate.
- (iv) The coming together of the little and great religious traditions.
- (v) The examples of textual traditions like vachanas of Basavanna, Kabir granthavali, Kabir Bijak, Adi granth Sahib, Meera bhajans etc.
- (vi) Religious traditions have regional variations and modifications.
- (vii) Juxta positioning of other evidences is a must in order to understand the textual traditions.

(Any 4 points may be explained. To be assessed as a whole)

4x2 = 8

Q.18 Book 3, Page 363

Quit India movement was genuinely a mass movement.

- (i) It was the third mass movement started in 1942
- (ii) It was started after the failure of the Cripps Mission.
- (iii) Gandhi and other important leaders were arrested and jailed. The movement went into the hands of younger leaders.
- (iv) Violent acts and defiance of British laws occurred all over the country.
- (v) Socialist leaders emerged as important leaders in the Congress eg. Jai Prakash Narain.
- (vi) Formation of Independent governments in Medinipur and Satara
- (vii) Hundreds of people participated in the movement. Young people and ordinary Indians participated in the movement. (Any 4 points)

4x2 = 8

(To be assessed as a whole).

(The information given in the book is limited and the child may not be able to write a 250 words answer)

OR

Book 3, Page 367, 369, 371, 372

Different kinds of sources that can be used to reconstruct the political career of Gandhiji and the history of the National Movement

- (i) Gandhiji's autobiography or other such autobiographies of other leaders of that period.

- (ii) Reports of Home Department/Police.
 - (iii) Gandhiji's letters, correspondence
 - (iv) Gandhiji's writing in journals like Harijan, Young India etc.
 - (v) Newspaper Reports-Indian and Foreign
 - (vi) Any other source mentioned by the child may be considered.
- (Explanation of any 4 sources to bring out the answer.)

(4x2 = 8)

PART-D (Source based Questions)

Q.19 How could men and women acquire wealth?

Book 1 – Page 69

- (i) Inheritance, finding, purchase, conquest, investment, work and acceptance of gifts from good people (3)
- (ii) What gifts she received :-
 - (a) in marriage
 - (b) as a token of affection from her brother, mother or father
 - (c) Gifts given by her husband. Any 2 (2)
- (iii) (a) Gendered access to property ensured a low economic and social position to women.
- (b) Women remained dependent on the goodwill of the men in the family to have access to wealth
- (c) Women remained poor in general.
- (d) Any other observation Any 2 (2)
- (iv) The student may answer this question as 'yes' or 'no'. Marks may be awarded if the explanation is logical. (1)

(3+2+2+1=8)

OR

The most ancient system yet discovered

Book 1, Page 7

- (i) Drainage System of Harappans:-
 - (a) Drains from every house were connected to the street drains.
 - (b) The drains were made of bricks and mortar and lime stone, slabs or bricks were used for cover.

- (c) Cesspits were made at regular intervals and they could be cleaned.
- (d) The drains were covered with loose bricks which could be removed for cleaning.

(To be assessed as a whole)

4

(ii) Domestic architecture:-

- (a) A typical house in Harappa had a courtyard with rooms on all sides.
- (b) The courtyard was used for activities like cooking, weaving etc.
- (c) There was a concern for privacy. The entrance does not give a view of the interior or courtyard and there are no windows opening outside.
- (d) There were also double storeyed houses.
- (e) There were wells and bathrooms in houses.

(Any 2) 2

(iii) Advantages of covered drains:-

- (a) No foul smell.
- (b) Sanitation will be maintained
- (c) People cannot throw waste into street drains which can block it.
- (d) Any other point.

(Any 2) 2 (4+2+2=8)

Q.20 Darbar-i-Akbari

Book 2 - Page 237

(i) Main activities in the Darbar of Akbar:-

- (a) Beating of a large drum.
- (b) Divine praise.
- (c) The emperor's sons and grand children, grandees and those attending the court make the Kornish and remain standing in their place.
- (d) The emperor gives orders, settles disputes.
- (e) Gladiators, wrestlers, singers, jugglers and tumblers remain ready and waiting to perform.

(Any 3) (3)

(ii) Different forms of salutation to the ruler:-

- (a) Sijda

- (b) Taslim
- (c) zamin bos (3)
- (iii) Prayer followed by Jharokha darshan (2)
- (3+3+2 = 8)

OR

The system of varnas

Book – II Page 125

- (i) Al-Biruni writes:-
- (a) Brahmanas were the highest caste created from the head of the 'Brahman' and were regarded as the very best of mankind
- (b) Kshatriyas came next, created from the shoulders and hands of the 'Brahman'.
- (c) Vaishyas were created from the thigh of the 'Brahman', they came third.
- (d) The fourth were the shudras, created from the feet of the 'Brahman' (4)
- (ii) The child can write a 'yes' or 'no'. The marks may be awarded if the explanation is logical. (2)
- (iii) Al-Biruni explains that in real life these classes lived together in the same towns and villages and sometimes in the same houses and lodging. (2)
- 4+2+2 = 8

Q 21. Ambedkar on separate electorates

Book – 3 – Page 361

- (i) Arguments in favour of Separate Electorate by Ambedkar:-
- (a) The religion treats them as lepers not fit for interacting with others.
- (b) They are dependent on high caste Hindus for earning a livelihood.
- (c) Social prejudices do not allow them to rise in life.
- (d) Ambedkar argued that a share of political power may protect them and help them to improve. (To be assessed as a whole) (3)
- (ii) Position of economically depressed classes:-
- (a) The economically depressed classes were dependent on the high caste Hindus for their daily bread.

- (b) There was no independent way of living open to it.
- (c) There was no scope to rise in the scale of life.
- (d) Only certain menial professions were open to them and they were not allowed to take up any other occupation.
- (e) They remained poor.
- (f) Any other point. (Any Three) (3)

(iii) Suggestion to provide an honourable position to depressed classes:-

- (a) Equal opportunities in every sphere.
- (b) Education.
- (c) Inter dining
- (d) Inter marriage
- (e) Social acceptance as equals (Any 2) (3+3+2 = 8)

OR

We have never asked for privileges

Book III, Page 422

- (i) (a) Women can be empowered economically through social justice, economic justice and political justice.
- (b) The students can mention general points like education, jobs, inheritance, property rights etc as an answer. (3)
- (ii) Equality could be the basis of mutual respect between men and women. (2)
- (iii) Hansa Mehta did not demand it because she felt social, economic and political justice and equality between men and women could bring mutual respect and understanding (3)

3+2+3 = 8
(Two points)

(Since the answer is found only in the source and not discussed in the text of the chapter, marks should be awarded accordingly)

PART-E (Map Work)

Q22. The answer is provided on the map labeled – 22

(Map)

- (i) Capital of Ashoka (1)

- (ii) Any two major Rock Edicts as marked on the map. (2)
(iii) Any two pillar inscriptions as marked on the map. (2)

(1+2+2=5)

OR

The answer is provided on two maps labelled '22 or -1' and '22 or -2'.

- (i) Any two centres of the Revolt. (2)
(ii) Any two centres of National Movement. (3)

(2+3=5)

Q 23. The answer is provided on the map labelled –Ans. 23 (5)

(Map)

For Blind Candidates in lieu of map Q. Nos. 22 & 23.

Q 22. Book-I, Page-33

(a) Major rock edicts

- i. Girnar
- ii. Sopara
- iii. Sannati
- iv. Jaugada
- v. Sisupalgarh
- vi. Kalsi
- vii. Shahbazgarhi
- viii. Mansehra
- ix. Kandahar

(Any 2)

(b) Pillar Edicts

- i. Sanchi
- ii. Gujarra
- iii. Meerut
- iv. Topra
- v. Nigalisagar
- vi. Rummindei
- vii. Rampurwa
- viii. Lauriya Nandangarh
- ix. Lauriya Araraj

- x. Kausambi
- xi Sarnath
- xii Sahasaram
- xiii Ahraura

(Any 3) (2+3=5)

OR

Book III, Page–305

Any five centres of the Revolt of 1857.

- i. Delhi
- ii. Arah
- iii. Meerut
- iv. Jhansi
- v. Barrackpore
- vi. Lucknow
- vii. Kanpur
- viii. Azamgarh
- ix. Any other

5x1 = 5

Q 23. Book-2, Page – 214

Five places under Babar, Akbar & Aurangzeb

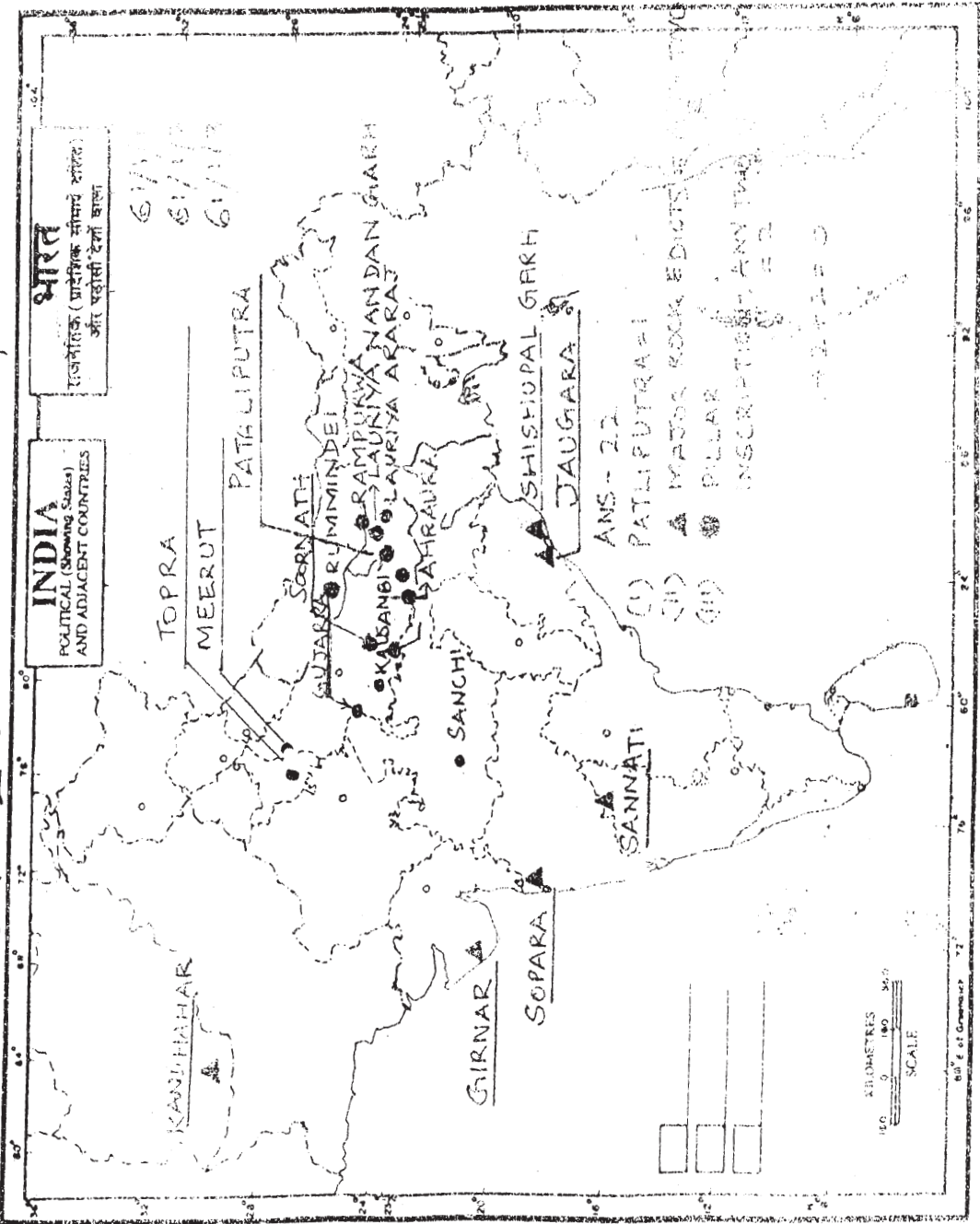
- i. Samarkand
- ii. Balkh
- iii. Qandahar
- iv. Kabul
- v. Lahore
- vi. Panipat
- vii. Delhi
- viii. Agra
- ix. Ajmer
- x. Amber
- xi. Patna
- xii. Rohtas
- xiii. Goa
- xiv. Any other

5x1=5

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

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

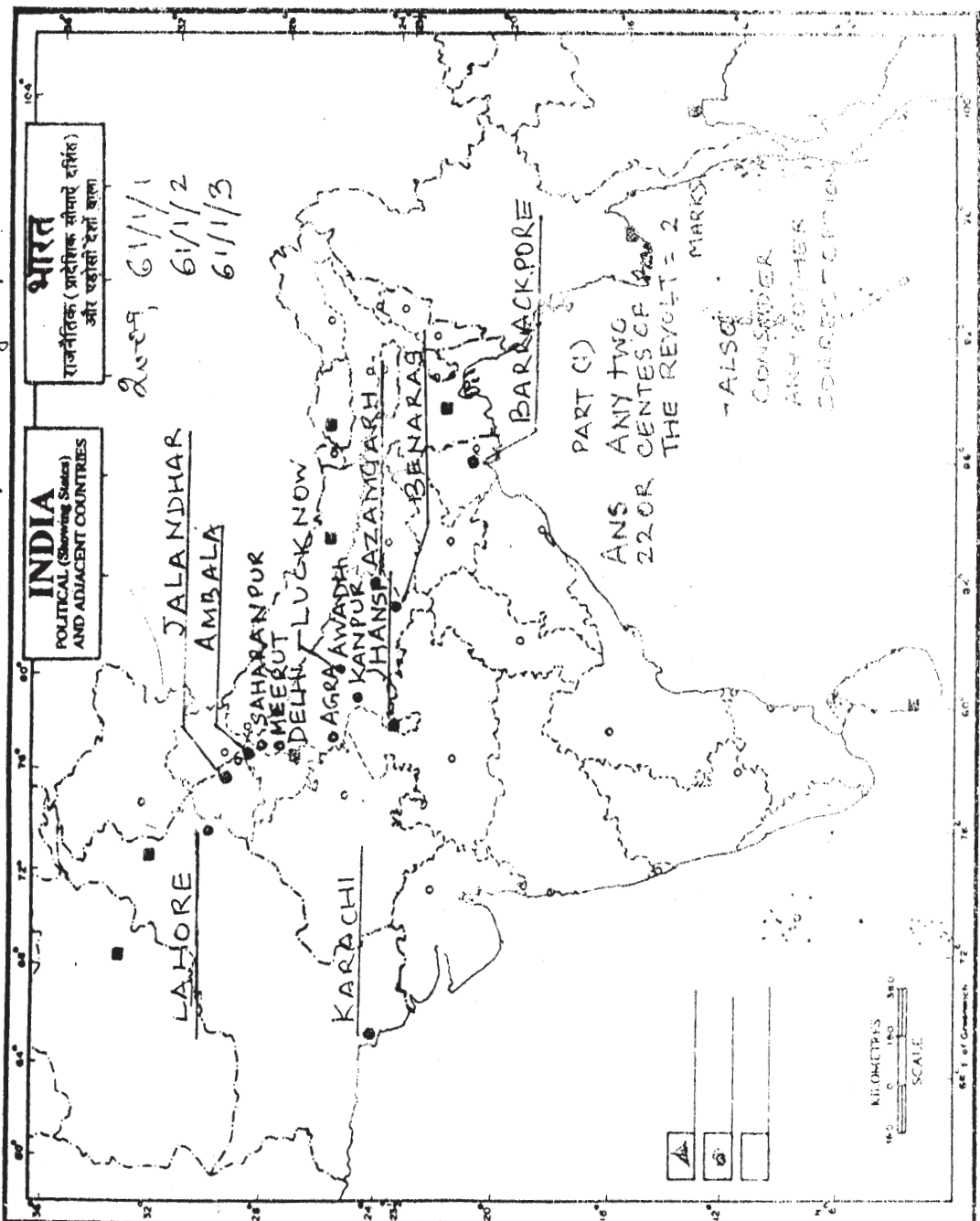
ANSWER - 22 DELHI - 2009



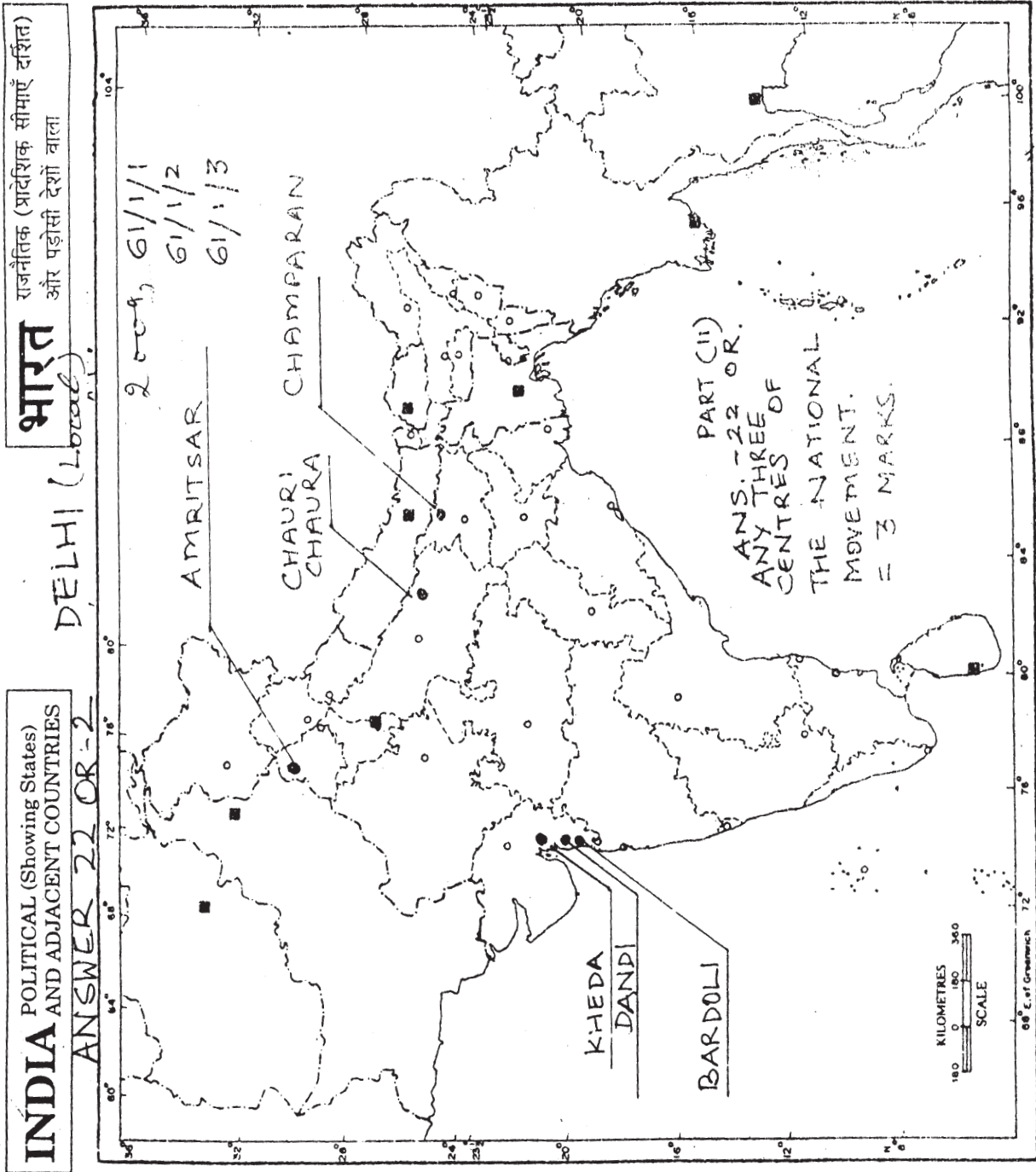
Map for Q. No. 22
 प्रश्न सं. 22 के लिए मानचित्र

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

ANSWER - 22 OR - 1 DELHI (Region)



PART (C)
 ANS ANY TWO CENTRES OF 22 OR THE REPLY = 2 MARKS
 - ALSO CONSIDER ANY OTHER CORRECT OPTION



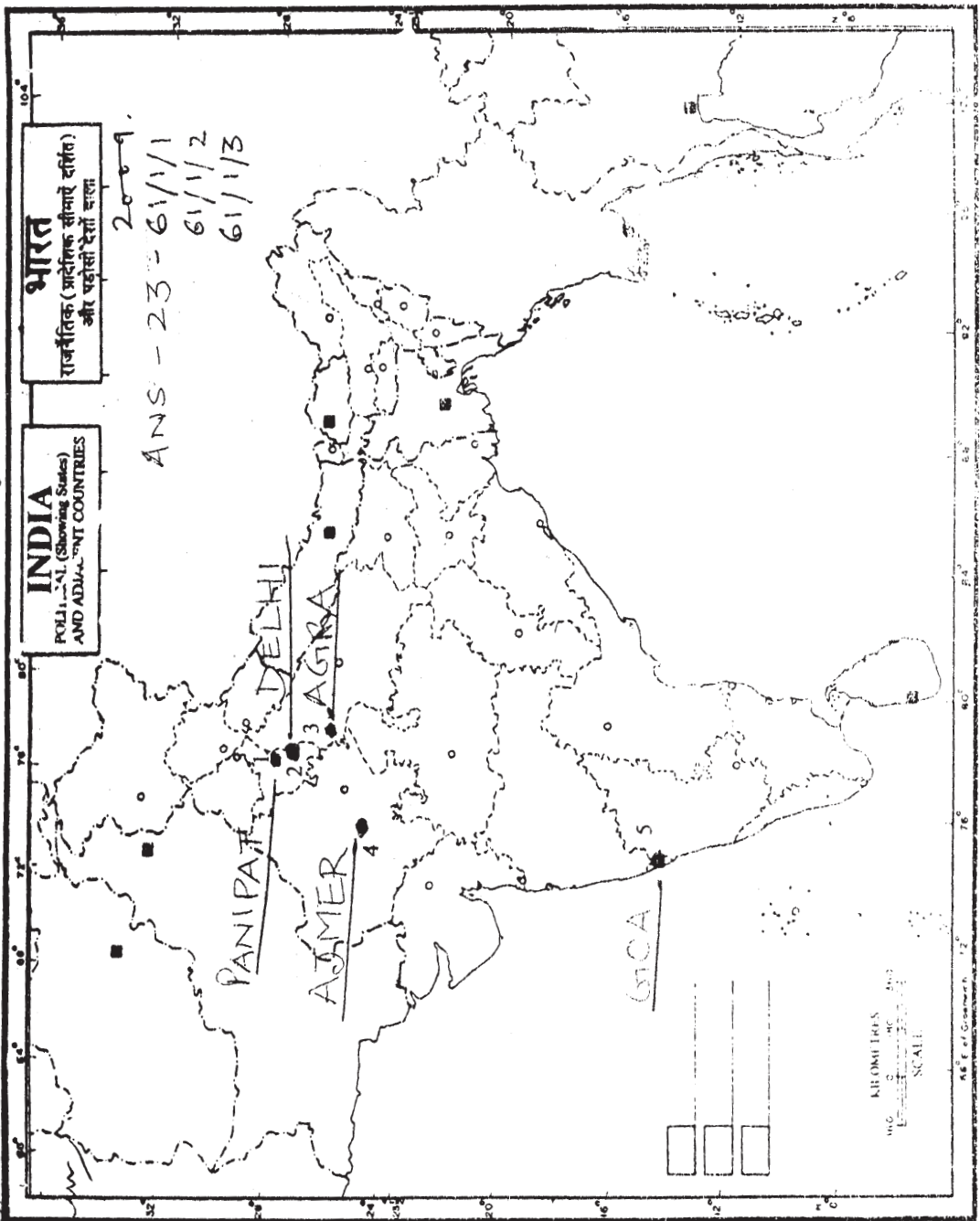
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Note -
 ALSO
 CONSIDER
 FOR
 EVALUATION
 ANY OTHER
 CORRECT
 OPTIONS.

Cut Here 3 ----- यहाँ से काट ----- Cut Here ----- यहाँ से काट -----

ANSWER - 23 (Delhi Region) & no 23

Map for Q. No. 23 (Identification)
प्रश्न सं. 23 के लिए मानचित्र
Set No 61113



QUESTION PAPER CODE 61/1

EXPECTED ANSWERS/VALUE POINTS

Q1 Pages 65, 68 & 76 Book I

1. Draupadi's marriage with Pandvas (polyandry)
2. Hidimba's marriage with Bhima
3. Eklavya's episode, giving his thumb to his Guru Dronacharya
4. Stake of empire Brothers and wife

(Any other relevant point) (Any one) (2)

Q2 Pages 177 - Book II

- (i) Natural Basins formed by the river Tungbhadra
- (ii) Stuning granite Hills
- (iii) Streams flowing down to the river from rocky outcrops
- (iv) embarkments were built along these streams to create reservoirs of varying sizes for irrigation etc.

Any two (1+1 = 2)

Q3 Pages 203 - Book II

- A. An assembly comprising of important/elderly people belonging to a particular Jati or Caste
- B. (i) To uphold caste boundries among various communities living in the villages
- (ii) To levy taxes and punishments
- (iii) To oversee the conduct of the members to prevent any offence against their caste
- (iv) To solve civil disputes between members of different castes Part A (1) plus

(Any two from Part B) $1/2+1/2=1$)

Q4 Page 277 - Book III

- (i) Rise of prices after 1810 in agriculture, increasing the value of the harvest produces
- (ii) Enlargement of income of the Bengal zamidars, but no share of colonial govt. in it.

- (iii) To maximise the land revenue thus enlarging its financial resources was not possible under this permanent system **Any two (1+1= 2)**

Q5 Pages 329, 330 - Book III

1. Availability of new transport facilities
2. Exciting new forms of entertainment and social interaction in cities which were not seen before.
3. Sources of employment/income were bright in cities
4. Allure of a different way of life.
5. Access to new educational institutions

Any two or any other relevant points (1+1 = 2)

PART-I (Section –I)
(Answer any three Questions)

Q6 Page 09, 10 - Book I

- 1) Classification of artefacts as utilitarian and luxury - eg. utilitarian - objects of daily use made of ordinary materials like stone or clay, pottery, needles etc.
- 2) Luxurious objects were rare and made from costly, non local materials or with complicated technologies
- 3) Objects of valuable materials were found generally in large settlement eg. Harappa, Mohenjodaro
- 4) The presence of rich artefacts indicate rich classes and ordinary artefacts refer to people of ordinary status.
- 5) The more the variation in their cost, more of classes differences can be noticed.

(Any other relevant point / Any five (1x 5 = 5))

Q7 Page 31 - Book I

1. Magadha was a fertile region
2. Iron mines were accessible providing resources for tools and weapons
3. Elephants were found in forest (for Army)
4. Ganga and tributaries provided cheaper and convenient communication.
5. Policies of individuals and efficient rulers were also responsible for its

greatness eg. Bimbisara, Ajatasathu, Mahapadma Nanda and their ministers who implemented the policies

(1x5 = 5)

Q8 Page 61 - Book I

1. i) Brahamanas - study and teach the vedas.
ii) Perform sacrifices and get sacrifices performed
iii) Give and receive gifts
2. Kshatriyas - engaged in warfare, protection of people, administer justice.
3. Vaishyas - engaged in Agriculture. Pastoralism and Trade
4. Shudras - serving the above, three varnas. (Any other relevant point)
5. The above distribution of the occupation legalised the social differences by the religious text.

Any five or Assess as a whole (1x5 = 5).

Q9 Page 91,92 Book I

The teachings of Mahatma Buddha.

1. The world is transient and constantly changing
2. World is soulless and there is nothing permanent
3. Sorrow is intrinsic
4. Following the path moderation between severe penance and self indulgence.
5. Righteous Action
6. Escape from the cycle of rebirth (Nirvana - Nibbana)
7. Extinguishing ego and desire.

Any five or any relevant points (1x5 = 5)

(Section –II)

(Answer any two Questions)

Q10 Page 130, 131 - Book II

- i. Division of land among his nobles caused disastrous consequences for economy
- ii. As land lords could not pass on their land to their children
- iii. Averse to any long term investments in sustainance and expansion of production

- iv. Prevented the emergence of the class of improving landlords with concern to maintain and improve the land.
 - v. Led to uniform ruination of Agriculture.
 - vi. Excessive oppression of peasantry
 - vii. Decline in the living standard of all sections of society except the ruling aristocracy.
- Any five (1x5 = 5)

Q11 Page 249, 250 - Book II

- i) Relationship between the two was marked by the concern to ensure free movement for merchants and pilgrims
- ii) This was true for the Hijaz as well
- iii) Combined religion and commerce
- iv) Distributing the proceeds profits from the sales in charity to the keepers of shrines and religious men
- v) On noticing misappropriation of funds, Aurangzeb ordered to distribute in India as it was also house of God as Mecca.

Any five or any other relevant points (1x5 = 5)

Q12 Page 246 - Book II

- i) All documents and application which were presented to the court were recorded by court writers (Waqia Nawis)
- ii) All imperial orders (FARMANS) were kept in record
- iii) Wakils of nobles and regional rulers recorded the entire proceedings of the court with date and time.
- iv) The Akhbarat contained all kinds of information such as attendance at the court, presents received, diplomatic missions, grants of titles etc.
- v) It was to help for writing private history of rulers and nobles
- vi) Agents of nobles outside capital, the Rajput princes and tributary rulers copied the contents and sent to their masters.
- vii) The empire was connected by a rapid information loop for public news, so as to have effective and smooth running of social and political scenario.

Any five points (1x5 = 5)

(Section –III)
(Answer any three Questions)

Q13 Page 262, 263 - Book III

- I. (i) Fictitious sale was one of the ways adopted by the Zamindars**
- (ii) Example of Raja of Burdwan - transfer of land to his mother.**
- II. (i) Agents manipulated the auctions.**
- (ii) By attacking the agents who had bought the estate on auction.**
- (iii) Royts resisted the entry of outsiders**
- (vi) Hampering the possession by the buyer**
- (v) Benami purchases**

(2.5+2.5=5)

Any five points or assess as a whole

Q14 Page 299 - Book III

- i) The ties of loyalty and patronage of entire social order were disrupted.**
- ii) Under the British, the peasant was directly exposed to overassessment of revenue**
- iii) Inflexible methods of collection**
- iv) No guarantee of reduction of the revenue in times of hardship or on failure of crops.**
- v) During 1857 there was intense and long lasting resistance**
- vi) Loyalty of many taluqdars was with the Nawab of Awadh**

Any five points (1x5 = 5)

Q15 Page 385 - Book III

- i) As congress had won an absolute majority in the United Provinces, it rejected the offer of forming a joint government, with Muslim League.**
- ii) Muslim League tended to support landlordism which congress wished to abolish**
- iii) Congress did not achieve any substantial gains in the 'Muslim mass contact' programme.**
- iv) The secular and radical rhetoric of the congress merely alarmed conservative muslims and the Muslim landed elite.**
- v) Congress leaders insisted more on the secularism - eg. Maulana Azad - did not allow the members of congress to join the league.**

(1x5 = 5)

Q16 Page 411 - Book III

- i) It proclaimed India to be an “Independent, Sovereign Republic” guaranteed its citizens justice, equality and freedom.**
- ii) Assured that adequate safeguards shall be provided for minorities, backward and tribal classes**
- iii) Nehru stood for democratic institutions.**
- iv) He wanted economic democracy, socialist state**
- v) All the above ideas to be re-adopted and re-worked keeping in mind while framing the constitution of India.**

(1x5 = 5)

PART - C

Q17 Page 161, 162 - Book II

- i) His poems survived in several languages and dialects viz in sant Bhasha, the language of Nirguna sect.**
- ii) Ulatbansi were written in a form where the meanings are inverted.**
- iii) These hint at the difficulties of capturing the nature of the ultimate reality in words.**
- iv) The range of traditions include:
Islam: Allah, Hazrat, Khuda and Pir**
- v) Vedantic traditions: Alakh (the unseen) Nirakar (formless), Brahman, Atman etc.**
- vi) Mystical connotations: Shabda (sound), Shunya (emptiness) from yogic traditions.**
- vii) Diverse and conflicting ideas are expressed in the poems.**
- viii) Some use Sufi concept of Zikr & Ishq (love) to express Nam - Simaran (remembrance of God’s name) (1x8 = 8) or Assess as a whole**

OR

Page 155-157 - Book II

- i) Ziyarat refers to pilgrimage to tombs of Sufi saints. It is prevalent all over the world**
- ii) Chistis were the most influential and had adopted many of Indian devotional traditions. Barakat - the practice is an occasion for seeking the sufi’s spiritual grace.**

- iii) For more than seven centuries, people of various classes have expressed their devotion at the five great dargahs.
- iv) Among these, the most revered shrine is the shrine of Khwaja Muinuddin Chishti (Garib Nawaz)
- v) Use of music and dance performed by qawwals to evoke divine ecstasy
- vi) The sufies remember God by Zikr (the Divine Names) or sama (audition)
- vii) Shaikh Nizamuddin appointed many spiritual successors and deputed them to set up hospices all over the continent. As a whole (8)

Q18 Page 354 - Book III

- i) Gandhiji's mass appeal was undoubtedly genuine.
- ii) His success in broadening the basis of nationalism was based on careful organisation.
- iii) Established 'Praja Mandals' to promote nationalist creed.
- iv) Use of mother tongue in communicating his message.
- v) Provincial committees were set up on linguistic basis
- vi) Took nationalism to farthest corners of the country.
- vii) Gandhiji's own role was vital (Gandhian nationalism)
- viii) Best talents joined Gandhiji
- ix) Advised to get rid of social evils, cultivation of genuine tolerance for Indians Hindus and Muslims. As a whole (8)

OR

Page 356 and 360 - Book III

- I
 - i) In every Indian Household, salt was indispensable.
 - ii) People were forbidden from making salt even for the domestic use.
 - iii) British compelled Indians to buy it from shops at a higher price.
 - iv) Use of mother tongue in communicating his message.
- II.
 - i) Notable for three reasons: This event brought Gandhiji to world attention
 - ii) It was the first nationalist activity in which women took part - court arrest by breaking salt or liquor laws.
 - iii) It made the British realise that their rule was not to last forever.

- iv) They will have to share some power with the Indians
- v) Reference to Round Table conference; and 1937 elections when congress won 8 out of 11 provinces. As a whole (8)

PART-D

(Source based Questions 19-21)

Q19 Page 34 - Book I

The following duties were done by the officers of the King

1.
 - i) Looking after the rivers
 - ii) Measure the land
 - iii) Inspect the tributaries of canal and same person was incharge of the huntsmen
 - iv) To ensure equal supply of water
 - v) Power to reward and punish hunts men for their deserts, to collect taxes.
 - vi) To suprintend the occupation connected with the land and wood cutter, carpenter blacksmith and mines Any three from point 1. (1x3 = 3)
2.
 - i) There were subcommittees to look after and co-ordinate work of different departments - e.g. Navy, Transport and Provisions for foot soldiers, for horses, for chariots, for elephants, procuring food for soldiers, fodder for the animals Assess as a whole (3)
3. Ashoka tried to hold his empire together by propagating Dhamma. Its principles were simple and universally applicable. He ensured well being of his subjects. He appointed Dhamma Mahamatras (2)
(3+3+2 = 8)

OR

Page 96 - Book - I

- i) Stupas were built for keeping the relics of Buddha Assess as a whole (2)
- ii) Ashoka distributed the relics (remains) to erect stupas at every important place, towns and ordered construction of stupas over them. Assess as a whole (2)
- iii) Stupa (a sanskrit word meaning heal) originated as semi-circular mound of earth, later called Anda.

Later it evolved into a complex structure balancing round and square shapes. Above and below was the 'harmika', A balcony like structure that represented the abode of God. Arising from the Harmika was a mast called "yashti" of surmounted by a chhatra or umbrella. Around the mound was railing, separating the sacred space from the secular world.

(As a whole) (4)

2+2+4 = 8

Q20 Page - 177 - Book II

1.
 - i) The tanks were built at the mouth of two hills to create reservoirs
 - ii) To conduct it to city.
 - iii) To use it for irrigating fields, to serve the need of the royal centre.

Assess as a whole (2)

2.
 - i) The tank had three large pillars, handsomely carved with figures.
 - ii) These were connected above by certain pipes by which they get water for irrigation.
 - iii) broke down a hill to built tank
3.
 - i) Hirya canal is the most prominent water works.
 - ii) This canal drew water from a dam across Tungbhadra river and cultivated the valley that separated the sacred centre from the urban core.

Assess as a whole (2+2+4 = 8)

OR

Page 129 - Book II

1. There were two kinds of postal system.

Horse post, called 'ulaq', run by royal Horses stationed at every four miles.

1+1=2

DAWA - foot post stationed at 1/3 of a mile.

2. Couriers started from the city with the letter in his one hand and the rod with bell in other hand. He ran as fast as he could.

Men in the pavilion heard the bell ringing and used to get ready as soon as the courier reached; one of them used to take letter from his hand and run with speed shaking the rod till he reached the next Dawa.

The same process continued.

Assess as a whole (3)

- iii) Foot post system was a unique system, could have been successful if operated throughout the sub-continent. Goods, report of spies could have reached in different parts of the sub continent making things available to all. Even through this system information could have reached to sultan promptly. (As a whole) (3)

Q21 Page 282 - Book III

- i) The Sowkars did not give them loans easily because they were not sure of its return. Secondly they were not even to make their both ends meet. (2)
- ii) a) The ryot did not get clothes and grain from the Sowkar without difficulty.
- b) They were not forced to sign bonds on hard conditions.
- c) They were not given clothes and grains at cash rates but at the rates which were 25% to 50 % higher than the normal. (4)
- d) Their produce of fields was captured by the Sawkars.
- iii) The ryots could not pay inflated demands at a time when prices of cotton were falling and cotton fields were disappearing. Yet they had to turn towards them as there was no other source. (2)
- (Assess as a whole) 2+4+2=8

OR

Page 417 - Book III

- I. i) Partition was enforced by the introduction of 2 nation theory of Jinnah and others.
- ii) It was promoted by the British under their policy of divide and rule. (2)
- II. i) Sardar Patel's remarks are very logical and strong. He feels that a long time demand for separate electroate that we are two nations was a poison. (3)
- ii) There is no country where separate electrates are being followed.
- iii) It is for nobody's good as he feels we might be one someday.
- iv) It is the mischief of the British to keep us involved into such issues which are not in our interest.

- III. a) The most of the nationalist saw the demand for separate electorate as a measure deliberately introduced by the British to divide the people.
- b) Nationalists were haunted by the fear of continued civil war, riots and violence. Could turn one community against another - divided the nation, caused blood shed. (3)
- c) Harmful for the minorities. 2+3+3=8

Q.No. 22 & 23

The following questions are only for
Blind Candidates in lieu of the map questions

Q22 Page 30 - Book I

For Blind students only

Mahajanpadas:-

1. Kamboja (2) Gandhara (3) Shursena (4) Kuru (5) Panchala (6) Malla (7) Koshala (8) Vajji (9) Magadha (10) Vatsa (11) Chedi (12) Vanga (13) Anga (14) Avanti (15) Matsya (16) Kashi. (Any five)

Cities

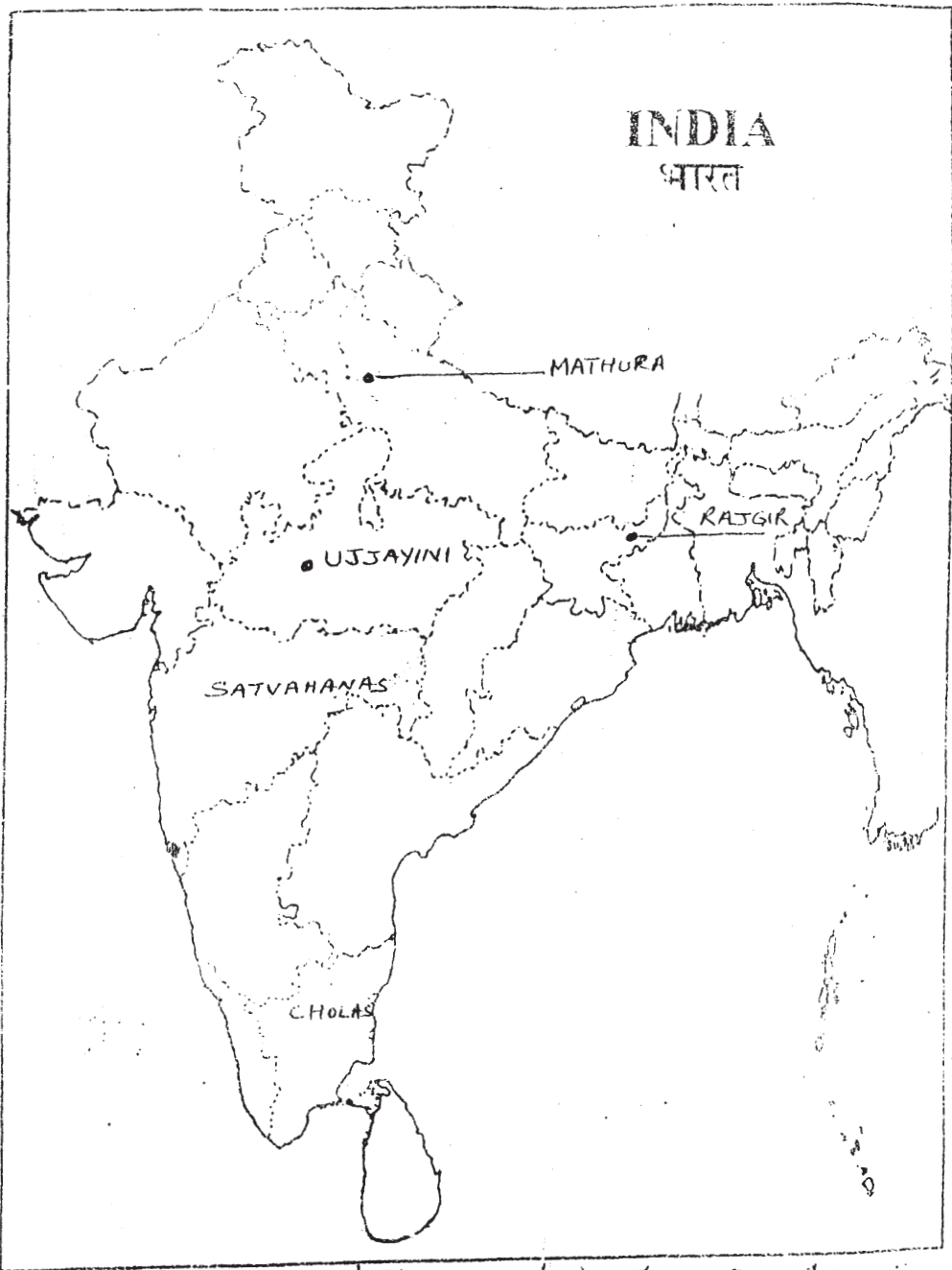
Taxila, Indraprastha, Mathura, Kusinagra, Vaishali, Rajgir, Varanasi, Kaushambi, Ujjayini. (Any five Mahajanpadas and Cities) (5)

OR

Amritsar, Dandi, Chauri Chaura, Bardoli, Bombay, Ahmedabad, Lahore, Champaran, Kheda, Karachi, Benaras. (Any five) (5)

Q23 Page No. 2 - Book No. 1

Harappa, Banawali, Kalibangan, Balakot, Rakhigadi, Dholavira, Nageshwar, Lothel, Mohenjodaro, Chanhudaro, Kot-Diji. (Any five) (5)



Pg 43 Bk I Mark and label following kingdoms and towns:

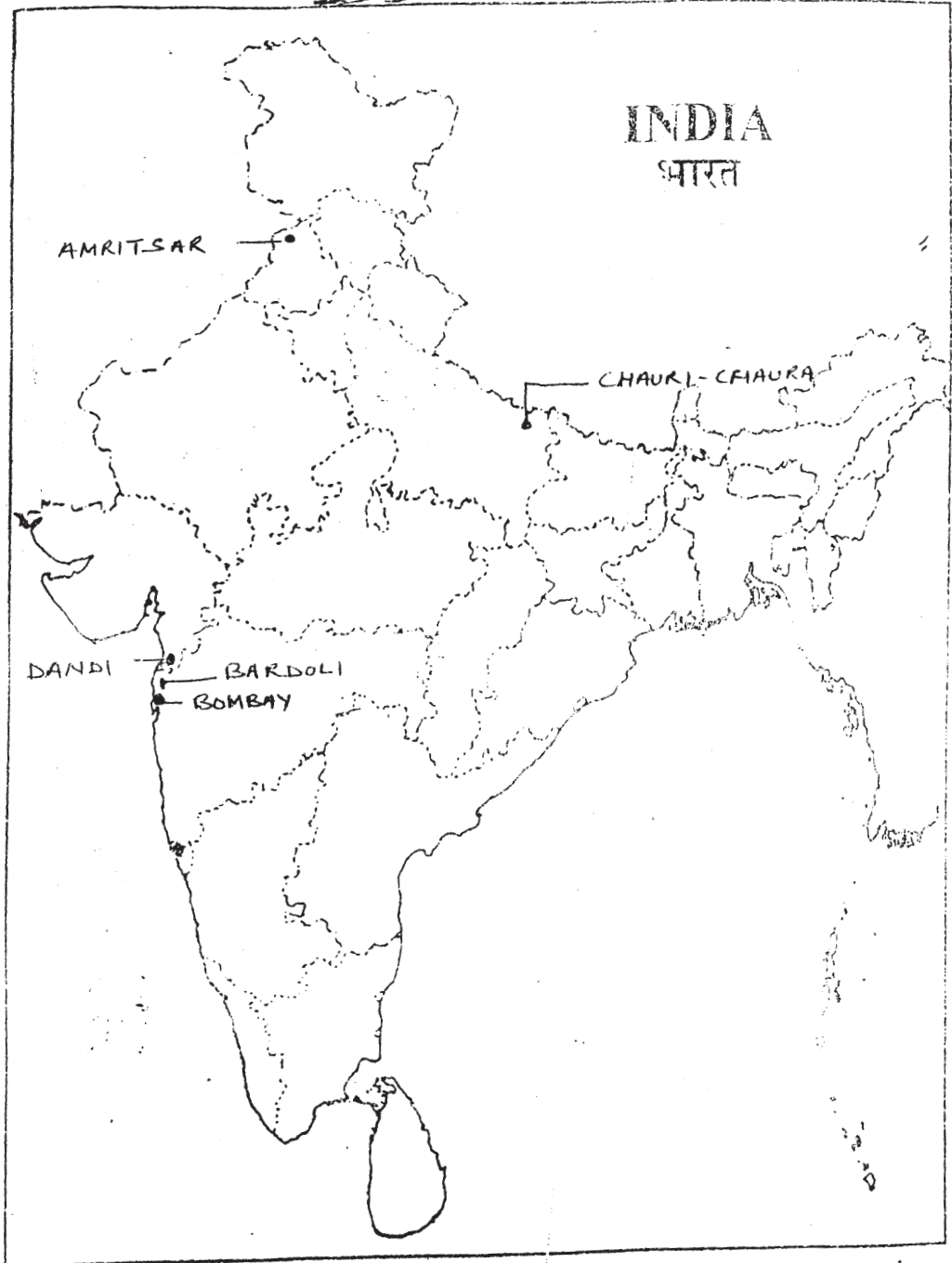
1. SATVAHANAS
2. CHOLAS
3. UJJAYINI
4. RAJGIR
5. MATHURA

1x5 = (5)

SET 61/1, 61/2, 61/3

Map for Question No. 22 OR Outside

प्रश्न संख्या : अं. लिए 23



Page No: 305 Bk III

MARK AND LABEL OF CENTRES OF NATIONAL MOVEMENT

- AMRITSAR
- DANDI
- CHAURI-CHAURA
- BARDOLI
- BOMBAY

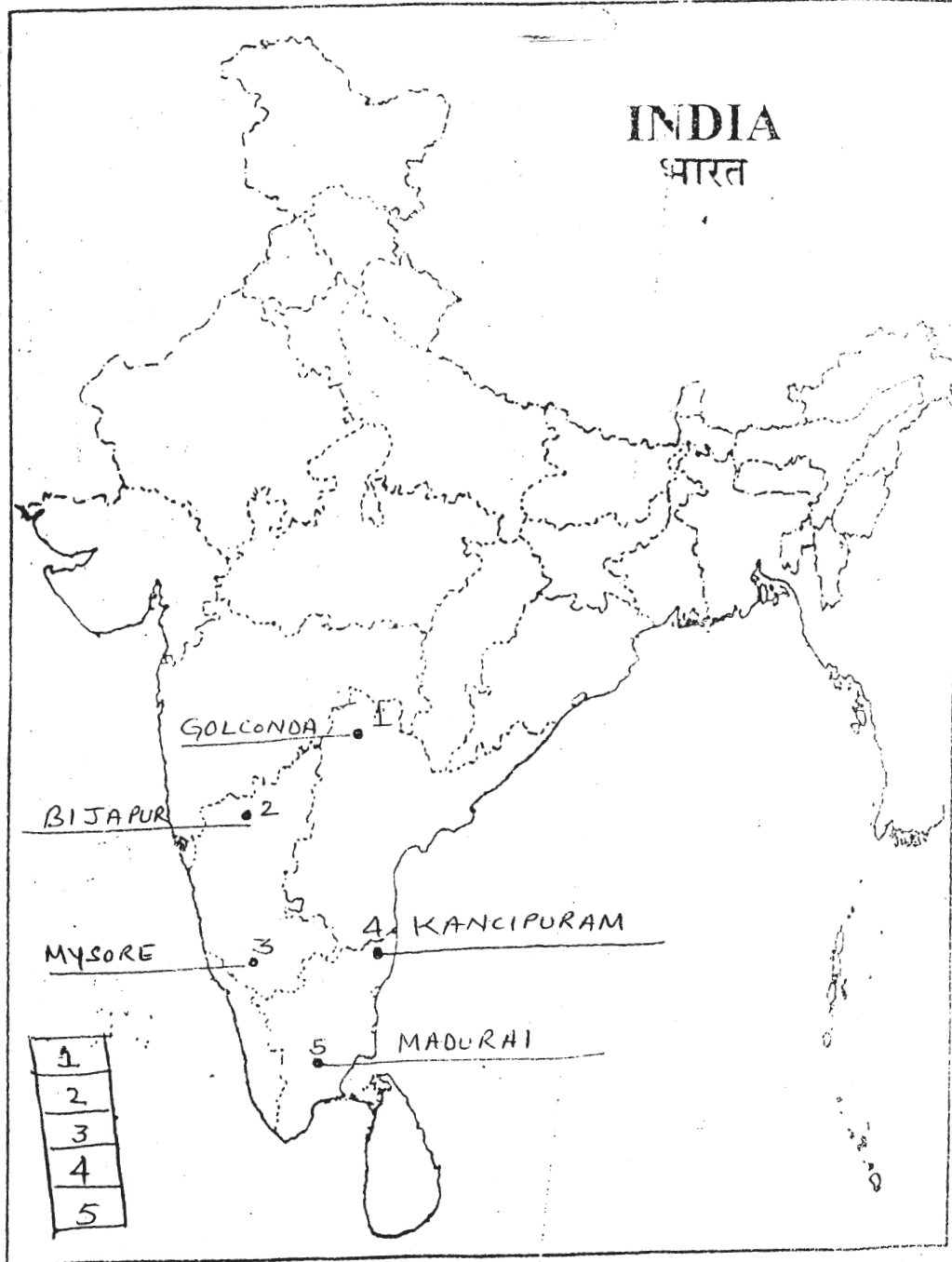
1 x 5 = (5)

Set 61/1, 61/2, 61/3

Map for Question No. 23

Cont Side

प्रश्न संख्या अंक लिए 23



38

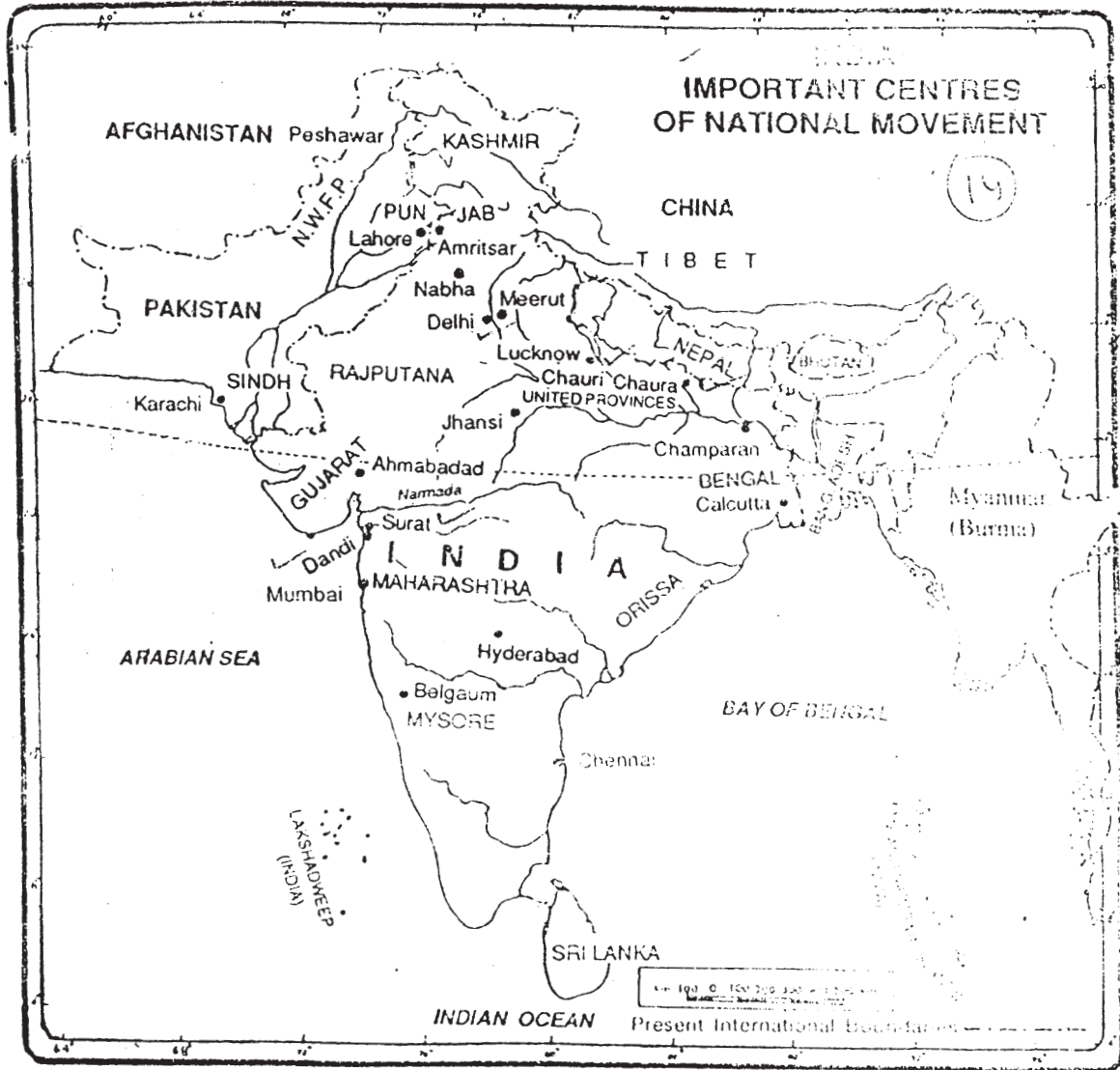
IDENTIFY AND WRITE THE NAMES:-

1. GOLCONDA
2. BIJAPUR
3. MYSORE
4. KANCHIPURAM
5. MADURAI

1XS = (5)

G. No. 22

OR



POLITICAL SCIENCE

Time allowed : 3 hours

Maximum Marks : 100

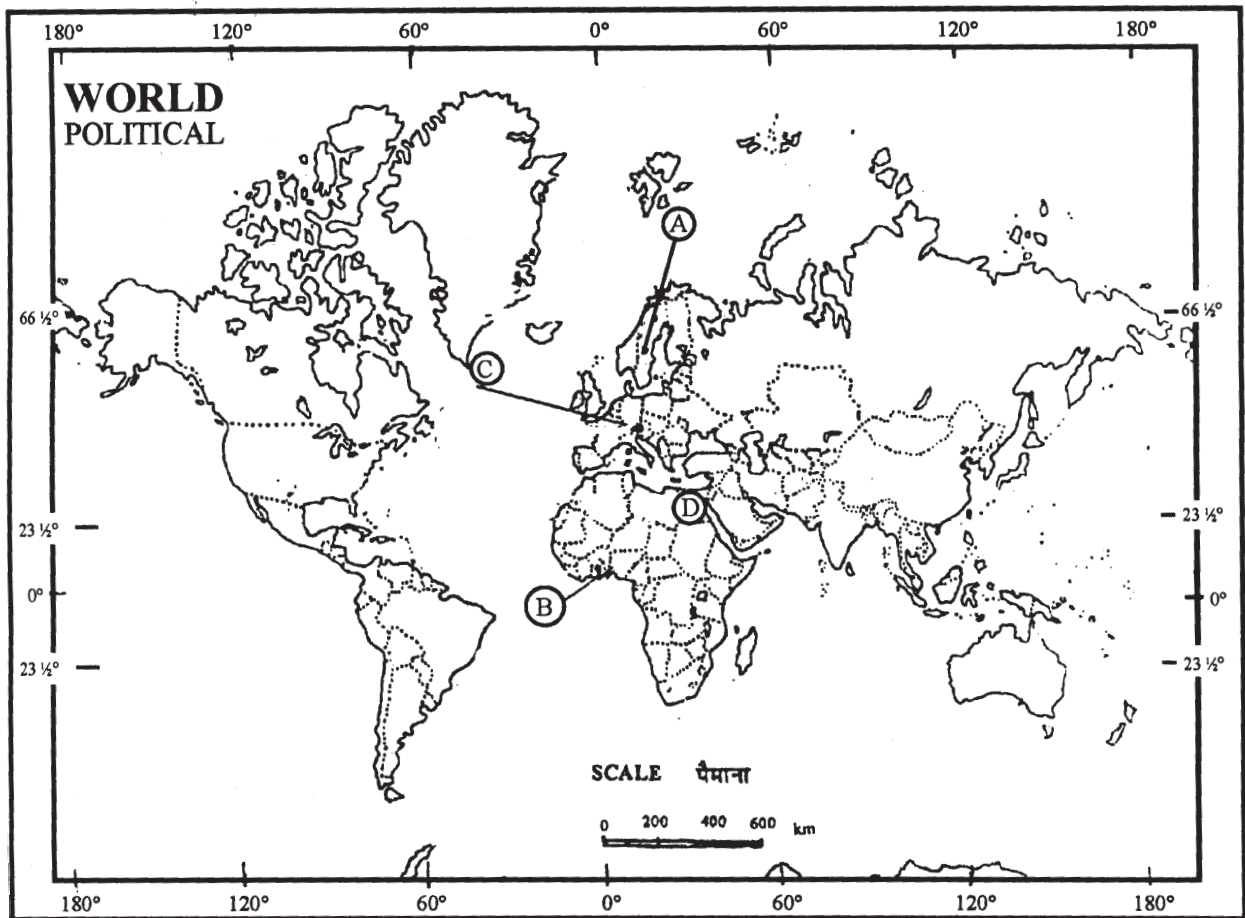
GENERAL INSTRUCTIONS :

- (i) *All questions are compulsory.*
- (ii) *Question numbers 1 to 10 are of **one** marks 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.*

QUESTION PAPER CODE 59/1/1

- | | | |
|-----|--|---------|
| 1. | What is "meant by US hegemony in world politics? | 1 |
| 2. | Name the member countries of SAARC. | 1 |
| 3. | What is 'Amnesty International' responsible for? | 1 |
| 4. | What is meant by global security? | |
| 5. | Why should the 'environmental concerns' be part of contemporary global politics? | 1 |
| 6. | How far is it correct to say that globalization results in the erosion of State sovereignty? | 1 |
| 7. | Which theory was behind the partition of India in 1947 ? | 1 |
| 8. | Give the full forms of the NPT and CTBT. | ½+½ = 1 |
| 9. | Who was P.C. Mahalanobis ? | 1 |
| 10. | Why did India not join either NATO or SEATO? | 1 |

11. What is Cold War? 2
12. Why is the fall of Berlin Wall in 1989 treated as the end of bipolarity? 2
13. What led to the formation of the European Union? 2
14. Does globalization lead to 'cultural homogenization' or 'cultural heterogenization' or both? Justify. 2
15. How can we protect the rights of the indigenous people with regard to environment? 2
16. Mention the role of Sardar Vallabhbhai Patel towards India's integration. 2
17. How has the method of voting changed from the first General Election of 1952 to the General Election of 2004 ? 2
18. Mention the causes of 'Kargil Conflict'. 2
19. Why did Dalai Lama seek refuge in India? 2
20. 'Regionalism does not imply separatism'. Explain. 2
21. India's policy of non-alignment has been criticised for being 'inconsistent' and 'unprincipled'. Do you agree? Why? 1 + 3
22. Study the given map of the world and answer the following questions in your Answer Book. $\frac{1}{2} \times 4 + \frac{1}{2} \times 4 = 4$
- (a) Identify and name the countries marked A, B, C and D respectively.
- (b) Write the names of the following U.N. Secretary Generals with the names of the countries they belonged to.
- (1) Dag Hammarskjold
- (2) Kurt Waldheim
- (3) Boutros Boutros-Ghali
- (4) Kofi A. Annan



For Blind Candidates only in lieu of Q. No. 22 :

Answer the following questions:

2 + 1 + 1 = 4

(a) Name the countries to which the following U.N. Secretary Generals belong:

- (1) Boutros Boutros-Ghali
- (2) Kofi A. Annan
- (3) Kurt Waldheim
- (4) Dag Hammarskjöld

(b) Who was the first Secretary General of the United Nations?

(c) Name the UN Secretary General who belonged to Asia.

23. What are the reasons behind the rise of international terrorism?

4

24. What is the significance of Kyoto Protocol? Is India a signatory to this protocol?

3 + 1 = 4

25.



Look at the cartoon given above carefully and answer the following questions:

- (a) Does the cartoon refer to a puppet government?
- (b) Describe the role of such a government in the Indian democratic set up.
- (c) What is meant by 'Support the Government from outside' ? 1+2+1= 4

For Blind candidates only in lieu of question No. 25 :

Answer the following questions:

- (a) What is a coalition government?
 - (b) What role does it play in the Indian democratic set up ?
 - (c) What is meant by 'support the government from outside' ? 1+2+1= 4
26. The phrase 'Aaya Ram, Gaya Ram' signifies which concept? Explain its impact on the Indian political system. 1 + 3 = 4
27. What was Godhra episode? What were its after-effects? 2+2= 4
28. Describe any two advantages and two disadvantages of 'coalition' government in India. 2+2=4
29. How did the prevalence of 'one-party dominance system' adversely affect the democratic nature of Indian politics? 4
30. Explain the rise of political violence in the North-Eastern part of India. 4
31. What is meant by 'Shock Therapy'? Assess its consequences on the post- communist regimes. 2 + 4 = 6

OR

Examine India's relationship with the former Soviet Union during the Cold War.

32. Evaluate India's changing relationship with USA. 4

OR

Analyse the role of USA in global war on terrorism after the attack on the World Trade Center on 9/11 in 2001.

33. Explain the factors responsible for the rise of the Chinese economy. 6

OR

Explain the vision of the ASEAN for 2020.

34. 'The emergency declared on June 25, 1975 is seen as a blur on Indian democracy.' Assess its impact on the party system in India. 6

OR

What is 'Naxalite Movement'? Evaluate its role in Indian politics:

35. Explain any three challenges for nation building faced by India at the time of its independence. 6

OR

Answer the following questions based upon the Presidential address of Mohammad Ali Jinnah at Karachi on August, 11, 1947 :

2+2+2=6

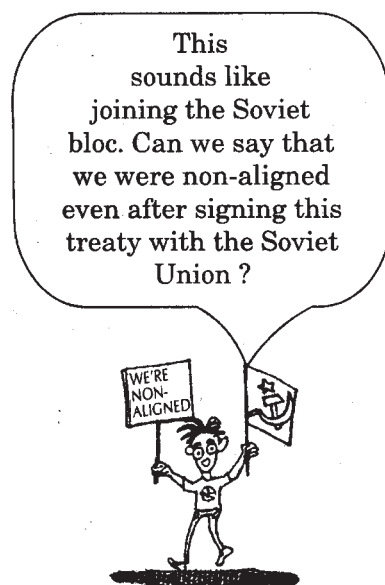
"We should begin to work in that spirit and in course of time all these angularities of the majority and minority communities, the Hindu community and the Muslim community - because even as regards Muslims you have Pathans, Punjabis, Shias, Sunnis and so on and among the Hindus you have Brahmins, Vaishnavas, Khattris, also Bengalees, Madrasis and so on - will vanish. ... You are free; you are free to go to your temples, you are free to go to your mosques or to any other place of worship in this State of Pakistan. You may belong to any religion or caste or creed - that has nothing to do with the business of the State."

- (a) Do you think that Jinnah's statement contradicts the theory which was the basis of the creation of Pakistan? Justify your answer.
- (b) What is the essence of Jinnah's statement in this passage?
- (c) To what extent did Pakistan live up to Jinnah's expectations in this passage?

QUESTION PAPER CODE 59/1

1. How is 9/11 important in the context of U.S.A. ? 1
2. In 1992 which regional organisation was formed?
3. “The United Nations was not created to take humanity to the heaven, but to save it from the hell.” - Dag Hammarskjold.
What is meant by this statement? 1
4. What is meant by ‘human security’ ? 1
5. Define indigenous population. 1
6. Which World Summit Conference was held at Rio in 1992 ? 1
7. Which party emerged as the second largest party in the 1952 General Elections? 1
8. In which State did the Indian National Congress face defeat in March 1957 Assembly Elections? 1
9. Choose the correct answer.
Indian foreign policy is affected by : 1
 - (a) cultural factors
 - (b) domestic factors
 - (c) international factors
 - (d) domestic and international factors
10. What is the meaning of Panchsheel ? 1
11. Why did the two super-powers try to control the smaller nations during the Cold War? 2
12. What is the relevance of the Non-Aligned Movement after the end of the bipolar world? 2
13. Who were the target of ‘Operation Enduring Freedom’ launched by the U.S. as part of the war on terrorism? 2

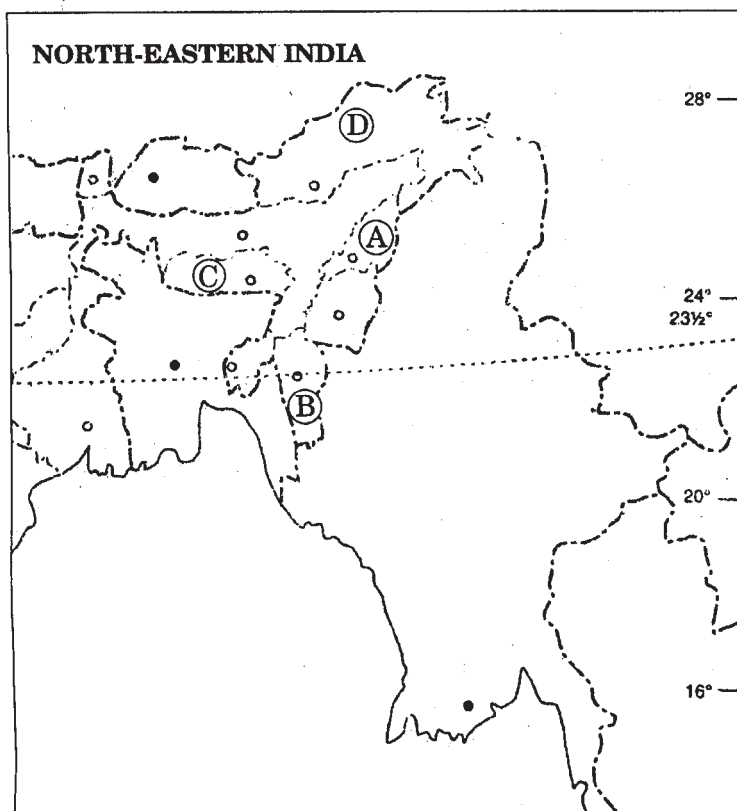
14. What is U.N.E.P. ? Mention its any two main functions. 1+½+½ = 2
15. Explain the concept of 'common but differentiated responsibility'. 2
16. Write the meaning and importance of economic planning in the Indian context. 1+1=2
17. What is meant by 'one-party dominance' in the Indian context? 2
18. Mention any two main reasons for the collapse of the Soviet Union. 1+1=2
19. What is meant by 'Shock Therapy' ? 2
20. When was India's New Economic Policy launched? Who was its chief architect? 1+1=2
21. What was Bandung Conference? Describe its outcomes. 2+2=4
22. What steps should be taken to strengthen the U.N.O. ? 4
23. Define globalization. Is it a multi-dimensional concept? Justify. 2+2=4
24. Describe the outcomes of States Reorganisation Commission appointed in 1953. 4
25. Explain the functioning of the Communist Party of India from 1920 to 1950. 4
26. What is meant by 'Privy Purses' ? Why did Indira Gandhi insist on abolishing them in 1970 ? 2+2=4
27. Look at the given cartoon and answer the following questions: 1+2+1=4



- (a) The cartoon refers to which treaty?
- (b) How can we say that we were non-aligned even after signing this treaty with the Soviet Union?
- (c) This treaty was signed to counteract which rival forces of India?

The following question is for Blind Candidates only in lieu of Q. No. 27.

- (a) Which treaty was signed between India and Soviet Union in 1971 ?
 - (b) How can we say that India remained non-aligned even after signing the above treaty?
 - (c) The above treaty was signed. to counteract which rival forces of India? 1+2+1= 4
- 28.** What lessons can we draw from the feeling of alienation in some parts of India? 4
- 29.** How did the Emergency of 1975 benefit the Indian democratic set-up? 4
- 30.** Study the map given below and answer the following questions: 2+2=4
- (i) Identify and match the four states marked (A), (B), (C) and (D) with Arunachal Pradesh, Mizoram, Nagaland and Meghalaya.
 - (ii) Write the capitals of these four states against the names of the respective states.



The following question is for Blind Candidates only in lieu of Q. No. 30.

The North-Eastern region of India shares the boundaries with which two countries?
Mention also the names of the capitals of the following states of the North-Eastern part of India:

1+1+4x½ = 4

- (a) Arunachal Pradesh
- (b) Mizoram
- (c) Nagaland
- (d) Meghalaya

31. Evaluate the New International Economic Order of 1970s. 6

OR

Assess India's role in Non-Aligned Movement.

32. Examine the factors responsible for the U.S. hegemony in the world politics. 6

OR

Analyse the main constraints to the U.S.' hegemony in the present day world.

33. Explain the role of the European Union as a supra-national organisation. 6

OR

What steps should be taken to strengthen the ASEAN in the international community?

34. How did the fourth General Elections (1967) in India change the dynamics of Indian politics? 6

OR

Evaluate the role of the 'Naxalite Movement' in India.

35. Mention any three social movements of India. Explain their main objectives. 2+2+2 = 6

OR

Answer the following questions based upon the following Press Report:

'Bharatiya Kisan Union wants agriculture out of WTO purview'

By our Staff Correspondent

Mysore, Feb. 15

The Bharatiya Kisan Union has warned of socio-economic upheavals in the country if India does not bargain to keep agriculture out of the purview of the World Trade Organisation.

Addressing a press conference here today, the Chief of the Union, Mahender Singh Tikait and its National' Coordinating Committee Convener, M. Yudhveer Singh warned of impending dangers if India goes ahead and agrees to the stipulations of the WTO in the next round of meetings scheduled to be held in Hong Kong in November.

Courtesy: The Hindu, February 16, 2005

- (a) What is B.K.U. ?
- (b) Why is it against the W.T.O. ?
- (c) What dangers are anticipated for Indian agriculture from the W.T.O. ?

MARKING SCHEME- POLITICAL SCIENCE

General Instructions

1. Please examine each part of the question carefully and allocate the marks allotted for the parts as given in the marking scheme. TOTAL MARKS FOR ANY ANSWER MAY BE PUT IN A CIRCLE ON THE LEFT SIDE WHERE THE ANSWER ENDS.
2. The answers given in the marking scheme are suggested answers. The content is thus indicative. The candidates may express the content in various forms. But, for the standardization of evaluation it is advisable to follow the marking scheme suggested here on the basis of expected content. However, full credit be given if any other relevant and correct definitions / points / answers are given by the candidate.
3. Wherever only three or a “given” number of examples/factors/points are expected, only 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 evaluating teachers. The actual total marks obtained by the candidates are of no concern to the evaluators.
5. Some of the questions relate to higher order thinking ability. These questions have been indicated with an asterisk. These questions are to be valued carefully. Hence, the student’s understanding/analytical ability be judged.
6. The Head-Examiners have to go through the first five answer-scripts evaluated by each evaluator to ensure that the evaluation has been carried out as per the instruction 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.

QUESTION PAPER CODE 59/1/1

EXPECTED ANSWERS/VALUE POINTS

- Q.1 What is meant by US hegemony in world politics? 1
- Ans U.S. hegemony in the world politics means superiority and dominance in the field of military, economy and culture.**
- Q.2 Name the member countries of SAARC. 1
- Ans (1) India (2) Pakistan (3) Bangladesh
(4) Nepal (5) Sri-Lanka (6) Bhutan
(7) Maldives.**
- *Q.3 What is 'Amnesty International' responsible for? 1
- Ans It prepares and publishes reports on Human Rights and is responsible for promoting respect for the same.**
- Q.4 What is meant by global security? 1
- Ans Global security is concerned with threats against issues of global warming, international terrorism, health epidemics like AIDS, Bird Flu etc.**
- Q.5 Why should the 'environmental concerns' be part of contemporary global politics? 1
- Ans No single government can address the environmental concerns in isolation. The concerns such as decrease in cultivable area, grasslands, safe water, natural forests and degradation of environment are related to the whole world.**
- *Q.6 How far is it correct to say that globalization results in the erosion of State sovereignty? 1
- Ans Yes, it does affect the State sovereignty to some extent because the state governments have to follow the international decisions on various global issues. For example, increase in the role of global market, advance technology, international laws concerned with environmental issues affect the sovereignty of the state governments to some extent.**
- Q.7 Which theory was behind the partition of India in 1947? 1
- Ans Two-nation theory.**

Q.8 Give the full forms of the NPT and CTBT. 1

Ans NTP : Non Proliferation Treaty.
CTBT : Comprehensive Test Ban Treaty

Q.9 Who was P.C. Mahalanobis? 1

Ans He was a planner/economist and was closely connected with the Second Five Year Plan.

Q.10 Why did India not join either NATO or SEATO? 1

Ans Due to the faith in the policy of Non-alignment.

Q.11 What is Cold War? 2

Ans Cold War is a situation where threat of war exists without resorting to actual war. It was the outcome of the emergence of U.S. and USSR as rival Super Powers.

Q.12 Why is the fall of Berlin Wall in 1989 treated as the end of bipolarity? 2

Ans The fall of Berlin Wall started the process of replacing pro-Soviet Bloc of the Communist governments in response to mass demonstrations. This led to the disintegration of USSR and resulted in the end of bipolarity.

Q.13 What led to the formation of the European Union? 2

Ans European Union was formed after the collapse of USSR to consolidate the process of reviving the shattered economies of European countries and to get massive U.S. financial help under the Marshal Plan.

*Q.14 Does globalization lead to 'cultural homogenization' or 'cultural heterogenization' or both? Justify? 2

Ans Candidates should be given credit for justification of any one of the following answers.

- a. **Globalization leads to cultural homogenization through fashion, eating habits, music etc.**
- b. **Globalization leads to cultural hetrogenization due to preserving national culture and heritage.**
- c. **Globalization leads to both by bringing in various changes while preserving their own national identity.**

Q.15 How can we protect the rights of the indigenous people with regard to environment? 2

Ans We can protect the rights of the indigenous people with regard to the environment through:

- (i) **institutional safeguards.**
- (ii) **creating social safety net.**

Q.16 Mention the role of Sardar Vallabhbhai Patel towards India's integration? 2

- Ans**
- (i) **Sardar Patel played a historic role in negotiating with the rulers of the Princely States by bringing them into the Indian Union.**
 - (ii) **The Princely States like Junagarh, Hyderabad, Manipur and Jammu & Kashmir were persuaded/forced to sign the Instrument of Succession to become a part of the Indian Union.**

Q.17 How has the method of voting changed from the first General Election of 1952 to the General Election of 2004? 2

Ans Changes from 1952-2004

- (i) **From one separate box for each candidate to one common box and common ballot-paper with names of the candidates and their respective symbols.**
- (ii) **From ballot-paper to Electronic Voting Machine (EVM)**
- (iii) **Introduction of Photo Identity Cards.**

*Q.18 Mention the causes of 'Kargil Conflict'. 1+1

Ans Causes of Kargil Conflict:

- (i) **Occupation by forces, claiming to be mujahideens, on the Indian side of L.O.C. in Mashkoh, Dras, Kaksar and Batalik areas.**
- (ii) **Involvement of the Pakistani Army.**

Q.19 Why did Dalai Lama seek refuge in India? 2

Ans When China annexed Tibet and suppressed its culture, the Tibetans rebelled. The Chinese forces crushed this rebellion. Consequently the situation worsened to such an extent that Dalai Lama, the spiritual head of the Tibetans, fled to India and sought refuge.

*Q.20 'Regionalism does not imply separatism'. Explain.

2

Ans Regionalism means giving preference to one's own region, seeking welfare of the people and development of their own region, whereas separatism means demand for a separate state to be carved out of the existing state.

1+3=4

*Q.21 India's policy of non-alignment has been criticized for being 'inconsistent' and 'unprincipled'. Do you agree? Why?

1 + 3 = 4

Ans No, I don't agree with the statement.

- **India has always consistently followed the policy of non-alignment on various international issues.**
- **India criticized Britain on the issue of Suez Canal.**
- **India has kept a distance from both the military blocs led by U.S.A and USSR respectively.**
- **Any other relevant point.**

Or

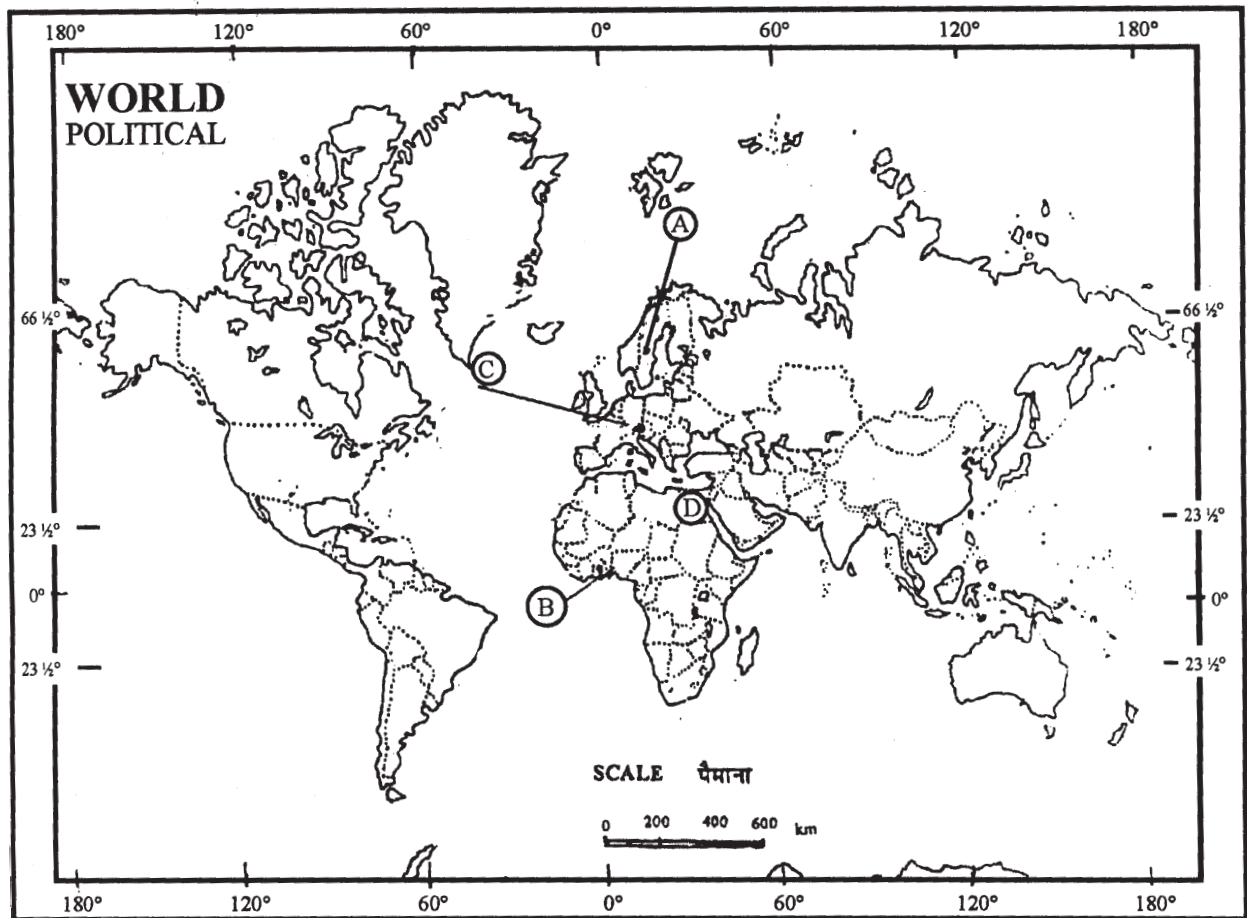
If a candidate agrees with the statement, he/she should be given marks that he/she deserves provided the arguments to support the answer are correct.

Q.22 Study the given map of the world and answer the following questions in your answer book

$\frac{1}{2} \times 4 + \frac{1}{2}$

$\times 4 = 4$

- (a) Identify and name the countries marked A, B, C and D respectively.
- (b) Write the names of the following U.N. Secretary Generals with the names of the countries they belonged to:
 - (i) Dag Hammarskjöld
 - (ii) Kurt Waldheim
 - (iii) Boutros Boutros-Ghali
 - (iv) Kofi A. Annan



Ans (a) A _____ Sweden

B _____ Ghana

C _____ Austria

D _____ Egypt

(b) (i) Dag Hammarskjöld _____ Sweden

(ii) Kurt Waldheim _____ Austria

(iii) Boutros Boutros-Ghali _____ Egypt

(iv) Kofi A. Annan _____ Ghana

For Blind Candidates only in lieu of Q N. 22.

Answer the following questions:

- (a) Name the countries to which the following U.N. General Secretary belong
- (i) Boutros Boutros-Ghali
 - (ii) Kofi A. Annan
 - (iii) Kurt Waldheim
 - (iv) Dag Hammarskjöld
- (b) Who was the first Secretary General of the United Nations?
- (c) Name the UN Secretary General who belonged to Asia.

- Ans**
- (a) (i) **Egypt**
(ii) **Ghana**
(iii) **Austria**
(iv) **Sweden**
- (b) **Trygve Lie of Norway**
- (c) **U Thant of Burma (Myanmar)**

Q.23 What are the reasons behind the rise of international terrorism?

4

- Ans**
- (i) **Fundamentalism**
(ii) **American hegemony**
(iii) **Ineffectiveness of U.N.**
(iv) **Unbalanced growth of economy**
- Or any other relevant point, to be explained briefly.**

Q.24 What is the significance of Kyoto Protocol? Is India a signatory to this protocol?

3 + 1 = 4

Ans **Kyoto protocol is an international agreement setting targets for industrialized countries to cut their green house gas missions.**

Q.25 Look at the cartoon carefully and answer the following questions:

1+2+1=4

- (a) Does the cartoon refer to a puppet govt.?
- (b) Describe the role of such a government in the Indian democratic set up.
- (c) What is meant by 'support from outside'?



Ans (a) Yes

- (b) (i) Unstable government.**
- (ii) Weakens the functioning of democratic set up.**
- (iii) Policy decisions are generally deferred.**

Or any other relevant point.

- (c) It means to support the functioning and process of the government without joining it.**

For Blind Candidates only in lieu of Q. No. 25 :

Answer the following questions:

- (a) What is a coalition government?**
- (b) What role does it play in the Indian democratic set up?**
- (c) What is meant by 'support the government from outside'?**

Ans (a) A coalition government is formed by a combination of political parties.

- (b) It provides an alternative government. It gives a chance of wider participation to the parties joining the Co-alition**
- (c) It means to support the functioning and process of the government without joining it.**

(or) any other relevant point

Q.26 The phrase 'Aaya Ram, Gaya Ram' signifies which concept? Explain its impact on the Indian political system?

1 + 3 = 4

Ans 'Aaya Ram, Gaya Ram' signifies defection from one party to another i.e. political opportunism to gain power.

Impact on Indian political system

- (i) It supports political opportunism,
 - (ii) It leads to Political instability,
 - (iii) Gives rise to corruption.
- (OR) any other relevant point.

Q.27 What was Godhra episode? What were its after-effects? 2 + 2 = 4

Ans Godhara episode 2002 (Gujrat) was instigated by burning of the train, returning from Ayodhya, carrying Karsewaks. Muslims were suspected to be behind this episode. This incident gave rise to widespread communal violence resulting in the death of 1100 people. 2

After effects: 2

- (i) Wide spread violence.
- (ii) National Human Rights Commission criticized the Gujrat government's role due to failure to control the violence.
- (iii) Election Commission postponed the assembly elections.

Or any other valid point.

Q.28 Describe any two advantages and two disadvantages of 'coalition' government in India. 2 + 2 = 4

Ans Advantages:

- i. Provides an alternative in case of hung legislatures.
- ii. Provides opportunity for wider participation.
- iii. Provides representation to different regional parties at the national level.

Disadvantages:

- i. Leads to instability.
- ii. Encourages opportunism.
- iii. Breeds corruption.

to be explained briefly.

*Q.29 How did the prevalence of 'one-party dominance system' adversely affect the democratic nature of Indian politics? 4

Ans (i) One party dominance prevented the growth of other political parties.

(ii) **View point of opposition parties remained neglected.**

(iii) **Encouragement to hero worship.**

(iv) **Limited the choice of the voters.**

to be explained briefly.

Q.30 Explain the rise of political violence in the North-Eastern part of India.

4

Ans Political violence in the North Eastern part of India rose as the 'local' communities opposed 'outsiders' and migrants (Bangladeshi). They considered the outsiders and migrants as encroachers on scarce resources like land, employment opportunities and political power.

Q.31 What is meant by 'Shock Therapy'? Assess its consequences on the post-communist regimes.

2 + 4 = 6

Or

Examine India's relationship with the former Soviet Union during the Cold War.

Ans The process of transition from an authoritarian socialist system to a democratic capitalist system after the collapse of USSR is known a shock therapy which was advocated by the World Bank and the liberal economies.

Consequences:-

1. **In Russia, the large state-controlled industrial complex collapsed.**
2. **90% of its industries were put up for sale to private individuals and companies.**
3. **The value of Ruble declined dramatically.**
4. **Market forces dominated over the industrial policies.**
5. **The traditional system of social welfare was destroyed.**
6. **Widespread food scarcity.**

OR

1. **India had friendly relations with former USSR during the cold war period.**
2. **India had signed the Treaty of Peace and Friendship in 1971.**
3. **USSR supported India on Kashmir issue in UN throughout.**

Or any other relevant point.

Q.32 Evaluate India's changing relationship with USA.

6

Or

Analyse the role of USA in global war on terrorism after the attack on the World Trade Center on 9/11 in 2001.

Ans During the cold war era, the relations between India –and the US were not cordial. But in recent times the relations have improved:

- **The US absorbs about 65% of India's total exports in the software sector.**
- **35% of technical staff of Boeing is estimated to be of Indian Origin.**
- **There are 300,000 Indian workers in Silicon Valley.**
- **15% of all high tech start ups are by Indian Americans.**

Or any other valid point – to be explained briefly.

OR

The US response to 9/11 was swift and ferocious. As a part of its global war on terror, the US launched operation 'Enduring Freedom' against all those suspected behind the attack, mainly Al-Qaeda and the Taliban regime in Afghanistan which was easily overthrown. The US forces made arrests all over the world and some of them have been kept in Guantalamo Bay near Quba to avoid the international interference.

– to be explained briefly.

*Q.33 Explain the factors responsible for the rise of the Chinese economy.

6

Or

Explain the vision of the ASEAN for 2020.

Ans 1. Open door policy.

2 x 3 = 6

2. End of political and economic isolation with the establishment of relations with USA.

3. Privatisation of land and agriculture and industry.

4. Creation of special economic zones.

5. New trading laws to boost up the foreign trade.

Or any other relevant point – to be explained briefly.

OR

3 x 2 = 6

1. Vision 2020 has defined an outward-looking role for ASEAN in the international community.

2. **To encourage negotiation over conflicts in the region.**
3. **Annual meeting to discuss East Asian cooperation.**

Or any other valid point. – to be explained briefly.

Q.34 'The emergency declared on June 25, 1975 is seen as a blur on Indian democracy.'
Assess its impact on the party system in India.

6

Or

What is 'Naxalite Movement'? Evaluate its role in Indian politics.

- Ans ● **It ended the era of one party dominance.**
- **Era of colition government started at the national level.**
 - **Emergence of a new political coalition named 'Janta Party.'**
 - **The middle class castes from North India moved away from Congress and extended support to Janta Party.**
 - **Political accountability was established.**
- Or any other valid point.**

Or

Naxlite movement is a peasant uprising that took place in 1967 in Naxalbari police station of Darjeeling in West Bengal under the leadership of Charu Majumdar. The Naxalite Movement used force to snatch land from the rich landowners and gave it to the poor and the landless. It's supporters advocated the use of violent means to achieve their political goals

Role in Indian Politics

- i) **The process of land reforms was promoted,**
- ii) **It did not remain limited to West Bengal only but spread to other states also.**
- iii) **This movement awakened the poor and landless,**
- iv) **The movement splintered into many parties and organizations for example CPI – ML.**
- v) **Its effect was felt more in backward areas.**

Q.35 Explain any three challenges for nation building faced by India at the time of its independence.

6

Or

Answer the following questions based upon the Presidential address of Mohammad Ali Jinnah at Karachi on August, 11, 1947

2+2+2=6

“We should begin to work in that spirit and in course of time all these angularities of the majority and minority communities, the Hindu community and the Muslim community - because even as regards Muslims you have Pathans, Punjabis, Shias, Sunnis and so on and among the Hindus you have Brahmins, Vaishnavas, Khattris, also Bengalees, Madrasis and so on - will vanish. ... You are free; you are free to go to your temples, you are free to go to your mosques or to any other place of worship in this State of Pakistan. You may belong to any religion or caste or creed - that has nothing to do with the business of the State.”

- (a) Do you think that Jinnah’s statement contradicts the theory which was the basis of the creation of Pakistan? Justify your answer.
- (b) What is the essence of Jinnah’s statement in this passage?
- (c) To what extent did Pakistan live up to Jinnah’s expectations in this passage?

- Ans**
- 1. **To shape an integrated and united nation and accommodate diversities.**
 - 2. **To establish and maintain the democratic system in India.**
 - 3. **To ensure development and welfare of all sections of society.**
 - 4. **Integration of princely states in Indian Union.**
 - 5. **Influx of refugees and their rehabilitation.**

(any three) – to be briefly explained

OR

2+2+2

- (a) **Yes, it does contradict the Two-Nation Theory propounded by Jinnah. The Right to freedom of religion as mentioned in the statement clearly contradicts the spirit of Two-Nation Theory. So the answer is justified.**
- (b) **Secularism**
- (c) **Pakistan failed to live up to the expectations of Jinnah.**

QUESTION PAPER CODE 59/1

EXPECTED ANSWERS/VALUE POINTS

1. How is 9/11 Important in the context of U.S.A. ?

1

Ans. It is important because :

- a) The twin towers of World Trade Centre were attacked.

- b) It was the first major terrorist attack on USA since its foundation.
or any other relevant point. (any one)
2. In 1992 which regional organization was formed. 1
Ans. European Union
3. “The United Nations was not created to take humanity to heaven but to save it from the hell” – Dag Hammarskjöld.
What is meant by this statement ? 1
Ans. The statement implies that the UNO was formed to maintain international peace and security. However, it might not be able to solve all the problems of the world.
4. What is meant by ‘human security’ 1
Ans. Human security refers to the protection of people from any type of threat more than the protection of the state.
5. Define indigenous population. 1
Ans. Indigenous people are those who inhabited the present territory of a country at the time before persons of different culture or ethnic origins arrived there from other parts of the world.
6. Which World Summit Conference was held at Rio in 1992 ? 1
Ans. United Nations Conference on Environment and Development (The Earth Summit).
7. Which party emerged as the second largest party in the 1952 General Elections ? 1
Ans. The Communist Party of India (C.P.I.)
8. In which State did the Indian National Congress face defeat in March 1957 Assembly election ? 1
Ans. Kerala
- *9. Choose the correct answer. 1
Indian foreign policy is affected by
- cultural factors
- domestic factors
- International factors
- Domestic and international factors.
Ans. Domestic and international factors.

10. What is the meaning of Panchsheel. 1
- Ans. Five principles for peaceful co-existence. It was signed between India and China in 1954.
11. Why did the two super-powers try to control the smaller nations during the cold war ? 1+1=2
- Ans. To gain access to :
- a) vital resources such as oil and minerals.
 - b) the territory from where the super powers could launch their weapons and troops.
 - c) locations where they could spy on each other.
 - d) pay for military expenses.
- (any two)
- *12. What is the relevance of Non-Aligned Movement after the end of the bi-polar world? 2
- Ans. It is relevant to :
- (a) check U.S.A. the only super power from taking unilateral decisions.
 - (b) the issues like democracy, disarmament, human rights etc are as relevant today as earlier.
 - (c) present a united front at various world forums. (any two)
13. Who was the target of 'Operation Enduring Freedom' launched by the US as part of the war on terrorism ? 2
- Ans. (a) Taliban
- (b) Al-Qaeda
- (c) All those who were behind the 9/11 attack on WTC in U.S.A.
14. What is UNEP ? Mention its any two main functions. 1+1/2+1/2=2
- Ans. United Nations Environment Programme.
- Functions: a) To hold conferences on environmental issues,
- b) To promote detailed studies to get more co-ordinated and effective response to the environmental problems.
- c) To create environmental awareness on global warming. (any two)
- *15. Explain the concept of 'Common but differentiated responsibility'. 2

Ans. 'Common but differentiated responsibility' signifies that states have common but differentiated responsibilities over various issues on global environmental degradation. For instance, the developed countries of the North want to discuss the environmental issues and want every one to be equally responsible for ecological conservation. The developing countries of the South on the other hand feel that much of the ecological degradation is due to the industrial development undertaken by the developed countries.

16. Write the meaning and importance of economic planning in the Indian context ? 2

Ans. The economic planning is a process of development. It implies the utilization of available resources of a country for the realization of certain objectives, e.g. acceleration of the process of development. It is indeed, important that India ensures her growth through the economic planning, which is necessary for the developmental process.

17. What is meant by 'one-party dominance' in the Indian context ? 2

Ans: One party dominance means dominance of a particular political party in an openly competitive multi-party system. In India, the Congress party dominated the political scene from 1952 – 1977.

18. Mention any two main reasons for the collapse of the Soviet Union ? 1+1=2

Ans. The main causes of the collapse of the Soviet Union were :

- a) Weak system and economic stagnation
 - b) Political and administrative causes.
 - c) Gorbachav's reform policies.
 - d) Rise of nationalism and desire of various Republics to become sovereign.
- (any two)

19. What is meant by 'Shock Therapy' ? 2

Ans. Shock Therapy was a state of affairs which signifies the collapse of communism followed by a painful process of transition from an authoritarian socialist system to a democratic capitalist system.

20. When was India's New Economic Policy launched ? Who was its Chief Architect ? 1+1=2

Ans. India's new economic policy was launched in June 1991.

The Chief Architect Prime Minister Mr. Narasimha Rao/ Dr. Manmohan Singh

21. What was Bandung Conference ? Describe its outcomes. 2+2=4

Ans. It was a conference on Afro-Asian unity held at Bandung (Indonesia), in 1955. It marked the peak of India's engagement with the newly independent Afro-Asian countries. It led to the establishment of NAM. Nehru was the co-founder of NAM.

22. What steps should be taken to strengthen the U.N.O. ? 4

Ans. The various steps are :

- a) The Security Council should be made more representative of the contemporary political realities.
- b) To abolish the Veto system.
- c) Increase the number of permanent members in the Security Council.
- d) To make representation in the Security Council more equitable in terms of geographical representation.

*23. Define globalization. Is it a multi-dimensional concept ? Justify. 2+2=4

Ans. Globalisation is a concept that deals with the flow of various kinds of ideas, capital, commodities and people moving from one country to another.

It is a multi-dimensional concept. It has political, economic and cultural manifestations. It's impact is also uneven – while it affects some societies more than others.

24. Describe the outcomes of States Reorganisation Commission appointed in 1953. 4

- Ans.
- a) The States Reorganisation Commission was appointed to look into the question of re-drawing of the boundaries of the States.
 - b) The Commission accepted that the boundaries of the States should reflect the boundaries of different languages.
 - c) The Reorganisation Act was passed in 1956 on the basis of this report.
 - d) As a result, 14 States and six Union Territories were created.

25. Explain the functioning of the Communist Party of India from 1920 to 1950. 4

- Ans.
- a) The Communist group emerged in early 1920s inspired by the Bolshevik Revolution in Russia, advocating socialism as the solution to problems in India.
 - b) From 1935 the Communists worked mainly from within the fold of the Indian National Congress.
 - c) Both parted ways in 1941, when Communists decided to support Britain.

- d) The Communists in 1947 thought that the transfer of power was not true independence and encouraged violent uprisings in Telengana.

26. What is meant by 'Privy Purses' ? Why did Indira Gandhi insist on abolishing them in 1970 ?

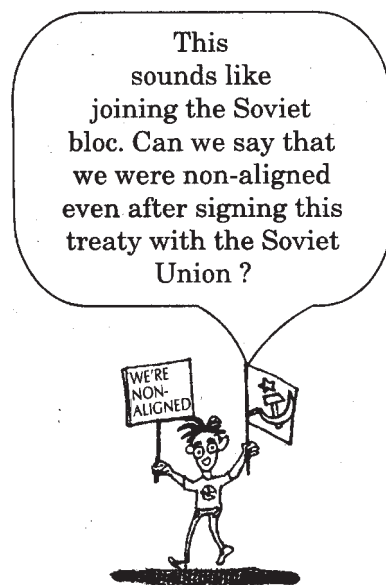
4

Ans. When the Princely States acceded to India, they were promised a grant or government allowance. This allowance was based on heredity and measured on the basis of the extent, revenue and potential of the merging state.

This was against the principle of equality and social and economic justice as laid down in the Indian Constitution. This was criticised by Nehru from time to time. Prime Minister Indira Gandhi too supported the demand. She made it a major election issue in 1971 and got public support. Following the 1971 elections, the Constitution was amended to remove legal obstacles for abolition of 'privy purses'.

27. Look at the given cartoon and answer the following questions :

1+2+1=4



- a) The cartoon refers to which treaty ?
- b) How can we say that we were non-aligned even after signing this treaty with the Soviet Union ?
- c) This treaty was signed to counteract which rival forces of India ?

Ans. a) The cartoon refers to the Treaty of Friendship signed in 1971 between India with the USSR.

- b) (i) The Indian government's view was that India needed diplomatic and military support during the Bangladesh crisis and U.S.S.R was willing to help.

- (ii) Also this treaty did not stop India from having good relations with other countries including the U.S.
- c) This was to counter the growing nexus between China, U.S. and Pakistan.

For Blind Students only in lieu of Q. No. 27-

- (a) Which treaty was signed between India and Soviet Union in 1971?
- (b) How can we say that India remained non-aligned even after signing the above treaty?
- (c) The above treaty was signed to counteract which rival forces of India. 1+2+1

- Ans. (a) Peace and Friendship Treaty 1971.
- (b) India was always supporting the policies and programme of the Non-Aligned Movement.
 - (c) The nexus of China, Pakistan and USA.

*28. What lessons can we draw from the feeling of alienation in some parts of India ? 4

Ans. The lessons are :

- i) Regional aspirations are a part of democratic politics. Even in small countries eg. U.K. there are aspirations in Scotland, Wales etc. (any one example).
- ii) The best way to respond to regional aspirations is through democratic negotiations rather than suppression.
- iii) There should be adequate power sharing groups and parties from the region.
- iv) The farsightedness of the makers of the Constitution in dealing with questions of diversity and flexibility of the federal system. (Explain briefly any two)

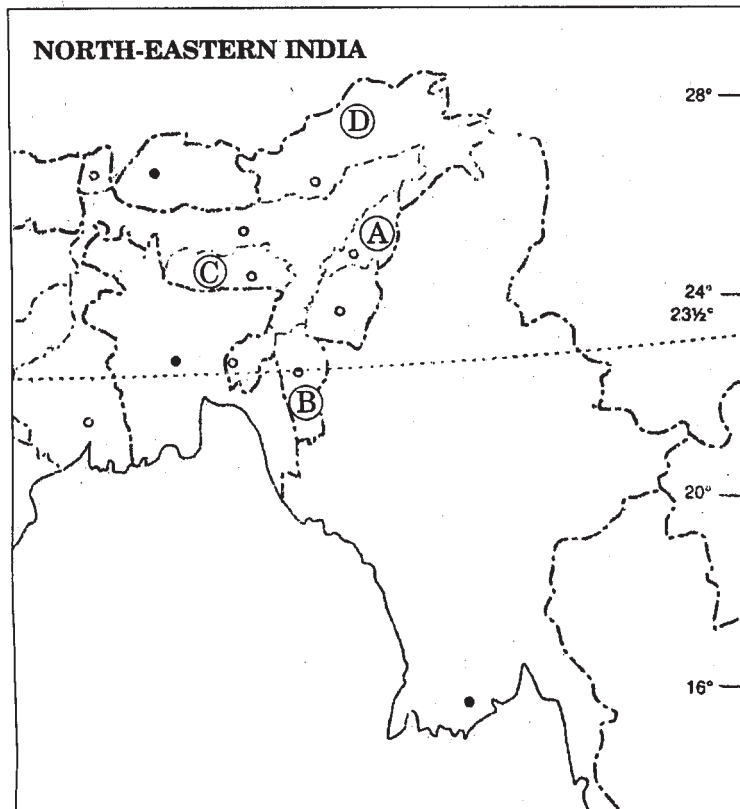
29. How did the Emergency of 1975 benefit the Indian democratic set-up ? 4

- Ans. i) One lesson of the Emergency is that it is extremely difficult to do away with democracy in India.
- ii) The ambiguities regarding the emergency provisions in the Constitution have since been rectified.
 - iii) Emergency can be proclaimed only on the grounds of armed rebellion. Advice to be given in writing to the president by the Council of Ministers.

30. Study the map given below and answer the following questions: (2+2=4)

- i) Identify and match the four states marked (A), (B), (C) and (D) with Arunachal Pradesh, Mizoram, Nagaland and Meghalaya.

- ii) Write the capitals of these four states against the names of the respective states.



- Ans. (a) (A) Nagaland (B) Mizoram
(C) Meghalaya (D) Arunachal Pradesh

D. Arunachal Pradesh – Itanagar

B. Mizoram – Aizwal

A. Nagaland – Kohima

C. Meghalaya – Shillong

For Blind students only in lieu of Q. No. 30

The North Eastern regions of India shared the boundry with which two countries ?

Mention also the names of the capitals of the following states of the North Eastern part of India:

- (a) Arunachal Pradesh
(b) Mizoram
(c) Nagaland
(d) Meghalaya

Ans. Mynamar and Bangladesh

States	Capitals
(a) Arunachal Pradesh	Itanagar
(b) Mizoram	Aizwal
(c) Nagaland	Kohima
(d) Meghalaya	Shillong

*Q-31. Evaluate the New International Economic Order of 1970s.

Ans. The Non-Aligned countries were categorized as the Least Developed Countries (LDC's). For them to be truly independent, economic development was vital. Without sustained development they would remain dependent on the richer countries including the colonial powers from which political freedom had been achieved. This is how the idea of a New International Economic Order originated.

- In 1972 the United Nations Conference on Trade and Development (UNCTAD) brought out a report proposing a reform of the global trading system so as to :

- i) Give LDC's control over their natural resources.
- ii) Obtain access to western markets so that LDC's can sell their products.
- iii) Reduce cost of technology from the western countries.
- iv) Provide LDC's with greater role in international economic institutions.

- Gradually non-alignment gave greater importance to economic issues.

- By the mid 1970s, they had become the most important issues. As a result NAM, became a significant economic pressure group.

OR

Assess India's role in Non – Aligned Movement.

Ans. As a leader of NAM, India's response to the ongoing Cold War was:

- 1) It took particular care in staying away from the two alliances.
- 2) It raised its voice against the newly decolonized countries becoming part of these alliances.
- 3) India's policy was neither negative nor positive – NAM was not a policy of fleeing away.
- 4) India was in favour of actively intervening in world affairs to soften cold war rivalries.

- 5) India tried to reduce the differences between the alliances and thereby prevent differences from escalating into a full-scale war.
- 6) India chose to involve other members of the Non-Aligned group in this mission. India tried to activate those regional and international organizations which were not a part of the alliances led by the US and the former USSR.
- 7) Nehru reposed great faith in a genuine commonwealth of free and 'co-operating nations' that would play a positive role in softening, if not ending the cold war.
Or any other relevant point.

India's policy of NAM was also criticized on a number of counts. Two of them are:

- 1) India's non-alignment was said to be 'unprincipled'. India refused to take a firm stand on certain crucial international issues.
- 2) It is suggested that India was inconsistent and took contradictory postures eg: the signing of the Treaty of Friendship in August 1971 with the USSR for 20 years.

32. Examine the factors responsible for the U.S. hegemony in the world politics.

6

Ans. Hegemony means the capability to influence or control other's behaviour so as to make them do what you desired. With the end of the cold war, the world turned unipolar. US's hegemony or hold over world politics was established.

Following are the factors responsible for the U.S. hegemony.

- i) Military domination, economic powers.
- ii) Political clout
- iii) Cultural dominance/ superiority.

The US hegemony was evident in the First Gulf War, the UN operation 'Desert Storm' was essentially American. For the first time the world saw the military might and technological superiority of the US.

The collapse of the Soviet Union left the world with only a single power. U.S hegemony is recognised because of its Hard power, Structural power and Cultural power.

OR

Analyse the main constraints to the U.S. hegemony in the present day world.

Ans. It would be wrong to think that there are no constraints on US hegemony. A number of factors contribute to these constraints.

1. Institutional architecture : It is based on the theory of "Checks and Balances"
A system of separation of power between the three branches of the government

places significant brakes upon the unrestrained and immoderate exercise of America's military power by the executive branch.

2. Mass media: No Government control over mass media. It acts as a pressure group and has a major role in influencing government decisions and policies.
3. NATO and America's Allies : The end of the cold war led to the formation of NATO. After the disintegration of Soviet Union such countries also joined this military alliance who once used to be allies of Russia during the Cold War. The US obviously has a great deal of interest in keeping the alliance and, therefore, it is possible to moderate the exercise of US hegemony.

33. Explain the role of the European Union as a supra-nation organization.

6

OR

What steps should be taken to strengthen the ASEAN in the international community ?

Ans. As a supra-nation organization, the E.U:

- 1) has economic, political, diplomatic and military influence.
- 2) is the world's biggest economy with a GDP of slightly larger than that of the US.
- 3) currency 'Euro' is strongest and can pose a threat to the dollar.
- 4) share of world trade is three times that of the US allowing it to be assertive in trade disputes between the U.S. and China. It can exert influence over its neighbours – Asia and Africa. Has an important say in WTO.
- 5) E.U. countries France and Britain are permanent members of the UN Security Council.
- 6) has been effective in its dialogue with China on human rights and environmental degradation.
- 7) has combined armed forces which are second largest in the world. Britain and France also possess approximately 5.50 nuclear war heads.

So, the EU is able to intervene in economic, political and social areas.

(any six points)

OR

What steps should be taken to strengthen the ASEAN in the international community?

6

Ans. Unlike the EU, there is little desire in ASEAN for supernational structures and institutions. With some of the fastest growing economies in the world, ASEAN broadened its objectives beyond the economic and social spheres. It established an

ASEAN Community comprising three pillars the ASEAN Security Community, the ASEAN Economic Community and the ASEAN Socio-cultural Community.

- 1) By 2003 ASEAN had several agreements by which member states promised to uphold peace, neutrality, co-operation, non-interference, and respect for national differences and sovereign rights. There should be an effective forum to resolve disputes.
 - 2) While the ASEAN region as a whole is a much smaller economy compared to the US, the EU and Japan, it is a growing economy. The Economic community would also like to improve the existing ASEAN Dispute Settlement Mechanism to resolve economic disputes. It has focused on creating a Free Trade Area (FTA) for investment, labour and services.
 - 3) Its Vision 2020 has defined an outward looking role for ASEAN in the international community. This builds on the existing ASEAN policy to encourage negotiations over conflicts in the region. It meets annually to discuss the East Asian Co-operation
34. How did the fourth General Elections 1967 in India change the dynamics of Indian Politics?
- 1) The Indian National Congress was the dominant political party since independence till 1967.
 - 2) When the country went to poll in 1967, India was faced with grave economic crisis resulting from failure of monsoons. There was drop in industrial production and exports. Government was compelled to devalue Indian rupee.
 - 3) The 1967 general elections brought all the non-congress political parties to one platform.
 - 4) In the 1967 general elections though Congress came to power at the centre, its majority was drastically reduced. The Congress lost power in 9 states across the country.
 - 5) Thus, the 1967 general elections changed the dynamics of the Indian politics.
 - The Congress came to power with a narrow majority at the centre.
 - Unity of the opposition parties and as a result the non-Congress votes were not divided.
 - It brought coalition politics to Indian States.
 - Defection became the order of the day in making and unmaking the governments in many States.

Thus, the 1967 general elections are considered as a landmark in India's political and electoral history.

(OR)

Evaluate the role of "Naxalite Movement in India".

6

- Ans. 1) A peasant uprising took place in Naxalbari, a place in West Bengal in 1967. This movement spread to several states of India and came to be known as Naxalite movement.
- 2) This movement has used force to snatch land from the rich landowners and gave it to the poor and the landless. It used violent means to achieve their goals.
- 3) Currently about 75 districts in 9 States are affected by Naxalite violence.
- 4) The movement believed that democracy in India is a shame and adopted a strategy of guerilla warfare in order to bring about a kind of revolution.
- 5) The Naxalites have used violent methods such as attacking police stations destroying railway tracks etc. recently in Bihar and Jharkhand.
- 6) It has a following specially in areas inhabited by Adivasis and other economically backward classes.
- 7) The government of India has noted the activities of the Naxalite with concern and considered it as a major problem like insurgency.

35. Mention any three social movements of India. Explain their main objectives ? (2+2+2=6)

Ans. Following are the main social movements of India-

- i) Chipko movement
- ii) Dalit Panthers movement
- iii) Anti-Arrack movement
- iv) Narmada Bachao movement
- v) Bhartiya Kisan Union.

Any three out of the above said movements may be described.

- i) Chipko Movement : Chipko movement began in Uttarakhand when the forest department refused to give permission to the villagers to fell ash trees for making agricultural tools. The forest department allotted same patch of land for commercial use. Main objection of the Chipko movement was to raise the larger issues of ecological and economic exploitation of the region. More-

over women's active participation in the Chipko agitation was a very novel method. The movement which started with a single issue, also covered other social issues like alcoholism and became a symbol of such popular movements.

- ii) Dalit Panthers Movement : By the early 1970s the first generation Dalit graduates, especially those living in city slums began to assert themselves from various platforms. It is a militant organization of the Dalit youth and was formed in Maharashtra in 1972 as a part of these assertions.

Main objective of this movement was to provide a platform for educated dalit youths to use their creativity as a protest activity from where they can fight for their rights.

- iii) Anti arrack movement : Rural women in remote villages from the state of Andhra Pradesh fought a battle against alcoholism, against mafias and the Government during this movement. These agitations shaped as the anti-arrack movement in the state. Main objective of the movement was total ban on the sale of alcohol and the closure of alcohol shops.

OR

35. Answer the following questions based upon the following Press Report :

'Bharatiya Kisan Union wants agriculture out of WTO purview'

By our Staff Correspondent

Mysore, Feb. 15

The Bharatiya Kisan Union has warned of socio-economic upheavals in the country if India does not bargain to keep agriculture out of the purview of the World Trade Organisation.

Addressing a press conference here today, the Chief of the Union, Mahender Singh Tikait and its National' Coordinating Committee Convener, M. Yudhveer Singh warned of impending dangers if India goes ahead and agrees to the stipulations of the WTO in the next round of meetings scheduled to be held in Hong Kong in November.

Courtesy: The Hindu, February 16, 2005

- a) What is BKU ?
- b) Why is it against the WTO ?
- c) What dangers are anticipated for Indian agriculture from the WTO ?

- Ans. a) The Bharatiya Kisan Union.
- b) The BKU did not want agriculture to be in the purview of the WTO as it will lead to the socio-economic upheavals in the country.
- c) If India decides to join the WTO, it will go adversely against the Indian farmers, as our farmers are poor and cannot use modern methods of farming.

The cash crop market had already faced a crises in the mid-nineties due to the beginning of the process of liberalization of the Indian economy.

GEOGRAPHY

Time allowed : 3 hours

Maximum Marks : 70

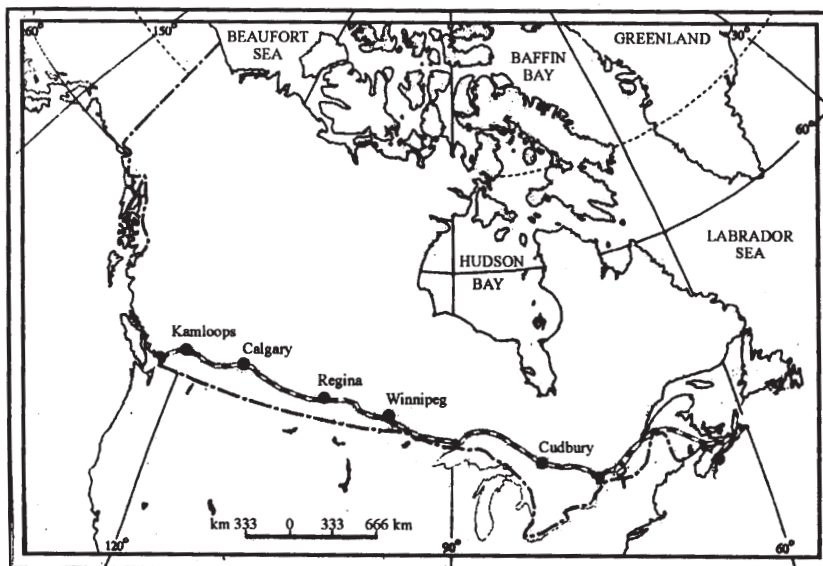
GENERAL INSTRUCTIONS :

- (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. | What is the importance of secondary activities in the world? | 1 |
| 2. | Name the terminal stations of Australian Trans-Continental Railway. | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 3. | Name the state of India having the highest density of population and also mention its density. | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 4. | Which state of India has the lowest literacy rate? Mention its literacy rate also. | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 5. | Name the largest metropolitan city of Uttar Pradesh. Write its population according to Census 2001. | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 6. | Name any two sub-sections of cotton textile industry in the world. | $\frac{1}{2} + \frac{1}{2} = 1$ |

7. How is the cropping intensity calculated in India? 1
8. What was the main objective to implement the Fourth Five Year Plan for the people in drought prone areas? 1
9. Mention any **two** cultural activities responsible for water pollution in India. $\frac{1}{2} + \frac{1}{2} = 1$
10. Which one of the Indian seaport provides port facilities to its land-locked neighbouring countries? Name any one such country. $\frac{1}{2} + \frac{1}{2} = 1$
11. Mention any **six** advantages of Oceanic routes. $6 \times \frac{1}{2} = 3$
12. Which are the **two** components of population growth in India? Describe the main feature of each component. $1 + 2 = 3$
13. State any **six** characteristics of road transport in India. $6 \times \frac{1}{2} = 3$
14. Explain the concept of environmental determinism with suitable examples. $3 \times 1 = 3$
15. Explain how the difference in national resources becomes one of the bases of international trade. $3 \times 1 = 3$
16. Which is the most effective and advanced personal communication system in India? Explain any **four** characteristic of it. $1 + 2 = 3$
17. "Outsourcing has resulted in opening up a large number of job opportunities in several countries." Analyse the statement with **three** suitable examples. $3 \times 1 = 3$
18. "Land degradation caused by human made processes are more harmful than natural processes in India." Analyse the statement with suitable examples. $3 \times 1 = 3$
19. Study the map given below and answer the questions that follow: $1+1+1=3$



(19.1) Name the trans-continental railway shown in the given map.

(19.2) Name the terminal stations of this railway line.

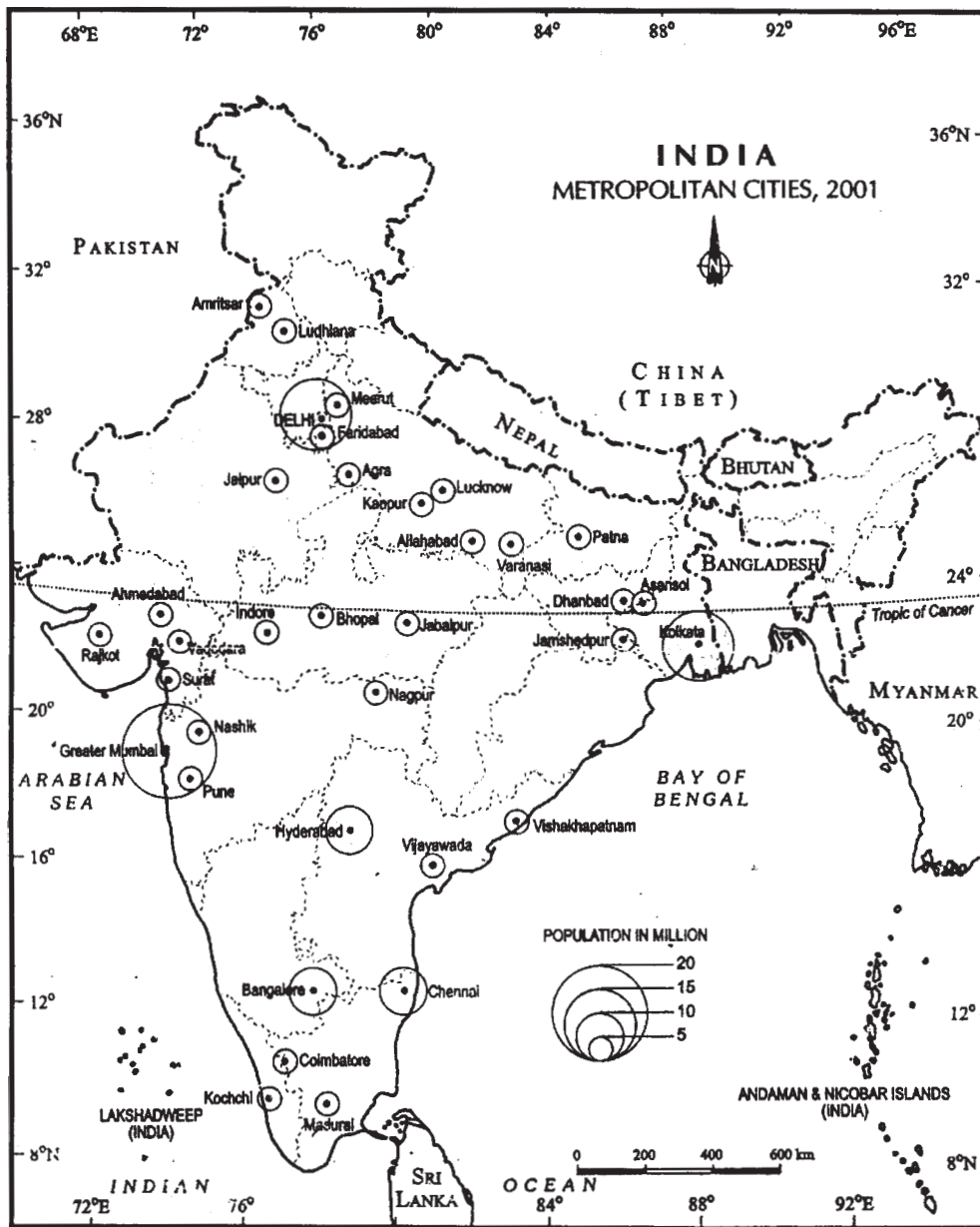
(19.3) Mention any **two** characteristics of this railway line.

Note: The following question is for the BLINQ CANDIDATES only, in lieu of Q. No. 19 : Name the trans-continental railway of North America constructed in 1886. Write any **two** characteristics of it.

1 + 2 = 3

20. Study the given map and answer the question that follows:

1½+1½ = 3



Name the northern most, southern most and western most metropolitan cities of the country and also name the states to which they belong.

Note: The following question is for the BLIND CANDIDATES only, in lieu of Q. No. 20.

Name any **three** states of India each of which has only one metropolitan city.

Also name those metropolitan cities.

$1\frac{1}{2} + 1\frac{1}{2} = 3$

21. Describe in brief the different trends of population growth in the world from early period to the present day. 5 x 1 = 5

22. Classify minerals into **two** groups on the basis of chemical and physical properties and give one example of mineral of each group. Mention any **two** features of the three mineral belts of India. 2 + 3 = 5

23. "There is low yield per acre but high yield per person in the interior parts of semiarid lands of the mid latitudes in the world." Support the statement with suitable examples. 5

24. Explain any **five** major environmental problems related to urban settlements in developing countries. 5 x 1 = 5

25. How the small size of land holdings and degradation of cultivable land are the **two** major problems of Indian agriculture? Explain both these problems with examples. $2\frac{1}{2} + 2\frac{1}{2} = 5$

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 population growth rate in Africa.

(B) The important country of commercial livestock rearing.

(C) The important mega city of Pakistan.

(D) The important seaport of New Zealand.

Identify these features and write their correct names on the lines marked against each feature.

(26.2) In the given political outline map of India, locate and label the following with appropriate symbols: 3 x 1 = 3

(i) The State having the highest percentage of urban population.

(ii) An oil refinery located in Bihar.

(iii) The major seaport located in Kerala.

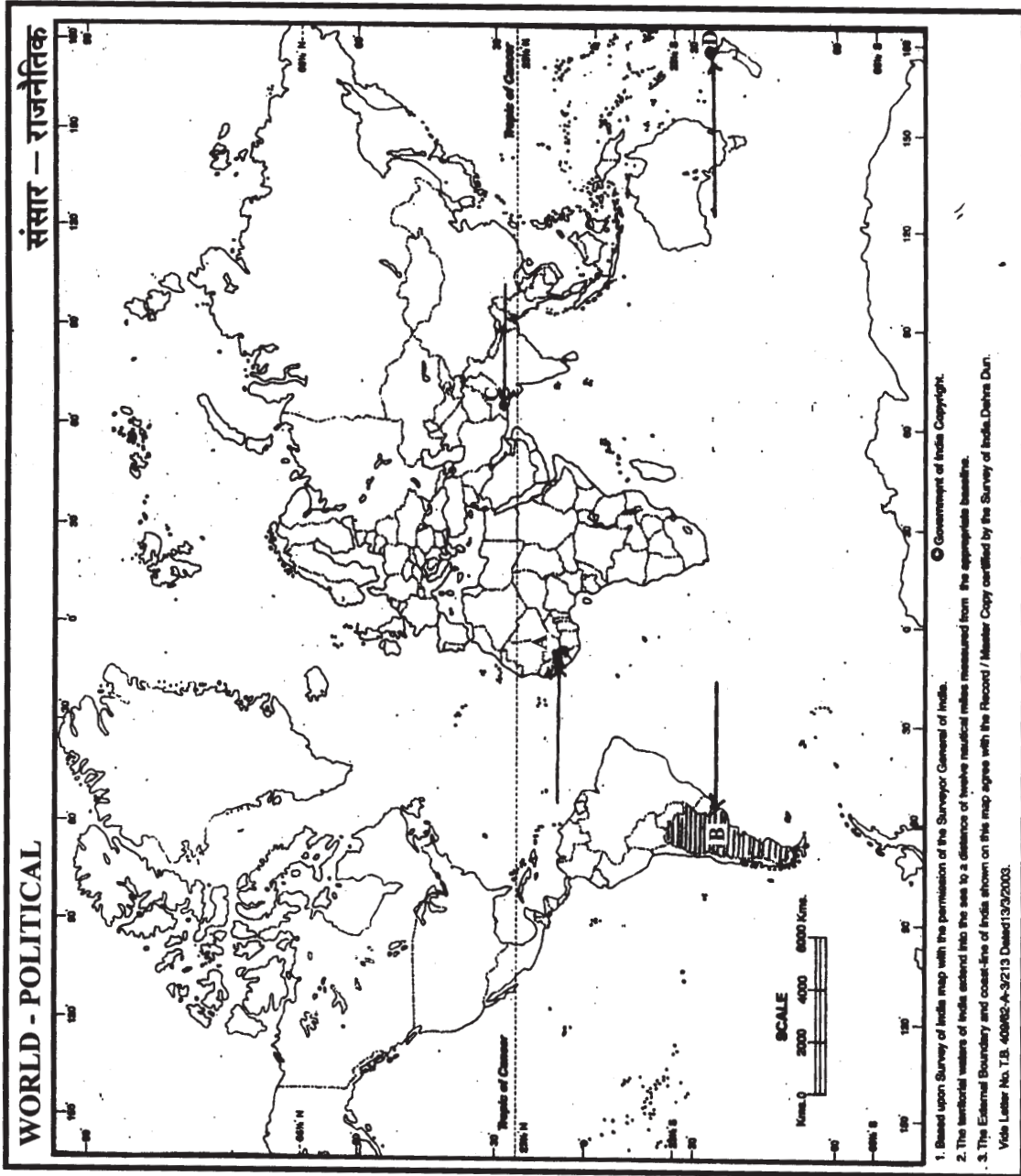
Note: The following questions are for the BLIND CANDIDATES only, in lieu of Q. No. 26.

5 x 1 = 5

- (26.1) Name the country having the lowest population growth rate in Africa.
- (26.2) Which is the most important country known for commercial livestock rearing in South America?
- (26.3) Which State of India has the highest percentage of urban population?
- (26.4) Name the oil refinery located in Bihar.
- (26.5) Name the major seaport located in Kerala.

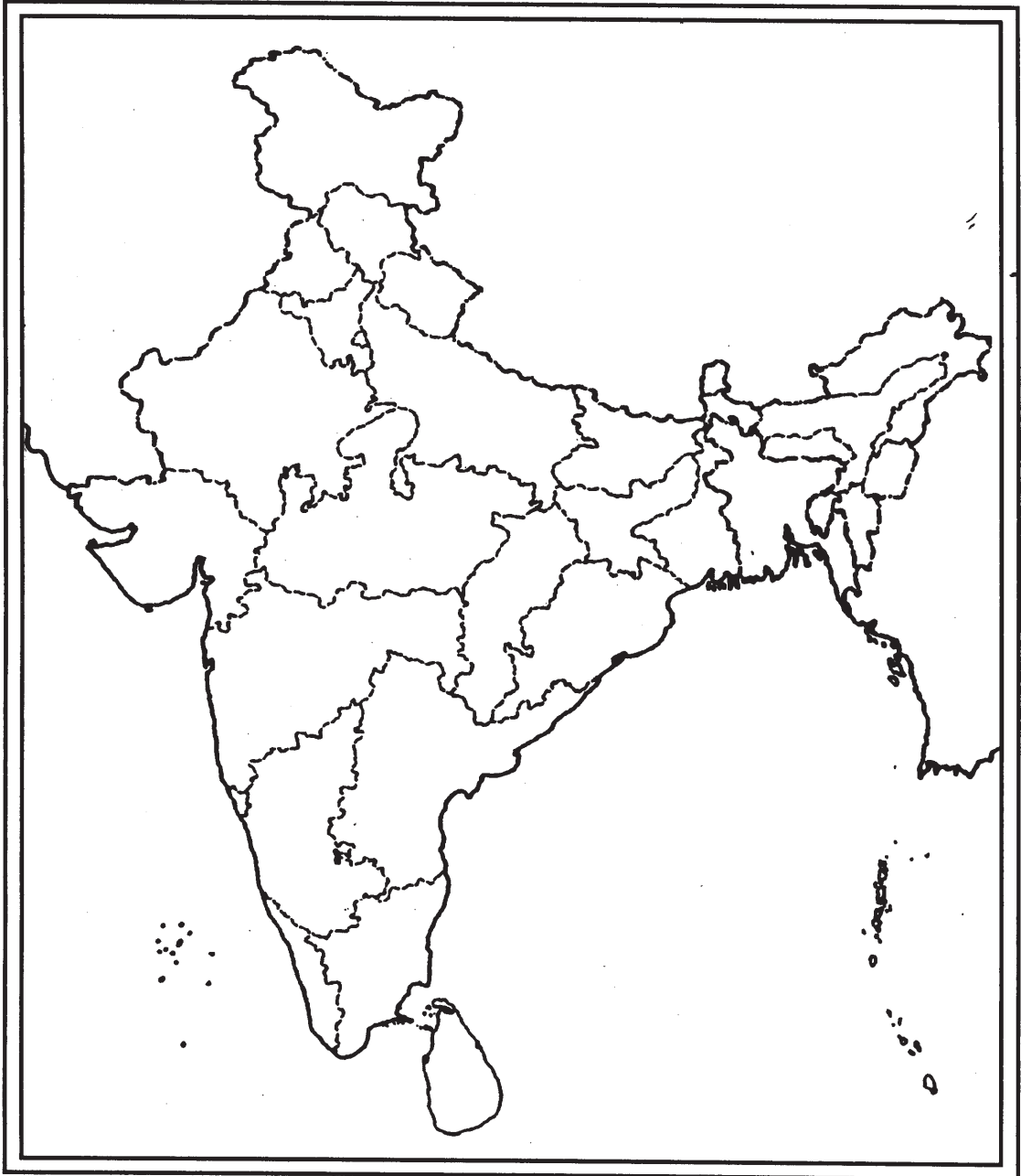
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Map for Q. No. 26.1
प्रश्न सं. 26.1 के लिए मानचित्र



Map for Q. No. 26.2
प्रश्न सं. 26.2 के लिए मानचित्र

Outline Map of India (Political)



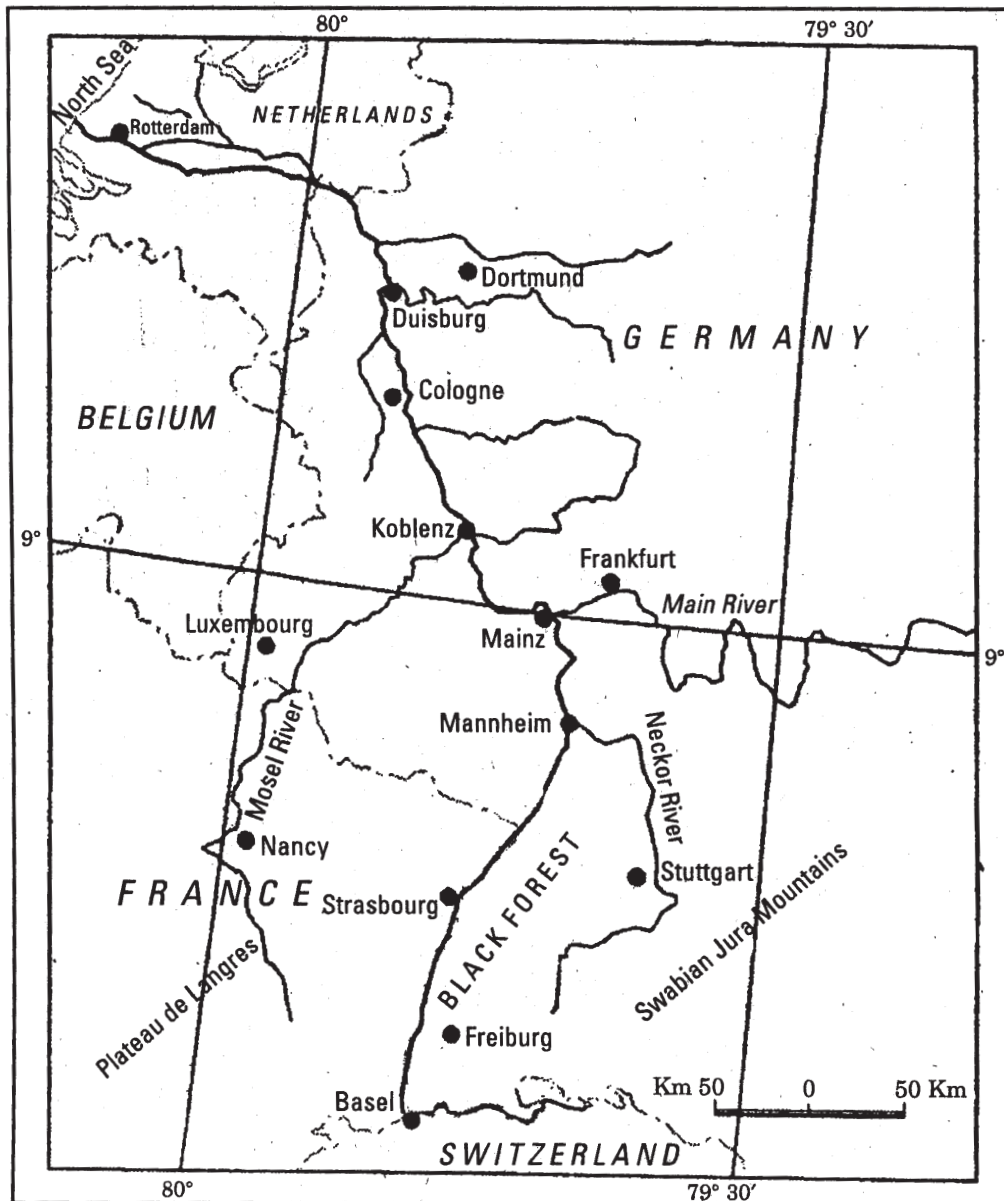
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QUESTION PAPER CODE 64/1

1. Define the term 'quaternary activity'. 1
2. What was the initial form of trade in the primitive society? 1
3. Name the urban agglomeration of India that has the highest number of intra-state migrants. 1
4. Name the two states of India which have less than five per cent of the population below poverty line. $\frac{1}{2} + \frac{1}{2} = 1$
5. In which Five Year Plan of India were Hill Area Development Programmes initiated? 1
6. Name the terminal stations of the longest railway route in the world. 1
7. Name the largest metropolitan city of Madhya Pradesh. What was its population according to the census 2001 ? $\frac{1}{2} + \frac{1}{2} = 1$
8. Name the oldest artificial sea-port of India. 1
9. Which is the main source of water-borne diseases in India? Name any one water-borne disease. $\frac{1}{2} + \frac{1}{2} = 1$
10. How is the productive irrigation able to achieve high productivity in India? 1
11. Mention any **six** characteristics of 'commercial livestock rearing' in the world. $6 \times \frac{1}{2} = 3$
12. Classify Indian towns on the basis of their evolution in three different periods. Name one town of each period. $1\frac{1}{2} + 1\frac{1}{2} = 3$
13. Describe in brief the changing nature of export items in the international trade of India. 3
14. Explain the concept of possibilism with suitable examples. $3 \times 1 = 3$
15. Distinguish between small scale and large scale industries by stating **three** points of each. $3 \times 1 = 3$
16. "The density and the quality of roads are better in plains as compared to other regions in India." Support this statement with examples. $3 \times 1 = 3$

17. "Dairy farming is the most advanced and efficient type of rearing of milch animals in the world." Analyse the statement with examples. 3 x 1 = 3

18. Study the map given below and answer the questions that follow: 1 + 2 = 3



(18.1) Name the inland waterway shown in the given map.

(18.2) How has this inland waterway been a boon in the development of the countries through which it passes? Explain.

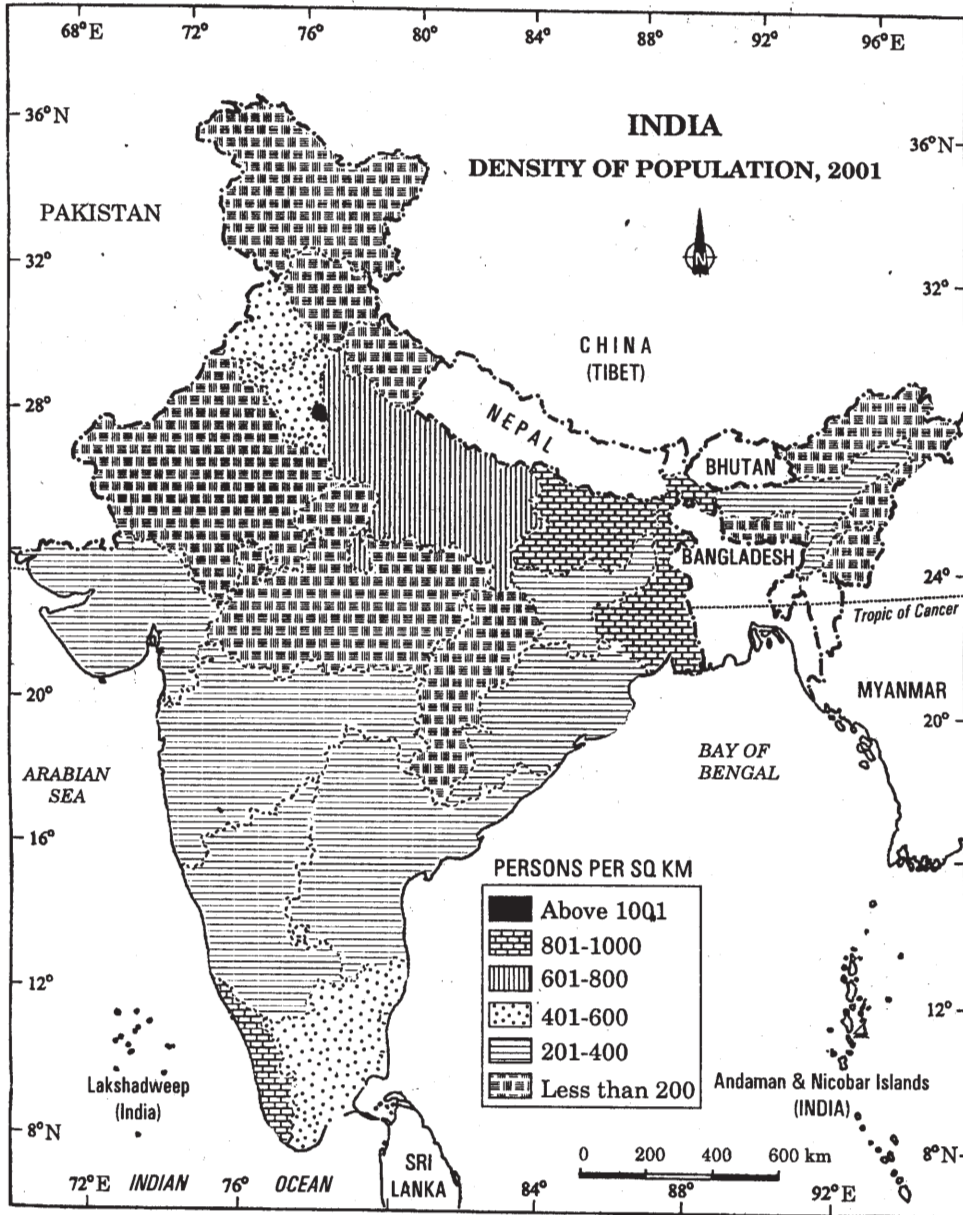
Note: The following question is for the Blind Candidates only in lieu of Q. No. 18.

Name any **two** inland waterways of Europe. Explain any **two** factors that influence inland waterways.

1 + 2 = 3

19. Study the map given below and answer the questions that follow :

1+1+1=3



- (19.1) Name the Union Territory having the highest density of population. State also its population density according to the given map.
- (19.2) Name any **two** states having density of population from 801 to 1000 persons per sq. km.
- (19.3) Name any **two** states which have population density from 401 to 600 persons per sq. km.

Note: The following question is for the Blind Candidates only in lieu of Q. No. 19. Explain the spatial distribution of population density in India.

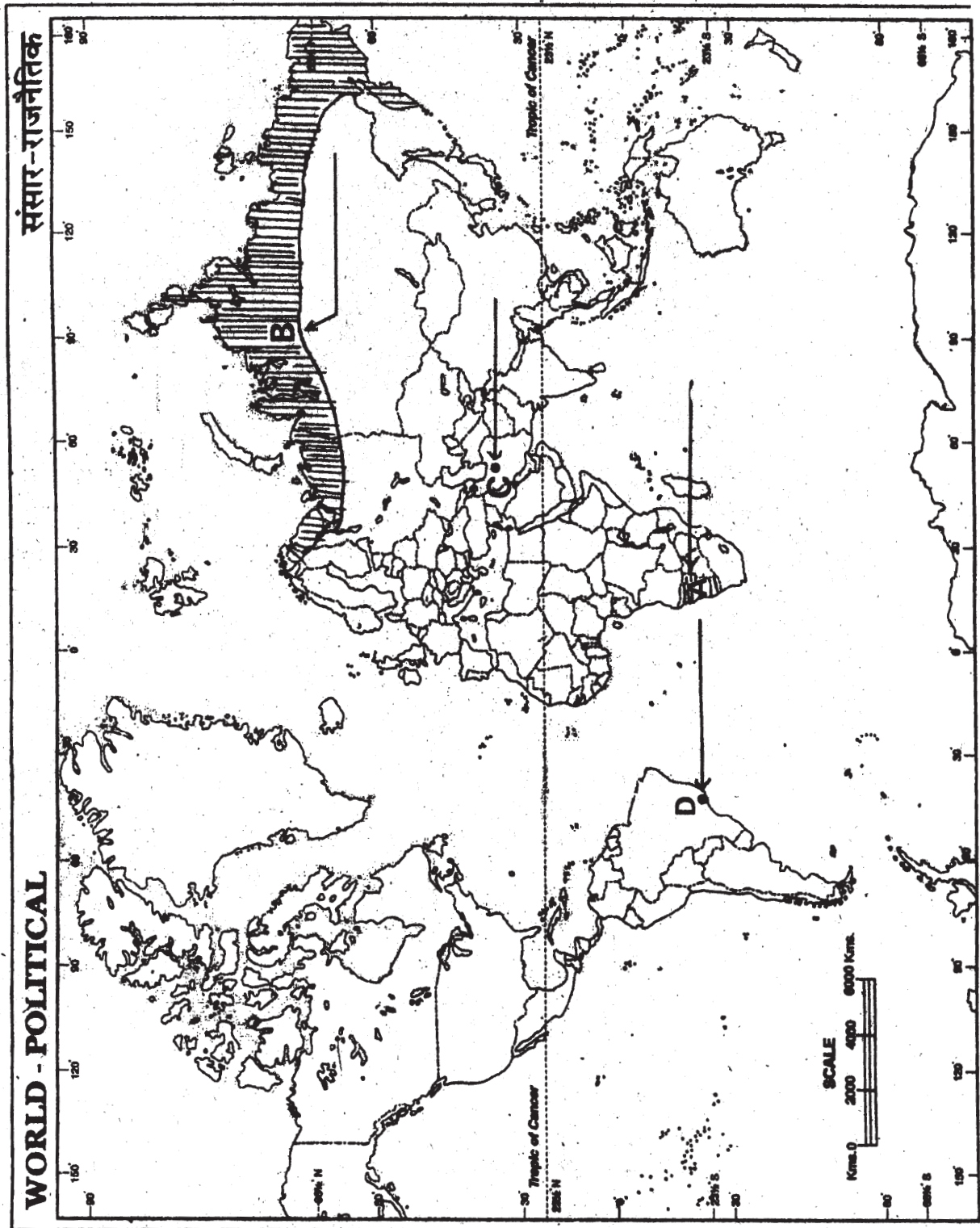
20. How has 'noise pollution' become hazardous in many big cities of India? Explain with examples. 3 x 1 = 3
21. Classify human settlements of the world into **two** categories. Mention **four** characteristics of each category. 1 + 2 + 2 = 5
22. Describe in **five** points the watershed development and management programmes, initiated by the Central and State governments in India. 5 x 1 = 5
23. What is density of population? Explain with examples the **four** physical factors influencing the distribution of population in the world. 1 + 4 = 5
24. What is the importance of roads? Explain any three reasons for the existence of good quality roads in the developed countries. 2 + 3 = 5
25. Explain any **five** measures necessary for the promotion of sustainable development in 'Indira Gandhi Canal Command Area'. 5 x 1 = 5
26. (26.1) On the given political outline map of the **World** (on page 13) the following **four** features are shown as A, B, C and D :
- (i) The country having the lowest density of population in Africa
 - (ii) The major area of nomadic herding
 - (iii) The important mega city of Iran
 - (iv) The important sea-port of Brazil
- Identify these features and write their correct names on the lines marked against each in the map. 4 x ½ = 2
- (26.2) On the given political outline map of India (on page 15) locate and label the following with appropriate symbols: 3 x 1 = 3
- (i) The state having the highest percentage of rural population
 - (ii) Singareni coal mine
 - (iii) Iron and Steel Plant located in Karnataka state

Note: The following questions are for the **Blind Candidates** only in lieu of Q. No. 26.

- (26.1) Name the country having the lowest density of population in Africa.
- (26.2) Name any one important major region of nomadic herding in the world.
- (26.3) Which state of India has the highest percentage of rural population?
- (26.4) Name the important coal mine of Andhra Pradesh.
- (26.5) Name the iron and steel plant located in Karnataka state.

For question no. 26.1

प्रश्न सं. 26.1 के लिए

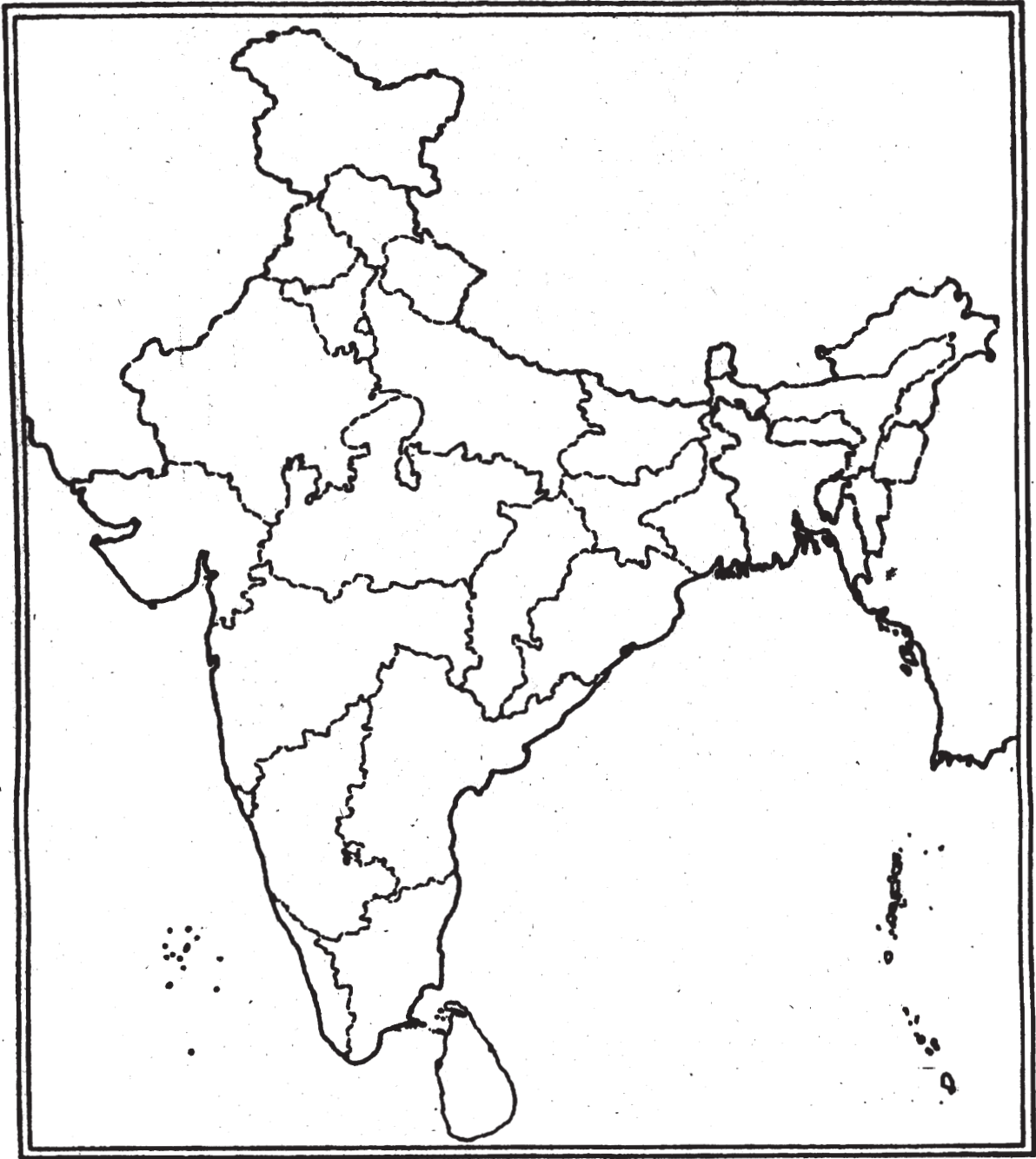


For question no. 26.2

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.**

QUESTION PAPER CODE 64/1/1
EXPECTED ANSWERS/VALUE POINTS

- 1 **Significance of Secondary Activities :**
1. Secondary activities add value/ utility to natural resources by transforming raw materials into valuable products.
 2. Any other relevant point.
- TB-I, Page No. 45** 1
- 2 **Terminal Stations of Australian Trans Continental Railway :**
1. Sydney
 2. Perth
- (Direction of terminals need not be considered)
- TB. I, Page No. 72** $\frac{1}{2} + \frac{1}{2} = 1$
- 3 **The State having the highest density of population : West Bengal**
- OR**
- Density : 903 persons per sq. km.**
- (Any one alternative) **TB II, Page No. 3** 1
- 4 **The state having the lowest literacy rate is : Bihar**
- OR**
- Its literacy rate is 47.53 %**
- (Any one alternative) **TB II, Page No. 27** 1
- 5 **Largest Metropolitan City of U.P. is : Kanpur**
- OR**
- Its population as per 2001 census is : 2.69 million**
- (Any one alternative) **TB II, Page No. 38** 1
- 6 **Sub. sections/ sectors of Cotton Textile Industry are :**
- i) Handloom
 - ii) Power loom
 - iii) Mill sectors

- iv) **Any other relevant point.**
(any two points) TB I, Page No. 53 $\frac{1}{2} + \frac{1}{2} = 1$
- 7 **Cropping Intensity is calculated as follows :**
G C A - (Gross Cropped Area)

$$\frac{\text{G C A}}{\text{N S A - (Net Sown Area)}} \times 100$$
Or
The relevant explanation related to it.
TB II, Page No. 44 1
- 8 **Objective of Fourth Five Year Plan is :**
1. **To provide employment**
2. **To create productive assets**
(any one) TB II, Page No. 105 1
- 9 **Cultural Activities are :**
i) **Pilgrimage**
ii) **Religious fairs**
iii) **Tourism**
iv) **Any other specific activity related to these points**
(any two) TB II, Page No. 136 $\frac{1}{2} + \frac{1}{2} = 1$
- 10 (a) **Name of the port : Kolkata**
(b) **Neighbouring countries are : Nepal and Bhutan (any one)**
TB II, Page No. 131 $\frac{1}{2} + \frac{1}{2} = 1$
- 11 **Significance of Oceanic Routes :**
(i) **Provide smooth highway traversible in all directions.**
(ii) **There is no maintenance costs.**
(iii) **It is much cheaper compared to other means of transport.**
(iv) **Does not require route construction.**
(v) **The energy cost is lower.**
(vi) **Ideal for bulky goods.**

- (vii) Environmental friendly.
- (viii) Any other relevant point .

(Give full credit for any three correct points) TB I, Page Bo. 72 3 x 1 = 3

12 Components of population growth / change are

1. (A) Natural (B) Induced
2. Natural growth is analysed by assessing the crude birth and death rate
3. Induced components are explained by the volume of inward and outward movement of people in any given area TB I, Page 5 1 + 2 = 3

OR

- A - Birth rate
- B - Death rate
- C - Migration
- Explanation of each

TB I, Page 10, 11 3 x 1 = 3

13 Characteristics of Road Transport :

- 1) One of the largest road networks in the world
- 2) Total length of 33.1 lakh km
- 3) About 85 per cent of passengers are carried by roads.
- 4) About 70 per cent of freight carried.
- 5) Relatively suitable for short distances.
- 6) Increases the efficiency of other transport .
- 7) Connects farms to market and factories.
- 8) Provides door to door service.
- 9) Very flexible, reliable and speedy .
- 10) For the purpose of construction and maintenance they are divided into various categories .
- 11) Quality and density of road varies considerably from state to state or from region to region.
- 12) Any other relevant point

(Any three points) TB II, Page No. 114 3 x 1 = 3

- 14
1. **Environmental determinism**_refers to the point of view supporting environmental control on human action.
 2. **In early stage humans were greatly influenced by nature. They adapted to the dictates of nature.**
 3. **The level of technology was very low. Accordingly history, culture, life style and stage of development of a social group and society are largely governed by physical factors of the environment.**
 4. **The determinists consider humans as passive agents. Nature determines their attitudes, decision making and life styles. Interaction between primitive human society and strong forces of nature is a typical example**
- (Any three points)

3 x 1 = 3

OR

The explanation of the concept with the help of any specific example may also be assessed as a whole

TB I, Page No. 2

15 **Difference in National resources.**

Example –

Resources are unevenly distributed in the world. Because of their physical make up :

- a) **Geological structure**
- b) **Mineral resources**
- c) **Climate**

(These factors are to be explained)

TB I, Page No. 83

3 x 1 = 3

16 **Mobile phone / Internet is the most effective and advanced personal communication system** **1**

Internet - Characteristics :

1. **Widely used in urban areas.**
2. **It enables the user to establish direct contact through e-mail.**
3. **Used for e-commerce and carrying out money transactions.**
4. **It is a huge central warehouse of data.**
5. **It enables the user with the basic facilities of direct communication.**
6. **Any other relevant point**

(Any four points)

4 x 1/2 = 2

1 + 2 = 3

OR

Mobile Phone – characteristics –

1. Widely used through out the country.
2. Affordable by all sections of society.
3. Easy to carry.
4. Much cheaper.
5. Very helpful at any point of time
6. Any other relevant point.

(any four)

4 x 1/2 = 2

TB II, Page No. 123

1 + 2 = 3

17 Out sourcing

1. Provides work to an outside agency to improve efficiency and reduce costs. A large number of call centres in India, China, Eastern Europe, Israel, Philippines, CostaRica are providing great opportunities of jobs
2. New job opportunities are created by BPO's
3. KPO's enables companies to create additional business opportunities. Several countries such as Data processing, e-banking sector, research & development etc.
4. Many other allied activities based on call centres, BPO and KPO are also generated and are providing job to a large number of people.
5. Any other relevant point.

(Any three points)

TB I, Page 62

3 x 1 = 3

18 Analysis of the statement

a) Land degraded by Nature :

Gullied land, desertic or coastal sands, barren rocky areas, steep sloping land and glacial areas are caused by nature.

b) Land degraded by human beings:

Degraded shifting cultivation area, degraded land under plantation crops, degraded forests, degraded pastures, mining and industrial wasteland.

- c) Share of land degraded by human activities is much higher than that of the land degraded by nature.
- d) Any other relevant point
(To be assessed as whole) TB II, Page 143-144 3
- 19 (19.1) Trans – Canadian Railway 1
- (19.2) Halifax and Vancouver(Direction of East and West related to these terminals are not to be considered) $\frac{1}{2} + \frac{1}{2} = 1$
- (19.3) (i) It is 7050 Km long rail line in Canada.
(ii) Runs from Halifax in the east to Vancouver on the west.
(iii) Constructed in 1886
(iv) It connects the industrial regions with the wheat belt and the coniferous forest regions.
(v) This line is an economic artery of Canada.
(vi) Wheat and Meat are important exports on this route.
(vii) Any other relevant point
(Any two points) $\frac{1}{2} + \frac{1}{2} = 1$
TB I, Page No. 70-71 1+1+1 = 3

For Blind candidates only in lieu of Q.No. 19

Trans Canadian Railway

Characteristics

- (19.3) (i) It is 7050 Km long rail line in Canada.
(ii) Runs from Halifax in the east to Vancouver on the west.
(iii) It connects the industrial regions with the wheat belt and the coniferous forest regions.
(iv) This line is an economic artery of Canada.
(v) Wheat and Meat are important exports on this route.
(vi) Any other relevant point
(Any two points) $\frac{1}{2} + \frac{1}{2} = 1$
TB I, Page No. 70-71 1+1+1 = 3
- 20
- | | | <u>Metropolitan cities</u> | <u>State</u> | | |
|-----|---------------|----------------------------|--------------|---------------------------------|---------|
| (1) | Northern most | Amritsar | Punjab | $\frac{1}{2} + \frac{1}{2} = 1$ | |
| (2) | Southern most | Madurai | Tamil Nadu | $\frac{1}{2} + \frac{1}{2} = 1$ | |
| (3) | Western most | Rajkot | Gujarat | $\frac{1}{2} + \frac{1}{2} = 1$ | |
| | | | | TB II, Page 35 | 1+1+1=3 |

For Blind candidates only in lieu of Q.No. 20

	STATE	METROPOLITAN CITIES	
1.	Rajasthan	Jaipur	
2.	Karnataka	Banglore	
3.	Kerala	Kochi	
4.	Bihar	Patna	1½ + 1 ½ =3

21 **Trends of population growth**

- 1) In the early periods population of the world grew very slowly.
- 2) During the last few hundred years it increased at an alarming rate.
- 3) About 8000 to 12000 years ago there was only 8 million population.
- 4) In the first AD it was below 300 million.
- 5) Around 1750 the world population was 550 millions.
- 6) World population exploded in the 18th century after the Industrial Revolution.
- 7) It took more than a million years for the population to attain the one billion mark.
- 8) It took over 12 years for it to rise from 5 billion to 6 billion. Nearly 80 million people are added each year.
- 9) Any other relevant point.

(Any five points)

TB I, Page 12-13

5 x 1 = 5

22 **Two groups of mineral are :**

A. Metallic Minerals

Examples – Iron/Manganese/Copper/Gold/Bauxite $\frac{1}{2} + 1/2 = 1$

B. Non Metallic Minerals

Examples : - Coal/Petroleum/Natural Gas/Mica/ Limestone
 $\frac{1}{2} + \frac{1}{2} = 1$

Belts: 1. The North Eastern Plateau region

- a) It covers Chhotanagapur (Jharkhand), Orissa plateau, West Bengal and Chhatisgarh.
- b) It has variety of minerals
- c) Iron ore, coal, manganese, bauxite and mica are mainly found.

2 The South Western plateau region

- a) Extended over Karnataka, Goa , Tamil Nadu and Kerala.
- b) Rich in ferrous metals (iron ore, manganese) and bauxite.

3 The North Western Belt

- a) Extends along Aravallis in Rajasthan and Gujarat
- b) Minerals are associated with Dharwar system of rocks
- c) Copper and Zinc are major minerals.
- d) Any other relevant point for each belt.

(Two features of each belt.)

1+1+1=3

TB II, Page 72-73

2 + 3 = 5

23 Reason for low yield per acre but high yield per person in the interior parts of mid latitude :

- 1. The farming in these regions is practiced on very large farms mainly for commercial purposes hence it is also called as commercial grain farming.
- 2. The total production is very large owing to the large farms but the yield per acre is low due to the extensive cultivation.
- 3. Yield per person is high because these regions have low density of population.
- 4. These include the lands which comes under the Eastern ‘Steppes, American Prairies, Pampas of Argentina, Veldts of South Africa, Australian Downs and the Canterbury plains of New Zealand’.
- 5. Wheat is the main crop. Corn, barley, oats and rye are also grown.
- 6. Any other relevant point.

(To be assessed as a whole)

TB I, Page 37, 38

5

24 Major environmental problems related to urban settlements in developing countries :

- 1. Most cities in developing countries are unplanned. It creates severe congestion.
- 2. Horrible growth of slums creates great environmental problems.
- 3. The large urban population in developing countries not only uses but also disposes of a huge quantity of water and all types of wastes.
- 4. Many cities even find it extremely difficult to provide the minimum required quality of potable water.

5. An improper sewerage system creates unhealthy conditions.
6. Massive use of traditional fuel in domestic as well as industrial sector severely pollutes the air.
7. The domestic and industrial wastages are either let into the general sewerages or dumped without treatment at unspecified locations.
8. Any other relevant point

(Any five points)

TB I, Page 100

5 x 1 = 5

25 **Problem of small size of land holding :**

Increasing pressure of population is responsible for sub division and fragmentation of holdings. There are a large number of marginal and small farmers in the country. More than 60 per cent of the ownership holdings have a size smaller than one hectare. The average size of land holding is shrinking further under increasing population pressure. The small size of fragmented land holdings are uneconomic.

Any other relevant point.

(Assess as a whole 2 ½ marks)

Degradation of cultivable land is a serious problem. It arises due to faulty strategy of irrigation. Land degradation leads to depletion of soil fertility. A large tract of agricultural land has lost its fertility due to alkalinsation and salinisation of soils and water logging. 15 million hectare of land has lost its fertility due to alkalinity, salinity and water logging. Excessive use of chemicals has led to their concentration in toxic amounts in the soil profile. Leguminous crops have been displaced.

Any other relevant points.

(Assess as a whole 2 ½ marks)

TB II, Page No 57-58

2½ + 2½ = 5

26 (26.1) See answer on the map attached

4x½ = 2

(26.2) See answer on the map attached

3x1 = 3

For Blind candidates only in lieu of Q.No. 26

(26.1) Guinea

(26.2) Argentina

(26.3) Goa

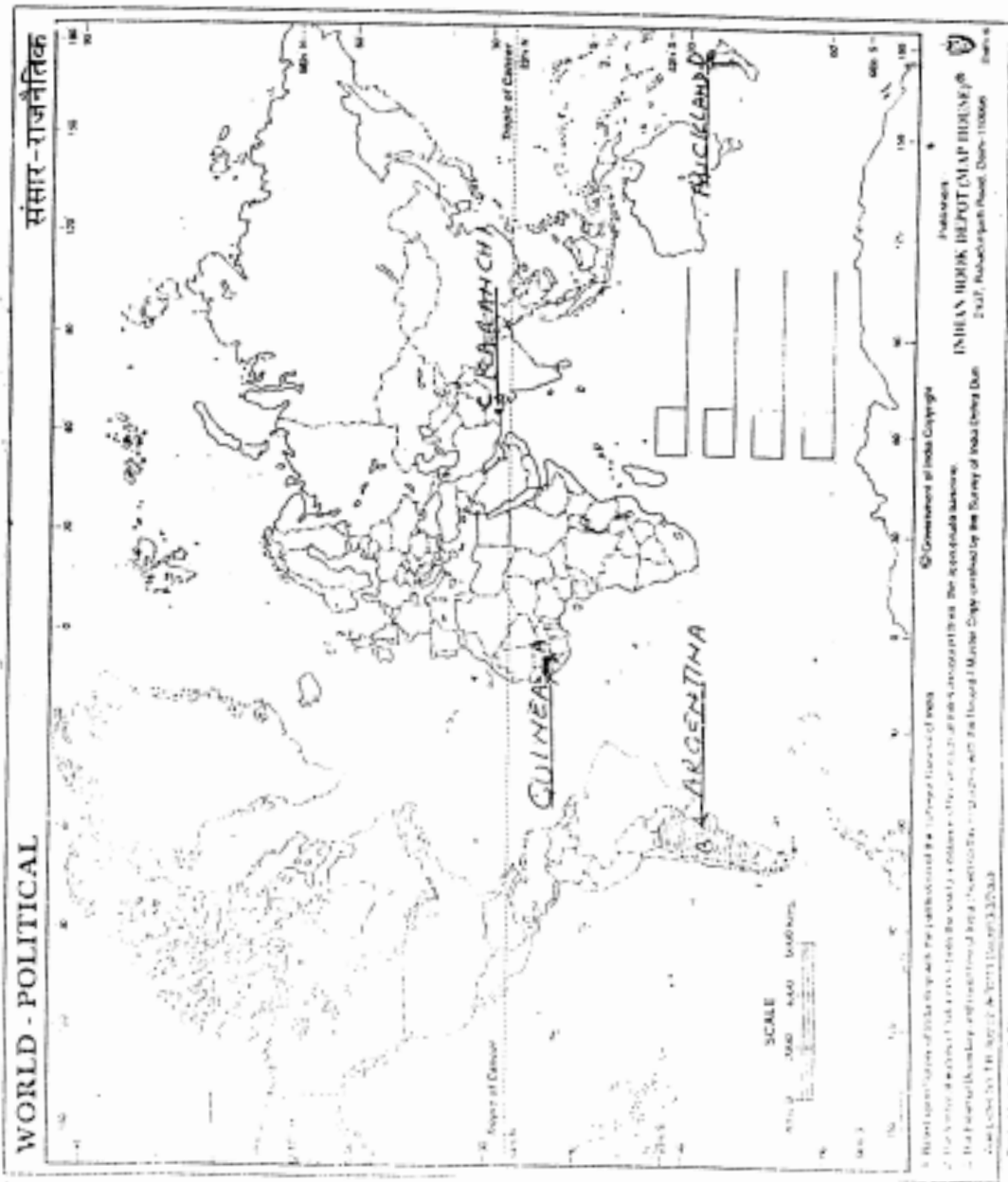
(26.4) Barauni

(26.5) Kochi

5x1 = 5

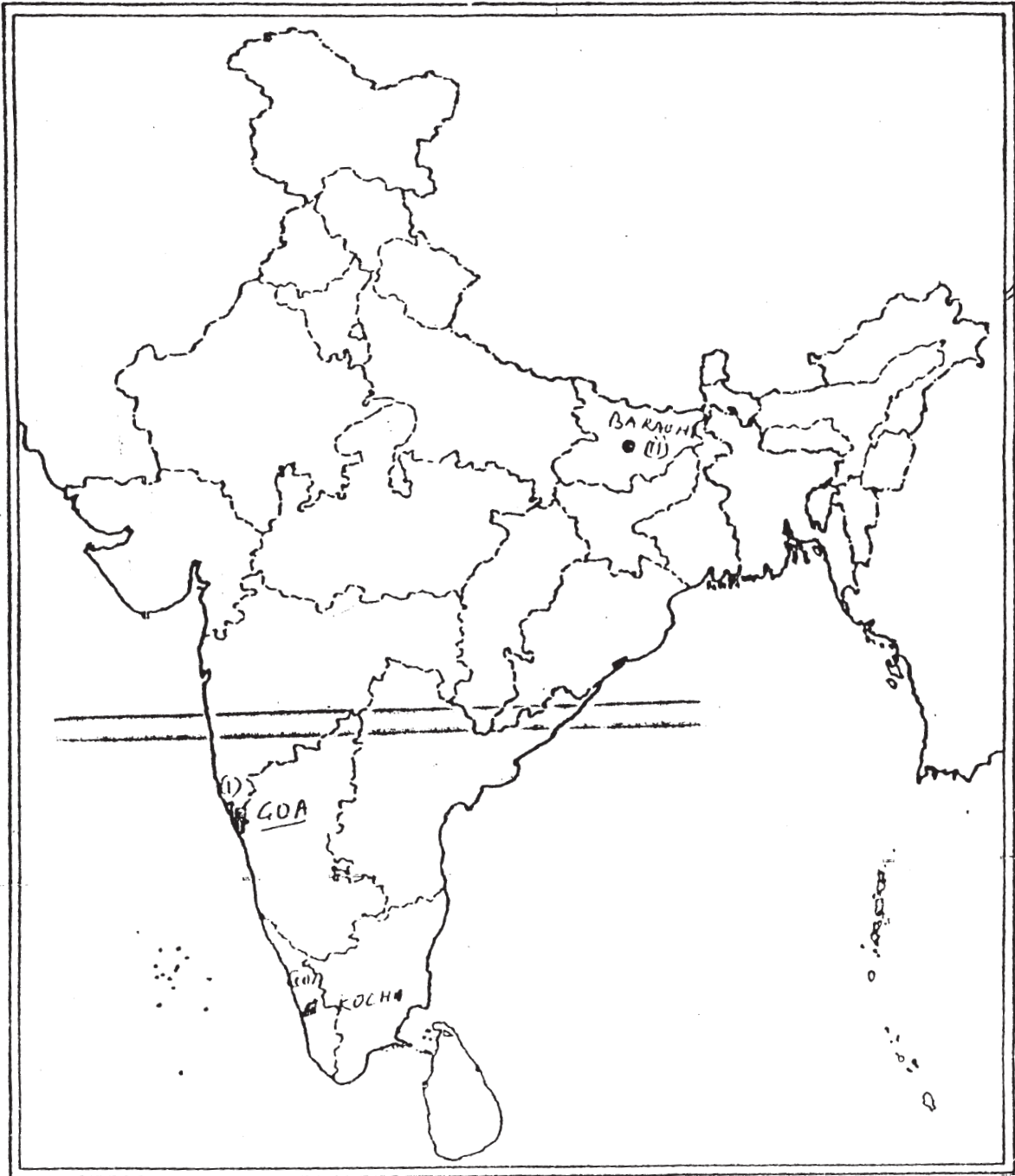
5.26.1

DELHI REGION 64/1/1, 64/1/2, 64/1/3



Q. 26.2 DELHI REGION 64/1/1, 64/1/2, 64/1/3

Outline Map of India (Political)



QUESTION PAPER CODE 64/1
EXPECTED ANSWERS/VALUE POINTS

- | | | | |
|----|---|--------------------|---------------------------------|
| 1 | Quaternary activities involve the collection, production and dissemination of information or even the production of information / Quaternary activities centre around research , development and may include advanced form of services such as specialized knowledge, technical skills and administrative competence. | T.B.I, page - 61 | 1 |
| 2 | Barter system. | T.B.I, Page - 31 | 1 |
| 3 | Greater Mumbai | T.B.II, Page - 18 | 1 |
| 4 | i) Goa
ii) Jammu & Kashmir | T.B.II, Page -26 | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 5 | Fifth Five Year Plan | T.B.II, Page - 105 | 1 |
| 6 | St . Petersburg and Vladivostok | T.B.I, Page – 70 | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 7 | Indore
Population –1.64 million | T.B.II, Page –38 | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 8 | Chennai Seaport (Madras Seaport) | T.B.II, Page – 133 | 1 |
| 9 | Water Pollution.
Water – borne diseases are :-
i) Diarrhoea
ii) Intestinal worms
iii) Hepatitis
(Any one) | T.B.II, Page – 137 | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 10 | By providing sufficient soil moisture during cropping season. | T.B.II, Page –45 | 1 |
| 11 | i) It is organized.
ii) Capital intensive | | |

- iii) Commercial livestock ranching is associated with western culture,
- iv) It is practised on permanent ranches .These ranches cover large areas and divided into a number of parcels.
- v) The ranches are fenced to regulate grazing.
- vi) It is a specialized activity in which only one type of animal is reared.
- vii) Important animals are sheep, cattle, goats and horses.
- viii) Products such as meat, wool, hides and skin are processed and packed scientifically and exported
- ix) It is practised on scientific basis.
- x) Emphasis on breeding and genetic improvement
- xi) Emphasis on disease control and health care of animals.
- xii) Any other relevant point.

(Any six points)

T.B.I, Page – 33

6 x ½ = 3

12 a) Ancient Towns (b) Medieval Towns (c) Modern Towns

Examples :

- i) Ancient towns :- 1½
 - a) Varanasi
 - b) Prayag (Allahabad)
 - c) Patliputra (Patna)
 - d) Madurai

(Any one)
- ii) Medieval towns :- ½
 - a) Delhi
 - b) Hyderabad
 - c) Jaipur
 - d) Lucknow
 - e) Agra
 - f) Nagpur

(Any one)
- iii) Modern Towns : ½
 - a) Surat
 - b) Daman

- c) Goa
 - d) Pondicherry
 - e) Mumbai (Bombay)
 - f) Chennai (Madras)
 - g) Kolkata(Calcutta) etc.
- (Any one)

T.B.2, Page - 34 $1\frac{1}{2} + 1\frac{1}{2} = 3$

- 13
- i) The share of agriculture and allied products has declined .
 - ii) Share of petroleum and crude products and other commodities have increased.
 - iii) Decline in the export of traditional items such as coffee, spices ,tea , pulses etc.
 - iv) Increase has been registered in floricultural products, fresh fruits , marine products and sugar etc.
 - v) Engineering goods have a significant growth in the export list.
 - vi) Gems and jewellery contribute a larger share of India's export .
 - vii) Any other relevant point .

(Any three points)

T.B.2, Page – 126 $3 \times 1 = 3$

- 14 The people begin to understand their environment and the forces of nature with the passage of time /

With social and cultural development, humans develop better and more efficient technology /

They move from a state of necessity to a state of freedom /

They create possibilities with the resources obtained from the environment /

Nature provides opportunities and human beings make use of these and slowly nature gets humanized and starts bearing the imprints of human efforts and skills /

Examples are : the imprints of human activities are created everywhere - health resorts on highlands , huge urban sprawls ,field , orchards and pastures in plains and rolling hills , ports on the coasts , oceanic routes on the oceanic surface and satellites in the space.

(Explanation of any point with examples)

T.B.1, Page – 03 $3 \times 1 = 3$

15	Small Scale Industries	Large Scale Industries
	1. Uses local raw material	1. Uses various raw material even from outside
	2. Uses simple power driven machines .	2. Uses big machines and enormous energy .
	3. Semi skilled labour	3. Specialized workers engaged
	4. Provides employment to a large number of people .	4. Uses advanced technology with less number of people
	5. Caters to local needs/market	5. Caters to national and international needs / market.
	6. Production on small scale	6. Production on large scale
	7. Requires low capital	7. Requires high capital
	8. Any other relevant point	8. Any other relevant point

(Any three points of distinction)

T.B.I, Page 49

3 x 1=3

- 16
- i) Nature of terrain / relief
 - ii) Level of economic development
 - iii) Construction of roads is easy and cheaper in plains
 - iv) Construction is difficult in hilly and plateau areas
 - v) Plains have large number of population therefore density and quality of roads is relatively better in plains
 - vi) Density of roads is high in states like Punjab , Uttar Pradesh etc.
 - vii) Any other relevant point .

(Any three points)

T.B.II, Page – 117

3 x 1= 3

- 17
- i) It is highly capital intensive .
 - ii) Animal sheds , storage facilities for fodder , feeding and milching machines add to the cost of dairy farming .
 - iii) Special emphasis is laid on cattle breeding , health care and veterinary services.
 - iv) Highly labour intensive.

- v) There is no off season
- vi) Development of transportation , refrigeration , pasteurization and other preservation processes have increased the duration of storage .
- vii) Australia , New Zealand and Tasmania export their dairy products to Europe and other parts of the world.
- viii) Any other relevant point.

(Any three points)

T.B.1, page – 38 , 39 3 x 1 = 3

18 18 .1 The Rhine Waterway 1

- 18.2 i) It is navigable for 700 km. from Rotterdam to Basel in Switzerland.
- ii) Ocean going vessels can reach up to Cologne .
- iii) River Ruhr flows through rich coalfields and joins river Rhine thus making the whole basin prosperous manufacturing area .
- iv) It connects the industrial areas of Switzerland, Germany, France, Belgium and the Netherlands with the North Atlantic sea routes.
- v) It is the world’s busiest waterway.

(Any two points)

T.B.1, Page –76 2 x 1 = 2 1+2 = 3

For the Blind candiadates only , in the lieu of Q.No .18

- 1) The Rhine waterway
- ii) The Danube Waterway
- iii) The Volga Waterway

(Any two)

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

The factors that influence inland waterways are :

- a) Navigability , Width and Depth
- b) Continuity in the water flow throughout the year
- c) Transport technology

Explanation of any two

2 x 1 = 2

T.B.1, page – 75, 76 1+2 = 3

19 19.1 Delhi , Above 1001 persons per Sq. Km. $\frac{1}{2} + \frac{1}{2} = 1$

- 19.2 a) West Bengal
- b) Bihar

- c) Kerala
(Any two) $\frac{1}{2} + \frac{1}{2} = 1$

- 19.3 a) Punjab
b) Haryana
c) Tamil Nadu
(Any two)

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

T.B. II , Page – 04

$$1+1+1=3$$

For the Blind candidates only , in the lieu of Q.No .19

- i) The density of population in India is 313 persons per Sq .Km .
ii) The Spatial variation of population density in the country ranges from as low as 13 persons per sq. km . in Arunachal Pradesh to 9,340 persons per sq. km. in the National Capital Territory of Delhi.
iii) High Density states are West Bengal , Bihar , Uttar Pradesh , Kerala and Tamil Nadu.
iv) Assam , Gujrat , Andhra Pradesh , Haryana , Jharkhand , Orissa have moderate density.
v) Hill states of Himalaya and north eastern states of India (excluding Assam) have relatively low density.
vi) Any other relevant point.

(Any three points)

T.B. II , Page – 03

$$1+1+1= 3$$

- 20 i) The main sources of noise pollution are various factories , mechanized construction and demolition works , automobiles and aircrafts etc.
ii) There are periodical polluting noise from siren , loudspeakers used in various festivals , programmes associated with community activities.
iii) The biggest nuisance is the noise produced by traffic .
iv) In sea traffic , the noise pollution is confined to the harbour due to loading and unloading activities being carried out .
v) Noise pollution is location specific and its intensity declines with increase in distance .
vi) Any other relevant point .

(Any three points to be explained)

T.B. II, Page – 138

$$3 \times 1 = 3$$

21 Human Settlements of the world are classified into two categories :-

- 1) Rural Settlements
- 2) Urban Settlements

1

Characteristics of Rural Settlements are :-

- i) In the villages most of the people are engaged in primary activities.
- ii) They are most closely and directly related to land
- iii) Low level of economy and poor standard of living.
- iv) They supply raw material.
- v) Examples such as agriculture, animal husbandary, fishing etc. are the main activities.
- vi) Any other relevant point.

(Any four point)

$\frac{1}{2} \times 4 = 2$

Characteristics of Urban Settlements are :-

- i) In urban areas most of the people are engaged in secondary, tertiary and quaternary activities.
- ii) Higher level of economy .
- iii) Higher standard of living .
- iv) Urban centres are large in size .
- v) They produce finished goods and services .
- vi) Examples - Transportation, industries and services are the main activities .
- vii) Any other relevant point .

(Any four points)

$4 \times \frac{1}{2} = 2$

T.B.1, Pages 91 & 92

$1+2+2 = 5$

- 22
- i) Haryali is a watershed development project sponsored by the Central Government.
 - ii) It aims at enabling the rural population to conserve water for drinking, irrigation, fisheries and afforestation.
 - iii) The project is being executed by Gram Panchyats with people's participation.
 - iv) Neeru – Meeru (Water and you) Programme has been launched by the state govt. of Andhra Pradesh.
 - v) Arvary Pani Sansad (in Alwar Rajasthan) have taken up constructions of

various water harvesting structures such as percolation tanks , dug out ponds (Johad), check dams etc.

- vi) Tamil Nadu has made water harvesting structures in the houses compulsory.
- vii) Watershed development projects in some areas have been successful in rejuvenating environment and economy.
- viii) Any other relevant point .

(Any five points)

T. B. II, Page 67 5 X1 = 5

- 23 The density of population is the ratio between the number of people to the size of land / Density of population is the number of persons per unit area /

$$\text{Density of population} = \frac{\text{Population}}{\text{Area}} \quad 1$$

Physical factors influencing the distribution of population :-

- i) Availability of water
- ii) Landforms
- iii) Climate
- iv) Soil

(Each point should be explained)

4 x 1 = 4

T.B.1, Pages 9 & 10 1+4=5

- 24 Importance of roads

- i) Road transport is the most economical for short distances as compared to railways .
- ii) Freight transport by road is gaining importance because it offers door to door service .
- iii) Cost of construction is cheap .
- iv) They can negotiate steep gradient .
- v) Any other relevant point

(Any two points)

2 x 1 = 2

Reasons :-

- i) Developed countries have resources to construct and maintain good quality roads .

- ii) The intensity of vehicular traffic is more.
- iii) High capacity vehicles which are common, need good roads .
- iv) In developed countries good quality roads are universal and provide long distance links in the form of motorways , autobahns (Germany) and interstate highways for speedy movement .
- v) Any other relevant point .

(Any three points)

3 x 1 = 3

T.B.1, Page – 67

2+3 = 5

25 There are five measures necessary for the promotion of sustainable development in ‘Indira Gandhi canal command Area :-

- i) Strict implementation of water management policy .
- ii) Cropping pattern shall not include water intensive crops .
- iii) The CAD programmes such as lining of water courses, land development and levelling and warabandi system shall be effectively implemented to reduce the conveyance loss of water.
- iv) The areas affected by water logging and soil salinity shall be reclaimed .
- v) The eco-development through afforestation, shelter belt plantation and pasture development is necessary.
- vi) The social sustainability in the region can be achieved only if the land allottees having poor economic background are provided adequate financial and institutional support for cultivation of land .
- vii) Agricultural and allied activities have to develop alongwith other sectors of economy.
- viii) Any other relevant point.

(Any five points)

T.B.2, Page – 111

5X1=5

26 26.1 See attached map .

4 x ½ = 2

26.2 See attached map

3 x 1 = 3

For the Blind candiadates only, in lieu of Q.No .26

26.1 Namibia – Lowest Density of Population in Africa

- 26.2 a. Atlantic shores of North Africa eastwards across the Arabian Peninsula into Mongolia and Central China.
- b. Tundra region of Eurasia
- c. Small areas in South West Africa and on Madagascar Island.

(Any one region)

26.3 Himachal Pradesh

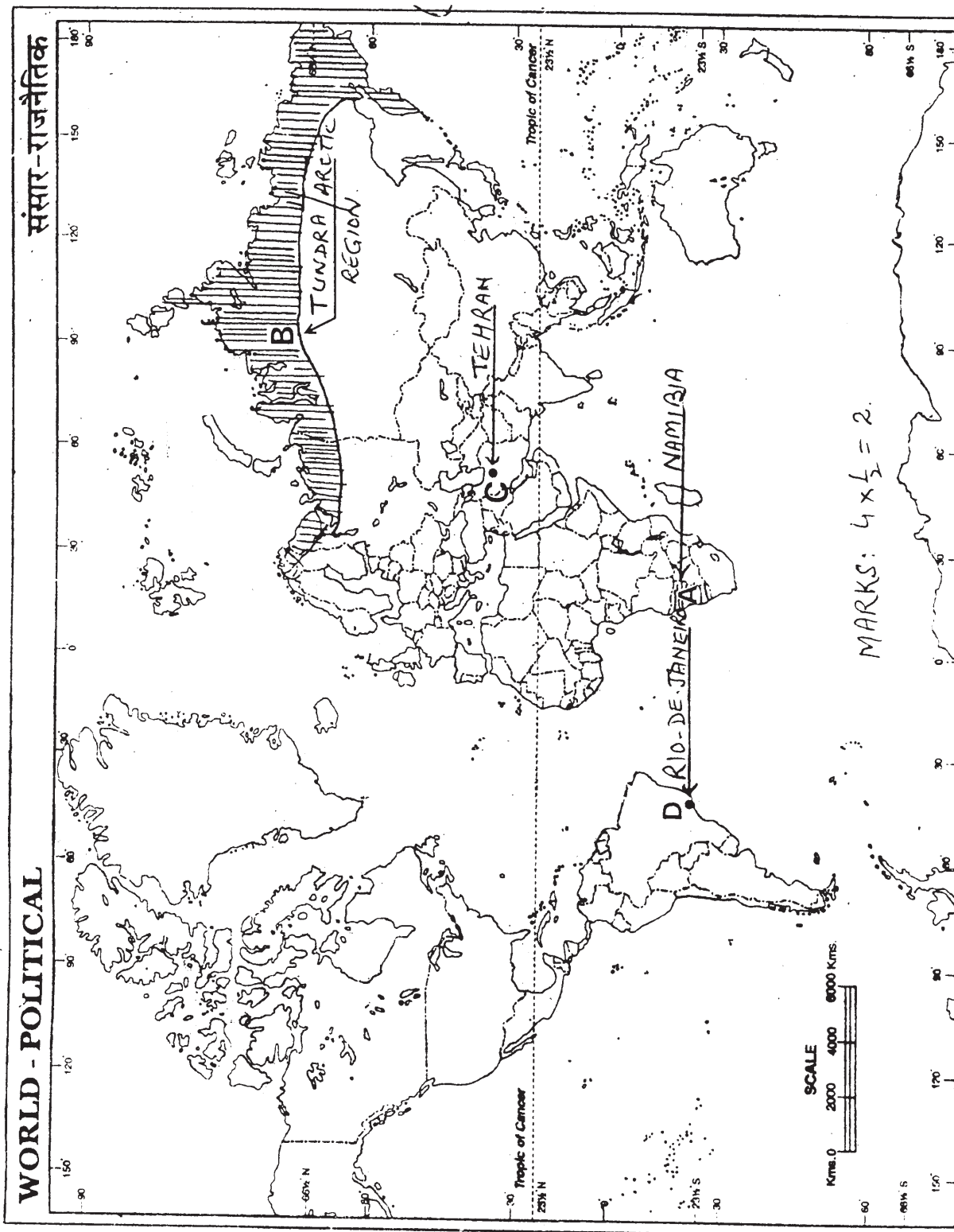
26.4 Singareni

26.5 Visvesraiya/ Bhadrawati Steel plant

5 x 1 = 5

For question no. 26.1

प्रश्न सं. 26.1 के लिए



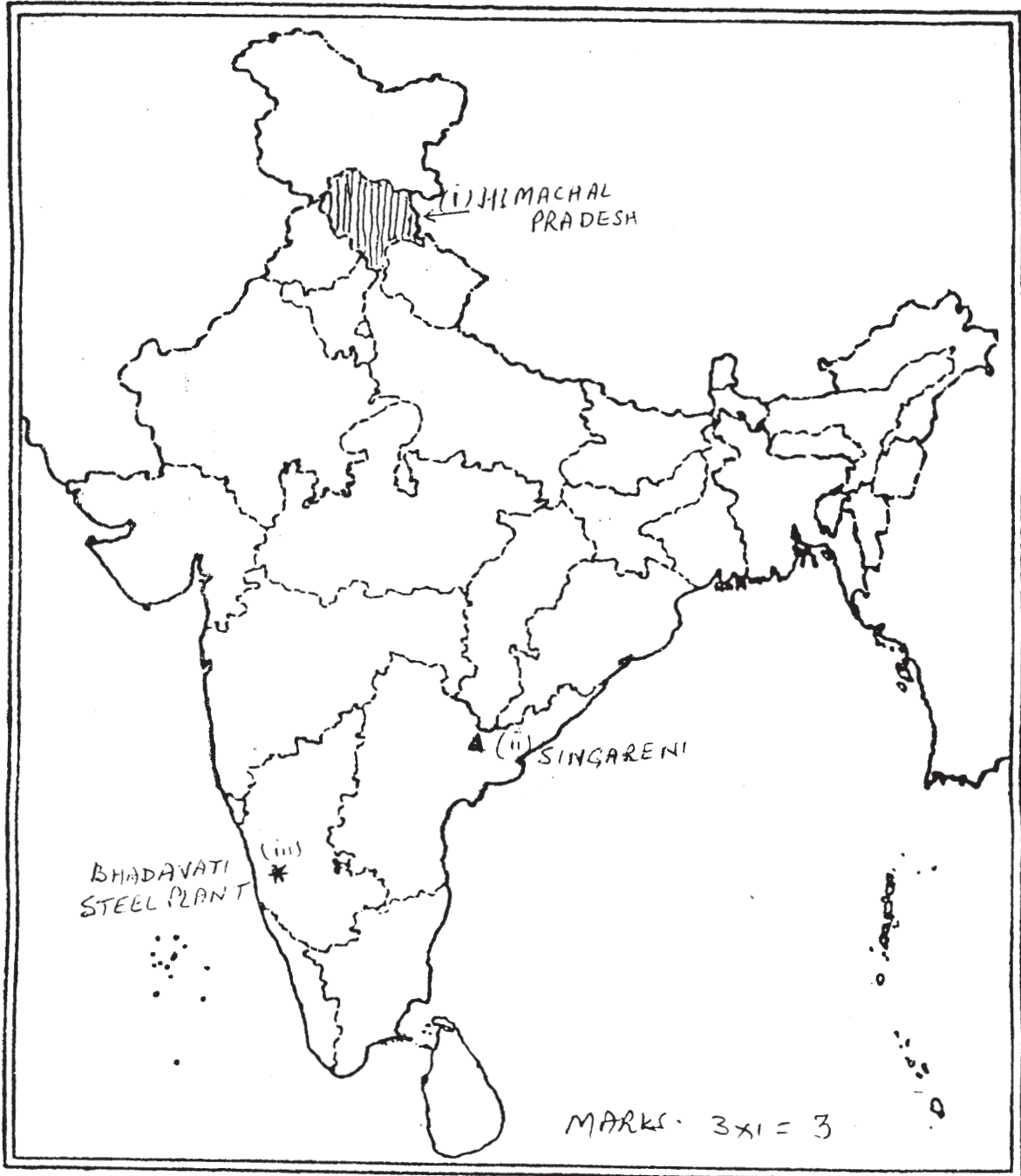
64/1,
64/2,
64/3

For question no. 26.2

प्रश्न सं. 26.2 के लिए

Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)



64/1,
64/2
64/3

PSYCHOLOGY (Theory)

Time allowed : 3 hours

Maximum Marks : 70

GENERAL INSTRUCTIONS :

- (i) *All questions are compulsory.*
- (ii) *Answers should be brief and to the point.*
- (iii) *Marks for each question are indicated against it.*
- (iv) *Question Nos. 1- 10 in Part - A are Learning Checks type questions carrying 1 marks each. You are required to answer them as directed.*
- (v) *Question 11 - 16 in Part B are Very short Answer type questions carrying 2 marks each. Answer to each question should not exceed 30 words.*
- (vi) *Question 17 - 20 in Part C are short Answer type-1 questions carrying 3 marks each. Answer to each question should not exceed 60 words.*
- (vii) *Question Nos. 21 - 26 in Part-D are Short Answer Type-11 questions carrying 4 marks each. Answer to each question should not exceed 100 words.*
- (viii) *Question Nos. 27 - 28 in Part-E are Short Answer Type questions carrying 6 marks each. Answer to each question should not exceed 200 words.*

QUESTION PAPER CODE 63/1

Part - A

1. _____ refers to an individual's underlying potential for acquiring skills.
2. Attributing one's own traits to others is known as projection. (True/False)
3. Blocking of needs and motives that cause hindrance in achieving the desired goal results in :
 - (a) Stress
 - (b) Conflict
 - (c) Frustration
 - (d) Aggression

4. People who believe themselves to be specially empowered persons suffer from:
 - (a) delusions of reference
 - (b) delusions of control
 - (c) delusions of grandeur
 - (d) hallucination
5. Aversive conditioning refers to repeated association of desired response with aversive consequence. (True/False)
6. Performance on specific tasks when influenced by the presence of others is called _____ .
7. Making inferences about personal qualities of people whom we meet is called _____ .
8. Group think is the tendency of groups to take extreme decisions when in groups then as individuals. (True/False)
9. Ability to mentally deal with high density or crowded environment refers to :
 - (a) crowding tolerance
 - (b) personal space
 - (c) social disadvantage
 - (d) mob behaviour
10. Intrapersonal communication involves communicating with yourself. (True/False)

Part - B

(2 marks each)

11. Explain the term 'Social Identity'.
12. State four characteristics of hyperactive children.
13. Explain Aversive conditioning.
14. What is 'Social Loafing' ?
15. Explain the term 'Crowding'.

16. Explain the term 'Paraphrasing' in human communication.

Part - C

(3 marks each)

17. State the characteristics of individuals with Type-A personality.

OR

What are defense mechanisms?

18. Suggest strategies to protect the environment from pollution?
19. Distinguish between obsessive and compulsive behaviour giving examples.
20. Explain 'positive regard for others' in the context of counseling.

Part - D

(4 marks each)

21. Mention multiple intelligences as suggested by Gardner. Explain logical mathematical intelligence.
22. Explain the variations in intellectual ability of mentally challenged and intellectually gifted individuals.
23. Explain behavioural ratings in assessment of personality.
24. Describe diathesis - stress model.
25. Explain token economy technique for changing behaviour.

OR

Mention the therapy that encourages the client to seek personal growth and actualize their potential. Give its salient features.

26. Give one incident of social loafing in school. Why does it happen? Give any two ways of reducing social loafing.

Part - E

(6 marks each)

27. Explain the concept of stress. Describe the effects of stress with examples.

OR

Explain the concept of coping. Describe the different types of coping strategies giving examples from everyday life.

28. What are attitudes? Explain how attitudes are formed.

OR

Describe the important factors that influence impression formation.

QUESTION PAPER CODE 63

Part - A

1. Individual's preference in an activity is known as _____. 1
2. Attributing one's own traits to others is known as rationalization. (True/False) 1
3. Coping by making efforts to control one's emotions is known as 1
 - (a) Task oriented strategy
 - (b) Emotion oriented strategy
 - (c) Avoidance oriented strategy
 - (d) Goal oriented strategy
4. The psychological model that explains abnormal behaviour in light of learning maladaptive ways is 1
 - (a) cognitive model
 - (b) behavioural model
 - (c) psychodynamic model
 - (d) social model
5. Psychotherapies aim at changing maladaptive behaviour and helping the client to adapt better to his environment. (True/False) 1
6. The process of assigning causes to the behaviour shown in specific social situations is called _____. 1
7. Performance on specific tasks when influenced by the presence of others is called 1

8. Group polarisation is a phenomenon which is a consequence of extreme cohesiveness. (True/False) 1
9. Ability to mentally deal with high density or crowded environment refers to 1
- (a) Crowding tolerance
 - (b) Personal space
 - (c) Social disadvantage
 - (d) Mob behaviour
10. Intrapersonal communication refers to communication between two or more persons. (True/False) 1

PART - B

11. Explain the term personal identity. 2
12. What are delusions? 2
13. Explain 'empathy'. 2
14. What is 'bandwagon effect' ?
15. What is 'personal space' ? 2
16. State any two characteristics of an effective helper. 2

PART - C

17. What are defense mechanisms? 3
18. Explain substance dependence.
19. Distinguish between 'instrumental aggression' and 'hostile aggression' giving examples. 3
20. Which component of the communication process is most important? Justify your answer with relevant examples. 3

OR

Explain 'positive regard for others' in the context of counselling.

PART - D

21. State any four methods used for psychological assessment. Explain self report measures method. 4
22. Explain Gardner's theory of multiple intelligences. What is naturalistic intelligence? 4

OR

Explain the variations in intellectual ability of mentally challenged and intellectually gifted individuals.

23. How do the 'type' and 'trait' approaches to personality differ? 4
24. What do you understand by the term 'Dissociation' ? Describe the salient features of anyone form of dissociative disorder. 4
25. Describe the technique of systematic desensitization used in the treatment of phobias. 4
26. Describe the stages of group formation. 4

PART - E

27. Explain 'Eustress'. Describe the techniques to manage stress.

OR

Explain the concept of stress. Describe the effects of stress with examples.

28. Are attitudes learnt? Support your answer with the help of examples.

OR

Describe the important factors that influence impression formation.

Marking Scheme - Psychology

General Instructions :

1. The marking scheme is a guideline for evaluation of answer scripts. Any relevant and appropriate information other than that given in the marking scheme may be marked correct. It is not an exhaustive index of all possible answers.
2. Marks are not normally deducted for spelling errors but if the answer obliterates the right concept, marks are to be deducted accordingly.
3. If a student has attempted both parts of a choice question, the part obtaining the higher score 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.
6. Credit be given for exact, precise and concrete answer.

QUESTION PAPER CODE 63/1 EXPECTED ANSWERS/VALUE POINTS

PART - A

	Distribution of Marks	Page No. of Text Book
1. Aptitude	1	03
2. True	1	35
3. Frustration	1	55
4. Delusions of Grandeur	1	80

		Distribution of Marks	Page No. of Text Book
5.	False	1	97
6.	Social Facilitation	1	123
7.	Impression Formation	1	107
8.	True	1	134,135
9.	Crowding Tolerance	1	160
10.	True	1	183
		1x10=10	

PART - B

11. Definition-Social Identity refers to those aspects of a person that link her/him to a social or cultural group or are derived from it. 1½+1½ = 2 25
e.g. I am an Indian.
12. Four characteristics of hyperactive children
- (i) Constant motion
 - (ii) No sitting still 2 82-83
 - (iii) Child may fidget, squirm, climb and run around the room aimlessly as if driven by' a motor.
 - (iv) Always on the go and talks incessantly.
13. Aversive Conditioning refers to repeated association of undesired response with an aversive consequence. 1+1=2 97
e.g. Alcoholic given pain through electric shock to pair the two together to make the alcoholic develop aversion / dislike for alcohol
14. Definition of Social Loafing:- Social Loafing is a reduction in individual effort when working on a collective' task i.e. one in which outputs are pooled with those of other group members. 2 137
15. Meaning of Crowding:-feeling of discomfort due to the presence of too many people or things around an individual.

	Distribution of Marks	Page No. of Text Book
Explanation involving the following features or through any example:-	1+1=2	158
(i) feeling of discomfort		
(ii) loss or decrease in privacy		
(iii) negative view of space around the person		
(iv) feeling of loss of control over social interaction		

16. Paraphrasing:-It is one of the features of communication.

Summary of ideas which one has listened to but no repetition of exact words, as communicated.

1+1=2 185

Effect :- It allows you to understand how much one has understood of what was communicated

PART-C

17. Characteristics of individuals with Type A personality by Friedman and Roseman

(i) High motivation	3	31
(ii) Lack of patience		
(iii) Feel short of time		
(iv) Be in a great hurry		
(v) Feels like always burdened with work.		
(vi) Finds it difficult to slow down and relax		
(vii) More susceptible to hypertension and Coronary		

Heart Disease (CHD)

Or any other relevant characteristics/ explanation

OR

Defense Mechanism by Sigmund Freud:-

Definition:- It is a way of reducing anxiety by distorting reality, functions unconsciously. It defends ego against awareness of instinctual needs (any three)

1+2=3 35

Repression, Projection, Reaction formation, Rationalisation-Explanation of anyone

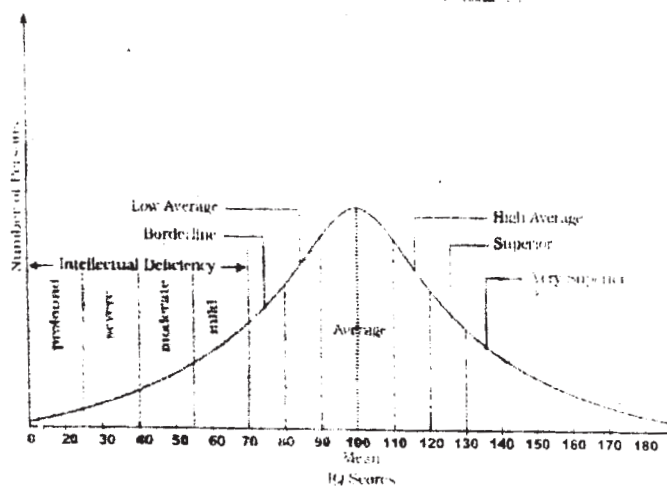
	Distribution of Marks	Page No. of Text Book
18. Any three methods to reduce pollution		
(i) Reducing air pollution		
(ii) Reducing noise pollution		
(iii) Managing disposal of garbage sensibly	1+1+1=3	164
(iv) Planting trees and taking care		
(v) Saying no to plastics		
(vi) Reducing non-biodegradable packing of consumer goods		
(vii) Laws related to construction (especially in urban areas)		
(any three points with example)		
19. Obsessive Behaviour-Inability to stop thinking about a particular idea or topic. Often these thoughts are unpleasant and shameful.	1+ ½	77
Compulsive Behaviour:- is the need to perform certain behaviours over and over again such as repeated activity, ordering, checking, touching and washing.	1+ ½ =3	
20. Counsellor-Counselee relationship:- Positive regard for others, freedom of expression, acceptance of ideas that feelings of both are important.	3	192
-feelings of uncertainty and anxiety get minimized.		
-Counsellor extends positive regard to the client.		
OR		
-A few guide lines to show positive regard to others		
(i) Using 'I' messages instead of 'You' messages.		
(ii) Respond to the counselee after checking with him/her.		
(iii) Give the counselee the freedom to share thoughts and feeling without interrupting.		
(iv) Avoid labeling yourself or the counselee		
(Any three)		
PART - D		
21. Multiple Intelligences by Howard Gardener.		
Types of Multiple Intelligences	¼ x 8 + 2	07

- (i) Linguistic
- (ii) Musical
- (iii) Spatial
- (iv) Bodily Kinaesthetic
- (v) Interpersonal
- (vi) Intrapersonal
- (vii) Naturalistic
- (viii) Logical mathematical

= 4

Logical Mathematical Intelligence- involves skills in scientific thinking and problem solving. Can think logically and critically, engage in abstract reasoning, can manipulate symbols to solve mathematical problems. E.g. Scientists and Mathematicians

22. Intelligence or IQ scores are distributed in a population in such a way that most people tend to fall in the middle range of the distribution. This can be ‘graphically shown in the following bell shaped curve.



2 + 2 = 4

12

Children with very low IQ scores, i.e. below 70, face enormous difficulty in learning simple skills and are termed “Mentally Challenged” or “Mentally Retarded”.

Categories of Mental Retardation

- (i) Mild retardation (I.Q. 55-69)

- (ii) Moderate retardation (I.Q.40-54)
- (iii) Severe retardation (I.Q.25-39)
- (iv) Profound retardation (I.Q. below 25)

On the other end of the curve are Intellectually Gifted individuals who show higher performance because of their outstanding potentialities.

Categories:

- (i) High average (I.Q. 110-119)
- (ii) Superior (LQ. 120-130)
- (iii) Very Superior (LQ. 130 and above)

23. - Behavioural ratings are frequently used for assessment of personality.
 - Behavioural rating is taken from people who know the assessee intimately.
 - Categories of personality are based on behavioural qualities.

2+2 = 4

7

Uses:-In educational and industrial settings:

Limitations

- (i) Halo effect
 - (ii) Middle category bias
 - (iii) Extreme response bias.
- (any two)

24. The diathesis stress model provides the most widely accepted explanation of abnormal behaviour.

Psychological disorders develop when a diathesis (biological pre-disposition to the disorder) is set off by a stressful situation.

1+3=4

75

Components:

- (i) presence of some biological abberation which may be inherited.
- (ii) the diathesis may carry a vulnerability to develop a psychological disorder. Person is at risk / predisposed to develop a disorder.
- (iii) Presence of pathogenic stressor.

25. It is a technique for changing behaviour.

Positive Reinforcement to change behaviour.

4

98

Reward in the form of a token for behaviour/ reducing unwanted behaviour.

Token can be exchanged for a reward.

One example.

OR

Humanistic-Existential therapy (Brief explanation) Weightage be given even if Client-Centred Therapy, or Gestalt Therapy or Existential Therapy are mentioned.

100

Key terms like self-actualization, unconditional positive regard, empathy, congruence between real and ideal self, freedom and personal growth, etc, must be mentioned.

26. Incident of Social Loafing-anyone example

Causes of Social Loafing (any two)

(i) Feeling of less responsibility

(ii) Level of motivation decreases as members realize that - contribution of each individual will not be evaluated.

(iii) Performance of one group not compared with that of other group. $1+1+2=4$

137

(iv) No coordination/improper coordination among members.

(v) Belonging to a group is not important- It is only an aggregate of individuals.

Methods to reduce Social Loafing: (any two)

(i) Identify efforts of each member of group.

(ii) Make members committed to successful task performance.

(iii) Increasing the apparent importance or value of a task.

(iv) Members are given understanding that individual contribution is important.

(v) Increase or strengthen group cohesiveness to enhance motivation.

PART -E

27. Concept of Stress:

Definition-The pattern of response an organism makes to stimulus event that disturbs the equilibrium and exceeds a person's ability to cope.

52, 57

-origin of the word 'strictus' / 'stringere' and its explanation Eustress and distress, stress/strain.

-Reference to primary and secondary appraisal.

(definition and explanation)

Effects of Stress:

- (i) Emotional effects-mood swing, erratic behaviour. anxiety, decreasing confidence, depression, etc
- (ii) Physiological effects-marked changes in heart rate, B.P. levels, metabolism and physical activity.
- (iii) Cognitive effects-may lose ability to make sound decisions, poor concentration, reduced STM capacity.
- (iv) Behavioural effects-eating less nutritional food, increased intake of stimulants, disrupted sleep patterns) increased absenteeism, reduced work performance.

2 + 4 = 6

OR

Concept of Coping- A dynamic situation specific reaction to stress. A set of concrete responses to stressful situations or events.

Coping with stress depends upon rigid deep-seated beliefs, based on experience.

2 + 4 = 6

61

Coping -Strategies:

- (i) Task-oriented strategy-This involves obtaining information about the stressful situation and about alternative courses of action and their possible outcome. It also involves deciding priorities and acting so as to deal directly with the stressful situation.
- (ii) Emotion -oriented strategy-This involves efforts to maintain hope and to control one's emotions; it can also involve venting feelings

of anger and frustration, or deciding that nothing can be done to change things.

- (iii) Avoidance-oriented strategy-this involves denying or minimizing the seriousness of the situation; it also Involves conscious suppression of stressful thoughts and their replacement by self-protective thoughts.

Examples from daily life.

28. Attitude

Definition-Tendency to act in a particular way with regard to an object, state of mind, views or thoughts regarding some topic which have evaluative feature.

108, 110

Formation of Attitudes-Learned through own experiences and interaction with others.

- (a) Learning attitudes by association.
 (b) Learning attitudes by being rewarded or punished.
 (c) Learning attitudes through modeling-observing others
 (d) Learning attitudes through group or cultural norms.
 (e) Learning attitudes through exposure to information.
 (any four)

1+5=6

OR

Factors that influence impression formation:

- (i) The nature of information available to the perceiver/ selection.
 (ii) Social schemas in the perceiver, including stereotype/organization.
 (iii) Personality characteristics of the perceiver.
 (iv) Situational factors/Inference.
 (v) Primacy effect.
 (vi) Recency effect.
 (vii) Halo Effect

120, 121

1 x 6 = 6

QUESTION PAPER CODE 63
EXPECTED ANSWERS/VALUE POINTS

PART - A

	Distribution of Marks	Page No. of Text Book
1. Interest	1	04
2. False	1	35
3. (b) Emotion Oriented Strategy	1	61
4. Behavioural Model	1	74
5. True	1	90
6. Attribution	1	121
7. Social Facilitation	1	123
8. False	1	137
9. (a) Crowding Tolerance	1	160
10. False	1	183

1 x 10 = 10

PART - B

11. Personal Identity refers to awareness of oneself as a separate, distinct being or entity.

Personal identity refers to those attributes of a person that make him/her different from others.

1 x 2 = 2

25

It is a description of a person(say name) or characteristics (say honesty) or potentialities or capabilities (say singer or dancer)

(any two)

12. Delusions are irrational beliefs that are held despite overwhelming evidence to the contrary.

OR

A delusion is a false belief that is firmly held on inadequate grounds and has no basis of reality.	1½+½=2	80
---	--------	----

Delusion of Persecution

Delusion of Reference

Delusion of Grandeur

Delusion of Control

(anyone)

13. Empathy is a reaction to another's feelings with an emotional response that is similar to the other's feelings.

OR

It is the capacity to feel the distress of the person who is to be helped.	1½+½ =2	125,192
--	---------	---------

OR

Empathy is like stepping into someone else's shoes and trying to understand the pain and troubled feelings of the other person.

Pro-Social behaviour is more likely to be shown by the individuals who have a high level of empathy. Empathy is one of the most critical competencies that a counsellor needs to have.

14. **Bandwagon Effect-** is one of the causes of group polarization.

In a company of like-minded people, one is more likely to hear newer arguments favouring one's viewpoints. When one finds other's also favouring one's viewpoints, one feels that one's view is validated by the public.	1½+½ =2	138
--	---------	-----

Any example.

15. Personal space is the small area around an individual considered belonging to her/him whose invasion is experienced as threatening or unpleasant.

	2	160
--	---	-----

OR

It is the comfortable physical space one generally likes to maintain around oneself. It is affected by a high density environment. In a crowd there is a restriction on personal space and this can cause negative reaction.

16. Characteristics of an effective helper:

- | | | |
|---------------------------------|---------|-----|
| (i) authenticity | 1x2 = 2 | 192 |
| (ii) positive regard for others | | |
| (iii) ability to empathise | | |
| (iv) paraphrasing | | |
| Exlanation of any two | | |

PART - C

17. Characteristics of individuals with Type A personality by Friedman and Roseman

- | | | |
|--|---------|----|
| (i) High motivation | 1x3 = 3 | 31 |
| (ii) Lack of patience | | |
| (iii) Feel short of time | | |
| (iv) Be in a great hurry | | |
| (v) Feels like always burdened with work. | | |
| (vi) Finds it difficult to slow down and relax | | |
| (vii) More susceptible to hypertension and Coronary Heart Disease
Heart Discase (CHD) | | |

Or any other relevant characteristics/ explanation

OR

Defense Mechanism by Sigmund Freud:-	1+2 = 3	35
--------------------------------------	---------	----

Definition:- It is a way of reducing anxiety by distorting reality. It functions unconsciously. It defends ego against awareness of instinctual needs (any three)

	Distribution of Marks	Page No. of Text Book
Repression, Projection, Denial, Reaction formation, Rationalisation- Explain anyone		
18. Substance dependence is a Substance-Use Disorder. It is addictive behaviour. In substance dependence, there is intense craving for the substance to which the person is addicted and the person shows:	1+2 = 3	35
(i) tolerance		
(ii) withdrawal symptoms		
(iii) compulsive drug taking.		
(Brief Explanation)		
19 In instrumental aggression, the act of aggression is meant to obtain a certain goal or object.	1+1½+1½	
(Any suitable example.)	= 3	169
Hostile aggression is that which is shown as an expression of anger towards the target, with the intention of harming someone, even if the aggressor does not wish to obtain any thing from the victim.		
(any suitable example)		
20. Anyone of the following is to be explained, justifying its importance		
Components of Human Communication	3	183
(i) encoding		
(ii) decoding		
(iii) speaking		
(iv) communication channel		
(v) listening		
(vi) reception		
(vii) attention		
(viii) paraphrasing		
OR		
Counsellor-Counsellee relationship:- Positive regard for others is freedom of expression-acceptance of ideas that feelings of both are important.	3	192

- feelings of uncertainty and anxiety get minimized.
- Counsellor extends positive regard to the client.

OR

-A few guide lines to show positive regard to others

- (i) Using 'I' messages instead of 'You' messages.
- (ii) Respond to the counselee after checking with him/her.
- (iii) Give the counselee the freedom to share thoughts and feeling without interrupting.
- (iv) Avoid labeling yourself or the counselee

(Any three)

21. Methods used for psychological assessment:

- (i) Psychological test
- (ii) Interview
- (iii) Case study
- (iv) Observation
- (v) Self Report

2+2 = 4

04, 42

Self Report:- Method proposed by Allport. A method in which a person provides factual information about himself/herself and / or opinions, beliefs etc. that he/she has. For self report-Interview, Questionnaire, Psychological Test or Personal Diary can be used.

Objective measure, objective reporting of one's own feelings w.r.t various items. It is accepted at face value. Scored in quantitative terms and interpreted on the basis of the norms developed for the test.

Any example 16 P.F, MMPI, etc.

22. Howard, Gardener proposed the theory of Multiple Intelligences. According to this theory, intelligence is not a single entity but different types of intelligences exist, which are independent of each other. Different type of intelligences interact and work together to solve a problem.

2+1+1=4

07

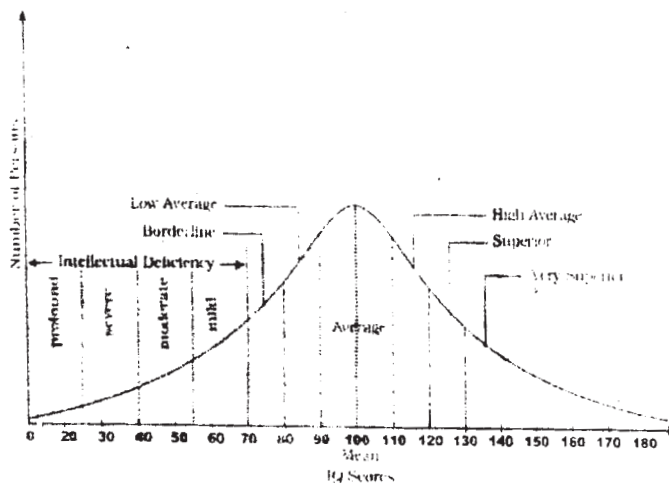
Names of different types of intelligences may or may not be mentioned.

Naturalistic Intelligence: The intelligence which involves complete

awareness of our relationship with the natural world.-useful in understanding flora and fauna and making discrimination in the natural world. Hunters, Farmers, Tourists, Botanists, Zoologists and bird watchers, etc, possess more of naturalistic intelligence.

OR

Intelligence or IQ scores are distributed in a population in such a way that most people tend to fall in the middle range of the distribution. This can be graphically shown in the following bell shaped curve.



2+2 = 4

12

Children with very low IQ scores, i.e. below 70, face enormous difficulty in learning simple skills and are termed “Mentally Challenged” or “Mentally Retarded”.

Categories of Mental Retardation

- (i) Mild retardation (I.Q. 55-69)
- (ii) Moderate retardation (LQ.40-54)
- (iii) Severe retardation (LQ.25-39)
- (iv) Profound retardation (I.Q. below 25)

On the other end of the curve are Intellectually Gifted individuals who show higher performance because of their outstanding potentialities.

Categories:

- (i) High average (LQ. 110-119)
- (ii) Superior (LQ. 120-130)
- (iii) Very Superior (I.Q. 130 and above)

23. **Type Approach:-** This approach attempts to comprehend human personality by examining certain broad patterns in the observed behavioural characteristics of individuals. Each behavioural pattern refers to one type in which individuals are placed in terms of the similarity of their behavioural characteristics with that pattern. 2+2 = 4 30
 Anyone example.
- Trait Approach:-** This theory focuses on the specific psychological attributes along which individuals tend to differ consistent and stable ways.e.g. one may be less shy than other, less friendly or more friendly, shyness and friendliness represent traits and the individual can be rated accordingly.
 Any other example.
24. Dissociation is a severance of the connections between ideas and emotions. It involves feelings of unreality, estrangement, depersonalization and sometimes a loss or shift of identity. 1+3 = 4 78
 Diffrent forms of Dissociative disorder:
 (i) Dissociative Amnesia
 (ii) Dissociative fugue
 (iii) Dissociative identity disorder
 (iv) Depersonalization.
 (explain anyone)
25. Systematic Desensitization: is a technique introduced by Wolpe for treating phobias or irrational fears. It is based on the principle of reciprocal inhibition. (Explanation required) 1+1+1½+½ = 4 98
 Steps of Systematic Desensitisation:
 (i) Interview
 (ii) Relaxation T raining
 (iii) Formulation of Hierarchy
 (iv) Desensitization
 (Brief explanation required)

	Distribution of Marks	Page No. of Text Book
26. Stages of Group Formation	1+1+1+1= 4	133
(i) Forming Stage		
(ii) Storming		
(iii) Norming		
(iv) Performing		
(v) Adjourning		
(Explanation required)		

PART - E

27. Eustress: Not all stress are inherently bad or destructive. The term EUSTRESS is used to describe the level of stress which is favourable or good for any body and is one of the person's best assets for achieving peak performance and managing minor crisis.	1+5 = 6	51, 62
Eustress is a type of stress which is positive, healthy, motivating, inspiring.		
Techniques to manage stress:		
(i) Relaxation Techniques		
(ii) Meditation Procedures		
(iii) Biofeedback		
(iv) Creative Visualization		
(v) Cognitive Behavioural Techniques		
(vi) Exercise		
(Any five) (Brief Explanation required)		

OR

Concept of Stress:

Definition-The pattern of responses an organism makes to stimulus event that disturbs the equilibrium and exceeds a person's ability to cope.	2 + 4 = 6	52, 57
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-origin of the word 'strictus' / 'stringere' and its explanation Eustress and distress, stress/ strain.

-Reference to primary and secondary appraisal.

(definition and explanation)

Effects of Stress:

- (i) Emotional effects-mood swing, erratic behaviour, anxiety, decreasing confidence, depression, etc
- (ii) Physiological effects-marked changes in heart rate, B.P. levels, metabolism and physical activity.
- (iii) Cognitive effects-may lose ability to make sound decisions, poor concentration, reduced STM capacity.
- (iv) Behavioural effects-eating less nutritional food, increased intake of stimulants, disrupted sleep patterns, increased absenteeism, reduced work performance.

28. Attitudes are learnt. In general, attitudes are learned through one's own experiences and through interaction with others.

1+5 = 6

110

Certain attitudes develop by indirect effect of heredity.,

- (a) learning attitudes by association
- (b) learning attitudes by being rewarded or punished
- (c) learning attitudes through modeling -observing others
- (d) learning attitudes through group or cultural norms
- (e) learning attitudes through exposure to information

Give one example of each

OR

Attitude-Definition-Tendency to act in a particular way with regard to an object state of mind, views or thoughts regarding some topic which have evaluative feature.

Formation of Attitudes-Learned through own experiences and interaction with others.

1+5 = 6

108, 110

- (a) Learning attitudes by association.
- (b) Learning attitudes by being rewarded or punished.
- (c) Learning attitudes through modelling-observing others
- (d) Learning attitudes through group or cultural norms.
- (e) Learning attitudes through exposure to information.

(any four)

OR

Factors that influence impression formation:

- (i) The nature of information available to the perceiver/selection.
 - (ii) Social schemes in the perceiver including stereotype/organization. 1x6=6 120, 121
 - (iii) Personality characteristics of the perceiver.
 - (iv) Situational factors/Inference.
 - (v) Primacy effect.
 - (vi) Recency effect.
 - (vii) Halo Effect
- (Any six) (Brief explanation required)

SOCIOLOGY

Time allowed : 3 hours

Maximum Marks : 100

GENERAL INSTRUCTIONS :

- (i) *There are 30 questions in all.*
- (ii) *All questions are compulsory.*
- (iii) *Question Nos. 1–15 are of 2 marks each, and are to be answered in about 30 words.*
- (iv) *Question Nos. 16–25 are of 4 marks each, to be answered in about 80 words.*
- (v) *Question Nos. 26–29 are of 6 marks each, to be answered in about 200 words.*
- (vi) *Question No. 30 carries 6 marks and is to be answered based on the passage given.*
- (vii) *Answer should be precise and to the point.*

QUESTION PAPER CODE 62/1

1. Participatory democracy is a system in which _____ . 2
2. The different forms of mass media include _____ . 2
3. Two reasons for decline in sex ratio in some of the prosperous regions of India are _____ . 2
4. In India, the distribution of the labour force across agriculture, industry and services is different from that in the developed countries because _____ . 2
5. Sociologists use the term social stratification to refer to _____ . 2
6. According to M.N. Srinivas, westernization means _____ . 2
7. The 'weightless economy' is one in which _____ . 2
8. Coastal cities were important to colonial empires because _____ . 2
9. The two common features of the public perception of disability worldwide are _____ . 2

10. In addition to political justice, the Indian Constitution also seeks to ensure two other kinds of justice; these are _____ . 2
11. Liberalization refers to _____ . 2
12. Subsistence agriculture refers to _____ . 2
13. By cultural diversity we mean _____ . 2
14. The term 'agrarian structure' refers to _____ . 2
15. Dominant caste is a term used to refer to _____ . 2
16. Explain the meaning of commoditization with the help of examples. 4
17. "New farmer's movements can be seen as a part of the world wide new social movements." Explain. 4
18. Describe the powers and responsibilities delegated to the Panchayats by the 73rd Amendment to the Constitution. 4
19. 'The struggle for women's upliftment in the 19th and early 20th centuries was led by the male reformers.' Discuss with suitable examples. 4
20. 'Weekly markets are a central feature of the social and economic organization, of tribal villages.' Explain. 4

OR

- According to Adam Smith, how do markets work in the modern capitalist economy? 4
21. Explain the role of Trans National Corporations as an important factor of globalization. 4
 22. Write a short note on caste based social movements in India.

OR

- Explain Tribal Movements with special reference to Jharkhand. 4
23. Compare the life of planters with that of labourers in the tea plantations during British rule. 4

24. Explain the, concept of circulation of labour. 4
25. ‘National Development has benefited the mainstream at the expense of the tribal population.’ Comment. 4
26. Why did the Family Planning Programme suffer a setback during the years of National Emergency? What was the role of the new government elected after the emergency period?

OR

- What are the three basic phases of population growth? Explain with reference to the theory of demographic transition. 6
27. “Three major kinds of change brought about in colonial India were new forms of communication, new kinds of organisation and new ideas.” Explain. 6
28. Do you think that with the growth of television and internet in India, the print media has been sidelined ? Give your comments. 6
29. Explain the relevance of civil society organizations. 6
30. Read the following passage carefully and answer the questions that follow:

What I object to is the craze for machinery, not machinery as such. The craze is for what they call labour-saving machinery. Men go on ‘saving labour’ till thousands are without work and thrown on the open streets to die of starvation. I want to save time and labour, not for a fraction of mankind, but for all. I want the concentration of wealth, not in the hands of the few, but in the hands of all.

When as a nation we adopt the spinning wheel, we not only solve the question of unemployment but we declare that we have no intention of exploiting any nation, and we also end the exploitation of the poor by the rich.

- Mahatma Gandhi, writings from 1924 and 1934.

- (a) Give other examples of how machinery creates problems for workers. 2
- (b) What alternative forms of employment and industry did Gandhiji suggest? 2
- (c) How relevant do you think his suggestions are in today’s world? Give reasons for your answer. 2

QUESTION PAPER CODE 62

1. The impact of British rule was different from all other earlier rulers because _____ . 2
2. 'Hundi' played an important role in the traditional trading system because _____. 2
3. Modernization refers to _____. 2
4. Globalisation of culture refers to _____. 2
5. The two major drawbacks of contract farming are _____. 2
6. Prejudices refer to _____. 2
7. The gravest challenge that media faced in India in 1975 was _____. 2
8. Two examples of dominant land-owning groups are _____. 2
9. Social movements are different from social change in general because _____. 2
10. Policies that promote assimilation are aimed at _____. 2
11. Two of the issues or themes taken up by the social reform movements of the 19th and early 20th centuries were _____. 2
12. Endogamy can be defined as _____. 2
13. Tarabai Shin de wrote "Stree- Purush Tulana" as a protest against society because _____. 2
14. Rapid commercialization of T.V. broadcasting in India is due to _____. 2
15. The process of disinvestment refers to _____. 2
16. How did colonialism affect the Indian economy? 4
17. In what ways did colonial rule shape and strengthen the institution of caste in India? 4
18. How is the mass media responsible for bridging the gap between rural and urban areas? What are its effects? 4

19. Write a short note on gender and sanskritisation based on Kumud Pawade's autobiography. 4

OR

- What do you understand by 'westernisation'? Explain its different aspects. 4
20. Write a short note on Panchayati Raj and the challenges of grass-roots democracy in rural India. 4
21. What is meant by Land Ceiling Act? Why did it prove to be toothless in most of the States? Give two reasons to support your answer. 4
22. What is social exclusion? Why is it involuntary? 4

OR

- What did the Karachi session of the Indian National Congress offer to bring women at par with their male counterparts? 4
23. Which States in India have reached or are very near the 'replacement level' of population growth? Which ones still have very high rates of population growth? Give two reasons for these regional differences. 4
24. Explain with examples how competing interests and groups may seek protection under the Constitution. 4
25. Discuss the role of radio broadcasting in newly free India. 4
26. Discuss the role of contractors in job recruitment. 6
27. 'Religious identity in communalism overrides everything else.' Explain the statement with examples. 6
28. Explain different theories of social movement. 6
29. Discuss the advantages and disadvantages of liberalization. 6

OR

- How do caste and kin networks contribute to the success of a business? Explain through suitable illustrations. 6

30. Read the given passage and answer the following questions:

6

The condition of our Dombari community is very bad. ,Television and radio have snatched away our means of livelihood. We perform acrobatics but because of the circus and television which have reached even in remote corners and villages, nobody is interested in our performances. We do not get even a pittance, however hard we perform. People watch our shows but just for entertainment, they never pay us anything. They never bother about the fact- that we are hungry. Our profession is dying.

- *Vimal More, 1970*

- (i) What was the means of livelihood of the bombari community? Why is their profession dying?
- (ii) Do you know of other traditional occupations that are becoming unviable ? Give examples.
- (iii) Are such changes inevitable? In your opinion,. what can be done to protect communities and occupations like the Dombaris ?

SOCIOLOGY

General Instructions

1. Examiner should adhere to the Marking scheme
2. Examiner to go through the Marking Scheme carefully before commencing evaluation.
3. In the questions which are general in nature ,the examiner may take into consideration any relevant points.

QUESTION PAPER CODE 62/1 EXPECTED ANSWERS/VALUE POINTS

1. Participatory democracy is a- (2)
system in which the members of a group or community participate collectively in taking the major decisions
2. The different forms of mass media includes:- (1+1)
Television, newspaper, films, magazines, radio, advertisements, video games and CD's etc.
3. Two reasons for decline in sex ratio in some of the prosperous regions of India are (1+1)
 - I. Economically prosperous families prefer to have fewer children -often only one or two.
 - II. They wish to choose the sex of their child which is possible with the availability of modern ultra-sound techniques(sonogram)
 - III. Social bias
 - IV. Preference of a male child.

(Any two)
4. In India the distribution of labour force across agriculture, industry and services, is different from that in the developed countries because- (2)
 - I. It is mainly in the unorganized or informal sector.
 - II. Unlike developed countries, where the majority of the workforce is in service and only a small minority in agriculture, the majority of the Indian workforce is in agriculture and only a small minority in industry.

(Any One)

5. Sociologists use the term social stratification to refer to :- (2)
- I. a division of society
 - II. a system by which categories of people in a society are ranked in a hierarchy.

(Any One)

6. Acc to M.N. Srinivas, Westernisation means the changes brought about in the Indian Society and culture as a result of over 150 years of British rule/Western influence at different levels.... technology, institutions, ideology and values. (2)

7. The weightless economy is one in which more and more products are based on information technology, as in computer software, media and entertainment products and internet services. (2)

OR

A knowledge economy is one in which much of the workforce is not involved in system of production or distribution of goods in their development... etc.

Note: Both should be considered as the text book has an “OR” between the terms which may be confusing for students

8. Coastal cities were important to colonial empires because (2)
- I. they enabled the export of primary commodities and the import of manufactured goods
 - II. also as they were a link between economic centers.
 - III. transportation became easier and cheaper.

(Any One)

9. The two common features of the public perception of disability world wide are (1+1)
- I. Disability is understood as a biological given
 - II. Whenever disabled person is confronted with problems, it is taken for granted that the problems originate from her/his impairment.
 - III. The disabled person is seen as a victim
 - IV. The very idea of disability suggests that they are in need of help
 - V. Disability is supposed to be linked with individual's self perception

(Any two)

10. In addition to political justice, the Indian Constitution also seeks to ensure two other kinds of justice; these are (1+1)

Social and economic justice.

Note: In case a student writes the following it may be considered

- Empowerment of poor and marginalized
- Equality and opportunity for all

(Any One)

11. Liberalisation refers to - (2)

a range of policy decisions that the Indian State took to open up the Indian Economy to the World market.

OR

Liberalisation refers to-

the removal of the rules that regulated Indian trade and finance regulation

OR

Privatisation of public sector enterprises, loosening of government regulations, reduction in tariff and import duties and allowing easier access for foreign companies to set up industries in India

(Any One)

12. Subsistence agriculture refers to- (2)

the production by agriculturalists for themselves. They are unable to produce for the market

13. By cultural diversity we mean - (2)

that there are many types of social groups and communities living together These communities are of different religions, sects, race, caste or different languages.

14. The term “agrarian structure” refers to - (2)

- I. the structure or distribution of landholding or ownership pattern of agricultural land.
- II. the presence of large, medium sized landowners, tenants, agricultural labourers etc.

(Any One)

15. Dominant caste is a term used to refer to -
those Castes which had a large population and were granted land rights by partial land reforms after independence

OR

According to M.N Srinivas the dominant caste is the most powerful group economically and politically and dominates local society ego Jats, Rajputs etc.

(Any One)

16. Commoditisation (1+1+1+1)

- I. Commoditisation occurs when things that were earlier not traded in the market become commodities.
- II. Labour and skills become things that can be bought and sold.
- III. Sale of kidney by the poor to cater to rich patients who need kidney transplants.
- IV. Traditionally marriages were arranged by families but now there are professional marriage bureaus.

Note: Even if examples are used to explain the term commoditisation full marks may be given

17. The New farmer's movement : (1+1+1+1)

- I. They were regionally organized were non-party and involved farmers rather than peasants.
- II. The basic ideology of the movements was strongly anti- state and anti- urban.
- III. Novel methods of agitation were used; blocking of roads and railways, refusing politicians and bureaucrats entries to villages and so on.
- IV. These movements have broadened their agenda and ideology and include environment and women's issues.

18. Powers and Responsibilities delegated to the Panchayats by 73rd Amendment (1+1+1+1)

- I. To prepare plans and schemes for economic development
- II. To promote schemes that will enhance social justice
- III. To levy, collect and appropriate taxes, duties, tolls and fees.
- IV. Help in the devolution of governmental responsibilities, especially that of finances to local authorities.

- V. Reservation of seats for women.
- VI. Three tier system of self governance.
- VII. They can impose fines for petty, civil and criminal cases.,
- VIII. Social welfare and developmental activities like construction of roads, tanks, schools, wells etc.

(Any four)

19. Role of male reformers in the upliftment of women (1+1+1+1)

- I. Raja Ram Mohan Roy undertook the campaign against “sati” which was 1st women issue to receive public attention
- II. M.G Ranade- Worked on the lawfulness of the remarriage of Widows.
- III. Jotibha Phule founded ‘Satya Shodhak Samaj’ and aided the two groups considered lowest in traditional Brahmin culture; women and untouchables.
- IV. Sir Syed Ahmed Khan wanted girls to be educated.
- V. But women also worked for their rights, Tarabai Shinde wrote ‘Stree Purush Tulana’ & Rokeya Sakhawat Hussain wrote ‘Sultana’s Dream’ as a protest against the subordination of women and gender discrimination
- VI. Restriction on women’s participation in public life, prevented them from active action.
- VII. Lack of exposure to education and decision-making and a patriarchal society restricted women from initiating movements.

(Any other reformer of the 19th century and early 20th century)

(Any Four)

20. Weekly market (1+1+1+1)

- i. Weekly markets bring together people from surrounding villages, who come to sell their agricultural products and to buy manufactured goods which are not available in their villages.
- ii. They attract traders from outside and local areas as well as money lenders, entertainers, astrologers.
- iii. It acts as a social Institution as it is a link between the local tribal economy and the outside economy.
- iv. For many visitors the primary reason to come to the market is to meet kins, to arrange marriages, exchange gossip etc.

Note: The student may give description of Dhorai village, Bastar . which may be accepted)

OR

Market in the Modern Capitalist Economy (1+1+1+1)

1. Acc. to Adam Smith the market economy is made up of a series of individual exchanges or transactions, which automatically create a functioning and ordered system.
2. He argued that the capitalist economy is driven by individual self-interest, and works best when individual buyers and sellers make rational decisions.
3. He used the idea of “invisible hand” to argue that society overall benefits when individuals pursue their own self interest in the market.
4. He supported the idea of a “free market” (Laissez-faire), that is a market free of all kinds of regulations

21. Role of TNC’s in Globalisation (1+1+1+1)

- 1) TNC’s are the companies that produce goods or market. services in more than one country.
- 2) These may be relatively small firms with one or two factories outside the country in which they are based or could also be gigantic international ones whose operations criss-cross the globe.
- 3) They are oriented to the global markets and global profits even if they have clear national base.
- 4) Some of the biggest TNC’s are:- Coca Cola, General Motors, Nike, Colgate-Palmolive ,Kodak, Mitsubishi etc.
- 5) Such companies manufacture where resource is in abundance, labour is cheap and sell where there is a demand.

(Any four)

22. (A) Caste based social movements in India (1+1+1+1)

- a. Against the dominance of upper castes.
- b. Against the exploitation, discrimination and inhuman treatment.
- c. Assertion of Dalit identity, common quest for equality and self dignity.
- d. Any suitable movement can be taken as an example(Satnami movement, Adi-dharma movement etc.)

OR

- (B) Tribal Movement with special reference to Jharkhand (1+1+1+1)
- i. Led by charismatic leader-Birsa Munda
 - ii. Literate Adivasis helped in unification and creating a shared identity.
 - iii. Demanded separate statehood
 - iv. They were mainly against benefits being taken by non tribals (dikkus)
 - v. Acquisition of land for large irrigation projects and firing ranges.
 - vi. Survey and settlement operations, which were held up; camps closed down etc.
 - vii. Collection of loans, rent and cooperative dues which were resisted.
 - viii. Nationalisation of forest produce which they boycotted.

(Any four)

23. Comparison of the life of planters with that of labourers in the tea plantation during British rule. (1+1+1+1)

1. Colonial govt. often used unfair means to hire and forcibly keep labourers.
2. Harsh measures were taken against the labourers to make sure they benefitted the planters.
3. Planters lived the life of luxury with all the facilities available for them. Whereas the labourers lived a hard life.
4. The government too acted on behalf of the British Planters so that they could get the maximum benefits.

24. Circulation of Labour (1+1+1+1)

- i. Due to green revolution in prosperous regions the demand for seasonal demand of agricultural labour increased and a pattern of seasonal migration emerged.
- ii. Migrant workers come mainly from drought prone and less productive regions and they go to work for part of the year in farms of Punjab and Haryana or on brick kilns in U.P.
- iii. These migrant workers have been termed 'foot- loose' labour who don't have many rights and not even paid the minimum wage.
- iv. Wealthy farmers prefer to employ migrant workers as they can be easily exploited and can be paid lower wages. This preference has produced a peculiar pattern where local landless labourers move out of the home villages

in search of work while migrant workers are brought in to work in the local farms. This creates circulation of labour.

25. National Development versus Tribal Development (1+1+1+1)

- 1) National development involved building of large dams, factories and mines etc. The process of dispossessing tribals of their lands has occurred as a necessary byproduct of the exploitation of minerals and utilization of favourable sites.

(The student may refer to Nehruvian era here, it has to be accepted)

- 2) The loss of forests on which most tribal communities depended was a major blow.
- 3) The coming .of private property in land has also adversely affected tribals.
- 4) They have also been experiencing the problem of-heavy in migration of non-tribals in response to the pressure of development.
- 5) Examples- Narmada, Jharkhand or any other relevant example

(Any four)

26. The family planning programme suffered a setback during the years of National emergency because: (1+1+1+1+1)

- 1) The govt. tried to intensify the effort to bring down the growing rate of population by introducing a coercive programme of mass sterilization.
- 2) Vast number of poor and powerless people were forcibly sterilized.
- 3) There was massive pressure on the lower level govt. officials to bring people for sterilization in the camps.
- 4) There was widespread popular opposition to this programme and the new govt. was elected.
- 5) National Family Planning Programme was renamed as the National Family Welfare Programme.
- 6) Coercive methods were no longer used and new set of guidelines were formulated.

OR

There are three basic phases of population growth: (2+2+2)

- 1) The first stage is that of low population growth in a society that is underdeveloped and technologically backward. Growth rates are low because both the death

rate and the birth rate are very high, so that the difference between the two is low.

- 2) The third stage is also one of low growth in a developed society where both the death rate and the birth rate have been reduced considerably and the difference between them is again small
- 3) Between the two stages is a transitional stage of movement from backward to an advanced stage, and this stage is characterized by very high rates of growth population

27. The Three aspects to the modern framework of change in Colonial India:- (2+2+2)

- i. Modes of communication- Printing press, telegraph, microphone, movement of people through steamships and railways.
- ii. Forms of organisation- Brahma Samaj in Bengal, Arya Samaj in Punjab, All India Muslim Ladies Conference
- iii. The nature of ideas- New ideas of liberalism and freedom, homemaking and marriage, new roles of mothers and daughters, of self conscious and pride in culture and tradition.

(Explanation of all three points)

28. Growth of T.V and Internet in India has sidelined print media. (6)

It is often believed that with the growth of the television and the internet, the print media will be side lined. However in India we have seen the circulation of newspapers grow. New technologies have helped boost the production. A large number of glossy magazines have also made their entry into the market.

The reason for the amazing growth in the Indian Language newspaper are because of the rise in number of the literate people. It has also adopted the advanced printing technologies and also attempted supplements, pull outs and literate booklets. In order to compete with the electronic media, newspapers especially the English language newspapers have reduced the prices and brought out editions from multiple centers. The process has increased the dependence on the sponsors of advertisements who in turn have a larger say in the content of the newspapers

(Any other relevant reason)

29. Relevance of Civil Society Organizations (1+1+1+1+1)

- i. Civil society is the non state and non market part of the public domain in which individuals get together voluntarily to create institutions and organizations.

- ii. It is the sphere of active citizenship; here, individuals take up social issues, try to influence the state or make demands on it, pursue their collective interest or seek support for a variety of causes.
- iii. It consists of voluntary associations, organizations or institutions formed by group of citizens.
- iv. It includes political parties, media institutions, trade unions, NGO's and religious organizations.
- v. These organizations should not be state controlled.
- vi. Should not be purely commercial, profit making entity.
- vii. Civil society organization have taken up diverse issues ranging from tribal struggles, women to governance.
- viii. These organizations are particularly important in keeping a watch on the states and forcing it to obey the law.
- ix. The most significant recent initiatives is the campaign for the Right to Information

(Any six)

30. Passage

- i. Machinery displaces workers-they lose their jobs; it also speeds up work and makes workers work harder; workers are at risk from unsafe machinery that is hazardous to their health or may cause injuries; machines also make work dull and repetitive for workers, rob them of initiative and creativity. (2)
- ii. Gandhiji advocated small scale' handicrafts industries located in villages. He was against large scale industrialization. (2)
- iii. It is hard to see how these solutions can work in all situations. While it may be possible to leave some areas of industry to small scale technologies, other areas necessarily involve machines. The more viable option would be to think of using the advantages of machinery to benefit people adversely affected by them. A major issue to be considered is the distribution of wealth and the inequalities in present day society. (2)

(This question asks for an opinion; there may be other answers; should be judged on the basis of the arguments/reasons provided.)

QUESTION PAPER CODE 62
EXPECTED ANSWERS/VALUE POINTS

1. The impact of British rule was different from all other earlier rulers because - (2)
the change it brought were far reaching and deep. eg. Precapitalist conquerors did not interfere with the economic base. In contrast Britishers directly interfered to ensure greatest profit.
2. 'Hundi' played an important role in the traditional trading system because- (2)
It was bill of exchange like a credit note which allowed merchants to engage in long distance trade.
3. Modernization refers to-
the improvements in technology and production process as well as the path of development that West Europe or North America has taken.
4. Globalisation of culture refers to- (2)
the mixing of the global culture with the local culture.
5. The two major drawbacks of contract farming are: (1+1)
 - i. It leads to greater insecurity as farmers become dependent on MNC's for their livelihood
 - ii. Agricultural land is diverted away from food grain production to specialized items such as flowers and fruits etc.
 - iii. Disengages many people from the production process and makes their own indigenous knowledge of agriculture irrelevant.
 - iv. It caters to the production of elite items which requires high doses of fertilizers and pesticides. It is often not ecologically sustainable. .

(Any two)
6. Prejudices refer to- (2)
pre-concieved opinions or attitudes held by members of one group towards others.
7. The gravest challenge that media faced in India in 1975 was- (2)
the declaration of emergency and censorship of the media.

8. The two examples of dominant land owning groups are: (1+1)
 Jats and Rajputs of UP
 Jat Sikhs in Punjab
 Vokkaligas and Lingayats of Karnataka
 Kammas and Reddys of Andhra Pradesh
 (Any two)
9. Social movements are different from social change in general because- (2)
 they are directed towards specific goals and involve social efforts and action by people. whereas general processes of social change are continuous and do not necessarily involve deliberate action by the people
10. Policies that promote assimilation are aimed at - (2)
 persuading, encouraging or forcing all citizens to adopt a uniform set of cultural norms.
11. Two of the issues or themes taken up by the social reform movements of the 19th and early 20th centuries were: (1+1)
 1) the concerns for injustices suffered by the discriminated castes.
 2) problem faced by upper caste. middle class women and men.
 3) gender oppression and social evils
 4) the meaning of polygamy and purdah amongst Muslims
 (Any two)
12. Endogamy can be defined as (2)
 the practice of marrying within the caste.
13. Tarabai Shinde wrote “Stree Purush Tulna” as a protest against society because of (2)
 the double standards of male dominated society where a young Brahmin widow is sentenced to death for killing her new born illegitimate baby; but no effort had been made to identify or punish the man who had fathered the baby.
14. Rapid commercialization of TV broadcasting in India is due to - (2)
 the advent of colour broadcasting during the 1982 Asian games in Delhi and the rapid expansion of the national network.

15. The process of disinvestment refers to- (2)
the privatization of public sector or govt. companies.

16. Effect of Colonialism on the Indian Economy- (1+1+1+1)

- i. It changed not just land ownership laws but decided even what crops ought to be grown and what ought not to be.
- ii. It meddled with the manufacturing sector, It altered the way production and distribution of goods took place.
- iii. It led to considerable movement of people from one part to another within India
- iv. It created a new educated urban middle class of government employees and professional workers.
- v. It led to new forest policy and exploitation of forests; it led to the setting up of tea and coffee plantation.
- vi. It developed new port cities and communication links via rail, telegraph etc.

(Any four)

17. Ways that strengthened the Institutions of Caste in India under Colonial rule: (1+1+1+1)

- i. Efforts to make very methodical and intensive surveys and reports on the 'customs and manners' of various castes all over the country.
- ii. The most important official effort to collect information on caste was through the census.
- iii. The 1901 census sought to collect information on the social hierarchy of caste.
- iv. Before this kind of intervention, caste identities had been much more fluid and less rigid; once they began to be counted and recorded, caste became more rigid.
- v. The land revenue settlement gave a-legal recognition to the customary-rights of the upper castes.
- vi. They took an interest in the welfare of downtrodden castes and referred them as 'depressed classes'.

(Any four)

18. Mass media is bridging the gap between rural and urban areas by:- (1+1)

- i. bringing images of urban life styles and patterns of consumptions into the rural areas

- ii. urban norms and standards are becoming well known even in the remote villages creating new desires and aspirations for consumptions.

Effects are:-

(1+1)

- 1) Increase in non-farm rural occupations like transport services, business enterprises etc.
- 2) If close to urban areas may travel daily to the nearest urban center to work while staying in the village.

- 19.** Kumud Pawade in her autobiography recounts how a dalit woman became a Sanskrit teacher. As a student she is drawn towards the study of Sanskrit, perhaps because it is the means through which she can break into a field that was not possible for her to enter on grounds of gender and caste. She was drawn towards it because it would enable her to read in the original what the texts have to say about woman and the dalits. As she proceeds with her studies she meets with varied reactions ranging from surprise to hostility from guarded acceptance to brutal rejection

(4)

OR

According to M.N. Srinivas, Westernisation means the changes brought about in the Indian Society and culture as a result of over 150 years of British rule/Western influence at different levels-technology, institutions, ideology and values.

(2+1 +1)

The different aspects of westernization were:

- i. Emergence of westernized sub - cultural pattern through a minority section of Indians who first came in contact with western culture
- ii. There has been general spread of western cultural traits, such as the use of new technology, dress, food and changes in the habits and styles of people in general.
- iii. The west also influenced Indian art and culture.

(Any two)

- 20.** Panchayat Raj and Challenges of grass root democracy in rural India

- i. The idea of village -level political institutions is not new; traditional examples existed such as the caste panchayats. However these traditional institutions were not necessarily democratic because they tended to represent dominant social groups.
- ii. Although panchayats were not mentioned in the original constitution, the 73rd Amendment of 1992 made it compulsory to have panchayats, and also mandated many changes.

- iii. Now panchayats are elected every 5 years; one third of the seats are reserved for women, and 17% for women from the Scheduled Tribes and Scheduled Castes,
- iv. Panchayats now control local resources and prepare plans for development: they also levy taxes and promote programmes for social justice.
- v. It becomes a challenge in a society which is marked by sharp inequalities on grounds of gender, caste, class etc.
- vi. The conservative viewpoint of dominant group sidelines the democratic norms and procedures

(Any four) Any other relevant point may be considered

21. Land Ceiling Act (2+1+1)

According to Land Ceiling Act. the state is supposed to identify and take possession of surplus land (above the ceiling limit) held by each household and redistribute it to landless families.

Reasons:

- i. Some very large estates were broken up, in most cases the land owners managed to divide the land among relatives and others, including servants known as Benami Transfers- which allowed them to keep control over the land.
- ii. In some places, some rich farmers actually divorced their wives (but continued to live with them) in order to avoid the provisions of land ceiling acts; which allowed a separate share for unmarried women but not for wives.

22. Social Exclusion (2+2)

Social exclusion refers to ways in which individuals may become cut off from full involvement in the wider society.

It is involuntary because it is practiced regardless of the wishes of those who are excluded. For eg. Rich people are never found sleeping on the pavements like thousands of homeless poor people. This does not mean that rich are being excluded from access to pavements but voluntarily they choose not to.

OR

Karachi session of Indian National Congress (1+1+1+1)

- i. All citizens are equal before law, irrespective of religion, caste, creed or sex.

- ii. No disability attaches to any citizen, by reason of his or her religion, caste, creed, in regard to public employment. office of power or honour and in the exercise of any trade or calling.
- iii. The franchise shall be on the basis of universal adult suffrage.
- iv. Women shall have the right to vote, to represent and the right to hold public offices.
- v. Special protection of women workers.
- vi. Equal rights and duties for all in regard to public wells, schools etc.

(Any Four)

23. States that have reached replacement level of population growth- (1 +1 +2)

- i. Kerala and Tamil Nadu
- ii. States with very high rate of population growth Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh (any two States)
- iii. Reasons for the regional differences for the above
 - a) Lack of awareness and illiteracy
 - b) Very high fertility rate

24. Competing interests under the Constitution (4)

Indian society is complex and plural. with many different groups and interests represented; for example, city dwellers & villagers; rich & poor; caste and religious groups; workers' and industrialists; women and men; children and adults etc.

The rights and protections granted under the Constitution can give rise to conflicts and contests over access to state resources eg: workers may demand that a factory not to be closed because of their right to livelihood; but those who live near the factory may demand that it be closed because it causes pollution and endangers the health of people and hence violates their right to life, the owner of the factory may ask for protection of his right to conduct his/her business, or may demand compensation from the government if his/her factory is shut down.

(other examples may be given)

25. Role of radio broadcasting in newly free India (1+1+1+1)

- i. At the time of Independence there were only 6 radio stations located in the major cities catering primarily to an urban audience.
- ii. It was an active partner in the development of the newly free India. The AIR's

programmes consisted mainly of news, current affairs, discussions on developments.

- iii. Apart from AIR broadcast news there was Vividh Bharti. a channel for entertainment broadcasting Hindi film songs.
- iv. Vividh Bharti soon began to carry sponsored programmes and advertisements and grew to become a money- spinning channel for AIR
- v. The transistor revolution in the 1960's made the radio more accessible by making it mobile as battery operated sets and reducing the unit price substantially.
- vi. In 2000 around 110 million households were listening to radio broadcasts in 24 languages. More than 1/3rd of them were rural households.

(Any four)

26. Role of contractors in job recruitment

(6)

- 1) In past many workers got their jobs through contractors or jobbers; these jobbers were known as mistries and were themselves workers.
- 2) They came from the same regions and communities as the workers, but because they had the owner's backing they bossed over the workers.
- 3) Nowadays, the importance of the jobbers has come down, and both management and unions play role in recruiting their own people.
- 4) However the contractor system is most visible in the hiring of casual labour for work on construction sites and brickyards.
- 5) The contractor goes to villages and asks if people want work. He will loan them some money. This loan includes the cost of transport to the worksite.
- 6) The loaned money is treated as an advance wage and the worker works without wages until the loan is repaid.

(The student may give examples for the above like-. Kanpur Textile Mill, Badli worker, agricultural labourers, tea garden labourers etc. It should be accepted)

27. Religious identity in communalism overrides everything-

(6)

- i. Religious identity overrides everything because whether one is rich or poor. whatever one's occupation. caste or political beliefs, it is religion alone that counts.
- ii. All Hindus are the same as all Muslims, Sikhs and so on.

- iii. Religious identity is an important issue in Indian society therefore communalism becomes a source of tension and violence.
- iv. During Communal riots, people become faceless members of their respective community. They are willing to kill, rape and loot members of other communities in order to redeem their pride.
- v. A communalist may or may not be a devout person, and devout believers may or may not be communalists.
- vi. Eg like Anti-Sikh riots of Delhi; Anti-Muslim violence in Gujarat etc.

28. Theories of Social Movement-

(2+2+2)

i. Relative deprivation

According to this theory social conflict arises when a social group feels that it is worse off than others around it. This theory emphasizes the role of psychological factors such as resentment and rage in inciting social movements, All instances where people feel relatively deprived do not result in social movements.

ii. Logic of collective action-

A person will join only if he gains something from it. He will participate if the risks are less than gains

iii. Resource Mobilisation-

This depends on mobilization of resources or means of different sorts, If a movement can muster resources such as leadership, organisational capacity and communication facilities within the available political opportunity structure, it is more likely to be effective.

29. Liberalisation-

(1+1+1)

Advantages

- i. Loosening of governmental regulations on capital, labour and trade;
- ii. A reduction in tariffs and import duties so that foreign goods can be imported more easily.
- iii. Privatisation of industries will promote economic growth and prosperity because private industry is more efficient.
- iv. Increase in foreign investment which helps economic growth and investment.

(Any three)

Disadvantages

(1+1+1)

- i. Some sectors of Indian industries like automobiles, electronics or oilseeds will lose because they cannot compete with foreign producers.
- ii. Farmers are controlled by MNC's resulting in loss leading to debts.
- iii. Small manufacturers are not able to compete with foreign goods and brands.
- iv. The privatization or closing of public sector industries has led to loss of employment in some sectors. However in some cases there is growth of unorganized sector employment at the expense of the organized sector, which is not good for the workers as they are paid less and are not permanent.

(Any three)

OR

Contribution of caste and kin networks in Business -

(6)

The Nattukottai Chettiars of Tamil Nadu provide an interesting illustration of how these indigenous trading networks were organized and worked. A study shows how its banking and trade activities were deeply embedded in the social organization of the community. As most 'traditional' merchant communities, Nakarattar banks were basically joint family firms. Trading and banking activities were organized through caste and kinship relationships. For eg. These merchants expanded their activities into southeast Asia and Ceylon. Their economic activities represented a kind of indigenous capitalism

Examples can be any of the following:

- a. Marwaris
- b. Parsis
- c. Hindus
- d. Jains
- e. Bohras
- f. Banias etc.

30. a) The means of livelihood of Dombari community was acrobatics

(1 +1)

b) People prefer to watch circus and television.

II. Globalisation and competition from foreign brands has resulted in the loss of traditional occupations eg. weaving; collection of gum; traditional entertainment; pottery; hand-made products etc.

(2)

III. These changes are inevitable with the advent of Globalisation, Liberalisation, Privatisation etc. Government and NGO's support awareness campaign to save some handicrafts; revival of some traditional entertainment occupations (2)

(Any other relevant opinion expressed by the student should be accepted)

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. | State the number of doses and the age at which measles vaccine is given to the child. | 1 |
| 2. | Define object permanence. | 1 |
| 3. | When is ORS given to a person? | 1 |
| 4. | Give two tips for storing cotton sarees. | 1 |
| 5. | Define Income. | 1 |
| 6. | List two foods that are usually adulterated with Kesari dal. Give its one injurious effect on health. | 2 |
| 7. | Name two dishes rich in carbohydrates. State two important functions of this nutrient for infants. | 2 |
| 8. | State two effects of horizontal lines in a garment, on the appearance of a person. | 2 |
| 9. | List four objectives of ICDS. | 2 |
| 10. | Compare two main symptoms of cholera and diarrhoea. | 2 |
| 11. | Differentiate between Money Income and Real Income. | 2 |
| 12. | State two reasons for the need for washing woollens with “kneading and squeezing” method. Also tell about the water and soap requirements for washing wool. | 2 |

13. Anuradha needs to earn a living. Suggest to her four different ways by which she can use her knowledge of food and nutrition and child development in order to achieve this objective. 2
14. Give the full form of the standardization marks given to biscuits and jams. Name two more products bearing the same standardization marks. 2
15. Enumerate two major problems faced by consumers. Give one solution for each of these problems. 2
16. State two typical symptoms of Measles and two important points for taking care of the patient. 2
17. State four important points to be kept in mind while modifying a meal for different individuals. 2
18. Give two ways of expressing size on the label of a readymade garment. 2
19. List six important rules of personal hygiene essentially to be followed while cooking food. 3
20. Define Socialization. Enlist two similarities in the roles of parent and teacher as agents of socialisation of young children. 3
21. Elaborate five principles of meal planning and state why they are important. 3
22. Present six problems a child with partial sight would encounter in a regular class. 3
23. State six essential features that a creche should provide. 3
24. Your sister is going to purchase jam. Elaborate six instructions you will give to her to select a good quality jam. 3
25. Elaborate six advantages and disadvantages of investing in Shares and Bonds. 3
26. List six important points you will keep in mind while buying a readymade woollen coat for yourself. 3
27. Give three tips on colour and design for selecting a shirt for a short and a plump teenager. 3

28. A family wants to buy a big refrigerator in six years time. Suggest and briefly explain to them two schemes for safe investment of their savings. Give two other advantages of each scheme. 4
29. Rita's silk blouse has an unknown stain on it. Name the method and give steps of the procedure she should follow to remove the stain. 4
30. You are having a large gathering in your house. To provide safe water for drinking, which method would be more suitable, boiling or using chlorine tablets? Provide all the details of the method you choose and give one reason why this method is more suitable. 4

QUESTION PAPER CODE 69

1. Give the main contents of ORS. 1
2. What is babbling? At what age does one start to babble? 1
3. Name two factors which influence physical development in a child. 1
4. Differentiate between direct and indirect real income. 1
5. Give two advantages of using detergent for washing clothes. 1
6. List two foods that are usually adulterated with "Metanil Yellow". Give its two injurious effects on health. 2
7. Name two dishes rich in calcium. State two important functions of this nutrient for school children (7-12 years old). 2
8. List two rights and two related responsibilities of a consumer. 2
9. Name and draw the standardization marks given to gas stove and jam bottle. 2
10. What is money income and what are its three main sources? 2
11. Suggest to Anu four ways she can earn a living after studying the subjects Child Development and Textiles and Clothing at the Senior Secondary level. 2
12. Differentiate between Gross motor skills and Fine motor skills. 2

13. State two effects of zigzag lines in a garment on the appearance of a person. 2
14. Name two different methods of washing clothes. Which method would you select for washing cotton garments? Support your answer with one reason. 2
15. After sorting the clothes what are the steps of washing cotton clothes? 2
16. State the meaning of substitute care for children. What is one strength and one weakness if this care is entrusted to neighbours ? 2
17. State two main symptoms of cholera and give two important points for care of the patient. 2
18. List four points that should be kept in mind while planning meals for a diarrhoea patient. 2
19. List six precautions you will take to prevent foods from getting contaminated. 3
20. A salesperson has come to sell bottled pickles at your residence. Elaborate six important informations you would look for on its label before buying it. 3
21. Elaborate six benefits of keeping household accounts. 3
22. What are the six actions of any child which will help you to suspect that he/she is suffering from hearing impairment ? 3
23. What are three important nutritional requirements of a lactating mother and how can these be fulfilled? 3
24. Elaborate the advantages and disadvantages of leaving a two-year-old child with grandparents while parents are at work. 3
25. Ana at age two tries to use gestures to supplement her speech. State six ways by which you can help her to speak instead of using gestures. 3
26. List six points you will keep in mind while purchasing a pant for your brother. 3
27. What eight points will guide you to select high quality fabric? 3
28. Ram plans to buy a car in six years time. Suggest and explain to him the advantages of two saving schemes which mature in six years time. 4

29. Your white sweater has an unknown stain on it. State the detailed procedure for removing this stain. **4**
30. Explain the method of using chlorine tablets for disinfecting drinking water. Also state four precautions to be taken while storing this water. **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) One/Two doses | (Any one) ½ mark for dose | |
| | (ii) 9 - 12 months measles /13-15 months- M M R | (Any one) ½ mark for age | |
| 2. | Object Permanance is an understanding that an object continues to exist even when out of sight. | | 1 |
| 3. | dehydration/ in case of diarrhoea/dysentery/ fever | (Any one) | 1 |
| 4. | (i) Remove starch on sarees | | |
| | (ii) Dry completely/ avoid storing when damp | | |
| | (iii) Wash before storing | | |
| | (iv) Remove pins | | |
| | (Any other) | (Any two) | ½ x 2 = 1 |
| 5. | Income is the inflow of money, goods and services. | | 1 |
| 6. | (i) Kesari dal in black masoor | (i-iv) | |
| | (ii) Channa dal | (Any two ½ | |
| | (iii) Arhar dal | mark each) | |

- (iv) Besan and besan products (Any two) $\frac{1}{2} \times 2 = 1$
(v) Injurious effects-Produce Lathyrism-/a crippling paralysis of lower limbs (v) 1 mark
[1+1 = 2]
7. (i) Potato ii) Parantha, (iii) Suji halwa (iv) any other (Any two) $\frac{1}{2} \times 2 = 1$
- Functions :-
- (i) For energy
(ii) Protein sparing action
(iii) High metabolic rate (Any two) $\frac{1}{2} \times 2 = 1$
1 + 1 = 2
8. (i) Make the figure appear shorter and
(ii) Wider (fatter) 1 x 2 = 2
9. (i) Improve health and nutritional status of children below 6 years.
(ii) Reduce incidents of mortality, morbidity, malnutrition and school drop outs.
(iii) Lay foundation for proper psychological, physical and social development of the child.
(iv) To achieve effective co-ordination of policy and implementation among various agencies and departments that deliver services to young children.
(v) To enhance capability of mother to look after the normal health and nutritional needs of the child, through proper health and nutrition education. (Any four) $\frac{1}{2} \times 4 = 2$
10. Cholera Diarrhoea
- | | |
|--------------------------------------|-----------------------------------|
| 1. Onset of severe watery stool | 1. Frequent watery greenish stool |
| 2. Gripping pain and muscular cramps | 2. Can have stomach ache |
| 3. Acute thirst | 3. Not necessary |
- (Any two from each) $\frac{1}{2} \times 4 = 2$
11. i) Money Income-is the flow of cash available to a family from any source, over a period of time.
ii) Real Income- is the stream of goods and services available to a family over a period of time. 1 x 2 = 2

12. In this method -articles are gently kneaded and squeezed in the Soapy water.

- i. To avoid felting
- ii. Woollens loose strength, when wet

Water & Soap requirement : Wash in luke warm water/ avoid high/uneven temperature/mild alkali /alkali free soap or detergent

$\frac{1}{2} \times 4 = 2$

13. Anuradha can choose any four of the following

- (i) Cookery classes
- (ii) Supply lunches
- (iii) Open a creche,
- (iv) Take tuitions
- (v) Author-articles and poems for magazines
- (vi) Prepare preserves and sell
- (vii) Baby sitting
- (viii) Dietition

(Any other)

(Any four)

$\frac{1}{2} \times 4 = 2$

14. (i) For Biscuits-ISI-Indian Standards Institution.

Other products with ISI mark-Electrical goods, gas cylinders an stoves, soaps, custard powder, common salt, baking powder, cocoa, milk powder, wafers, ice cream, chewing gum, mineral water, drinking chocolate, condensed milk, coffee etc.

(Any other)

(Any one)

(ii) For Jam -FPO-fruit products order

other products-pickles, jellies, squashes, fruit juices, ketchups, frozen and canned foods.

(Any other)

(Any one)

$\frac{1}{2} \times 4 = 2$

15. Consumer Problems and Solutions -

- (i) Hoarding and black marketing-Get sample tested and use alternative.
- (ii) Adulteration-Buy packed stuff with standardization mark.
- (iii) Price variation-Go to co-operative store

- (iv) Defective weights and measures-be alert or refuse to buy.
- (v) Misleading packing-buy standard goods from reliable, shop
- (vi) Imitation-buy standard goods from reliable shop
- (vii) Lack of standardized products - educate yourself
- (viii) Lack of information or poor consumer guidance-educate yourself.
- (ix) Inadequate consumer services— survey the market
- (x) Too many brands and choices - discuss with friends and other user. ½ x 4 = 2

(Give any two problems and one solution to each.)

16. Measles-

- (i) High fever
- (ii) Dark red/pink rash first on the back of ears and forehead which spreads all over the body.
- (iii) Watery eyes, running nose, photophobia

(Any two)

Prevention- (iv) Isolation

- (v) Apply calamine solution to avoid itching
- (vi) Keep the child warm
- (vii) Use dim light
- (viii) High intake of fluids
- (ix) Rest

(Any two) ½ x 4 = 2

17. (i) Should not deviate too much from the original meal
- (ii) According to individual needs
 - (iii) Acceptable to whom it is served
 - (iv) Likes of individuals to be kept in mind.
 - (v) Meals-should look attractive and served in a pleasant manner.
 - (vi) (Any other)

(Any four) ½ x 4 = 2

18. i) Size-S,M,L,XL, XXL etc.-(small, medium, large, extra large, etc.)
- ii) Chest size-32,34,36.-32 inches, 34 inches, etc.

- iii) Length -40,42,44-40 inches, etc.
- iv) Gents shirts- collar size- 14½, 15, 15½, 16 (inches)
- v) Age -1-2 yr, 2-3 yrs
- vi) (Any other)

(Any two)

2

19. Personal Hygiene, while cooking food

- (i) Have nails short and no paint
- (ii) Rings are not to be worn as particles of food can get caught under these.
- (iii) All cuts, wounds, scratches, burns to be covered with water proof dressing.
- (iv) Food handler to bathe daily to remove dirt and dust which can get into food and make people sick.
- (v) Hair tied and covered to absorb perspiration and prevent hair from dropping.
- (vi) Hands to be washed thoroughly with warm water
- (vii) Wear clean clothes while cooking.
- (viii) Taste food with spoons and not fingers.

(Any six)

½ x 6 = 3

20. Socialization is a process in which an individual acquires those behaviours, beliefs and standards that are approved by his own cultural group or family.

Parents and Teachers- similarities in roles.

1 mark

- (i) Role models
- (ii) Help in disciplining through rewards and punishments
- (iii) Inculcate a sense of right and wrong
- (iv) Teach manners and moral values.
- (Any other)

(Any two)

1 x 2 = 2
[1 + 2 = 3]

21. **Principles-**

- (i) Nutrition
- (ii) Flexibility
- (iii) Economy of resources
- (iv) Satiety
- (v) Attractive and appealing

½ x 5 = 2½

(vi) Variety (ingredients, textures, form, flavours, consistency)

(Any five) $\frac{1}{2} \times 5 = 2\frac{1}{2}$

Reason:

To provide balanced meals with in resources.

$\frac{1}{2} (2\frac{1}{2} + \frac{1}{2} = 3)$

22. (i) Not enough light and lighting in class room especially on teachers face and black board
(ii) Teacher writing in small letters on black board
(iii) Child not sitting in the front row opposite to the black board.
(iv) Charts and maps used in class room are glossy or merge with back ground
(v) Books have small prints
(vi) Green or grey board is not there in the class room
(vii) Not friendly and helpful class mates
(viii) Teacher not supportive or sympathetic

(Any six) $\frac{1}{2} \times 6 = 3$

23. (i) Hygiene
(ii) Food -good quality and nutritious food and sufficient portion size
(iii) Medical and safety measures
(iv) Proper toilet facilities with water.
(v) Timings -flexible
(vi) Recreation facilities,
(vii) Safety-boundaries fenced
(viii) Well trained staff members
(ix) Limited number of children- no overcrowding

(Any six) $\frac{1}{2} \times 6 = 3$

24. i) Go to a reliable shop
ii) Buy reliable brand
iii) Sealed container
iv) See for the standard mark - FPO
v) Proper packaging
vi) Check date of manufacture and expiry

$\frac{1}{2} \times 6 = 3$

25. Advantages

Shares-

- (i) Can get high rate of interest if company is making profits
- (ii) Dividends are tax free
- (iii) Can get the invested amount back after the stipulated time.
- (iv) (Any other)

Bonds-

- (i) Investor gets his money back.
- (ii) Less risk.
- (iii) Tax rebate

Disadvantages-

Shares -

- (i) Risk of losing money in case company goes in a loss
- (ii) Investor may not be able to find a suitable buyer for his shares or may not get a good price.
- (iii) Difficult to sell
- (iv) No tax rebate

Bonds-

- (i) Less rate of interest
- (ii) No liquidity
- (iii) Any other

(Any six advantages and disadvantages of bonds and shares)

$\frac{1}{2} \times 6 = 3$

26. Consider- (i) Good fit

- (ii) Design
- (iii) Comfort
- (iv) Fabric
- (v) Workmanship- cut, seams, stitch size, hems, buttons, sleeves, pockets, lining.
- (vi) Label with care instruction.
- (vii) Cost
- (viii) Drape
- (ix) Fashion

(Any Six)

$\frac{1}{2} \times 6 = 3$

27. Design (i) Look for vertical lines/thin lines/princess lines
(ii) Donot have frills or gathers
(iii) Have small prints/ patterns
Colour - (iv) Cool colours like green and blue as they minimize the apparent body size and shape.
(v) Dark colours make the figure appear slim.
(vi) Avoid contrasting colours.
(vii) Wear matching/mono chromotic colours.
- (Any six) $\frac{1}{2} \times 6 = 3$
28. Choose the scheme which gives good interest and matures in six years. e.g. NSC, RD account, Bonds, FD, UTI
- (Any two)
- Selection of correct schemes $\frac{1}{2} \times 2 = 1$
Details of two schemes $\frac{1}{2} \times 2 = 1$
Two other advantages of each scheme. $\frac{1}{2} \times 4 = 2$
- [1+1+2 = 4]
29. Unknown stain-
- (i) Soak in cold water
(ii) Soak the stain in warm soapy water
(iii) Bleach by exposing the stain to sunlight
(iv) Treat stain with diluted alkaline solution.
(v) Treat stain with diluted acid solution
(vi) Apply oxidizing bleach.
(vii) Apply reducing bleach.
(viii) If the stain persists repeat steps V-VIII with slightly increased concentration levels of the chemicals.
(For bleaching silk use dilute Hydrogen Peroxide only.)
(ix) Rinse traces of chemicals immediately after removing the stain.
- (Eight Steps) $\frac{1}{2} \times 8 = 4$

30. **Selection of correct method**-Use Chlorine Tablets 1 mark

Procedure **OR** 2

- | | |
|--|--|
| i) Dissolve 4 mgs (chlorine tablets) in one litre water. | i) Dissolve one tablet in 20 litres water. |
| ii) Wait for 3 minutes. | ii) Keep for half an hour |
| iii) Shake and allow for leakage | |
| iv) Keep for 10 minutes. | |

Reason:

- i) it is less cumbersome/easy to manage.
- ii) inexpensive
- iii) less time consuming

(Any one) 1

[1+2+1= 4]

QUESTION PAPER CODE 69
EXPECTED ANSWERS/VALUE POINTS

1. Sugar, salt, drinking water 1

2. Babbling is the repetition of consonant-vowel combination. It starts at 3-6 months. 1

3. (i) Heredity

(ii) Nutrition

(iii) Physical health

(iv) Premature or foreceps delivery

(v) Motivation and opportunities for practice.

(Any other)

(Any two) $\frac{1}{2} \times 2 = 1$

4. Direct income- Facilities and Services rendered without spending money.

Indirect income-Facilities and Services rendered with spending money / barter. $\frac{1}{2} \times 2 = 1$

5. i) Readily dissolve in both cold / hot / hard water

ii) Can enter soiled parts more easily

iii) Fabrics are brighter and whiter

- iv) Washed clothes smell good as they contain perfumes.
- v) Can be used for machine wash. (Any two) $\frac{1}{2} \times 2 = 1$
6. Yellow split pulses, turmeric powder, jaggery faluda, jalebi, ice balls, ladoo, Karachi halwa, etc. (Any two)
- Injurious Effects- cancer, mental retardation, anaemia, sterility, abnormality in foetus, degeneration of reproductive organs-ovaries, testes. (Any two) $\frac{1}{2} \times 4 = 2$
7. i) Paneer dishes, ii) Milk dishes (Any other) (Any two)
- i) Development and calcification of bones
- ii) Permanent teeth replace the temporary teeth. $\frac{1}{2} \times 4 = 2$
8. Note: Any two rights with related responsibilities e.g.
- i) Right to Choose. Use information wisely.
- ii) Right to Safety. Use Products Safely
- iii) Right to redressal. Seek redressal $\frac{1}{2} \times 4 = 2$
9. i) ISI mark (diagram) ii) FPO on Jams (diagram) $\frac{1}{2} \times 4 = 2$
10. (i) Money Income - flow of cash available to a family over a period of time.
- (ii) salary,
- (iii) rent
- (iv) bonus, etc.
- (v) Any other (Any four) $\frac{1}{2} \times 4 = 2$
11. Child development - open a play centre, creche, anganwadi worker, baby sit at home.
- Clothing & Textiles— embroidery, stitch clothes on order, laundering clothes, print sarees, bed spreads, curtains, stitch craft, design upholstery, shawls, T-shirts, etc. (Any four) $\frac{1}{2} \times 4 = 2$
12. (i) Gross motor skills- require co-ordination of large muscles of body legs, shoulder hip and back.

- (ii) Fine motor skills- co-ordination of small muscles of body (wrist, fingers, thumbs). E.g. feeding self, picking small objects, using crayons. 1 + 1 = 2
13. (i) Zig Zag lines - if more vertical figure looks Slender (tall and slim) but if more horizontal, figure looks broader and shorter.
- (ii) If lines are in warm hues(colours)-emphasize the body size and contours. Cool hues minimize the body size and shape.
- (iii) Zig - zag lines in bright strong colour make the person appears larger & vice versa for dull weak colours.
- (Any two) 1 x 2 = 2
14. Washing methods-
- i) Friction method by hand or by brush or rubbing & scrubbing
- ii) Kneading and Squeezing
- iii) Suction washing
- iv) Machine washing
- (Any other) (Any two) $\frac{1}{2} \times 2 = 1$
- Method chosen- Friction method using hand brush or a scrubbing board. $\frac{1}{2} \times 2 = 1$
- Cotton can withstand rubbing & scrubbing. [1+1 = 2]
15. After sorting:
- (i) Soaking
- (ii) Applying friction
- (iii) Rinsing, blueing, straching
- (iv) Wringing $\frac{1}{2} \times 4 = 2$
16. Substitute child care means looking after a child and fulfilling his needs while both parents are at work.
- Neighbours-
- Advantages:
- (i) proximity to house
- (ii) child is familiar
- (iii) Any other (Any one)

Disadvantages:

- (i) If not competent relation may be come sour.
- (ii) Not a permanent solution.
- (iii) Any other (Any one) $\frac{1}{2} \times 4 = 2$

17 Symptoms:

- (i) Sudden onset of severe watery stools and vomiting
- (ii) Gripping pain and muscular cramps

Care

- (iii) Give boiled water and ORS
- (iv) Give easily digestible food. $\frac{1}{2} \times 4 = 2$

18 i) Calorie needs of patient to be met according to the physiological needs and conditions.

- ii) Fat needs to be restricted as it may aggravate the disorder.
- iii) Give non fibrous, low residue diet.
- iv) Small quantities of food at regular intervals of about two hours
- v) Plan a soft diet for chronic diarrhoea patient.
- vi) Avoid laxative foods (Mango, Papaya, Cheeku, Green Leafy Vegetables, Lady finger, etc.) spices, fried and fatty foods.
- vii) Give ORS and Electrolytes to prevent dehydration
- viii) Give bland diet

(Any four) $\frac{1}{2} \times 4 = 2$

19. i) Wash fruits & vegetables with potassium permanganate to kill micro organisms.

- ii) Use clean utensils to cook and serve
- iii) After cooking cover the food.
- iv) Hold it at a suitable temperature.
- v) Serve with clean hands, used plates to be rinsed / washed immediately.
- vi) Food handlers to bathe daily.
- vii) Should not be suffering from any skin disease, boils, cold, cough or any other infectious disease, should have unpainted and clipped nails; should not scratch hair, pick nose or spit.

(Any six) $\frac{1}{2} \times 6 = 3$

20. Look for the following on the label

- i) Good brand name
- ii) Date of manufacture & expiry.
- iii) Ingredients
- iv) Details of preservative added
- v) Standardization mark.
- vi) Date of best before use.
- vii) Manufacturer's name and address.
- viii) Net weight.
- ix) Cost

(Any six) $\frac{1}{2} \times 6 = 3$

21. i) Helps to know exact amount of money available to family.

- ii) Helps to prevent wasteful expenditures
- iii) Serves as a guide for current & future expenses
- iv) Can help to avoid being overcharged.
- v) Helps to ensure that money lasts throughout the month.
- vi) Makes one conscious of saving.
- vii) One spends money judiciously.
- viii) Acts as a ready reckoner for post expenditures.
- ix) Valuable tool for filing income tax returns.

(Any six) $\frac{1}{2} \times 6 = 3$

22. i) Buzzing in the ears.

- ii) Cups his hand behind his ear.
- iii) Asks people to repeat what they said.
- iv) Increases the volume when listening to music or watching TV.
- v) Misunderstands directions.
- vi) Frowns or has puzzled expression on his face when someone speaks.
- vii) Does not respond to verbal cues.

(Any six) $\frac{1}{2} \times 6 = 3$

23. (i) High protein, calcium, energy, vitamins. (Any three)
- (ii) Add good sources of the above nutrients in every meal.
e.g. milk, egg, nuts, sprouts, fruit, etc. (Any three) $\frac{1}{2} \times 6 = 3$
24. Advantages
- i) Grandparents are matured and experienced.
 - ii) Teach values (religious & moral) through stories.
 - iii) Give personal attention to the child.
 - iv) Help inculcate good habits
 - v) Child is in familiar surroundings.
 - vi) No financial implications
 - vii) Develops good rapport between child and grand parents.
 - viii) Child does not have to face any weather conditions
- Disadvantages-
- Grand parents may
- i) Be orthodox and may not want to adopt new practices
 - ii) Believe in myths and suggestions
 - iii) Pamper the child
 - iv) Too old to run and look after the child (Any six) $\frac{1}{2} \times 6 = 3$
25. i) Do not respond to gestures.
- ii) Talk to child slowly and clearly
 - iii) Encourage child to talk by listening to him patiently.
 - iv) Teach few words at a time
 - v) Introduce correct words (no 'mum mum' for water, etc.) .
 - vi) Avoid talking in baby language
 - vii) Simply introduce the correct word
 - viii) Talk to child while bathing, dressing, etc.
 - ix) Connect meanings with the new words, e.g., point to a glass and say 'glass'
 - x) Discourage crying and gestures
- (Any six) $\frac{1}{2} \times 6 = 3$

26. i) Design
 ii) Fabric
 iii) Workmanship -cut, seams, stitching, hems, pocket lining, zipper, buttons.
 iv) Cost
 v) Drape
 vi) Fashion
 vii) Comfort
 (Any other) (Any six) $\frac{1}{2} \times 6 = 3$
27. Cotton material
 i) Colour fast
 ii) Good quality
 iii) High thread count
 iv) Plain/twill weave
 v) Filament yarn
 vi) Reputed company and even dying and printing
 vii) Warp and weft at 90°
 viii) No slippage.
 ix) Sanforized, mercerized
 x) Good finish (Any six) $\frac{1}{2} \times 6 = 3$
28. Choose the scheme which gives good interest and matures in six years and give the advantages of the same. E.g., NSC, RD Account, Bonds, FD, UTI
 (Any two) $\frac{1}{2} \times 2 = 1$
 For two schemes $\frac{1}{2} \times 2 = 1$
 Details of two schemes $\frac{1}{2} \times 2 = 1$
 Advantages (two each) $[1+1+2 = 4]$
29. Unknown stain on white sweater - procedure
 i) Soak in plain cold water
 ii) Soak in warm soapy water
 iii) Bleach by exposing stain to sun
 iv) Treat stain with dilute alkaline solution

- v) Treat stain with dilute acid
- vi) Apply oxidizing bleach
- vii) Apply reducing bleach
- viii) If stain persists repeat steps v-vii with slightly increased concentration levels of chemicals.

(For bleaching wool use dilute hydrogen peroxide only)

- ix) Rinse traces of chemicals immediately after removing the stain.

(Any eight) $\frac{1}{2} \times 8 = 4$

30. **Procedure**

- i) Dissolve 4 mgs in one litre water.
- ii) Wait for 3 minutes.
- iii) Shake and allow for leakage
- iv) Keep for 10 minutes.

OR

- i) Dissolve one tablet in 20 litres water.
- ii) Keep for half an hour

2

Precautions for Storage:

- (i) Cover the water.
- (ii) Store in clean container.
- (iii) Do not dip finger/ hand in container. Use ladle to draw water.
- (iv) Do not store for long.
- (v) Surroundings should be clean.

(Any four) 2

[2+2 = 4]

संस्कृतम् (केन्द्रिकम्)

निर्धारित समय : 3 घंटे

अधिकतम अंक : 100

निर्देशा :

सङ्केताभावे सर्वेषां प्रश्नानामुत्तराणि संस्कृतेनैव लेखनीयानि ।

उत्तराणि पृथक् दत्तायाम् उत्तरपुस्तिकायाम् एव लेखनीयानि ।

अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः सन्ति ।

खण्डः क	अपठितांश-अवबोधनम्	10 अङ्काः
खण्डः ख	संस्कृतेन रचनात्मककार्यम्	15 अङ्काः
खण्डः ग	अनुप्रयुक्तव्याकरणम्	30 अङ्काः
खण्डः घ	भाग । - पठितांश - अवबोधनम्	35 अङ्काः
	भाग ॥ - संस्कृतसाहित्यपरिचयः	10 अङ्काः

प्रश्नपत्र संख्या 22/1

खण्डः क

अपठितांश - अवबोधनम्

10

1. अधोलिखितं गद्यांशं पठित्वा प्रश्नानाम् उत्तराणि संस्कृतेन लिखत :

अतिविशालं खलु संस्कृतसाहित्यम् । अस्मिन् नानाविषयसम्बद्धाः ग्रन्थाः प्राप्यन्ते । एतेषां मध्ये एकं पुस्तकम् एतादृशमपि अस्ति, यस्य कीर्तिः इतः पञ्चदशशतवर्षपूर्वं भारतवर्षस्य सीमानम् अतिक्रम्य विदेशेष्वपि प्रसृता अभवत् । अस्य नाम अस्ति पञ्चतन्त्रम्, यस्य लेखकः विष्णुशर्मा अस्ति । यद्यपि कस्यचिद् अमरशक्तेः नाम्नः भूपतेः राजनीतिज्ञानशून्यान् चतुरः पुत्रान् शिक्षयितुम् एतद् विरचितम् आसीत् परं शीघ्रमेव पुस्तकमेतद् अतिप्रसिद्धम् सञ्जातम् । पुरा ईरानदेशस्य राजा नौशेरेवाँ अस्य गुणान् उपयोगितां च निशम्य एतत् पठितुम् ऐच्छत् । अतस्तेन हकीमबुरजोईनामकः सभापण्डितः भारतं प्रति प्रेषितः । सः वर्षद्वयम् अत्र उषित्वा संस्कृतभाषाम् अधीतवान् । पुनश्च पहलवीभाषया अस्य भाषान्तरम् अकरोत् । पञ्चतन्त्रं संस्कृतसाहित्यस्य प्रथमा एतादृशी कृतिः अस्ति, यस्याः कस्यांचन वैदेशिकभाषायाम् अनुवादः संजातः ।

प्रश्नाः

(अ) एकपदेन उत्तरत ।

1/2x4=2

(i) कस्य कीर्तिः विदेशेष्वपि प्रसृता अभवत्?

- (ii) कस्य भूपतेः पुत्रान् शिक्षयितुं पञ्चतन्त्रं विरचितम्?
- (iii) कः एतत् पठितुम् ऐच्छत्?
- (iv) पञ्चतन्त्रस्य लेखकः कोऽस्ति?
- (आ) पूर्णवाक्येन उत्तरत। 1x2=2
- (i) हकीमबुरजोई कस्य भाषान्तरम् अकरोत्?
- (ii) पञ्चतन्त्रं किमर्थं विरचितम्?
- (इ) यथानिर्देशम् उत्तरत। 1x4=4
- (i) 'एतेषां मध्ये' इत्यत्र 'एतेषाम्' इति सर्वनामपदं कस्मै प्रयुक्तम्?
- (ii) 'नौशेरवाँ एतत् पठितुम् ऐच्छत्' अत्र कर्तृपदं किम्?
- (iii) 'अतिलघु' इत्यस्य विलोमपदं किम्?
- (iv) 'राज्ञः' इत्यस्य समानार्थकं किं पदम् अत्र प्रयुक्तम्?
- (ई) अस्य गद्यांशस्य समुचितं शीर्षकं संस्कृतेन लिखत। 2

खण्डः ख

संस्कृतेन रचनात्मककार्यम्

15

2. दीपावलीपर्वणः अवसरे मित्रं गृहे निमन्त्रयितुम् अधोलिखितपत्रे मञ्जूषातः पदानि चित्वा रिक्तस्थानपूर्तिं कृत्वा पुनः लिखत। ½x10=5

अमृतसरतः ।

प्रिय मित्र नरेन्द्र!

(1) -----नमो नमः,

अत्र कुशलं तत्राप्यस्तु। आगामिमासे (2) ----- दीपावली समागच्छति। एतदवसरे (3) ----- त्वाम् अमृतसरनगरे (4) ----- द्रष्टुं निमन्त्रयामि। अत्रत्या दीपावली (5) ----- अस्ति। पवित्रं (6) ----- नानावर्णोपेताभिः विद्युल्लताभिः अलंकियते। यदा एतासां (7) ----- सरोवरे पतति, तदा तद् दृश्यम् अतीव मनोहारि नेत्राकर्षकं च भवति। तदनन्तरम् (8) ----- प्रज्वाल्यन्ते, येषां स्फुलिङ्गाः नभसि उच्चैः गत्वा विविधवर्णोपेतं दृश्यं स्थापयन्ति। (9) ----- नूनम् अत्र आगन्तव्यम्। मातृ-पित्रोः चरणकमलेषु मे (10) ----- निवेदनीयाः।

तव अभिन्नहृदयम्,

नचिकेताः ।

मञ्जूषा

प्रणामाञ्जलयः सप्रेम, त्वया, प्रकाशपर्व, आग्नेयक्रीडनकानि, अहम्, प्रतिबिम्बम्,
दीपावलीशोभाम्, सुवर्णमन्दिरम्, अतिप्रसिद्धा ।

3. मञ्जूषा-प्रदत्त-शब्द-सूचीसाहाय्येन लघुकथांशं पूरयित्वा पुनः लिखत ।

½x10=5

भारतभूमौ नैकाः (1) ----- प्रवहन्ति । एतासां (2) ----- गङ्गा
अतिमहत्त्वपूर्णास्ति । (3) ----- नामान्तरं भागीरथी अपि अस्ति । अस्याः नद्याः
(4) ----- अनेकानि (5) ----- अपि अवस्थितानि । एतेषु कानिचित्तु
तीर्थरूपेणापि (6) ----- । (7) ----- निःसृता इयं गङ्गा
(8) ----- यमुनया सार्धं मिलति । पुनः (9) ----- एका धारा
कोलकातापार्श्वे (10) ----- विलीना भवति ।।

मञ्जूषा

बंगालसागरे, नद्यः, अस्याः, मध्ये, प्रयागनगरे, तीरेषु, परिगण्यन्ते, नगराणि,
हिमालयात्, गङ्गायाः ।

4. अधोलिखितविषयेषु **कमप्येकं** विषयमवलम्ब्य **पञ्चवाक्यमितमेकम्** अनुच्छेदं संस्कृतेन लिखत ।
गणतन्त्रदिवसः, ओलम्पिकक्रीडामहोत्सवः, विजयदशमी ।

1x5=5

खण्डः ग

अनुप्रयुक्त - व्याकरणम्

30

5. अधोलिखितवाक्येषु रेखाङ्कितपदेषु सन्धि-विच्छेदं कुरुत :

1x6=6

- (i) अद्य ममोपवासः अस्ति ।
(ii) उत्तरं दक्षिणं चायनम् ।
(iii) जीवत्यनाथोऽपि वने ।
(iv) प्रासादोऽपि अत्रैव वर्तते ।
(v) दुर्गं पथस्तत् ।
(vi) गेहान्निष्क्रान्तस्य ।

6. अधोलिखितेषु वाक्येषु रेखाङ्कितपदानां विग्रहाः लेखनीयाः। 1x6=6
- (i) येनाक्रमन्ति ऋषयो हि आप्तकामाः।
- (ii) अनेनैव कृताः कल्पभेदाः।
- (iii) दुराराध्या हि राजलक्ष्मीः।
- (iv) हितान्न यः संशृणुते स किं प्रभुः।
- (v) सदयं हृदयम्।
- (vi) सुमहिमा यद्यस्ति किं मण्डनैः?
7. अधोलिखितेषु वाक्येषु कोष्ठकान्तर्गतप्रकृतिं प्रत्ययं च योजयित्वा रिक्तस्थानानि पूरयतः 1x8=8
- (i) किमर्थं वयम् -----। (आ + ह्वे + क्त)
- (ii) अत एव ----- इच्छामि। (श्रु + तुमुन्)
- (iii) आसनात् -----। (उत् + स्था + क्त्वा)
- (iv) अशक्तैः बलिनः शत्रोः पलायनं -----। (कृ + तव्यत्)
- (v) किं वाङ्मात्रेण ----- एतत्सरः त्यक्तुं युज्यते। (पितृ-पितामह + ठक्)
- (vi) ----- यद्यस्ति किं पातकैः। (पिशुन + तल्)
- (vii) चारुदत्तः गृहदैवतानि ----- इत् एवागच्छति। (अर्च् + शतृ)
- (viii) अरुण एष प्रकाशः ----- मरीचिमालिनः। (भग + मतुप्)
8. अधोलिखितेषु वाक्येषु कर्तृक्रियापदयोः अन्वितिः क्रियताम्ः 1x5=5
- (i) अयं स्तूपः रात्रौ भव्यम् आलोकं -----। (वितरति / वितरतः)
- (ii) सर्वे कक्षायां यथास्थानम् -----। (उपविशति / उपविशन्ति)
- (iii) अहो! ----- कीदृशीयं हिमानी। (राजते / राजन्ते)
- (iv) अये सिंहासनम् ----- वृषलः। (अध्यास्ते / अध्यासते)
- (v) हुतं च दत्तं च सदैव -----। (तिष्ठति / तिष्ठन्ति)

अथवा

अधोदत्तेषु वाक्येषु विशेष्यैः सह मञ्जूषाया विशेषणपदानि योजयतः

1x5=5

- (i) ----- पादपाः निपतन्ति ।
(ii) अयमेव वत्सरं ----- भागेषु विभनक्ति ।
(iii) राजलक्ष्मीः हि ----- भवति ।
(iv) अरक्षितं ----- तिष्ठति ।
(v) तत्र ----- शल्यकार्यं वर्णितम् ।

मञ्जूषा

दुराराध्या, सुबद्धमूलाः, अष्टविधम्, द्वादशसु, दैवरक्षितम् ।

9. अधोदत्तेषु वाक्येषु कोष्ठकपदैः सह उपयुक्तविभक्तिं प्रयुज्य रिक्तस्थानानि पूरयतः

1x5=5

- (i) भोः भोः प्रासादाधिकृताः पुरुषाः! देवः चन्द्रगुप्तः ----- विज्ञापयति । (युष्मद्)
(ii) वेदाः एतस्य ----- । (वन्दिन्)
(iii) अलम् अनेन ----- । (विनय)
(iv) प्रशंसनीया एव ----- प्रस्तुतिः । (भवती)
(v) अहं ----- दूरमारोप्य पतितोऽस्मि । (पर्वत)

खण्डः घ

पठितांश- अवबोधनम्

35

10. अधोलिखितं गद्यांशं नाट्यांशं च पठित्वा तदाधारितान् प्रश्नान् संस्कृतेन उत्तरतः

(क) गद्यांशः

कस्मिंश्चित् जलाशये अनागतविधाता, प्रत्युत्पन्नमतिः, यद्भविष्यश्च इति त्रयो मत्स्याः प्रतिवसन्ति स्म । अथ कदाचित् तं जलाशयं दृष्ट्वा गच्छद्भिः मत्स्यजीविभिः उक्तम्- “अहो! बहुमत्स्योऽयं ह्रदः, कदापि न अस्माभिः अन्वेषितः । अद्य तु आहारवृत्तिः सञ्जाता । सन्ध्यासमयः अपि संवृतः । ततः प्रभाते अत्र आगन्तव्यम् इति निश्चयः ।”

प्रश्नाः

(अ) एकपदेन उत्तरत ।

½x2=1

- (i) त्रयो मत्स्याः कुत्र प्रतिवसन्ति स्म?

(ii) जलाशयं दृष्ट्वा कैः उक्तम्?

(आ) पूर्णवाक्येन उत्तरत।

गच्छद्भिः मत्स्यजीविभिः पूर्वं किम् उक्तम्?

1

(इ) यथानिर्देशम् उत्तरत।

(i) ह्रदः इत्यस्य किं विशेषणम् अत्र प्रयुक्तम्?

1

(ii) सरोवरम् इत्यर्थे किं पर्यायपदम् अत्र प्रयुक्तम्?

(iii) 'प्रतिवसन्ति स्म' इत्यस्य कर्तृपदं किम्?

(ख) पद्यांशः

तृणानि भूमिरुदकं वाक्चतुर्थी च सूनृता।

एतान्यपि सतां गेहे नोच्छिद्यन्ते कदाचन।।

प्रश्नाः

(अ) एकपदेन उत्तरत।

(i) चतुर्थी का अस्ति?

(ii) केषां गेहे एतानि नोच्छिद्यन्ते?

1/2x2=1

(आ) पूर्णवाक्येन उत्तरत।

तानि कानि चत्वारि वस्तूनि सन्ति यानि सतां गेहे नोच्छिद्यन्ते?

1

(इ) यथानिर्देशम् उत्तरत।

(i) 'सूनृता' इति कस्य पदस्य विशेषणम्?

1

(ii) उच्छिद्यन्ते इत्यस्य कर्तृपदं किम्?

1

(iii) 'गेहे' इत्यर्थे किं पर्यायपदम् अत्र प्रयुक्तम्?

1

(ग) नाट्यांशः

कञ्चुकी - (प्रविश्य) इदम् आर्यचाणक्यस्य गृहम्। अहो! राजाधिराजमन्त्रिणो विभूतिः।
तथाहि गोमयानाम् उपलभेदकम् एतत् प्रस्तरखण्डम्, इतः शिष्यैः आनीतानां दर्भाणां
स्तूपः, अत्र शुष्यमाणैः समिद्भिः अतिनमितः छदिप्रान्तः। अत एव निस्पृहत्यागिभिः
एतादृशैः जनैः राजा तृणवद् गण्यते।

प्रश्नाः

- (अ) एकपदेन उत्तरत । ½x2=1
- (i) गृहं कस्य अस्ति?
- (ii) कः प्रविशति?
- (आ) पूर्णवाक्येन उत्तरत ।
- कैः राजा तृणवद् गण्यते? 1
- (इ) यथानिर्देशम् उत्तरत ।
- (i) समिद्भिः इत्यस्य विशेषणं किम्? 1
- (ii) गण्यते इत्यस्य कर्तृपदं किम्? 1
- (iii) छात्रैः इत्यर्थे किं पर्यायपदमत्र प्रयुक्तम्? 1

11. निर्देशानुसारं प्रश्नान् उत्तरत :

- (i) 'धन्य एष कुलमूलं श्रीरामचन्द्रस्य'
अस्याः पङ्क्तेः सन्दर्भग्रन्थस्य लेखकस्य च नामनी लिखत । 1+1=2
- (ii) 'सुखं हि दुःखान्यनुभूय शोभते
यथान्धकारादिव दीपदर्शनम् ।'
इति श्लोकांशं कः कं वदति? 1+1=2

12. अधोलिखितस्य श्लोकद्वयस्य प्रदत्तभावार्थं मञ्जूषातः उचितपदैः पूरयित्वा लिखत : ½+8=4

- (अ) अद्भिः शुध्यन्ति गात्राणि बुद्धिः ज्ञानेन शुध्यति ।

अहिंसया च भूतात्मा मनः सत्येन शुध्यति ।।

भावार्थाः

अस्माकं (1) ----- जलेन स्वच्छं पवित्रं भवति, बुद्धिः च (2) -----
शुद्धा भवति यथा यथा वयं ज्ञानं प्राप्नुमः अस्माकं बुद्धिः पवित्रा भवति । मनुष्यस्य
(3) ----- अहिंसया शुद्धः भवति (4) ----- च आचरणेन मनः
पवित्रं भवति ।

- (आ) वदनं प्रसादसदनं सदयं हृदयं सुधामुचो वाचः ।

करणं परोपकरणं येषां केषां न ते वन्द्याः ।।

भावार्थः

ते जनाः सर्वत्र (i) ----- भवन्ति, येषां जीवनं (ii) -----
एव भवति। वस्तुतः तेषां (iii) ----- प्रमुखं लक्ष्यं परोपकारः एव भवति।
ते सदैव अमृतवर्षिणीं वाणीं वदन्ति। तेषां वदनं प्रसन्नतायाः (iv) -----
इव प्रतीयते। तेषां हृदयं दयापूर्णं भवति।

मञ्जूषा

निवासस्थानम्, शरीरम्, जीवनस्य, ज्ञानेन, परोपकाराय, सत्यस्य, आत्मा, वन्दनीयाः।

अथवा

अधस्तनपङ्क्तयोः प्रदत्तभावार्थयोः शुद्धं भावार्थं चित्वा लिखतः

2+2 = 4

(अ) बहुलपक्षचन्द्रस्य ज्योत्स्नापरिक्षय इव भवतः एव रमणीयोऽयं दरिद्रभावः।

- (i) यथा कृष्णपक्षे क्षयं प्राप्ता चन्द्रकला शुक्लपक्षे प्रतिपत्तिथौ शुभा भवति, तथैव दानेन धनविहीनस्य चारुदत्तस्य दरिद्रता शोभते एव।
- (ii) क्षीणा चन्द्रकलेव चारुदत्तस्य दरिद्रता शोभते।
- (iii) यथा कृष्णपक्षे चन्द्रः सततं प्रकाशहीनः भवति, तथैव शनैः शनैः चारुदत्तः धनहीनो जातः।

(आ) लोभश्चेदगुणेन किम्?

- (i) यदि मनुष्ये एको लोभ एव वर्तते, तदा अन्येषां दुर्गुणानां का आवश्यकता? अयम् एको दुर्गुण एव मनुष्यस्य विनाशार्थम् अलम्।
- (ii) लोभिनि जने न कोऽपि गुणो भवति।
- (iii) यदि मनुष्ये लोभः अस्ति, तर्हि गुणैः न किमपि प्रयोजनम्।

13. अधोलिखितस्य श्लोकद्वयस्य प्रदत्तान्वये रिक्तस्थानपूर्तिं कृत्वा पुनः लिखतः

½+8 = 4

(अ) अशक्तैर्बलिनः शत्रोः कर्तव्यं प्रपलायनम्।
आश्रितव्योऽथवा दुर्गः नान्या तेषां गतिर्भवेत्।।

अन्वयः

- (1) ----- बलिनः शत्रोः (2) ----- कर्तव्यम्, अथवा
- (3) -----आश्रितव्यः (4) ----- अन्या गतिः न भवेत्।

- (आ) ब्रजन्ति ते मूढधियः पराभवं
भवन्ति मायाविषु ये न मायिनः ।
प्रविश्य हि घ्नन्ति शठास्तथाविधान्
असंवृत्ताङ्गान्निशिता इवेषवः ।।

अन्वयः

ये (1) ----- मायिनः न भवन्ति ते (2) ----- पराभवं ब्रजन्ति ।
शठाः हि (3) ----- इषव इव तथा विधान् (4) ----- प्रविश्य घ्नन्ति ।

14. अधोलिखितवाक्यानां सार्थकं संयोजनं कृत्वा क्रमेण लिखतः

$\frac{1}{2} \times 8 = 4$

- (i) वैहीनरे! तिष्ठ तिष्ठ न गन्तव्यम् । वृषल! किम् अस्थाने महान् प्रजाधनापव्ययः ।
(ii) वृषल । स्वयम् अनभियुक्तानां राज्ञाम् एते दोषाः सम्भवन्ति ।
(iii) आर्य वैहीनरे! आभ्यां वैतालिकाभ्यां सुवर्णशतसहस्रं दापय ।
(iv) आर्येण एव सर्वत्र निरुद्धचेष्टस्य मे बन्धनमिव राज्यं, न राज्यमिव ।
(v) प्रथमं ममापि तवाज्ञायाः उल्लंघनमेव । अपरमपि प्रयोजनं श्रोतुमिच्छसि तदपि कथयामि ।
(vi) कौमुदीमहोत्सवस्य आयोजनस्य प्रयोजनं ज्ञातुमिच्छामि ।
(vii) यद्येवं तर्हि कौमुदीमहोत्सवप्रतिषेधस्य तावत् प्रयोजनं श्रोतुमिच्छामि ।
(viii) प्रथमं मम आज्ञायाः पालनम् ।

15. अधोलिखितेषु वाक्येषु रेखाङ्कितशब्दानां प्रसङ्गानुसारं सार्थकम् अर्थं चित्वा लिखतः

$1 \times 4 = 4$

- (i) संविधा विहिता न वेति गेहं गत्वा जानामि ।
संविधानम्, भोज्यव्यवस्था, संगीतिः ।
(ii) प्रेरान् पुण्डरीकपटलस्य ।
पुण्डरीकाक्षस्य, कमलसमूहस्य, भ्रमरसमूहस्य ।
(iii) मत्स्यजीविनः मत्स्यसंक्षयं करिष्यन्ति ।
धीवराः, मत्सरिणः, मत्तदन्तिनः ।
(iv) दुर्गसंस्कारः प्रारब्धव्यः ।
विवाहसंस्कारः, दुर्गगमनम्, सेनासंग्रहदुर्गपरिष्कारकर्म ।

खण्ड: घ

सामान्य: संस्कृतसाहित्यपरिचयः

10

16. अधोलिखितानां कवीनां देश-काल-कृतीनां यथानिर्देशं नामानि लिखत :

3+3+4=10

कवयः

(i) मनुः	}	कालः
(ii) अम्बिकादत्तव्यासः		
(iii) विष्णुशर्मा		
(i) महाकविः भासः	}	देशः
(ii) कालिदासः		
(iii) भर्तृहरिः		
(i) भारविः	}	काचिद् एका कृतिः
(ii) सुश्रुतः		
(iii) आर्यभटः		
(iv) चाणक्यः		

4

अथवा

(अ) निम्नलिखितवाक्येषु मञ्जूषायाः पदानि चित्वा रिक्तस्थानपूर्तिः क्रियताम् :

½x10=5

- (i) चक्षुर्भ्यां दृश्यं वस्तु कथ्यते, तस्य भेदाः सन्ति ।
- (ii) छन्दसि कृता रचना कथ्यते, तस्य द्वौ भेदौ स्तः महाकाव्यं च ।
- (iii) कालिदासःक्षेत्रे प्रसिद्धः, भारविः तु ।
- (iv) सुश्रुतसंहितायाः सम्बन्धः अस्ति, बृहद्द्विमानशास्त्रस्य च सम्बन्धः अस्ति ।
- (v) नाटकस्य प्रारम्भे भवति, अन्ते च ।

मञ्जूषा

भरतवाक्यम्, खण्डकाव्यम्, रूपकम्, चिकित्साशास्त्रेण,
नान्दी, उपमा, पद्यकाव्यम्, दश, विमानशास्त्रेण, अर्थगौरवं ।

(आ) संस्कृतमहाकाव्यानां कान्यपि पञ्च वैशिष्ट्यानि लिखत ।

5

प्रश्नपत्र संख्या 22

खण्ड: क

अपठितांश - अवबोधनम्

10

1. अधेलिखितम् गद्यांशं पठित्वा प्रश्नानाम् उत्तराणि संस्कृतेन लिखतः

अतिविशाले संस्कृतसाहित्ये महर्षिवेदव्यासविरचितं महाभारतं महत्त्वपूर्णस्थानं संधारयति। एतत् न खलु संस्कृतसाहित्ये अपितु विश्वसाहित्ये अपि प्रमुखं स्थानं विभर्ति। महाभारतस्य गणना एतादृशेषु ग्रन्थेषु क्रियते, यस्मात् कथांशं गृहीत्वा विभिन्नाः कवयः नैकानि नाटकानि महाकाव्यानि च विरचितवन्तः। अतः महाभारतम् उपजीव्यग्रन्थः कथ्यते। महाकविः कालिदासः महाभारतस्य शाकुन्तलोपाख्यानात् विश्वप्रसिद्धस्य अभिज्ञानशाकुन्तलस्य मूलकथानकं गृहीतवान्। महाकविना भासेनापि महाभारतमेवाधृत्य षड् नाटकानि विरचितानि।

यद्यपि महाभारते प्रमुखरूपेण कौरवपाण्डवयोर्मध्ये संजातस्य युद्धस्य घटना वर्णितास्ति, परं तस्मिन् जीवनोपयोगितत्त्वानामपि वर्णनम् अस्ति। अन्यायार्जितं किमपि वस्तु धनं स्याद् राज्यं वा, अन्ततः बलाद् अधिग्रहीतारं जनं समूलं विनाशयति - इति महाभारतस्य प्रमुखा शिक्षा वर्तते। अत एव वेदव्यासः संदिशति यद् अस्माकं प्रत्येकं कार्यं धर्मसम्मतं स्यात्।

प्रश्नाः

(अ) एकपदेन उत्तरत।

1/2x4=2

- (i) महाभारतस्य लेखकः कः अस्ति?
- (ii) विभिन्नाः कवयः कस्मात् कथांशं गृहीतवन्तः?
- (iii) महाकविना भासेन कति नाटकानि विरचितानि?
- (iv) महाभारते कयोर्मध्ये संजातस्य युद्धस्य वर्णनमस्ति?

(ब) पूर्णवाक्येन उत्तरत।

1x2=2

- (i) महाभारतस्य प्रमुखा शिक्षा कास्ति?
- (ii) महाभारते वेदव्यासः किं संदिशति?

(स) यथानिर्देशम् उत्तरत।

1x4=4

- (i) 'एतत् न खलु' इति वाक्यांशे 'एतत्' इति सर्वनामपदं कस्मै प्रयुक्तम्?
- (ii) "विभिन्नाः कवयः नैकानि नाटकानि विरचितवन्तः" इत्यत्र कर्तृपदं किम्?

- (iii) 'उपदेशः' इत्यर्थे किं समानार्थकं पदम् अत्र प्रयुक्तम्?
 (iv) 'अन्यायार्जितम्' इत्यस्य विलोमपदं किम्?
 (द) अस्य गद्यांशस्य समुचितं शीर्षकं संस्कृतेन लिखत।

खण्डः ख

संस्कृतेन रचनात्मककार्यम्

15

2. भवतां विद्यालये आयोक्ष्यमाणे वार्षिकोत्सवे संस्कृतनाटकस्य मञ्चनं भविष्यति। अस्मिन्नवसरे स्वमित्राय प्रेषिते निमन्त्रणपत्रे मञ्जूषातः पदानि चित्वा रिक्तस्थानानि पूरयत।

½x10=5

प्रिय मित्र राजीव!

सप्रेम (i) -----

अत्र सर्वं कुशलं तत्राप्यस्तु। अस्माकं (ii) ----- वार्षिकोत्सवः वसन्तपञ्चमीपर्वणः अवसरे आयोक्ष्यते। अत्र महाकविकालिदास (iii) ----- अभिज्ञानशाकुन्तलस्य चतुर्थाङ्कस्य (iv) ----- छात्रैः प्रस्तोष्यते। अयम् (v) ----- संस्कृतसाहित्यस्य रत्नभूतः अस्ति। अहमपि कण्वस्य (vi) ----- निर्वहामि। अस्माभिः प्रतिदिनं नाटकस्य (vii) ----- क्रियते। एतद् दृष्ट्वा नूनम् (viii) ----- अनुभविष्यसि। अस्मिन्दिने त्वया अवश्यमेव अत्र (ix) -----। परिवारे सर्वेभ्यः मम (x) ----- निवेदनीयः।

तव अभिन्नमित्रम्,
नचिकेताः।

मञ्जूषा

प्रणामाञ्जलिः, नमोनमः, आनन्दम्, विद्यालयस्य, पूर्वाभ्यासः, विरचितस्य, भूमिकाम्, मञ्चनम्, अङ्कः, आगन्तव्यम्।

3. मञ्जूषा-प्रदत्त-शब्दसूचीसाहाय्येन लघुकथांशं पूरयित्वा पुनः लिखत।

½x10=5

एकदा पाटलिपुत्रे (i) ----- कुर्वतः भगवतो (ii) ----- पार्श्वे एका वृद्धा (iii) ----- समागता। (iv) ----- पुत्रः सर्पदंशकारणात् (v) ----- आसीत्। सा स्वपुत्रं पुनः (vi) ----- भगवन्तं बुद्धं ययाचे। बुद्धस्तस्यै शाश्वतं (vii) ----- उपदिशन् अकथयत् यत् प्रत्येकं (viii) ----- हि मृत्युः (ix) ----- एव भवति। अत एव अयं लोकः (x) ----- कथ्यते।

मञ्जूषा

मर्त्यलोकः, धर्मप्रचारं, जातस्य, बुद्धस्य, सत्यम्, तस्याः उज्जीवयितुम्,
मृतः, नारी, अवश्यम्।

4. अधोलिखितेषु कमप्येकं विषयमवलम्ब्य पञ्चवाक्येषु संस्कृतेन एकम् अनुच्छेदं लिखतः 1x5=5
दीपावली, गणतन्त्रदिवसः, सूर्योदयः।

खण्डःग

अनुप्रयुक्तव्याकरणम्

30

5. अधोलिखितेषु वाक्येषु रेखाङ्कितपदेषु सन्धिविच्छेदं कुरुतः 1x6=6
(i) यथान्धकारादिव।
(ii) सोऽयं व्यायामकालः।
(iii) निमज्जतीन्दोः किरणोष्णवाङ्कः।
(iv) लोभश्चेद् अगुणेन किम्?
(v) हितान्न यः संशृणुते स किं प्रभुः।
(vi) अद्य ममोपवासः।
6. अधोलिखितेषु वाक्येषु रेखाङ्कितपदानां विग्रहा लेख्याः 1x6=6
(i) आप्तकामा ऋषयः।
(ii) सर्वे यथास्थानम् उपविशन्ति।
(iii) शुचिमनो यद्यस्ति।
(iv) सर्वसम्पदः रतिं कुर्वते।
(v) अयमेव अहोरात्रं जनयति।
(vi) अनभियुक्तानां राज्ञाम्।
7. अधोलिखितेषु वाक्येषु कोष्ठकान्तर्गतप्रकृतिं प्रत्ययं च योजयित्वा रिक्तस्थानानि पूर्यतः 1x8=8
(i) ततः प्रभाते अत्र -----। (आ + गम् + तव्यत्)
(ii) अत एव ----- इच्छामि। (श्रु + तुमुन्)

- (iii) तेषां वचः ----- । (सम् + आ + कर्णि + ल्यप्)
- (iv) तस्य तं निश्चयं ----- । (ज्ञा + क्त्वा)
- (v) मत्स्यजीविभिः सरः ----- नीतम् । (निर्मत्स्य + तल्)
- (vi) नेपथ्ये ----- काव्यपाठं करोति । (वेताल + ठक्)
- (vii) स्वयमेव देवेन ----- । (अव + लोक् + क्त)
- (viii) सूचनापट्टे ----- अस्ति । (वि + ज्ञप् + क्तिन्)

8. अधोलिखितेषु वाक्येषु कर्तृक्रियापदयोः अन्वितिः क्रियताम् : 1x5=5

- (i) अद्भिः गात्राणि ----- । (शुध्यति, शुध्यन्ति)
- (ii) एनमेव आश्रित्य ----- परमेष्ठिनः परार्द्धसंख्या । (भवति/भवतः)
- (iii) कथं ----- मया सह राक्षसः । (स्पर्धते/स्पर्धते)
- (iv) कृतप्रयत्नोऽपि गृहे न ----- । (जीवति/जीवसि)
- (v) किं यूयं तत् सर्वं द्रष्टुं ----- । (वाञ्छसि/वाञ्छथ)

अथवा

अधोलिखितेषु वाक्येषु विशेष्यैः सह मञ्जूषायाः विशेषणपदानि योजयत : 1x5=5

- (i) क्षुरस्य धारा ----- दुरत्यया ।
- (ii) न कदाचित् आर्यस्य ----- प्रवृत्तिः ।
- (iii) अरक्षितं तिष्ठति ----- ।
- (iv) इदम् अभियानं रोचकं ----- चासीत् ।
- (v) नृपेष्वमात्येषु ----- हि सर्वसम्पदः रतिं कुर्वते ।

मञ्जूषा

अनुकूलेषु, निशिता, साहसिकम्, दैवरक्षितम्, निष्प्रयोजना ।

9. अधोलिखितेषु वाक्येषु कोष्ठकपदैः सह उपयुक्त-विभक्तिं प्रयुज्य रिक्तस्थानानि पूरयत : 1x5=5

- (i) प्रणम्यः एषः ----- । (विश्व)
- (ii) स्वयमेव ----- अवलोकितम् । (देव)

- (iii) सुखं हि ----- अनुभूय शोभते । (दुःख)
 (iv) अनागतविधाता प्रत्युत्पन्नमतिश्च निष्क्रान्तौ सह ----- । (परिजन)
 (v) चारुदत्तः यथाविभवं ----- अर्चयन् इत एवागच्छति । (गृहदैवत)

खण्डः घ

पठितांश - अवबोधनम्

35

10. अधोलिखितं गद्यांशं, पठित्वा तदाधारितान् प्रश्नान् संस्कृतेन उत्तरत :

तेषां तत् कुलिशपातोपमं वचः समाकर्ण्य अनागतविधाता सर्वान् मत्स्यान् आहूय इदम् अवदत् - अहो! श्रुतं भवद्भिः यत् मत्स्यजीविभिः अभिहितम्? तद् रात्रावपि गम्यतां किञ्चित् निकटं सरः। तन्नूनं प्रभातसमये मत्स्यजीविनः अत्र समागत्य मत्स्यसंक्षयं करिष्यन्ति।

प्रश्नाः

- (अ) एकपदेन उत्तरत। ½x2=1
- (i) कः मत्स्यान् आहूय अवदत्?
- (ii) के मत्स्यसंक्षयं करिष्यन्ति?
- (ब) पूर्णवाक्येन उत्तरत। 2
- अनागतविधाता सर्वान् मत्स्यान् आहूय किं कर्तुम् आदिशत्?
- (स) यथानिर्देशम् उत्तरत। ½x2=1
- (i) 'वचः इत्यस्य किं विशेषणम् अत्र प्रयुक्तम्?
- (ii) 'प्रातः' इत्यस्य स्थाने किं पर्यायपदम् अत्र प्रयुक्तम्?
- (द) 'तेषां तत् कुलिशपातोपमं वचः' इत्यत्र 'तेषाम्' इति सर्वनामपदं केभ्यः प्रयुक्तम्? 1

11. अधोलिखितं नाट्यांशं पठित्वा तदाधारितान् प्रश्नान् संस्कृतेन उत्तरत :

चाणक्यः (अवलोक्य) — अये सिंहासनम् अध्यास्ते वृषलः। (उपसृत्य) विजयतां वृषलः।

राजा — आर्य! चन्द्रगुप्तः प्रणमति।

चाणक्यः — उत्तिष्ठ, उत्तिष्ठ, वत्स! विजयताम्।

राजा — आर्यप्रसादात् अनुभूयत एव सर्वम्।

चाणक्यः — वृषल! किमर्थं वयम् आहूताः?

राजा — आर्य! कौमुदीमहोत्सवस्य प्रतिषेधे किं फलम् आर्यः पश्यति?

प्रश्नाः

- (अ) एकपदेन उत्तरत । ½x2=1
- (i) कः सिंहासनम् अध्यास्ते?
- (ii) चन्द्रगुप्तः कं प्रणमति?
- (आ) पूर्णवाक्येन उत्तरत । 1
- राजा चाणक्यं कस्य प्रतिषेधस्य फलं पृच्छति?
- (इ) यथानिर्देशम् उत्तरत ।
- (i) 'नमस्करोति' इत्यस्य किं पर्यायपदम् अत्र प्रयुक्तम्? 1
- (ii) 'क्रोधः' इत्यस्य विलोमपदं किम्? 1
- (iii) 'वयम्' इति सर्वनामपदं कस्मै प्रयुक्तम्? 1

12. अधोलिखितं पद्यं पठित्वा तदाधारितान् प्रश्नान् संस्कृतेन उत्तरत : ½x8=4

स किंसखा साधु न शास्ति योऽधिपम्,

हितान्न यः संशृणुते स किंप्रभुः ।

सदानुकूलेषु हि कुर्वते रतिम्,

नृपेष्वमात्येषु च सर्वसम्पदः ॥

प्रश्नाः

- (अ) एकपदेन उत्तरत । ½x2=1
- (i) यः अधिपं साधु न शास्ति स किम् उच्यते?
- (ii) नृपेष्वमात्येषु सदानुकूलेषु काः रतिं कुर्वते?
- (आ) पूर्णवाक्येन उत्तरत । 1
- किंप्रभुः कः भवति?
- (इ) यथानिर्देशम् उत्तरत ।
- (i) नृपेष्वमात्येषु इत्यस्य विशेषणं किम्? 1

- (ii) 'दुष्टः राजा' इत्यर्थे किं पदम् अत्र प्रयुक्तम्? 1
- (iii) 'रतिं कुर्वते' इत्यस्य कर्तृपदं किम्? 1

13. अधोदत्तपङ्क्तीः पठित्वा यथानिर्देशम् प्रश्नान् उत्तरतः

(अ) विभवानुवशा भार्या समदुःखसमो भवान्।

सत्त्वं च न परिभ्रष्टं यद् दरिद्रेषु दुर्लभम्।।

अस्य श्लोकस्य सन्दर्भग्रन्थं लेखकं च लिखत।

1+1=2

(ब) 'देव! कः अन्यः जीवितुकामो देवस्य शासनम् अतिवर्तेत?'

— इदं वाक्यं कः कं प्रति कथयति?

1+1=2

14. प्रत्येकं अंशस्य प्रदत्तभावार्थत्रयात् शुद्धभावार्थस्य चयनं कुरुत।

2+2=4

(अ) गुणरसज्ञस्य तु पुरुषस्य व्यसनं दारुणतरं मां प्रतिभाति।

भावार्थः

(i) गुणवतः कारुण्यादिभावयुक्तस्य सहृदयजनस्य दारिद्र्यम् असह्यमेव चारुदत्तस्य कृते।

(ii) यः गुणवान् रसज्ञः च भवति, तस्य दरिद्रता घोरा भवति।

(iii) गुणरसज्ञः पुरुषः तु विपत्तिं न चिन्तयति।

(ब) सुमहिमा यद्यस्ति किं मण्डनैः?

भावार्थः

(i) अलङ्कारवन्तो जनाः यशः न प्राप्नुवन्ति।

(ii) भूषणवन्त एव गौरवं प्राप्नुवन्ति।

(iii) यशस्वी अन्यानि आभूषणानि नेच्छति।

अथवा

अधोलिखितस्य श्लोकस्य प्रदत्तं भावार्थं मञ्जूषादत्तपदैः पूरयित्वा लिखतः

½+8=4

व्रजन्ति ते मूढधियः पराभवं भवन्ति मायाविषु ये न मायिनः।

प्रविश्य हि घ्नन्ति शठास्तथाविधानसंवृताङ्गान्निशिता इवेषवः।।

ये जनाः (i) ----- कपटस्य आचरणं (ii) ----- कृत्वा

(iii) ----- एव व्यवहरन्ति ते (iv) ----- सदैव
तिरस्कृताः (v) ----- भवन्ति। यथा बाणाः (vi) -----
शरीरं प्रविश्य (vii) ----- तथैव (viii) ----- अकुटिलान्
जनान् वञ्चयित्वा तान् विनाशयन्ति।

मञ्जूषा

शठाः, कपटिषु, विनाशयन्ति, अनावृतम्, न, मूढधियः, सरलतया, उपेक्षिताः।

15. अधोलिखितस्य श्लोकद्वयस्य प्रदत्तान्वये रिक्तस्थान-पूर्तिं कृत्वा पुनः लिखत :

½+8=4

(अ) सत्यमेव जयति नानृतम्,

सत्येन पन्था विततो देवयानः।

येनाक्रमन्त्यृषयो ह्याप्तकामाः

यत्र तत् सत्यस्य परमं निधानम्॥

अन्वयः

सत्यम् एव जयति (i) ----- न, देवयानः (ii) ----- सत्येन
विततः। आप्तकामाः (iii) ----- येन अत्र (iv) -----
तत् हि सत्यस्य परमं निधानम्।

(ब) शिक्षा क्षयं गच्छति कालपर्ययात्

सुबद्धमूला निपतन्ति पादपाः।

जलं जलस्थानगतं च शुष्यति।

हुतं च दत्तं च सदैव तिष्ठति॥

अन्वयः

(i) ----- शिक्षा क्षयं गच्छति, सुबद्धमूलाः (ii) -----
निपतन्ति। जलस्थानगतं (iii) ----- शुष्यति, हुतं (iv) -----
दत्तं च सदैव तिष्ठति।

16. अधोलिखितानां 'क' स्तम्भस्य वाक्यांशानां 'ख' स्तम्भस्य वाक्यांशैः सह सार्थकसम्मेलनं कृत्वा
पुनः लिखत :

1x4=4

‘क’

‘ख’

- | | |
|----------------------------------|---------------------------------|
| (i) न प्रयोजनमन्तरा | कदापि न अस्माभिः अन्वेषितः । |
| (ii) अहो बहुमत्स्योऽयं हृदः | निमज्जतीन्दोः किरणोष्पिवाङ्कः । |
| (iii) एको हि दोषो गुणसन्निपाते | पुरुषस्य सोच्छ्वासं मरणम् । |
| (iv) दारिद्र्यं खलु नाम मनस्विनः | चाणक्यः स्वप्नेऽपि चेष्टते । |

17. अधोलिखितेषु वाक्येषु रेखांकितशब्दानां प्रसङ्गानुसारं सार्थकम् अर्थं चित्वा लिखतः

1x4=4

(अ) आर्य वैहीनरे! सुगाङ्गमार्गम् आदेशय ।

- (i) गङ्गामार्गम्
- (ii) गङ्गामूलम्
- (iii) एतन्नामकं राजप्रासादम्

(ब) यथा चतुर्भिः कनकं परीक्ष्यते ।

- (i) सुवर्णम्
- (ii) कर्णः
- (iii) पुष्पम्

(स) बहुलपक्षचन्द्रस्य ज्योत्स्नापरिक्षय इव ।

- (i) बहुपक्षस्य
- (ii) कृष्णपक्षचन्द्रस्य
- (iii) बाहुपीडितस्य

(द) वत्सरं द्वादशसु भागेषु विभनक्ति ।

- (i) भाग्येषु
- (ii) भोगेषु
- (iii) मासेषु

खण्ड: घ

सामान्य: संस्कृतसाहित्यपरिचयः

10

18. अधोलिखितानां कवीनां देशकालकृतीनां यथानिर्देशं नामानि लिखतः

3+3+4=10

कवयः

- (अ) (i) कालिदासः
(ii) अम्बिकादत्तव्यासः
(iii) विशासदत्तः
- } कालः
- (ब) (i) भर्तृहरिः
(ii) भासः
(iii) वराहमिहिरः
- } देशः
- (स) (i) भारविः
(ii) आर्यभटः
(iii) मनुः
(iv) भरद्वाजमुनिः
- } काचिद् एका कृतिः

अथवा

(अ) निम्नलिखितवाक्येषु मञ्जूषायाः पदानि चित्वा रिक्तस्थानपूर्तिः क्रियताम् :

½x10=5

- (i) छन्दोरहिता रचना ----- कथ्यते तस्य भेदद्वयमस्ति आख्यायिका
----- च ।
- (ii) खण्डकाव्यस्य अपरं नाम ----- अस्ति, ----- कालिदासस्य
सर्वोत्तमं खण्डकाव्यम् अस्ति ।
- (iii) रूपकस्य भेदेषु ----- परिगण्यते, अस्य प्रारम्भे सूत्रधारः -----
पठति ।
- (iv) नाटकस्य अन्ते ----- कथ्यते, एतत् हि ----- पात्रैः
सम्भूय उच्चार्यते ।

- (v) सुश्रुतसंहिता ----- ग्रन्थः अस्ति, कौटिल्यार्थशास्त्रे तु -----
विषयाः वर्णिताः ।

मञ्जूषा

आयुर्वेदस्य, गद्यम्, बहवः, कथा, भरतवाक्यम्, नाटकम्,
मेघदूतम्, नान्दीम्, गीतिकाव्यम्, सर्वैः ।

- (ब) संस्कृतगद्यकाव्यस्य कान्यपि पञ्चविशेषताः संस्कृतेन लिखत ।

5

अंक योजना - संस्कृत (केन्द्रिकम्)

निर्धारित समय : 3 घण्टे

अधिकतम अंक : 100

ध्यातव्यम्

- त्रुटिपूर्ण वर्तनी अथवा व्याकरणात्मक प्रयोगों के लिए अङ्क अनुपाततः काटे जाएँ अन्यथा पूर्ण अङ्क दिए जाएँ।
- आंशिक दृष्टि से सही उत्तरों के लिए अंशतः अङ्क अवश्य दिए जाएँ।
- यहाँ दिए गए उत्तर निदर्शनात्मक हैं। अन्य विकल्पात्मक उत्तर हो सकते हैं, अतः अङ्क दिए जाएँ।
- इस बार बच्चों को पृथक् उत्तर पुस्तिका में उत्तर लिखने थे। बच्चे आगे-पीछे उत्तर लिख सकते हैं, अतः ध्यान से देखकर उत्तरों के अङ्क दिए जाएँ।

प्रश्न पत्र संख्या 22/1

अपेक्षित उत्तर-संकेत एवं मूल्य-बिन्दु

खण्ड : 'क' (अपठितांश-अवबोधनम्)

1. (अ) (i) पञ्चतन्त्रस्य
(ii) अमरशक्तेः
(iii) नौशेरवाँ
(iv) विष्णुशर्मा । ½x4=2
- (आ) (i) हकीमबुरजोई पञ्चतन्त्रस्य भाषान्तरम् अकरोत् ।
(ii) अमरशक्तेः नाम्नः भूपतेः राजनीतिज्ञानशून्यान् चतुरः पुत्रान् शिक्षयितुं पञ्चतन्त्रं विरचितम् । 1x2=2
- (इ) (i) ग्रन्थानाम्
(ii) नौशेरवाँ
(iii) अतिविशालम्
(iv) भूपतेः । 1x4=4

(ई) पञ्चतन्त्रकीर्तिः/ पञ्चतन्त्रम् नोट-यथेच्छम् अन्यद् वा । 1x2=2

खण्ड : ख

रचनात्मककार्यम्

2. (i) सप्रेम (ii) प्रकाशपर्व (iii) अहम् (iv) दीपावलीशोभाम् ½x10=5
(v) अतिप्रसिद्धा (vi) सुवर्णमन्दिरम् (vii) प्रतिबिम्बम् (viii) आग्नेयक्रीडनकानि
(ix) त्वया (x) प्रणामाञ्जलयः ।

3. (i) नद्यः (ii) मध्ये (iii) अस्याः/गङ्गायाः (iv) तीरेषु ½x10=5
(v) नगराणि (vi) परिगण्यन्ते (vii) हिमालयात् (viii) प्रयागनगरे
(ix) अस्याः/गङ्गायाः (x) बंगालसागरे ।

4. निर्दिष्टं विषयम् अधिकृत्य यथेच्छं पञ्च वाक्यानि । 1x5=5

खण्डः - ग

अनुप्रयुक्तव्याकरणम्

5. (i) मम + उपवासः (ii) च + अयनम् 1x6=6
(iii) जीवति + अनाथोऽपि/जीवति + अनाथः + अपि
(iv) अत्र + एव (v) पथः + तत्
(vi) गेहात् + निष्क्रान्तस्य ।

6. (i) आप्ताः कामाः येषां तैः (ii) कल्पस्य भेदाः 1x6=6
(iii) राज्ञः लक्ष्मीः (iv) कुत्सितः प्रभुः/किं प्रभुः
(v) दयया सहितम् / दयया युगपत् (vi) शोभनः महिमा ।

7. (i) आहूताः (ii) श्रोतुम् (iii) उत्थाय 1x8=8
(iv) कर्तव्यम् (v) पितृपैतामहिकम् (vi) पिशुनता
(vii) अर्चयन् (viii) भगवतः ।

नोट - केवल प्रत्यय जोड़ने पर भी अंक दिए जाएं ।

8. (i) वितरति (ii) उपविशन्ति (iii) राजते 1x5=5
(iv) अध्यास्ते (v) तिष्ठति ।

अथवा

- (i) सुबद्धमूलाः (ii) द्वादशसु (iii) दुराराध्या
(iv) दैवरक्षितम् (v) अष्टविधम् ।
9. (i) वः/युष्मान् (ii) वन्दिनः (iii) विनयेन 1x5=5
(iv) भवत्याः (v) पर्वतात् ।

खण्डः-घ भाग- 1

पठितांश-अवबोधनम्

10. (क) (अ) (i) जलाशये (ii) मत्स्यजीविभिः । ½x2=1
(आ) अहो । बहुमत्स्योऽयं ह्रदः कदापि न अस्माभिः अन्वेषितः इति मत्स्यजीविभिः
पूर्वम् उक्तम् । 1x1=1
(इ) (i) बहुमत्स्यः (ii) ह्रदः (iii) मत्स्याः । 1+1+1=3
- (ख) (अ) (i) वाक्/सूनृतावाक् (ii) सताम् । ½x2=1
(आ) तृणानि, भूमिः, उदकं सूनृता वाक्-इति चत्वारि वस्तूनि सतां गेहे नोच्छिद्यन्ते । 1
(इ) (i) वाक् (ii) एतानि (iii) गेहे । 1+1+1=3
- (ग) (अ) (i) आर्यचाणक्यस्य (ii) कञ्चुकी । ½x2=1
(आ) निस्पृहत्यागिभिः एतादृशैः जनैः राजा तृणवद् गण्यते । 1x1=1
(इ) (i) शुष्यमाणैः (ii) जनैः (iii) शिष्यैः । 1+1+1=3
11. (i) शिवराजविजयः; अम्बिकादत्तव्यासः । 1+1 =2
(ii) चारुदत्तः, विदूषकम् । 1+1 =2
12. (अ) (i) शरीरम् (ii) ज्ञानेन (iii) आत्मा (iv) सत्यस्य । ½+8=4
(आ) (i) वन्दनीयाः (ii) परोपकाराय (iii) जीवनस्य (iv) निवासस्थानम् ।

अथवा

- (अ) (i) यथा कृष्णपक्षे क्षयं प्राप्ता ----- । 2
(आ) (i) यदि मनुष्ये एको लोभ एव वर्तते ----- । 2

13. (अ) (i) अशक्तैः (ii) प्रपलायनम् (iii) दुर्गः (iv) तेषाम् । $\frac{1}{2} \times 4 = 2$
 (आ) (i) मायाविषु (ii) मूढधियः (iii) निशिताः (iv) असंवृताङ्गान् । $\frac{1}{2} \times 4 = 2$
14. 1 - (iii) 2- (i) 3 - (iv) $\frac{1}{2} \times 8 = 4$
 4 - (ii) 5- (vii) 6 - (vi)
 7 - (viii) 8- (v)
15. (i) भोज्यव्यवस्था (ii) कमलसमूहस्य (iii) धीवराः (iv) सेनासंग्रहदुर्गपरिष्कारकर्म । $1 \times 4 = 4$
16. कालः- (i) ई.पूर्वमेव कालः (ii) 1858-1900 ई. (iii) 300 ई. $1 \times 3 = 3$
 देशः- (i) केरलम् (ii) उज्जयिनी (iii) उज्जयिनी $1 \times 3 = 3$
 कृतिः- (i) किरातार्जुनीयम् (ii) सुश्रुतसंहिता (iii) आर्यभटीयम् $1 \times 4 = 4$
 (iv) चाणक्यनीतिः / अर्थशास्त्रम् ।

अथवा

- (अ) (i) रूपकम्, दश (ii) पद्यकाव्यम्, खण्डकाव्यम् (iii) उपमा, अर्थगौरवे $\frac{1}{2} \times 10 = 5$
 (iv) चिकित्साशास्त्रेण, विमानशास्त्रेण (v) नान्दी, भरतवाक्यम् ।
- (आ) यथेच्छं पञ्च वैशिष्ट्यानि । $1 \times 5 = 5$

प्रश्न पत्र संख्या 22

खण्डः - क

अपठितांश - अवबोधनम्

- 1 (अ) (i) वेदव्यासः (ii) महाभारतात् (iii) त्रयोदश (iv) कौरवपाण्डवयोः । $\frac{1}{2} \times 4 = 2$
 (ब) (i) अन्यायार्जितं किमपि वस्तु धनं स्याद् राज्यं वा, अन्ततः बलाद् अधिग्रहीतारं जनं समूलं विनाशयत्येव (विनाशयति-इति) $1 \times 2 = 2$
 (ii) अस्माकं प्रत्येकं कार्यं धर्मसम्मतं स्यात् इति वेदव्यासः महाभारते संदिशति ।
 (स) (i) महाभारताय (ii) विभिन्नाः कवयः/कवयः (iii) शिक्षा (iv) न्यायार्जितम् । $1 \times 4 = 4$
 (द) महाभारतम् / महाभारतशिक्षा / महाभारतसन्देशः इत्यादयः । 2

खण्डः- ख

संस्कृतेन रचनात्मककार्यम्

- 2 (i) नमोनमः (ii) विद्यालयस्य (iii) विरचितस्य (iv) मञ्चनम् (v) अङ्कः (vi) भूमिकाम् $\frac{1}{2} \times 10 = 5$
 (vii) पूर्वाभ्यासः (viii) आनन्दम् (ix) आगन्तव्यम् (x) प्रणामाञ्जलिः ।

3 (i) धर्मप्रचारम् (ii) बुद्धस्य (iii) नारी (iv) तस्याः (v) मृतः (vi) उज्जीवयितुम् ½x10=5
(vii) सत्यम् (viii) जातस्य (ix) अवश्यम् (x) मर्त्यलोकः ।

4 यथेच्छं पञ्च वाक्यानि । शुद्धवाक्येषु पूर्णाङ्काः अन्यथा अनुपाततः । 1x5=5

खण्डः- ग

अनुप्रयुक्तव्याकरणम्

5 (i) यथा + अन्धकारादिव (ii) सः + अयम् (iii) किरणेषु + इवाङ्कः / इव + अङ्कः 1x6=6
(iv) लोभः + चेद् (v) हितात् + न (vi) मम + उपवासः ।

6 (i) आप्ताः कामाः येषां तैः (ii) स्थानम् अनतिक्रम्य 1x6=6
(iii) शुचि मनः (iv) सर्वाः सम्पदः (v) अहः च रात्रिः च तयोः समहारः/अहः च रात्रिः च ।
(vi) न + अभियुक्तानाम् ।

7 (i) आगन्तव्यम् (ii) श्रोतुम् (iii) समाकर्ण्य । (iv) ज्ञात्वा (v) निर्मत्स्यताम् 1x8=8
(vi) बैतालिकः (vii) अवलोकितम् (viii) विज्ञप्तिः ।

8 (i) शुध्यन्ति (ii) भवति (iii) स्पर्धति (iv) जीवति (v) वाञ्छथ । 1x5=5

अथवा

(i) निशिता (ii) निष्प्रयोजना (iii) दैवरक्षितम् (iv) साहसिकम् (v) अनुकूलेषु । 1x5=5

9 (i) विश्वेषाम् (ii) देवेन (iii) दुःखानि / दुःखम् (iv) परिजनैः / परिजनेन 1x5=5
(v) गृहदैवतानि / गृहदैवतम् ।

खण्डः- घ भाग-I

पठितांश - अवबोधनम्

10 (अ) (i) अनागतविधाता (ii) मत्स्यजीविनः । ½x2=1

(ब) अनागताविधाता सर्वान् मत्स्यान् आहूय रात्रावपि निकटस्थं सरः गन्तुम् आदिशत् । 2

(स) (i) कुलिशपातोपमम् (ii) प्रभातसमये । ½x2=1

(द) मत्स्यजीविभ्यः / मत्स्यजीविनां कृते । 1

11 (अ) (i) वृषलः/राजा/चन्द्रगुप्तः (ii) चाणक्यम् । ½x2=1

- (ब) राजा चाणक्यं कौमुदीमहोत्सवस्य प्रतिषेधस्य फलं पृच्छति । 1
- (स) (i) प्रणमति (ii) प्रसादः / अक्रोधः, क्षमा (iii) चाणक्याय / चाणक्यस्य कृते / चाणक्यः इति पदाय । 1+1+1=3
- 12 (अ) (i) किंसखा (ii) सर्वसम्पदः । ½x2=1
- (ब) यः हितात् न संश्रुणुते स किंप्रभुः भवति । 1
- (स) (i) अनुकूलेषु (ii) किंप्रभुः (iii) सर्वसम्पदः । 1+1+1=3
- 13 (अ) चारुदत्तम्, महाकविः भासः । 1+1=2
- (ब) कञ्चुकी, राजानं / नृपम् / देवम् । 1+1=2
14. (अ) - (i) (ब) - (iii) । 2+2=4

अथवा

- (i) कपटिषु (ii) न (iii) सरलतया (iv) मूढधियः ½x8=4
- (v) उपेक्षिताः (vi) अनावृतं (vii) विनाशयन्ति (viii) शठाः ।
15. (अ) (i) अनृतम् (ii) पन्थाः (iii) ऋषयः (iv) आक्रमन्ति । 1x4=4
- (ब) (i) कालपर्ययात् (ii) पादपाः (iii) जलम् (iv) च ।
16. (i) चाणक्यः स्वप्नेऽपि चेष्टते । (ii) कदापि न अस्मामिः अन्वेषितः । 1x4=4
- (iii) निमज्जतीन्दोः किरणेष्विवाङ्कः । (iv) पुरुषस्य सोच्छ्वासं मरणम् ।
17. (अ) - (iii) (ब) - (i) (स) - (ii) (द) - (iii) । 1x4=4

खण्डः-घ भाग- II

सामान्यः संस्कृतसाहित्यपरिचयः

18. कालः- (i) ई. पू. प्रथम शताब्दी / चतुर्थशताब्दी / षष्ठशताब्दी । 1x3=3
- (ii) 1858-1900 ई. (iii) चतुर्थ-शताब्दी
- (ii) एकोनविंशतिः शताब्दी/नवदश शताब्दी /1858-1900 ई.
- देशः- (i) उज्जयिनी (ii) केरलम् (iii) अज्ञातः । 1x3=3
- कृतिः- (i) किरातार्जुनीयम् (ii) आर्यभटीयम् (iii) मनुस्मृतिः
- (iv) बृहद्द्विमानशास्त्रम् / यन्त्रसर्वस्वम् । 1x4=4

अथवा

- (अ) (i) गद्यम्, कथा (ii) गीतिकाव्यम्, मेघदूतम् । ½x10=5
- (iii) नाटकम्, नान्दीम् (iv) भरतवाक्यम्, सर्वैः ।
- (v) आयुर्वेदस्य, बहवः ।
- (ब) यथेच्छं पञ्च वैशिष्ट्यानि । 1x5=5

संस्कृतम् (ऐच्छिकम्)

निर्धारित समय : 3 घंटे

अधिकतम अंक : 100

निर्देशा :

सर्वे प्रश्नाः संस्कृतेनैव उत्तरणीयाः ।

उत्तराणि पृथक् दत्तायाम् उत्तरपुस्तिकायाम् एव लेखनीयानि ।

अस्मिन् प्रश्नपत्रे चत्वारः खण्डाः सन्ति ।

खण्डः क	अपठितांश-अवबोधनम्	15 अङ्काः
खण्डः ख	रचनात्मकलेखनम्	20 अङ्काः
खण्डः ग	पठितांश - अवबोधनम्	45 अङ्काः
खण्डः घ	छन्दोऽलङ्काराः	20 अङ्काः

प्रश्नपत्र संख्या 49/1

खण्डः क

अपठितांश - अवबोधनम्

15 अङ्काः

1. अधोलिखितम् अनुच्छेदद्वयं पठित्वा प्रश्नान् संस्कृतेन उत्तरत :

(क) प्रथमः अनुच्छेदः

मथुरानगर्याम् एकं कुटीरम् आसीत् । तत्र महाप्राज्ञः प्रज्ञाचक्षुः आचार्यः दण्डी निवसति स्म । एकदा कश्चन युवा संन्यासी आगत्य द्वारताडनं कृतवान् । तं शब्दं श्रुत्वा अन्तर्भागतः एव आचार्यः अपृच्छत्- “कः भवान्”? इति । तदा युवा संन्यासी अवदत्- तदेव ज्ञातुम् अहम् अत्र आगतः इति । आश्चर्यचकितः आचार्यः द्वारम् उद्घाट्य अपृच्छत् - “किं नाम भवतः”? संन्यासी अवदत् - “जनाः माम् ‘दयानन्दः’ इति सम्बोधयन्ति ।”

प्रश्नाः

(अ) एकपदेन उत्तरत ।

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

(i) युवा संन्यासी कः आसीत्?

(ii) कुटीरे कः निवसति स्म?

- (ब) पूर्णवाक्येन उत्तरत 1x2= 2
- (i) यदा आचार्यः अपृच्छत् 'कः भवान्'? तदा संन्यासी किम् अवदत्?
- (ii) आचार्यः कस्यां नगर्यां वसति स्म?
- (स) यथानिर्देशम् उत्तरत। ½x4= 2
- (i) 'संन्यासी' इति पदस्य किं विशेषणम्?
- (ii) 'सम्बोधयन्ति' इति क्रियापदस्य कर्तृपदं किम्?
- (iii) 'बहिर्भागतः' इत्यस्य किं विलोमपदम् अत्र प्रयुक्तम्?
- (iv) 'अहम्' इति सर्वनामपदं कस्मै प्रयुक्तम्?

(ख) द्वितीयः अनुच्छेदः

संसारे जनानां विविधानि रूपाणि दृश्यन्ते। केचन सन्ति महापुरुषाः। ते स्वार्थं परित्यज्य अपि परोपकारं कुर्वन्ति। सामान्याः जनाः स्वहितम् अपि पश्यन्ति परहितम् अपि चिन्तयन्ति। केचन राक्षसाः स्वार्थसाधनाय सर्वेषाम् अहितम् एव कुर्वन्ति परन्तु केचन तु परमनीचाः निरर्थकम् एव सर्वेषां हानिं कुर्वन्ति, तेषां कृते तु वस्तुतः शब्दः एव नास्ति। कामं मम एकं नेत्रं नश्येत् परन्तु अपरस्य नेत्रद्वयमेव अवश्यं नश्येत् इत्येव तेषां भावना। ईर्ष्या द्वेषस्य जननी अस्ति। द्वेषः नरं विनाशाय प्रेरयति। अद्य सर्वत्र एतादृशाः एव जनाः दृश्यन्ते। स्वार्थसाधनस्य सीमा एव नास्ति। स्मरणीयं तावत् व्यासस्य वचनद्वयम् - "परोपकारः पुण्याय, पापाय परपीडनम्।"

प्रश्नाः

- (अ) एकपदेन उत्तरत। 1x2= 2
- (i) ईर्ष्या कस्य जननी अस्ति?
- (ii) कीदृशाः जनाः स्वार्थसाधनाय सर्वेषाम् अहितम् एव कुर्वन्ति?
- (ब) पूर्णवाक्येन उत्तरत। 1x2= 2
- महापुरुषाः किं परित्यज्य अपि परोपकारं कुर्वन्ति?
- (स) यथानिर्देशम् उत्तरत। 1x4= 4
- (i) प्रेरयति इति क्रियापदस्य कर्तृपदं किम्?
- (ii) 'पुण्याय' इति पदस्य किं विलोमपदमत्र प्रयुक्तम्?

(iii) ते स्वार्थं 'परित्यज्य अपि' इत्यत्र ते इति सर्वनामपदं केभ्यः प्रयुक्तम्?

(iv) 'विविधानि' इति पदं कस्य पदस्य विशेषणम्?

(द) अस्य अनुच्छेदस्य कृते समुचितं शीर्षकं संस्कृतेन लिखत।

2

खण्डः ख

रचनात्मकार्यम्

20 अङ्काः

2. मञ्जूषातः उचित-साहाय्यं गृहीत्वा अधोलिखितां कथां पूरयतः

1x10= 10

कथा

अध्यापकः गणितं पाठयति स्म। सः अवदत् - पञ्च फलानि पञ्च ____ (i) ____ ददामि तदा एकैकः बालकः एकम् एकं ____ (ii) ____ प्राप्नोति। विंशतिः पुष्पाणि विंशतिबालिकाभ्यः ____ (iii) ____ तदा एका एका बालिका एकम् एकं पुष्पं ____ (iv) ____। अतः एका संख्या ____ (v) ____ तथा संख्यया एव विभाज्यते ____ (vi) ____ उत्तरम् एकम् एव भवति। एकः शिष्यः ____ (vii) ____ सविनयम् अवदत्-आचार्य! शून्यं यदि ____ (viii) ____ विभाज्यते तर्हि उत्तरं अपि शून्यमेव भविष्यति। सर्वे बालकाः अहसन् परन्तु आचार्यः ____ (ix) ____ आशीर्वादम् अयच्छत् - "नूनं त्वं भविष्ये महान् गणितज्ञः भविष्यसि।" अयमेव आसीत् ____ (x) ____ गणितज्ञः श्रीनिवासरामानुजः।।

मञ्जूषा

शून्येन, फलं, यदि, तर्हि, तस्मै, सुप्रसिद्धः, बालकेभ्यः, ददामि, उत्थाय, प्राप्नोति।

3. मञ्जूषातः पदानि चित्वा संस्कृतेन 'विद्यालये संस्कृतदिवसस्य आयोजनम्' इति दशवाक्येषु वर्णयत।

1x10= 10

मञ्जूषा

श्रावणमासे, पूर्णिमायाम्, विद्यालये, विविधाः गीता-श्लोकवाचनप्रतियोगिता, स्तोत्रपाठप्रतियोगिता, काव्यालिः, प्राचार्यः, पारितोषिकाणि, प्रतिभाशालिभ्यः छात्रेभ्यः, संस्कृते भारतस्य संस्कृतिः, अध्यापकाः, उपस्थिताः, उत्साहवर्धनम्, कार्यक्रमस्य संयोजनम्, सर्वेभ्यः छात्रेभ्यः प्रसादवितरणम्।

4. अधोलिखितं गद्यांशं, पद्यांशं, नाट्यांशं च पठित्वा प्रदत्तप्रश्नान् संस्कृतेन उत्तरत :

(क) गद्यांशः

अस्मिन् समये एकः षोडशवर्षदेशीयो गौरो युवा हयेन पर्वतश्रेणीरुपर्युपरि गच्छति स्म । एष सुघटितदृढशरीरः श्यामश्यामै-गुच्छगुच्छैः कुञ्चितकुञ्चितैः कचकलापैः कमनीयकपोलपालिः दूरागमनायासवशेन सूक्ष्ममौक्तिकपटलेनेव स्वेदबिन्दुव्रजेन समाच्छादितललाटकपोलनासाग्रोत्तरोष्ठः कोऽपि शिववीरस्य विश्वासपात्रम् सिंहदुर्गात् तस्यैव पत्रमादाय तोरणदुर्गं प्रयाति ।

प्रश्नाः

(अ) एकपदेन उत्तरत ।

1x2= 2

(i) शिववीरस्य विश्वासपात्रं कुत्र प्रयाति?

(ii) षोडशवर्षीयः युवा केन पर्वतानाम् उपरि गच्छति स्म?

(ब) पूर्णवाक्येन उत्तरत ।

1x2= 2

(i) शिववीरस्य विश्वासपात्रस्य मस्तकं केन आच्छादितम् आसीत् ।

(ii) शिववीरस्य विश्वासपात्रं कतिवर्षीयः आसीत् ।

(स) यथानिर्देशम् उत्तरत ।

½x2= 1

(i) 'गच्छति स्म' इति क्रियापदस्य कर्तृपदं किम्?

(ii) 'केशसमूहैः' इति स्थाने किं पदमत्र प्रयुक्तम्?

(iii) 'अस्मिन्' इति पदं कस्य पदस्य विशेषणम्?

(iv) 'एष' इति सर्वनामपदं कस्य कृते प्रयुक्तम्?

(ख) पद्यांशः

अप्यग्रणीर्मन्त्रकृतामृषीणां,

कुशाग्रबुद्धे! कुशली गुरुस्ते?

यतस्त्वया ज्ञानमशेषमाप्तम्,

लोकेन चैतन्यमिवोष्णरश्मेः ।।

प्रश्नाः

- (अ) एकपदेन उत्तरत। 1/2x2= 1
- (i) लोकः कस्मात् चैतन्यं प्राप्नोति?
- (ii) मन्त्रकृताम् ऋषीणाम् अग्रणीः कः आसीत्?
- (ब) पूर्णवाक्येन उत्तरत। 1x2= 2
- राजा रघुः वरतन्तुशिष्यं किं पृच्छति?
- (स) यथानिर्देशम् उत्तरत। 1x2= 2
- (i) 'अशेषम्' इति विशेषणस्य विशेष्यं किम्?
- (ii) 'तव' इति अर्थे किं पदम् अत्र प्रयुक्तम्?

(ग) नाट्यांशः

बटवः - पश्यतु कुमारस्तावदाश्चर्यम्।

लवः - दृष्टम् अवगतम् च। नूनम् आश्वमेधिकोऽयमश्वः।

बटवः - कथं ज्ञायते?

लवः - ननु मूर्खाः? पठितमेव हि युष्माभिरपि तत्काण्डम्। किं न पश्यथ?
प्रत्येकं शतसंख्याः कवचिनो दण्डिनो निषङ्गिणश्च रक्षितारः। यदि
च विप्रत्ययस्तत्पृच्छत।

बटवः - भोः भोः! किं प्रयोजनोऽयमश्वः परिवृतः पर्यटति?

लवः - (सस्पृहम् आत्मगतम्) अश्वमेध इति नाम विश्वविजयिनां क्षत्रियाणामूर्जस्वलः
सर्वक्षत्रपरिभावी महान् उत्कर्षनिकषः।

प्रश्नाः

- (अ) एकपदेन उत्तरत। 1/2x2= 1
- (i) कः परिवृतः पर्यटति?
- (ii) सः अश्वः कीदृशः आसीत्?
- (ब) पूर्णवाक्येन उत्तरत। 2x1= 2
- अश्वस्य रक्षितारः कीदृशाः आसन्?

(स) यथानिर्देशम् उत्तरत ।

1x2= 1

(i) 'पश्यतु' इति क्रियापदस्य कर्तृपदं किम्?

(ii) विश्वविजयिनाम् इति पदं कस्य विशेषणम्?

5. शब्दान् अर्थैः मेलयित्वा लिखत ।

½x4= 2

शब्दाः

अर्थाः

(अ) परिपाल्यते

(i) धावति

(ब) प्रपलायते

(ii) प्रार्थयते

(स) अवबुध्यते

(iii) संरक्ष्यते

(द) अनुरुध्यते

(iv) ज्ञायते

6. रेखाङ्कितपदानि आधृत्य प्रश्ननिर्माणं कुरुत ।

1x4= 4

(i) मनुष्याणां हिंसावृत्तिस्तु निरवधिः

(ii) ते न स्वल्पमपि बिभ्यति पापाचारेभ्यः ।

(iii) मनुजन्मानः प्रतिक्षणं स्वार्थसाधनाय सर्वात्मना प्रवर्तन्ते ।

(iv) मानवाः नाम सर्वासु सृष्टिधारासु निकृष्टतमा सृष्टिः ।

7. अधोलिखितभावार्थयोः रिक्तस्थानपूर्तिं मञ्जूषापदसहायतया कुरुत :

3+3= 6

(अ) अस्ति यद्यपि सर्वत्र नीरं नीरजमण्डितम् ।

रमते न मरालस्य मानसं मानसं विना ॥

भावार्थः

कविः अन्योक्तिरूपेण वदति यत् यद्यपि(i)..... सरोवरेषु(ii).....

सुशोभितं जलं विद्यते तथापि(iii)..... मनः तु मानसरोवरं(iv).....

कुत्रापि अन्यत्र आनन्दितं न भवति । एवमेव(v).....मनुष्यः पण्डितानां

सभायाम् एव चित्तस्य(vi)..... प्राप्नोति ।

(ब) कुर्वन्नेवेह कर्माणि जिजीविषेच्छतं समाः ।

एवं त्वयि नान्यथेतोऽस्ति, न कर्म लिप्यते नरे ॥

भावार्थः

मनुष्यः अस्मिन् संसारे(i)..... कुर्वन् एव शतं(ii).....
जीवितुम्(iii)..... कुर्यात्। अस्मात् परं कोऽपि अन्यः(iv).....
नास्ति।(v)..... यः नरः करोति सः(vi)..... लिप्तः न भवति।

मञ्जूषा

कमलैः, मार्गः, हंसस्य, वर्षाणि, पापेन, सर्वेषु, विना, विद्वान्, कर्माणि, एवं, इच्छां,
आनन्दम्।

8. अधोलिखितयोः श्लोकयोः अन्वययोः रिक्तस्थानपूर्तिं कुरुतः

1½x1½= 3

(अ) दातव्यं, भोक्तव्यं, धनविषये सञ्चयो न कर्तव्यः।

पश्येह मधुकरीणां सञ्चितमर्थं हरन्त्यन्ये।।

अन्वयः

दातव्यम्,(i)..... धनविषये(ii)..... न कर्तव्यः। पश्य,(iii).....
अन्ये मधुकरीणाम् सञ्चितम् अर्थम् हरन्ति।

(ब) यद्यदाचरति श्रेष्ठस्तत्तदेवेतरो जनः।

स यत्प्रमाणं कुरुते, लोकस्तदनुवर्तते।।

अन्वयः

श्रेष्ठः यत् यत्(i)....., इतरः जनः तत् तत्(ii).....। सः यत् प्रमाणम्
कुरुते, लोकः(iii)..... अनुवर्तते।।

9. यथानिर्देशम् उत्तरत।

(अ) कर्तृपदं क्रियापदं च चिनुत।

1x2= 2

(i) प्रतिद्वीपं प्रतिपर्वतं नानाजातयो जन्तवः तिष्ठन्ति।

(ii) सप्तग्रहाः स्वर्गं परितः मेखलावत् परिभ्रमन्ति।

(ख) विशेषणपदं चिनुत।

1+1= 2

(i) श्रीनायारः स्वराज्यं केरलं प्रति इच्छां न प्रकटितवान्।

(ii) श्रीनायारः स्ववेतनस्य अर्धाधिकं भागं केरलं प्रेषयति स्म।

- (ग) अधोलिखितपंक्तिषु रेखाङ्कित-सर्वनाम-पदानि केभ्यः प्रयुक्तानि? 1+1= 2
- (i) भो ब्राह्मण! विक्रमेण अस्मान् आह्वातुं प्रेषितः त्वम्।
- (ii) ब्राह्मणः राजानं दृष्ट्वा रत्नानि अर्पयित्वा तेषां गुणान् अवर्णयत्।
- (घ) अधोलिखितपंक्तिषु प्रयुक्ते 'आरम्भात्' एवं 'सक्तः' इति पदयोः विलोमपदे चित्वा लिखतः 1x2= 2
- (i) न कर्मणामनारम्भात् नैष्कर्म्यं पुरुषोऽश्नुते।
- (ii) तस्मादसक्तः सततं कार्यं कर्म समाचर।
- (उ) कः कं कथयति? 1x2= 2
- (i) 'महाराज! नववार्षिकी मे कन्या।'
- (ii) पुस्तकं वास्तवे एव अद्भूतं निर्मितम् अस्ति।
10. (क) अधोलिखितलेखकानाम् एकस्य-एकस्य काव्यस्य नाम लिखतः ½x5= 2½
- कालिदासः, भर्तृहरिः, वेदव्यासः, पण्डितराजजगन्नाथः, अम्बिकादत्तव्यासः।
- (ख) अधोलिखितकाव्यानां लेखकाः के? 2½
- शिशुपालवधम्, मालविकाग्निमित्रम्, पाषाणीकन्या, किरातार्जुनीयम्, प्रबन्धपारिजातः।
- खण्डः घ**
- छन्दोऽलङ्काराः** 20 अङ्काः
11. (अ) प्रश्नान् उत्तरत। 1x4= 4
- (i) लघुस्वरस्य/गुरुस्वरस्य किं चिह्नं भवति?
- (ii) 'प्रार्थना' इति पदे कः गणः?
- (iii) 'उपजाति' च्छन्दसि प्रतिचरणं कतिवर्णाः भवन्ति?
- (iv) सगणस्य उदाहरणं लिखत।
- (ब) अधोलिखितपरिभाषाः पूरयतः। 1x3= 3
- (i) मालिनी भोगिलोकैः।
- (ii) जतौ तु -----।
- (iii) रसैरुद्दिशिच्छन्ना -----।

- (स) अधोलिखितचरणे किं छन्दः? 1
हा! हा! देवि! किमुत्पथैर्मम मनः पारिप्लवं धावति।
- (द) कस्यचिदेकस्य छन्दसः उदाहरणं लिखतः 1x2=2
वसन्ततिलका, मन्दाक्रान्ता।
12. (अ) अधोलिखितानाम् अलङ्काराणां परिभाषाः पूरयतः 4
(i) उपमा भेदे।
(ii) तद्रूपकम्।
(iii) श्लिष्टैः पदैः।
(iv) भवेत् सम्भावनोत्प्रेक्षा।
- (ब) कस्यचिदेकस्य अलङ्कारस्य उदाहरणं लिखतः 3
अर्थान्तरन्यासः, यमकम्।
- (स) अधोलिखितपंक्तिषु के अलङ्काराः, 1x3=3
(i) भयानकेन स्वनेन कवलीकृतमिव गगनतलम्।
(ii) बहुलचाकचक्यवक्रहरितोष्णीषशोभितः।
(iii) वाग्भूषणं भूषणम्।

प्रश्नपत्र संख्या 49

खण्डः क

अपठितांश - अवबोधनम्

15 अङ्काः

1. अधोलिखितम् अनुच्छेदद्वयं पठित्वा प्रदत्तान् प्रश्नान् संस्कृतेन उत्तरतः

(क) प्रथमः अनुच्छेदः

यदि स्वजनः एव लोभी भूत्वा शत्रुभिः सह मिलति तदा नाशः एव भवति। कोऽपि जनः आत्मानं तस्मात् नाशात् रक्षितुं समर्थः न भवति। एकः मनुष्यः कुठारं रचितवान्। प्रयोगार्थं तत्र काष्ठदण्डम् योजितवान्। ततः सः कुठारं नीत्वा वनम् अगच्छत्। तत्र कुठारेण वृक्षस्य छेदनं कर्तुं प्रारभत। तदा वृक्षः काष्ठदण्डं सम्बोध्य अवदत् - भो विभीषण! नूनं त्वमेव मम नाशस्य कारणम् इति।

प्रश्नाः

- (अ) एकपदेन उत्तरत। ½x2= 1
- (i) वृक्षः कं 'विभीषण!' इति सम्बोधयति?
- (ii) मनुष्यः किं रचितवान्?
- (ब) पूर्णवाक्येन उत्तरत। 1x2= 2
- (i) कीदृशः भूत्वा स्वजनः नाशं करोति?
- (ii) वृक्षः काष्ठदण्डं सम्बोध्य किं वदति?
- (स) यथानिर्देशम् उत्तरत। ½x4= 2
- (i) 'सः कुठारं नीत्वा.....' इत्यत्र 'सः' इति सर्वनामपदं कस्मै प्रयुक्तम्?
- (ii) 'मिलति' इति क्रियापदस्य कर्तृपदं किम्?
- (iii) 'तस्मात्' इति पदं कस्य विशेषणम्?
- (iv) 'आनीय' इति पदस्य किं विलोमपदम् अत्र प्रयुक्तम्?

(ख) **द्वितीयः अनुच्छेदः**

स्वतन्त्रता अस्माकं जीवनस्य शोभा। कोऽपि जनः परतन्त्रः भवितुं न इच्छति। बहूनि वर्षाणि अस्माकं देशे वैदेशिकानां शासनम् अभवत्। पूर्वं वाणिज्याय एव ते अत्र आगताः। अत्र तैः संगठनस्य अभावः दृष्टः। अतः अचिरादेव ते अस्माकं शासकाः अभवन्। वयं भारतीयाः स्वमूर्खतया परतन्त्राः जाताः। एतस्याः पराधीनतायाः दूरीकरणाय असंख्यैः जनैः प्राणाः अर्पिताः। एषा स्वतन्त्रता महता मूल्येन अस्माभिः प्राप्ता। अस्माकं पूर्वजैः पराधीनतायाः कष्टं, घोरः अपमानः च अनुभूतः परन्तु अस्माभिः स्वतन्त्रतायाः प्राप्त्यै किमपि कष्टं न अनुभूतम्, अतः वयं स्वतन्त्रतायाः मूल्यं सम्यक् न जानीमः। स्वतन्त्रतायै वीरैः कृतः श्रमः, अनुभूताः यातनाः च वृथा न भवेयुः। देशस्य गौरवस्य सदा रक्षणम् एव अस्माकं सर्वेषां परमं कर्तव्यम्।

प्रश्नाः

- (अ) एकपदेन उत्तरत। 1x2= 2
- (i) वैदेशिकैः अत्र आगत्य कस्य अभावः दृष्टः?
- (ii) अस्माकं जीवनस्य शोभा का अस्ति?

- (ब) पूर्णवाक्येन उत्तरत । 2x1= 2
अस्माकं सर्वेषां परमं कर्तव्यं किम्?
- (स) यथानिर्देशम् उत्तरत । 1x4= 4
- (i) 'असंख्यैः' इति पदं कस्य पदस्य विशेषणम्?
- (ii) 'पूर्वं वाणिज्याय ते अत्र आगताः' इत्यत्र ते इति सर्वनामपदं केभ्यः प्रयुक्तम् ?
- (iii) 'इच्छति' इति क्रियापदस्य कर्तृपदं किम्?
- (iv) 'चिरादेव' इत्यस्य किं विलोमपदम् अत्र प्रयुक्तम्?
- (द) अस्य अनुच्छेदस्य कृते समुचितं शीर्षकं लिखत । 2

खण्डः ख

रचनात्मकलेखनम्

20 अङ्काः

2. मञ्जूषातः उचितसङ्केतान् गृहीत्वा अधोलिखितां कथां पूरयित्वा लिखतः 1x10=10

कथा

इब्राहिमलोदी अफगानिस्थानतः भारतम् आगतः । भारतं जेतुं सः सेनासहितः पानीपतस्थानं

(i) ----- । तस्य सेनायाम् अल्पाः (ii) ----- आसन् । मराठासैन्ये पञ्चाशत् सहस्रं सैनिकाः आसन् । चिन्ताक्रान्तः लोदी एकं पर्वतम् (iii) ----- शत्रुसेनायाः निरीक्षणम् अकरोत् । समतलप्रदेशे मराठासेनाशिविरे अनेकेभ्यः स्थानेभ्यः (iv) ----- अपश्यत् । सेनायां तु एका (v) ----- पाकशाला भवेत् । किमर्थं बहुस्थानेषु पाकः? सेनाप्रमुखः अवदत् - महाराष्ट्रीयेषु बहवः जातयः सन्ति । ताः (vi) ----- न कुर्वन्ति इति । लोदी अवदत् - अहो (vii) ----- युद्धे मम जयः (viii) ----- एव । ये मनसा (ix) ----- तेषां पराजयः सुनिश्चितः । एवम् (x) ----- अभावात् महती मराठासेना पराजयं प्राप्नोत् ।

मञ्जूषा

एव, सहभोजनम्, एतस्मिन्, प्राप्नोत्, विभक्ताः, आरुह्य, धूमोत्पत्तिम्, ऐक्यस्य, भविष्यति, सैनिकाः ।

3. मञ्जूषातः पदानि गृहीत्वा सरोवरस्य वर्णनम् संस्कृतेन दशवाक्येषु कुरुत ।

1x10=10

मञ्जूषा

शान्तं जलम्, वृक्षाः, परितः, सायङ्काले, सूर्यरश्मयः, जलं स्वर्णमयं, नौकाः, जनाः, उपविष्टाः, केचन गायन्ति, पक्षिणः कूजन्ति, सारसाः, वर्तकाः, पूजनम्, तरन्ति, मत्स्याः, चूर्णगुलिकाः, पातयन्ति, तीरे, बहवः विक्रेतारः, चणकान् विक्रीणते, क्रीडनकानि, खाद्यपदार्थान् ।

खण्डः ग

पठितांश - अवबोधनम्

45 अङ्काः

4. अधोलिखितं गद्यांशं, पद्यांशं, नाट्यांशं च पठित्वा प्रदत्तप्रश्नान् संस्कृतेन उत्तरतः

(क) गद्यांशः

मासोऽयमाषाढः, अस्ति च सायं समयः, अस्तं जिगमिषुर्भगवान् भास्करः सिन्दूर-द्रवस्नातामिव-वरुणदिगवलम्बिनाम् अरुण-वारिवाहानाम् अभ्यन्तरं प्रविष्टः । कलविङ्काः चाटक-रुतैः परिपूर्णेणु नीडेणु प्रतिनिवर्तन्ते । वनानि प्रतिक्षणम् अधिकाधिकां श्यामतां कलयन्ति । अथाकस्मात् परितो मेघमाला पर्वतश्रेणीव प्रादुरभूत्, पारस्परिकसंश्लेषविहितमहान्धकाराः समस्तं गगनतलं पर्यच्छदीत् ।

प्रश्नाः

(अ) एकपदेन उत्तरत ।

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

(i) अकस्मात् पर्वतश्रेणीव का प्रादुरभूत्?

(ii) कः वारिवाहानामभ्यन्तरं प्रविष्टः?

(ब) पूर्णवाक्येन उत्तरत ।

$1 \times 2 = 2$

(i) कलविङ्काः कीदृशेषु नीडेणु प्रतिनिवर्तन्ते?

(ii) वनानि कीदृशीं श्यामतां कलयन्ति?

(स) यथानिर्देशम् उत्तरत ।

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

(i) 'कलयन्ति' इति क्रियापदस्य कर्ता कः?

(ii) 'आकाशम्' इति स्थाने किं पदमपत्र प्रयुक्तम्?

(iii) 'भास्करः' इति पदस्य किं विशेषणम् अत्र प्रयुक्तम्?

(iv) 'बहिः' इति पदस्य किं विलोमपदम् अत्र प्रयुक्तम्?

(ख) पद्यांशः

तमध्वरे विश्वजिति क्षितीशं

निःशेषविश्राणितकोषजातम् ।

उपात्तविद्यो गुरुदक्षिणार्थी,

कौत्सः प्रपेदे वरतन्तुशिष्यः ॥

प्रश्नाः

(अ) एकपदेन उत्तरत ।

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

(i) वरतन्तुशिष्यः कं प्रपेदे?

(ii) कस्मिन् अध्वरे राज्ञा समस्तधनराशिः प्रदत्तः?

(ब) पूर्णवाक्येन उत्तरत ।

$1 \times 2 = 2$

वरतन्तुशिष्यः किमर्थं राज्ञः रघोः समीपे गतवान्?

(स) यथानिर्देशम् उत्तरत ।

$1 \times 2 = 2$

(i) 'प्रपेदे' इति क्रियापदस्य कर्तृपदं किम्?

(ii) 'विद्यासम्पन्नः' इति स्थाने किं पदमत्र प्रयुक्तम्?

(ग) नाट्यांशः

कौसल्या — जात! इतोऽपि तावदेहि । (लवम् उत्सङ्गे गृहीत्वा) अहो! न केवलं मांसलोज्ज्वलेन देहबन्धेन, कलहंसघोषघर्घरानुनादिना स्वरेण च रामभद्रमनुसरति । जात! पश्यामि ते मुखपुण्डरीकम् । (चिबुकम् उन्नमय्य, निरूप्य, सवाष्पाकृतम्) राजर्षे! किं न पश्यसि? निपुणं निरूप्यमाणो वत्साया मे वध्वा मुखचन्द्रेणापि संवदत्येव ।

जनकः — पश्यामि, सखि! पश्यामि । (निरूप्य)

सा वाणी विनयः स एव सहजः,

पुण्यानुभावोऽप्यसौ,

हा! हा! देवि! किमुत्पथैर्मम मनः

पारिप्लवं धावति ।

प्रश्नाः

- (अ) एकपदेन उत्तरत । ½x2= 1
- (i) 'राजर्षे!' इति सम्बोधनं कस्मै प्रयुक्तम्?
- (ii) कौसल्या कस्य चिबुकम् उन्नमयति?
- (ब) पूर्णवाक्येन उत्तरत । 1x2= 2
- जनकः लवस्य स्वरूपे रामेण सीतया च सह किं किं साम्यं पश्यति?
- (स) यथानिर्देशम् उत्तरत । 1x2= 2
- (i) 'मे वध्वा' इत्यत्र 'मे' सर्वनामपदं कस्यै प्रयुक्तम्?
- (ii) 'मांसलोज्ज्वलेन' इति पदं कस्य विशेषणम्?
5. शब्दार्थान् मेलयित्वा लिखत । ½x4= 2
- | शब्दाः | अर्थाः |
|----------------|-------------------|
| (अ) वैदग्ध्यम् | (i) निरन्तरम् |
| (ब) विरलाः | (ii) कुलीनम् |
| (स) अनवरतम् | (iii) पाण्डित्यम् |
| (द) अभिजातम् | (iv) स्वल्पाः । |
6. रेखाङ्कितपदानि आधृत्य प्रश्ननिर्माणं कुरुत : 1x4= 4
- (i) एते तु तृणेभ्यः अपि निस्साराः एव ।
- (ii) मनुष्यजीवने शान्तिसुखं मनोरथपथाद् अतिक्रान्तमेव ।
- (iii) सर्वविधविटपिनाम् मध्ये स्थितः अश्वत्थदेवः वदति ।
- (iv) एते न हि विरमन्ति परपीडनात् ।
7. अधोलिखितभावार्थयोः रिक्तस्थानपूर्तिं मञ्जूषापदसहायतया कुरुत : 3+3= 6
- (अ) सहसा विदधीत न क्रियामविवेकः परमापदां पदम् ।
- वृणते हि विमृश्यकारिणं गुणलुब्धाः स्वयमेव सम्पदः ।।

भावार्थः

विचारविमर्शं विना किमपि (i) ----- न हि करणीयम् । (ii) -----
अनेकासां (iii) ----- जनकः भवति । (iv) -----
स्वयमेव गुणैः (v) ----- भूत्वा विवेकशीलस्य (vi) ----- चयनं
कुर्वन्ति ।

(ब) असुर्या नाम ते लोकाः अन्धेन तमसाऽवृताः ।

ताँस्ते प्रेत्याभिगच्छन्ति ये के चात्महनो जनाः ॥

भावार्थः

ये (i) ----- ईशरूपिणम् (ii) ----- तिरस्कुर्वन्ति, ते जनाः
(iii) ----- अनन्तरं (iv) ----- अज्ञानान्धकारेण
(v) ----- लोकेषु (vi) ----- ।

मञ्जूषा

आत्मानम्, कार्यं, आकृष्टाः, अविवेकः, जनाः, विपत्तीनाम्, पतन्ति, मृत्योः,
प्रकाशहीनेषु, पुरुषस्य, सम्पदः, आच्छादितेषु ।

8. अधोलिखितयोः श्लोकयोः अन्वययोः रिक्तस्थानपूर्तिं कुरुत :

1½+1½= 3

(अ) न हि कश्चित्क्षणमपि जातु तिष्ठत्यकर्मकृत् ।

कार्यते ह्यवशः कर्म सर्वः प्रकृतिजैर्गुणैः ॥

अन्वयः

कश्चित् (नरः) क्षणम् अपि जातु (i) ----- न हि तिष्ठति ।
सर्वः अवशः (ii) ----- गुणैः (iii) ----- हि कार्यते ॥

(ब) गिरौ कलापी, गगने पयोदो,

लक्षान्तरेऽर्कश्च जले च पद्मम् ।

इन्दुर्द्विलक्षे कुमुदस्य बन्धुः,

यो यस्य मित्रं, न हि तस्य दूरम् ॥

अन्वयः

गिरौ कलापी, गगने (i) -----, लक्षान्तरे च (ii) -----,
जले च पद्मम्, (iii) ----- इन्दुः कुमुदस्य बन्धुः, यः यस्य मित्रम् तस्य दूरम् न हि ।

9. यथानिर्देशम् उत्तरत ।

- (अ) कर्तृपदं क्रियापदं च चिनुत । 1x2= 2
- (i) भगवद्वाक्यानि समाप्तानि न भवन्ति ।
- (ii) दार्शनिकाः तान् विभागान् सप्त अअक्लिम इति वदन्ति ।
- (ब) विशेषणपदं चिनुत । 1x2= 2
- (i) श्रीनायारस्य नाम्ना किमपि पत्रम् न आगतम् ।
- (ii) अज्ञातेन मया रूक्षो व्यवहारः प्रदर्शितः ।
- (स) अधोलिखितपंक्तिषु रेखांकित-सर्वनामपदानि केभ्यः प्रयुक्तानि? 1x2= 2
- (i) ततो राजा अवदत् - “मया सर्वोऽपि ब्राह्मणसमूहः दक्षिणतया तोषितः ।
- (ii) ब्राह्मणः राजसमीपम् आगत्य चतुर्णां विवादवृत्तान्तम् अकथयत् । तच्छ्रुत्वा राजा अपि तस्मै चत्वारि एव रत्नानि ददौ ।
- (द) अधोलिखितपंक्तिषु ‘श्रेयान्’ तथा ‘त्यजति’ इति पदयोः समानार्थकपदे चित्वा लिखत : 1x2= 2
- (i) कर्म ज्यायः हि अकर्मणः ।
- (ii) बुद्धियुक्तो जहातीह उभे सुकृतदुष्कृते ।
- (य) कः कं कथयति? 1x2= 2
- (i) ‘किन्तु दृश्यताम् स शस्त्रं न प्रहरेत् ।’
- (ii) ‘गरिष्ठवस्तुनो भोजने अवधानमावश्यकम् ।’

10. (क) अधोलिखितलेखकानाम् एकस्य एकस्य काव्यस्य नाम लिखतः ½x5= 2½
भर्तृहरिः, भारविः, भवभूतिः, माघः बाणः ।
- (ख) अधोलिखितकाव्यानां लेखकानां नामानि लिखतः ½x5= 2½
महाभारतम्, रामायणम्, हर्षचरितम्, अभिज्ञानशाकुन्तलम्, समुद्रसङ्गमः ।

खण्डः घ

छन्दोऽलङ्काराः

20 अङ्काः

11. (अ) प्रश्नान् उत्तरत । 1x4= 4
- (i) मगणस्य उदाहरणं लिखत ।
- (ii) ‘भारते’ इति पदे कः गणः?

- (iii) 'अनुष्टुप्' इति पदे द्वितीयः वर्णः 'नु' गुरुः अस्ति लघुः वा?
- (iv) 'मालिनी' छन्दसि अन्तिमः वर्णः गुरुः अस्ति लघुः वा?
- (ब) अधोलिखितपरिभाषाः पूरयतः 1x3= 3
- (i) उक्ता वसन्ततिलका ----- ।
- (ii) रसैः रुद्रैश्छिन्ना ----- ।
- (iii) मन्दाक्रान्ता----- गयुग्मम् ।
- (स) अधोलिखितचरणे किं छन्दः? 1x1= 1
अविद्यया मृत्युं तीर्त्वा विद्ययाऽमृतमश्नुते ।
- (द) कस्यचिदेकस्य छन्दसः उदाहरणं लिखत । 1x2= 2
शार्दूलविक्रीडितम्, वंशस्थम् ।
- 12.** (अ) अधोलिखितानाम् अलङ्काराणां परिभाषाः पूरयतः 1x4= 4
- (i) शिल्पैः पदैः ----- ।
- (ii) भवेदर्थान्तरन्यासो ----- ।
- (iii) भवेत् सम्भावनो ----- ।
- (iv) ----- अनुप्रासः ।
- (ब) कस्यचिदेकस्य अलङ्कारस्य उदाहरणं लिखत । 3
यमकम्, रूपकम् ।
- (स) अधोलिखितपंक्तिषु के अलङ्काराः? 1x3=3
- (i) परतः प्रकटितशिखरिशिखरविडम्बना ।
- (ii) क्षीयन्ते खलु भूषणानि सततं वाग्भूषणं भूषणम् ।
- (iii) दातारं दुःस्वप्नमिव न स्मरति ।

अंक योजना - संस्कृत (ऐच्छिक)

निर्धारित समय : 3 घण्टे

अधिकतम अंक : 100

ध्यातव्यम्

- त्रुटिपूर्ण वर्तनी अथवा व्याकरणात्मक प्रयोगों के लिए अङ्क अनुपाततः काटे जाएँ अन्यथा पूर्ण अङ्क दिए जाएँ।
- आंशिक दृष्टि से सही उत्तरों के लिए अंशतः अङ्क अवश्य दिए जाएँ।
- यहाँ दिए गए उत्तर निदर्शनात्मक हैं। अन्य विकल्पात्मक उत्तर हो सकते हैं, अतः अङ्क दिए जाएँ।
- इस बार बच्चों को पृथक् उत्तर पुस्तिका में उत्तर लिखने थे। बच्चे आगे-पीछे उत्तर लिख सकते हैं, अतः ध्यान से देखकर उत्तरों के अङ्क दिए जाएँ।

प्रश्न पत्र संख्या 49/1

अपेक्षित उत्तर-संकेत एवं मूल्य-बिन्दु

खण्ड : 'क' (अपठितांश-अवबोधनम्)

1. (क) (अ) (i) दयानन्दः (ii) आचार्यः दण्डी। 1/2x2=1
- (ब) (i) यदा आचार्यः अपृच्छत् 'कःभवान्'? तदा सन्यासी अवदत् तदेव ज्ञातुम्
अत्र आगतः। 1x2=2
- (ii) आचार्यः मथुरानगर्याम् वसति स्म।
- (स) (i) युवा (ii) जनाः (iii) अन्तर्भागतः (iv) सन्यासिने। 1/2x4=2
- (ख) (अ) (i) द्वेषस्य, (ii) राक्षसाः। 1x2=2
- (ब) महापुरुषाः स्वार्थम् परित्यज्य अपि परोपकारं कुर्वन्ति। 2x1=2
- (स) (i) द्वेषः, (ii) पापाय, (iii) महापुरुषेभ्यः / महापुरुषाणां कृते
(iv) रूपाणि। 1x4=4
- (द) परोपकारः / जनानां विविधानि रूपाणि / परोपकारः पुण्याय पापाय परपीडनम् /
अन्यत् किमपि। 2x1=2

खण्ड ख

रचनात्मकलेखनम्

2. (i) बालकेभ्यः, (ii) फलम्, (iii) ददाभि, (iv) प्राप्नोति, (v) यदि, (vi) तर्हि, 1x10=10
(vii) उत्थाय, (viii) शून्येन, (ix) तस्मै, (x) सुप्रसिद्धः।
3. निर्दिष्टं विषयम् अधिकृत्य दशवाक्येषु लेखनं अपेक्षितम्। 1x10=10
प्रतिशुद्धवाक्यम् एकः अङ्कः।
मञ्जूषायाम् प्रदत्तानां शब्दानां प्रयोगः अनिवार्यः।

खण्ड - ग

पठितांश - अवबोधनम्

4. क (अ) (i) तोरणदुर्गम्, (ii) हयेन / अश्वेन। ½x2=1
(ब) (i) शिववीरस्य विश्वासपात्रस्य मस्तकं स्वेदबिन्दुव्रजेन आच्छादितं आसीत्। 1x2=2
(ii) शिववीरस्य विश्वासपात्रम् षोडशवर्षीयः आसीत्।
(स) (i) युवा, (ii) कचकलापैः, (iii) समये, (iv) युवकृते/युवा इतिपदाय/यूने½x4=2
- ख (अ) (i) उष्णरश्मेः/सूर्यात्, (ii) गुरुः। ½x2=1
(ब) राजा रघुः वरतन्तुशिष्यं पृच्छति-अपि ते गुरुः कुशली। 1x2=2
(स) (i) ज्ञानम् (ii) ते। 1x2=2
- ग (अ) (i) अश्वः (ii) आश्वमेधिकः। ½x2=1
(ब) अश्वस्य रक्षितारः कवचिनः, दण्डिनः, निषङ्किणश्च आसन्। 1x2=2
(स) (i) कुमारः, (ii) क्षत्रियाणाम्। 1x2=2
5. (अ) - (iii), (ब) - (i), (स) - (iv), (द) - (ii) 1½x4=2
6. (i) केषाम्, (ii) कीदृशेभ्यः/केभ्यः, (iii) केन, (iv) के। 1x4=4
7. (अ) (i) सर्वेषु, (ii) कमलैः, (iii) हंसस्य, (iv) विना, (v) विद्वान्, (vi) आनन्दम्। ½+6=3
(ब) (i) कर्माणि, (ii) वर्षाणि, (iii) इच्छां, (iv) मार्गः, (v) एवं, (vi) पापेन। ½+6=3
8. (अ) (i) भोक्तव्यम् / भोक्तव्यम्, (ii) सञ्चयः, (iii) इह। 1½+3=1½
(ब) (i) आचरति, (ii) एव, (iii) तत्। 1½+3=1½

9. (क) (i) जन्तवः - तिष्ठन्ति । (ii) सप्तग्रहाः - परिभ्रमन्ति । 1x2=2
 (ख) (i) स्वराज्यं, (ii) अर्धाधिकम् । 1x2=2
 (ग) (i) ब्राह्मणाय, (ii) रत्नेभ्यः / रत्नानाम् कृते । 1x2=2
 (घ) (i) अनारम्भात् (ii) असक्तः 1x2=2
 (ङ) (i) दीनः - धर्मव्यवस्थापकं प्रति । (ii) देशनेता / साहित्यमर्मज्ञः - लेखकम् । 1x2=2
10. (अ) रघुवंशः / अन्यत्किमपि, नीतिशतकम् / वैराग्यशतकं / शृंगारशतकम्, महाभारतम्, 1/2x5=2 1/2
 गंगालहरी, शिवराजविजयः । अन्यत्किमपि ।
 (ख) माघः, कालिदासः, चन्द्रशेखर दास वर्मा, भारविः, मथुरानाथशास्त्री । 1/2x5=2 1/2

खण्ड-घ

छन्दोज्लङ्काराः

11. (अ) (i) 1/S, (ii) रगणः, (iii) एकादश (iv) सगणस्य किमपि उदाहरणम् 1x4=4
 (ब) (i) ननमयययुतेयं ----- । 1x3=3
 (ii) ----- वंशस्थमुदीरितम् जरौ ।
 (iii) ----- यमनसभलागः शिखरिणी ।
 (स) शार्दूलविक्रीडितम् । 1x1=1
 (द) कस्यचिद् एकस्य छन्दसः उदाहरणम् । 1x2=2
12. (अ) (i) साधर्म्यं ----- । 1x4=4
 (ii) ----- अभेदो य उपमानोपमेययोः ।
 (iii) ----- अनेकार्थाभिधाने श्लेष इष्यते ।
 (iv) ----- प्रकृतस्य परात्मना ।
 (ब) कस्यचिद् एकस्य उदाहरणम् । 3x1=3
 (स) (i) उत्प्रेक्षा, (ii) अनुप्रासः, (iii) रूपकम् । 1x3=3

प्रश्न पत्र संख्या 49

अपेक्षित उत्तर-संकेत एवं मूल्य-बिन्दु

खण्ड : 'क' (अपठितांश-अवबोधनम्)

1. (क) (अ) (i) काष्ठदण्डम्, (ii) कुठारम् । 1/2x2=1

- (ब) (ii) यः लोभी भूत्वा शत्रुभिः सह मिलति। 1x2=2
 (iii) त्वमेव मम नाशस्य कारणम्।
- (स) (i) जनाय/मनुष्याय, (ii) स्वजनः, (iii) नाशात्, (iv) नीत्वा। ½x4=2
- (ख) (अ) (i) संगठनस्य, (ii) स्वतन्त्रता। 1x2=2
 (ब) देशस्य गौरवस्य सदा रक्षणं एव अस्माकं सर्वेषाम् कर्तव्यम्। 2x1=2
 (स) (i) 'जनैः' इति पदस्य, (ii) वैदेशिकेभ्यः, 1x4=4
 (iii) जनः, (iv) अचिरात्।
- (द) स्वतन्त्रता / देशस्य गौरवस्य रक्षा / अस्माकं कर्तव्यम् अथवा अन्यत् किमपि। 2

खण्ड-ख

रचनात्मकलेखनम्

2. (i) प्राप्नोत् (ii) सैनिकाः (iii) आरुह्य / आरुह्य 1x10=10
 (iv) धूमोत्पत्तिम् (v) एव (vi) सहभोजनम्
 (vii) एतस्मिन् (viii) भविष्यति (ix) विभक्ताः / विभक्ताः
 (x) ऐक्यस्य।
3. निर्दिष्टम् विषयम् अधिकृत्य दशवाक्येषु लेखनं अपेक्षितम्। 1x10=10
 प्रतिशुद्धवाक्यम् एकः अङ्कः।
 मञ्जूषायां प्रदत्तानां शब्दानां प्रयोगः अनिवार्यः।

खण्ड-ग

पठितांश-अवबोधनम्

4. (क) गद्यांशः
- (अ) (i) मेघमाला, (ii) भास्करः। ½x2=1
- (ब) (i) कलविड्काः चाटक-रुतैः परिपूर्णेणु नीडेणु प्रतिनिवर्तन्ते। 1x2=2
 (ii) वनानि प्रतिक्षणम् अधिकाधिकाम् श्यामतां कलयन्ति।
- (स) (i) वनानि, (ii) गगनतलम् (iii) अस्तं जिगमिषुः / भगवान्,
 (iv) अभ्यन्तरम्। ½x4=2

- (ख) पद्यांशः
- (अ) (i) क्षितीशं/रघुं , (ii) विश्वजिति । 1/2x2=1
- (ब) वरतन्तुशिष्यः गुरुदक्षिणार्थम् राज्ञः रघोः समीपे गतवान् /
गुरुदक्षिणार्थी वरतन्तुशिष्यः..... 1x2=2
- (स) (i) कौत्सः, (ii) उपात्तविद्यः / उपात्तविद्यो । 1x2=1
- (ग) नाट्यांशः
- (अ) (i) जनकाय, (ii) लवस्य । 1/2x2=1
- (ब) जनकः लवस्य स्वरूपे रामेण सीतया च सह वाण्याः सहजविनयस्य
साम्यं पश्यति । 2x1=2
- (स) (i) कौशल्यायै, (ii) देहबन्धनेन । 1x2=2
5. (अ) ----- (iii) 1/2x4=2
- (ब) ----- (iv)
- (स) ----- (i)
- (द) ----- (ii)
6. (i) केभ्यः, (ii) किम्, (iii) केषाम् (iv) कस्मात् / कस्माद् । 1x4=4
7. (अ) (i) कार्यम्, (ii) अविवेकः, (iii) विपत्तीनाम्, (iv) सम्पदः, (v) आकृष्टाः,
(vi) पुरुषस्य । 1/2x6=3
- (ब) (i) जनाः, (ii) आत्मानं, (iii) मृत्योः, (iv) प्रकाशहीनेषु, (v) आच्छादितेषु,
(vi) पतन्ति । 1/2x6=3
8. (अ) (i) अकर्मकृत्, (ii) प्रकृतिजैः, (iii) कर्म । 1/2x3=1 1/2
- (ब) (i) पयोदः, (ii) अर्कः, (iii) द्विलक्षे । 1/2x3=1 1/2
9. (क) (i) भगवद्वाक्यानि, भवन्ति ।
- (ii) दार्शनिकाः वदन्ति । 1x2=2
- (ब) (i) किमपि/किम् । (ii) रूक्षः । 1x2=2
- (स) (i) राज्ञे । (ii) ब्राह्मणाय/ब्राह्मणाय । 1x2=2
- (द) (i) ज्यायः । (ii) जहाति । 1x2=2
- (य) (i) लेखकस्य पत्नी - लेखकम् । (ii) स्वामी महोदयः - लेखकम् । 1x2=2

10. (अ) भर्तृहरि :- नीतिशतकम्/वैराग्यशतकम्/शृंगारशतकम् । $\frac{1}{2} \times 5 = 2\frac{1}{2}$
 भारवि :- किरातार्जुनीयम् ।
 भवभूति :- उत्तरामचरितम् ।
 माघ :- शिशुपालवधम् ।
 वाण :- कादम्बरी/हर्षचरितम् ।
 (आ) महाभारतम् :- वेदव्यासः । $\frac{1}{2} \times 5 = 2\frac{1}{2}$
 रामायणं :- वाल्मीकिः ।
 हर्षचरितम् :- बाणः ।
 अभिज्ञानशाकुन्तलम् :- कालिदासः ।
 समुद्रसङ्गमः :- दाराशिकोहः ।

खण्ड- घ
छन्दोऽलङ्काराः

11. (अ) (i) मगणस्य उदाहरणम् किमपि, (ii) रगणः, (iii) गुरुः (iv) गुरुः । $1 \times 4 = 4$
 (ब) (i) तभजाजगौगः । (ii) यमनसभलागः शिखरिणी ।
 (iii) म्बुधिरसनगैर्मोभनो तौ । $1 \times 3 = 3$
 (स) अनुष्टुप् । $1 \times 1 = 1$
 (द) एकम् उदाहरणम् । $2 \times 1 = 2$
 (पुस्तक से या पुस्तक से भिन्न कोई भी उदाहरण हो तो)
12. (अ) (i) अनेकार्थाभिधाने श्लेष इष्यते । $1 \times 4 = 4$
 (ii) अनुषक्तार्थान्तराभिधा । ('अ' अथवा 'ऽ' अवग्रह)
 (iii) त्रेक्षा प्रकृतस्य परात्मना ।
 (iv) वर्णसाम्यम् ।
 (ब) एकस्य अलंकारस्य उदाहरणम् । $1 \times 3 = 3$
 (पुस्तक से या पुस्तक से भिन्न कोई भी उदाहरण हो तो)
 (स) (i) अनुप्रासः, (ii) अर्थान्तरन्यासः, (iii) उपमा । $1 \times 3 = 3$

Series : SSO/1

Code No. 3/1

Roll No.

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رول نمبر

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 11 questions.
- Please write down the serial number of the question before attempting it.
- 15 Minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the student will read the question paper only and will not write any answer on the answer script during this period.

- برائے مہربانی سوالیہ پرچے چیک کیجئے چھپے ہوئے صفحات 4 ہیں۔
- سوالیہ پرچہ کے داہنی طرف کوڈ نمبر ہے جو طالب علم کی جوابات کی کاپی پر لکھا ہے۔
- مہربانی سے چیک کیجئے کہ سوالیہ پرچہ میں 11 سوالات ہیں۔
- جوابات لکھنے سے پہلے سوال کا سیریل نمبر لکھئے۔
- سوالیہ پرچہ پڑھنے کے لئے 15 منٹ کا وقت دیا گیا ہے۔ سوالیہ پرچہ صبح 10.15 منٹ پر تقسیم کیا جائے گا۔ 10.15 سے 10.30 تک طالب علم صرف پرچہ پڑھے گا اور اس وقت کے دوران وہ جوابی کاپی پر کچھ نہیں لکھے گا۔

URDU (Core)

اُردو (کور)

Time allowed : 3 hours]

[Maximum marks : 100

مقررہ وقت : 3، گھنٹے

کل نمبر : 100

حصہ - الف

10

1. درج ذیل عبارت کو غور سے پڑھیے اور اس سے متعلق سوالوں کے جواب لکھیے :

ہندوستان کی آبادی کا ایک بڑا حصہ دیہاتوں میں آباد ہے۔ اس کی وجہ یہ ہے کہ ہندوستان بنیادی طور پر ایک زرعی ملک ہے۔ لیکن صنعتی ترقی اور تعلیم کی وجہ سے یا نوکری کی تلاش میں بہت سے لوگ دیہاتوں سے شہروں میں بستے جا رہے ہیں۔ جس کی وجہ سے شہروں کی آبادی بہت گنجان ہو گئی ہے۔ جگہ کی کمی، گھنی آبادی، موٹروں اور گاڑیوں کا شور اور کارخانوں کا دھواں نیز جراثیم، بیماری، شہروں کی صنعتی اور پچیدہ زندگی کے چند اہم نقصانات ہیں۔ گاؤں کی زندگی میں شہر جیسا آرام اور تفریح کا سامان تو نہیں لیکن سکون بہت ہے۔ گاؤں کے لوگ سیدھے سادھے

اور محنتی ہوتے ہیں۔ گاؤں کے لوگ ایک خاندان کی طرح مل جل کر رہتے ہیں۔

- (i) ہندوستان کی آبادی کا ایک بڑا حصہ دیہاتوں میں کیوں رہتا ہے؟
- (ii) شہروں کی آبادی گنجان کیوں ہو گئی ہے؟
- (iii) شہروں کی صنعتی زندگی کے چند اہم نقصانات کیا ہیں؟
- (iv) گاؤں کی زندگی میں شہر جیسا آرام اور تفریح کا سامان تو نہیں..... اس جملے کی وضاحت کیجئے۔
- (v) گاؤں کے لوگ کیسے ہوتے ہیں؟

15 2. درج ذیل عنوانات میں سے کسی ایک پر مضمون لکھیے :

- (i) سگریٹ نوشی اور کینسر
- (ii) بڑھتی ہوئی آبادی کا مسئلہ
- (iii) یوم جمہوریہ
- (iv) میری پسندیدہ کتاب

10 3. اپنے والد کو ایک خط لکھ کر بتائیے کہ اس سال گرمی کی چھٹیوں میں آپ کا شملہ جانے کا پروگرام ہے۔

یا
اپنے علاقے کے منیجر کو ایک درخواست لکھیے اور انھیں بتائیے کہ آپ کے علاقے کی سڑکیں بہت خراب ہیں ان کی مرمت جلدی سے جلدی کروائیں۔

10 4. درج ذیل عبارت کا خلاصہ اپنی زبان میں لکھیے اور اس کا ایک موزوں عنوان بھی لکھیے :

ابنہا اور عدم تشدد کے اصولوں پر ہندوستان نے ہمیشہ چلنے کی کوشش کی ہے۔ ان اصولوں کو ہندوستان نے عالمی امن کے لئے دنیا کے سامنے پیش کیا۔ ہندوستان کی غیر جانبداری دارانہ پالیسی پر شروع میں تمام دنیا کو حیرت ہوئی لیکن رفتہ رفتہ دنیا کو یہ احساس ہوتا گیا کہ عالمی امن میں غیر جانبداری کا اصول فائدے مند ہو سکتا ہے۔ ہندوستان کی غیر جانبداری پالیسی محض زبانی ہی نہیں ہے بلکہ اس نے ہمیشہ اس پر عمل کرنے کی کوشش کی ہے۔

10 5. درج ذیل محاوروں میں سے صرف پانچ کے معنی لکھیے اور انھیں اپنے جملوں میں استعمال کیجئے :

- (i) اڑتی چڑیا کو پہچانا
- (ii) زمین آسمان کے قلابے ملانا
- (iii) اپنا راگ الاپنا
- (iv) آنکھوں پر پردہ پڑ جانا
- (v) اینٹ سے اینٹ بجانا
- (vi) بات کا بنگلہ بنانا
- (vii) مٹھی گرم کرنا
- (viii) جنگل میں منگل ہونا

5 6. آپ کے اسکول میں ایک اردو کے استاد کی ضرورت ہے اس کا ایک اشتہار بنا کر اخبار میں دیجئے۔

حصہ - ب

7. درج ذیل میں سے کسی ایک اقتباس کو غور سے پڑھیے اور اس سے متعلق سوالوں کے جواب لکھیے :

زنیل (Blue Bull روجھ) بڑا ہی خوبصورت تھا۔ گنھا جسم، موٹی گردن، گردن کے اوپری حصے پر گھوڑے کی طرح ایال، نچلے جڑے پر داڑھی کی طرح لمبے بالوں کا کچھا، پیٹ اور ٹانگوں کو چھوڑ کر باقی جسم پر گہرے سیاہ رنگ کے چمکدار بال، سر پر تھوڑے خم کھائے ہوئے مضبوط نکیلے سینگ جو آٹھ فوٹ اونچ لंबے رہے ہوں گے۔ مادہ نیل گایوں کے سینگ تو نہ تھے مگر نر کی طرح چھوٹی چھوٹی داڑھیاں ضرور تھیں۔ ان کا رنگ بھی نر کی طرح سیاہ نہ تھا، بلکہ ہرن کی طرح گہرا صندلی تھا۔ بچوں کی رنگت بالکل الگ تھی ان کے بال کے اپنے بڑوں کے برعکس لمبے لمبے اور بھورے رنگ کے تھے، شکل و صورت رنگ، روپ اور — قد میں تینوں بچے ایک جیسے تھے۔ وہ زیادہ سے زیادہ تین تین مہینے کے رہے ہوں گے۔

- (i) زنیل کیسا تھا؟
- (ii) زنیل کے سینگ کتنے بڑے رہے ہوں گے؟
- (iii) مادہ نیل کیسی تھیں؟
- (iv) نیل گائے کے بچوں کے بال کیسے تھے؟
- (v) نیل گائے کے کتنے بچے تھے اور وہ کتنے مہینے کے تھے؟

یا

تیترا اپنا گھونسلہ زمین پر سوکھے پتوں اور گھاس کے ٹکوں سے ملا کر بناتا ہے، جو عام طور پر کھیت میں ہل چلنے سے بننے والی نالیوں میں کسی چھوٹے گڑھے کے اندر یا پھر گھاس کے میدان یا جھاڑیوں کی جڑ کے آس پاس پہلے سے موجود کسی گڑھے میں ہوتا ہے۔ اس کا گھونسلہ زمین سے اُبھرا ہوا نہیں ہوتا، اس لیے قریب سے گزر جانے پر بھی اس پر نگاہ نہیں پڑتی۔ اور مادہ تیترا دوسروں کی نگاہوں سے چھپ کر اطمینان سے اپنے انڈوں پر بیٹھتی ہے۔ بھورے تیترا کے انڈوں کا رنگ سبزی حائل پیلا اور کالے تیترا کے انڈوں کا رنگ ہلکا سبزی حائل بھورا ہوتا ہے۔ تعداد میں بھورے کے آٹھ سے بارہ اور کالے کے چھ سے آٹھ کے قریب انڈے ہوتے ہیں۔

- (i) تیترا اپنا گھونسلہ کیسے اور کہاں بناتا ہے؟
- (ii) تیترا کا گھونسلہ کیسا ہوتا ہے؟
- (iii) مادہ تیترا دوسروں کی نگاہوں سے چھپ کر کہاں بیٹھتی ہے؟
- (iv) بھورے تیتروں کے انڈوں کا رنگ کیسا ہوتا ہے اور وہ تعداد میں کتنے ہوتے ہیں؟
- (v) کالے تیترا کے انڈوں کا رنگ کیسا ہوتا ہے اور ان کی تعداد کتنی ہوتی ہے؟

5 8. جنگل کی ایک رات میں بچھوؤں کے بارے میں کیا باتیں کہی گئی ہیں؟ آدھے صفحے کے اندر لکھیے۔

8 9. درج ذیل میں سے صرف چار سوالوں کے مختصر جواب لکھیے :

- (i) خرگوش کہاں رہتے ہیں؟
- (ii) خرگوش کے بل کو کیا کہا جاتا ہے؟
- (iii) خرگوش کے بل میں کتنے دروازے ہوتے ہیں؟
- (iv) ریچھ شکاریوں کی گولی سے کس طرح زخمی ہو گیا؟
- (v) قصے کہانیوں میں لومڑی کی کون سی خصوصیت سب سے زیادہ بیان کی جاتی ہے؟
- (vi) کیا بچھو کے دانت ہوتے ہیں؟ وہ اپنا پیٹ کیسے بھرتے ہیں؟

10 10. ڈراما ”ہیروئین کی تلاش“ کی کہانی اپنے لفظوں میں مختصر بیان کیجئے۔

یا

ڈرامے میں آپ کو کون سا کردار سب سے زیادہ اچھا لگا؟ اس کی خوبیاں تفصیل سے لکھیے۔

10 11. درج ذیل میں سے صرف چار سوالوں کے جواب لکھیے :

- (i) کیا کملا روپ متی کے کردار کے لیے مناسب تھی؟
- (ii) مسز مہرا کون تھیں؟
- (iii) کملا اور مسز مہرا کا کیا رشتہ تھا؟
- (iv) شیوچرن کا کردار چار جملوں میں بیان کیجئے۔
- (v) کیا جیوتی پرکاش ڈراما نویس کے کردار پر پورا اترتا ہے؟
- (vi) ڈرامے کے مرکزی کردار کی خوبیاں چار جملوں میں لکھیے۔

Series SSO

Code No. 3

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 student will read the question paper only and will not write any answer on the answer script during this period.

URDU (Core)

اُردو (کور)

Time allowed : 3 hours

Maximum Marks : 100

وقت : 3 گھنٹے

کل نمبر : 100

(حصہ - الف)

10 درج ذیل عبارت کو غور سے پڑھیے اور اس سے متعلق سوالوں کے جواب لکھیے۔

”اُردو اور ہندی دونوں سگی بہنیں ہیں۔ دونوں زبانوں کا آپسی رشتہ بہت گہرا ہے۔ اور یہ دونوں زبانیں مل جل کر اس ملک کی ترقی، خوش حالی، محبت اور بھائی چارے کی فضا کو پروان چڑھا رہی ہیں اور ہندوستان کو ایک لڑی میں پروئے ہوئے ہیں۔ ان دونوں ہی زبانوں میں بہت سے الفاظ اور آوازیں مشترک ہیں، محاورے ایک ہیں۔ اُردو کی تقریباً 36 آوازوں میں سے صرف 16 ایسی ہیں جو عربی، فارسی سے لی گئی ہیں۔ باقی سب آوازیں اُردو اور ہندی میں مشترک ہیں۔ اسی طرح اُردو نے فارسی، عربی الفاظ کو ہندی لفظوں کے ساتھ ملا کر سینکڑوں نئے مرکب بنائے جو ہندی اور اُردو میں یکساں رائج ہیں۔ گلاب جامن، سبزی منڈی، گھرداماد، تھانے دار، یہ سب الفاظ دونوں

زبانوں میں یکساں طور پر رچے بسے ہوئے ہیں۔“

- (i) اُردو اور ہندی کا ایسی رشتہ کیسا ہے ؟
- (ii) اُردو اور ہندی نیک میں کیسی فضا پروان چڑھا رہی ہیں ؟
- (iii) اُردو اور ہندی کی مشترک خوبیاں کیا ہیں ؟
- (iv) اُردو میں عربی اور فارسی کی کتنی آوازیں لی گئی ہیں ؟
- (v) ایسے دو الفاظ لکھئے جو اُردو اور ہندی دونوں میں یکساں طور پر رچے بسے ہوئے ہیں ؟

15

2. درج ذیل میں سے کسی ایک عنوان پر مضمون لکھئے۔

- (i) کرپشن - ملک کی بربادی کی جڑ
- (ii) میرے اسکول کی لائبریری
- (iii) ہندوستان میں سائنسی ترقی
- (iv) اولمپک کھیل۔

3. اپنے اسکول کے پرنسپل کے نام فیس معاف کرانے کے لئے درخواست لکھئے۔ 10

- یا -

اپنے دوست کو خط لکھئے جس میں اسے دہلی کی صنعتی نمائش دیکھنے کی دعوت دیکھئے۔

10

4. درج ذیل عبارت کا خلاصہ اپنی زبان میں لکھئے اور اس کا ایک موزوں عنوان بھی لکھئے۔

” لفظ ”سارک“ علاقائی اشتراک کے لئے جنوب ایشیائی ممالک کی تنظیم کا مخفف ہے۔ جیسا کہ اس کے نام سے واضح ہے، یہ تنظیم جنوب ایشیائی ممالک کے

درمیان باہمی اشتراک و تعاون کو فروغ دینے کا کردار ادا کرتی ہے۔ اس تنظیم کا مقصد ہی رکن ممالک کے درمیان غریبی، بے روزگاری، ناخواندگی اور دوسری متعدد بیماریوں کو پھیلنے سے روکنے کی کوشش کرنا ہے۔ دوسری جانب سیاسی نقطہ نظر سے بھی اس تنظیم کی اہمیت ہے۔ سارک ایک کلچر کونسل ہے۔“

5: درج ذیل محاوروں میں سے صرف پانچ کے معنی لکھئے اور انہیں اپنے جملوں میں استعمال کیجئے۔

10

- (i) اپنے پاؤں پر کھڑا ہونا۔
- (ii) اپنا سامنہ لے کر رہ جانا۔
- (iii) آنکھوں میں دھول جھونکنا
- (iv) بات کا تبتگر بنانا
- (v) خون سفید ہونا
- (vi) پھولے نہ سمانا
- (vii) رنگ فق ہو جانا۔

6: اپنے اسکول کے سالانہ جلسے کا ایک اشتہار بنا کر اخبار میں دیجئے۔

5

(حصہ - ب)

7: درج ذیل میں سے کسی ایک اقتباس کو غور سے پڑھیے اور اس سے متعلق سوالوں کے جواب دیجئے:

7

”سید کو یوں تو اپنی زندگی میں متعدد بار اسی طرح اتنے سویرے اٹھنے کا موقع مل چکا تھا، لیکن یہ صبح انہیں اور دنوں کے مقابلے میں کہیں زیادہ حسین اور شہانی معلوم ہوئی۔ اس وقت دن کی طرح لو نہیں چل رہی

تھی، پھر بھی ہوا ایسی نہ تھی جسے ٹھنڈی کہا جاسکتا، موسم کی اتنی تبدیلی بھی انھیں بڑی خوشگوار اور فرحت افزا معلوم ہو رہی تھی۔ اس وقت قریب کے باغیچے سے شیاما (بھجنگی، چیل جھانپو) کے بولنے کی آوازیں آرہی تھیں انھیں یاد آیا کہ لمبی دم والی کوبے کی طرح گہرے سیاہ رنگ کی شیاما سب سے پہلے بیدار ہو جانے والی چڑیوں میں سے ہے جو سورج نکلنے سے دو تین گھنٹے پہلے ہی سے بولنا شروع کر دیتی ہے۔“

- (i) کیا سید پہلی بار صبح سویرے اُٹھے تھے ؟
- (ii) سید کو صبح کا موسم کیسا لگ رہا تھا ؟
- (iii) سید کو موسم کی تبدیلی کیسی معلوم ہو رہی تھی ؟
- (iv) قریب کے باغیچے سے کس چڑیا کے بولنے کی آواز آرہی تھی ؟
- (v) شیاما سورج نکلنے سے کتنے پہلے بولنا شروع کر دیتی ہے ؟

- یا -

”راستے کی بات چیت سے سید صاحب کو جھونپڑیوں میں رہنے والے لوگوں کے بارے میں معلوم ہوا کہ پیشے کے اعتبار سے یہ لوگ گوالے ہیں۔ جو اپنے مویشیوں کے ساتھ تقریباً پورے سال جنگل میں ہی رہتے سمیتے ہیں۔ تقریباً اس لئے کہ ان لوگوں کو برسات شروع ہونے سے تھوڑا پہلے، محض اتنے دنوں کے لئے اس جگہ کو چھوڑنا پڑتا ہے۔ جب برسات میں تیز بہتے ہوئے چھوٹے بڑے نالوں اور اس سے آگے پڑنے والے دریا کو پار کرنا ممکن نہیں رہتا۔ عام انسان آبادیوں سے دور رہنے پر انھیں سیکڑوں طرح کی مشکلات کا سامنا کرنا پڑ رہا ہے، لیکن انھیں شہر دن میں رہنا ایک آنکھ نہیں بھاتا جہاں ہر وقت موٹروں اور کارخانوں سے نکلنے والے زہریلی دھوئیں اور شور کی وجہ سے طبیعت پر ایک عجیب سا بوجھ اور گھٹن کا احساس رہتا

ہے۔ اس کے برعکس انھیں پسند ہے آلودگی اور کثافت سے پاک جنگل کی تازہ ہوا۔ جہاں پہنے والے ندی نالوں کا صاف شتھم امیٹھا پانی، خود رو پیٹر پودے اور پھولوں کی دلوں کو مست کر دینے والی مہک اور سب سے زیادہ یہاں کی آزاد اور کھلی ہوا۔“

- (i) سید کو جھوٹریوں میں رہنے والوں کے بارے میں کیا معلوم ہوا ؟
- (ii) جنگل میں رہنے والوں کو برسات میں اپنا گھر کیوں چھوڑنا پڑتا تھا ؟
- (iii) عام انسانی آبادیوں سے دور رہنے والوں کو کون چیزوں کا سامنا کرنا پڑتا ہے ؟
- (iv) عام انسانی آبادیوں سے دور رہنے والوں کو شہروں میں رہنا کیوں نہیں بھاتا ؟
- (v) عام انسانی آبادیوں سے دور رہنے والے جنگل میں رہنا کیوں پسند کرتے ہیں ؟

8. جنگل کی ایک رات میں 'ہاتھی' کے بارے میں کیا باتیں بتائی گئی ہیں ؟ آدھے صفحے کے اندر لکھئے۔

5

8

9. درج ذیل میں سے صرف چار سوالوں کے مختصر جواب لکھئے۔

- (i) ریچھ نے عورتوں اور بچوں کی طرح روزانہ کیوں شروع کر دیا تھا ؟
- (ii) ہاتھی نیگلے پر کب اور کیسے آئے ؟
- (iii) تیتھر اپنا گھونسلہ کہاں بنا تا ہے ؟
- (iv) تیتھر کے اندھے کس رنگ کے ہوتے ہیں ؟
- (v) ایشیائی اور افریقی ہاتھیوں میں کیا فرق ہوتا ہے۔

۱۵۔ ڈرامہ ”ہیروئن کی تلاش“ کی خوبیاں تفصیل سے لکھئے۔

۱۵

۔ یا۔

ڈرامہ ”ہیروئن کی تلاش“ میں آپ کو کونسا کردار سب سے زیادہ اچھا لگا۔ تفصیل سے لکھئے۔

۱۵۔ درج ذیل میں سے صرف چار سوالوں کے مختصر جواب لکھئے۔

۱۵

- (i) کنورانی کے کردار کی کیا خوبیاں ہیں ؟
- (ii) شیوچرن کا کردار دوسرے کرداروں سے مختلف کیوں ہے ؟
- (iii) پورنما ڈرامے کی ہیروئن کیوں نہیں بن سکی ؟
- (iv) جیوتی پرکاش کو کیسی ہیروئن کی تلاش تھی ؟
- (v) ڈرامے میں مسز مہرا کے کردار کی کیا اہمیت ہے ؟
- (vi) شیوچرن نے ایکٹنگ کے کیا اصول بتائے ہیں ؟

مارکنگ اسکیم اردو
(Marking Scheme)

سینیئر سیکنڈری اسکول امتحان
(Senior Secondary School Examination)

March 2009

اردو (کور) Urdu (Core)

ممتحن حضرات کے لئے عام ہدایات
(General Instruction)

امتحان کی کاپیوں کی جانچ 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 مجروح کرتا ہے۔ اس طرح کی چیکنگ میں بہت سی ناہمواریاں رہ جاتی ہیں۔ دوران چیکنگ کچھ اساتذہ نرمی کا رخ اختیار کرتے ہیں تو کچھ خاصے 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، 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 آزما کام کو آپ اپنا فرض سمجھ کر انجام دیں گے۔

ممتحن حضرات کا رویہ مشفقانہ ہونا چاہیے قواعد اور املا کی معمولی غلطیوں کو نظر انداز کر دیا جائے تو بہتر ہوگا۔

صدر ممتحن (Head Examiner) اس بات کو ہر طرح سے یقینی بنائیں 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- صدر ممتحن اس بات کا اطمینان کرنے کے لئے کہ کاپیوں کی جانچ مارکنگ اسکیم (Marking Scheme) کے مطابق ہو رہی ہے، 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، اس کے بعد ہی مزید کاپیاں دی جائیں۔
- 2- 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۔
- 3- کاپیوں کی جانچ مارکنگ اسکیم میں دی ہوئی ہدایت کے مطابق ہی کی جائے گی۔ یہ جانچ بھی ممتحن کے اپنے روایتی انداز و فکر اپنے تجربے اور کسی دیگر بات کو مد نظر رکھ کر نہیں بلکہ صرف مارکنگ اسکیم کو ذہن میں رکھتے ہوئے کی جائے۔
- 4- اگر کسی سوال کے کئی جزو ہیں تو ہر جزو کے نمبر بائیں ہاتھ کے حاشیہ میں الگ الگ دیے جائیں اور پھر تمام اجزا میں حاصل نمبروں کو جمع کر کے سوال کے آخری حاشیے میں لکھ کر اس کے گرد دائرہ بنا دیا جائے۔
- 5- 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۔
- 6- اگر کوئی طالب علم دریافت کیے گئے جوابات سے زیادہ یعنی ایکسٹرا جواب لکھتا ہے تو مارکنگ اسکیم کے مطابق نمبر دیے جائیں۔
- 7- اگر کوئی طالب علم مقررہ الفاظ سے زیادہ الفاظ میں لکھتا ہے تو اس کے نمبر کم نہیں کئے جائیں گے۔
- 8- مختصر سوالات کے جواب میں اگر کوئی طالب علم صرف ایک لفظ کا جواب لکھتا ہے اور صحیح ہے اور اس لفظ سے جواب ظاہر ہو جاتا ہے تو اسے پورے نمبر دیے جائیں گے۔
- 9- اگر کوئی طالب علم دیے ہوئے اقتباس یا اس کے کسی حصے کو اپنے جواب کے لئے استعمال کرتا ہے مثلاً اقتباس میں دی ہوئی معلومات کو اپنے مضمون کے لئے استعمال کرتا ہے تو اس کے نمبر نہیں کاٹے جائیں گے سوائے اس کے کہ اس کا

جواب دریافت کئے گئے سوالات سے مطابقت نہ رکھتا ہو۔

10- اگر کوئی طالب علم دیے ہوئے اقتباس سے دونوں سوالوں کا جواب لکھتا ہے اور کسی بھی جواب کو اس نہیں کیا ہے اور دونوں صحیح ہیں تو اس جواب پر نمبر دیے جائیں جو زیادہ صحیح ہے۔ اور اگر اس نے دونوں کئے ہیں تو بھی ممتحن جس جواب کو بہتر سمجھیں اس پر نمبر دیں۔ (یعنی ممتحن حضرات کو اس کئے گئے جوابات کا پڑھنا لازمی ہے)

11- 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 (100%) نمبر دینے میں گریز نہ کریں اور یہ بات بھی ذہن نشین کر لیں کہ اگر جواب درست نہ ہو تب بھی ایک تہائی نمبر سوال کے جواب میں دیے جاسکتے ہیں۔

12- زبان و ادب کی کا پیاں 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۔

13- جب طلباء تخلیقی اظہار کرتے ہوں تب ان کے خوشخط اور املا پر بھی نمبر دینے کا خیال رکھیں۔

مارکنگ اسکیم

اردو (کور)

کل نمبر: 100

وقت: 3 گھنٹے

سؤال: 1 درج ذیل عبارت کو غور سے پڑھیے اور اس سے متعلق سوالوں کے جواب دیجیے۔

ہندوستان کی آبادی کا ایک بڑا حصہ دیہاتوں میں آباد ہے۔ اس کی وجہ یہ ہے کہ ہندوستان بنیادی طور پر ایک زرعی ملک ہے۔ لیکن صنعتی ترقی اور تعلیم کی وجہ سے یا نوکری کی تلاش میں بہت سے لوگ دیہاتوں سے شہروں میں بڑے جا رہے ہیں۔ جس کی وجہ سے شہروں کی آبادی بہت گنجان ہو گئی ہے۔ جگہ کی کمی، گھنی آبادی، موٹروں اور گاڑیوں کا شور اور کارخانوں کا دھواں نیز جراثیم، بیماری، شہروں کی صنعتی اور پیچیدہ زندگی کے چند اہم نقصانات ہیں۔ گاؤں کی زندگی میں شہر جیسا آرام اور تفریح کا سامان تو نہیں لیکن سکون بہت ہے۔ گاؤں کے لوگ سیدھے سادے اور محنتی ہوتے ہیں۔ گاؤں کے لوگ ایک خاندان کی طرح مل جل کر رہتے ہیں۔

(i) ہندوستان کی آبادی کا ایک بڑا حصہ دیہاتوں میں کیوں رہتا ہے؟

(ii) شہروں کی آبادی گنجان کیوں ہو گئی ہے؟

(iii) شہروں کی صنعتی زندگی کے چند اہم نقصانات کیا ہیں؟

(iv) ”گاؤں کی زندگی میں شہر جیسا آرام اور تفریح کا سامان تو نہیں“ اس جملے کی وضاحت کیجیے۔

(v) گاؤں کے لوگ کیسے ہوتے ہیں؟

جواب: (i) اس لیے رہتا ہے کہ ہندوستان بنیادی طور پر ایک زرعی ملک ہے۔

(ii) گنجان آبادی اس لیے ہو گئی کیونکہ شہر میں صنعتی ترقی، تعلیم اور نوکری کی تلاش میں بہت سے لوگ دیہاتوں سے شہر کی طرف آرہے ہیں۔

- (iii) جگہ کی کمی، گھنی آبادی، موٹروں اور گاڑیوں کا شور، کارخانوں کا دھواں، جراثیم، بیماری، شہروں کی صنعتی اور پیچیدہ زندگی کے اہم نقصانات ہیں۔
- (iv) گاؤں میں لوگ اکثر بے روزگاری سے پریشان رہتے ہیں جبکہ شہر میں روزگار اور دیگر سہولیات زندگی کی فراوانی ہوتی ہے۔ اس لیے انسان آرام اور تفریح میں وقت صرف کرتا ہے۔
- (v) گاؤں کے لوگ سیدھے سادے اور محنتی ہوتے ہیں۔

$$2 \times 5 = 10$$

سوال: 2: درج ذیل عنوانات میں سے کسی ایک پر مضمون لکھیے۔

- (i) سگریٹ نوشی اور کینسر
- (ii) بڑھتی ہوئی آبادی کا مسئلہ
- (iii) یومِ جمہوریہ
- (iv) میری پسندیدہ کتاب

جواب: (i) سگریٹ نوشی اور کینسر

تمہید و تعارف
نفس مضمون
انداز بیان
اختتام

(ii) بڑھتی ہوئی آبادی کا مسئلہ

تمہید و تعارف
نفس مضمون
انداز بیان
اختتام

(iii) یومِ جمہوریہ

تمہید و تعارف
نفس مضمون
انداز بیان
اختتام

نمبروں کی تقسیم	(iv) میری پسندیدہ کتاب
= 3 تمہید و تعارف	تمہید و تعارف
6 = نفس مضمون	نفس مضمون
4 = انداز بیان	انداز بیان
2 = اختتام	اختتام
15 = کل نمبر	

سوال: 3: اپنے والد کو ایک خط لکھ کر بتائیے کہ اس سال گرمی کی چھٹیوں میں آپ کا شملہ جانے کا پروگرام ہے۔

یا

اپنے علاقے کے میونسپل کونسل کو ایک درخواست لکھیے اور انھیں بتائیے کہ آپ کے علاقے کی سڑکیں بہت خراب ہیں۔ ان کو جلد از جلد ٹھیک کروائیں

جواب: (i) خط کا خاکہ

(ii) القاب و آداب

(iii) نفس مضمون

(iv) زبان و بیان

یا

2 = خاکہ	(i) درخواست کا خاکہ
2 = القاب و آداب	(ii) القاب و آداب
4 = نفس مضمون	(iii) نفس مضمون
2 = زبان و بیان	(iv) زبان و بیان
10 = کل نمبر	

سوال: 4: درج ذیل عبارت کا خلاصہ اپنی زبان میں لکھیے اور اس کا ایک موزوں عنوان بھی لکھیے۔

ابنسا اور عدم تشدد کے اصولوں پر ہندوستان نے ہمیشہ چلنے کی کوشش کی ہے۔ ان اصولوں کو ہندوستان نے عالمی امن کے لیے دنیا کے سامنے پیش کیا۔ ہندوستان کی غیر جانب دارانہ پالیسی پر شروع میں تمام دنیا کو حیرت ہوئی لیکن رفتہ رفتہ دنیا کو یہ احساس ہوتا گیا کہ عالمی امن میں غیر جانب داری کا اصول فائدہ مند ہو سکتا ہے۔ ہندوستان کی غیر جانب داری پالیسی محض زبانی ہی نہیں ہے بلکہ اس نے ہمیشہ اس پر عمل کرنے کی کوشش کی ہے۔

جواب: ہندوستان نے اہنسا اور عدم تشدد کو دنیا کے سامنے پیش کیا اور آہستہ آہستہ دنیا کو یہ احساس ہو گیا کہ غیر جانبدارانہ اصول عالمی امن قائم کرنے میں مددگار ثابت ہو سکتا ہے۔

عنوان: اہنسا اور عدم تشدد کا اصول / غیر جانبدارانہ پالیسی

نوٹ: اس کے علاوہ اگر طالب علم کوئی اور مناسب عنوان قائم کرتا ہے تو اسے نمبر دیئے جائیں۔

نمبروں کی تقسیم

7 = خلاصہ

3 = عنوان

10 = کل نمبر

سوال: 5 درج ذیل محاوروں میں سے صرف پانچ کے معنی لکھیے اور انہیں اپنے جملوں میں استعمال کیجیے۔

(i) اڑتی چڑیا کو پہچانا

(ii) زمین و آسمان کے قلابے ملانا

(iii) اپنا راگ الاپنا

(iv) آنکھوں پر پردہ پڑ جانا

(v) اینٹ سے اینٹ بجانا

(vi) بات کا بٹنگڑ بنانا

(vii) مٹھی گرم کرنا

(viii) جنگل میں منگل ہونا

جواب: (i) اڑتی چڑیا کو پہچانا: اشارہ کو سمجھنا

کچھ لوگ اتنے تیز ہوتے ہیں کہ اڑتی چڑیا کو پہچان لیتے ہیں۔

(ii) زمین و آسمان کے قلابے ملانا: بات کو بڑھا چڑھا کر پیش کرنا

نسیم جب کسی کی تعریف کرتا ہے تو زمین و آسمان کے قلابے ملا دیتا ہے۔

(iii) آنکھوں پر پردہ پڑ جانا: غافل ہو جانا

جب آدمی کے برے دن آتے ہیں تو اس کی آنکھوں پر پردہ پڑ جاتا ہے۔

(iv) بات کا بٹنگڑ بنانا: معمولی بات کو طول دینا

نسرین تو بات کا بٹنگڑ بنانے میں بہت ماہر ہے۔

(v) مٹھی گرم کرنا: رشوت دینا

مٹھی گرم کیے بغیر کام بنے گا نہیں۔

(vi) جنگل میں منگل ہونا: ویرانے میں رونق ہونا

جمنا کے کنارے دکانداروں کی وجہ سے جنگل میں منگل رہتا ہے۔

نمبروں کی تقسیم

معنی $\frac{1}{2} =$

جملے $1\frac{1}{2} =$

کل نمبر $2 \times 5 = 10$

سوال: 6 آپ کے اسکول میں ایک اُردو کے استاد کی ضرورت ہے۔ اس کا ایک اشتہار بنا کر اخبار میں دیکھیے۔

نمبروں کی تقسیم

1 = خاکہ

2 = نفس مضمون

2 = زبان و بیان

5 = کل نمبر

جواب: اشتہار کا خاکہ

اشتہار کا نفس مضمون

زبان و بیان

(حصہ - ب)

سوال: 7 درج ذیل میں سے کسی ایک اقتباس کو غور سے پڑھیے اور اس سے متعلق سوالوں کے جواب لکھیے۔

زنیل (Blue Bull) بڑا ہی خوبصورت تھا۔ گٹھا جسم، موٹی گردن، گردن کے اوپری حصہ پر گھوڑے کی طرح ایال، نچلے جڑے پر داڑھی کی طرح لمبے بالوں کا گچھا، پیٹ اور ٹانگوں کو چھوڑ کر باقی جسم پر گہرے سیاہ رنگ کے چمک دار بال، سر پر تھوڑے خم کھائے ہوئے مضبوط نکلیے سینگ جو آٹھ نو انچ لمبے رہے ہوں گے۔ مادہ نیل گایوں کے سینگ تو نہ تھے مگر زنیل کی طرح چھوٹی چھوٹی داڑھیاں ضرور تھیں۔ ان کا رنگ بھی زنیل کی طرح سیاہ نہ تھا، بلکہ ہرن کی طرح گہرا صندلی تھا۔ بچوں کی رنگت بانگل الگ تھی ان کے بال اپنے بڑوں کے برعکس لمبے لمبے اور بھورے رنگ کے تھے، شکل و صورت، رنگ روپ اور قد میں تینوں بچے ایک جیسے تھے اور زیادہ تین تین مہینوں کے رہے ہوں گے۔

جواب: (i) زنیل کیسا تھا؟

- (ii) زرنیل کے سینگ کتنے بڑے رہے ہوں گے؟
 (iii) مادہ نیل کیسی تھی؟
 (iv) نیل گائے کے بچوں کے بال کیسے تھے؟
 (v) نیل گائے کے کتنے بچے تھے اور وہ کتنے مہینے کے تھے؟

یا

تیترا اپنا گھونسلہ زمین پر سوکھے پتوں اور گھاس کے تنکوں سے ملا کر بناتا ہے۔ جو عام طور پر کھیت میں ہل چلنے سے بننے والی نالیوں میں کسی چھوٹے گڑھے کے اندر یا پھر گھاس کے میدان یا جھاڑیوں کی جڑ کے آس پاس پہلے سے موجود کسی گڑھے میں ہوتا ہے۔ اس کا گھونسلہ زمین سے ابھرا ہوا نہیں ہوتا، اس لیے قریب سے گزر جانے پر بھی اس پر نگاہ نہیں پڑتی۔ اور مادہ تیترا دوسروں کی نگاہوں سے چھپ کر اطمینان سے اپنے انڈوں پر بیٹھتی ہے۔ بھورے تیترا کے انڈوں کا رنگ سبزی مائل پیلا اور کالے تیترا کے انڈوں کا رنگ ہلکا سبزی مائل بھورا ہوتا ہے۔ تعداد میں بھورے کے آٹھ سے بارہ اور کالے کے چھ سے آٹھ کے قریب انڈے ہوتے ہیں۔

- (i) تیترا اپنا گھونسلہ کیسے اور کہاں بناتا ہے؟
 (ii) تیترا کا گھونسلہ کیسا ہوتا ہے؟
 (iii) مادہ تیترا دوسروں کی نگاہوں سے چھپ کر کہاں بیٹھتی ہے؟
 (iv) بھورے تیتروں کے انڈوں کا رنگ کیسا ہوتا ہے اور وہ تعداد میں کتنے ہوتے ہیں؟
 (v) کالے تیترا کے انڈوں کا رنگ کیسا ہوتا ہے اور ان کی تعداد کتنی ہوتی ہے؟

- جواب: (i) زرنیل بڑا ہی خوبصورت تھا، گٹھا جسم، موٹی گردن، نچلے جڑے پر داڑھی کی طرح لمبے بال کا گچھا، جسم پر گہرے سیاہ رنگ کے چمکدار بال ہوتے ہیں۔
 (ii) زرنیل کے سینگ آٹھ نو انچ لمبے رہے ہوں گے۔
 (iii) مادہ نیل کے سینگ نہیں تھے مگر چھوٹی چھوٹی داڑھیاں تھیں ان کا رنگ ہرن کی طرح صندلی تھا۔
 (iv) نیل گائے کے بچوں کے بال لمبے لمبے اور بھورے رنگ کے تھے۔
 (v) نیل گائے کے تین بچے تھے اور تین تین مہینے کے تھے۔

یا

- (i) تیترا اپنا گھونسلہ زمین پر سونکھے پتوں اور گھاس کے تنکوں سے ملا کر بناتا ہے۔
- (ii) تیترا کا گھونسلہ زمین سے ابھرا ہوا نہیں ہوتا اس لیے قریب سے گزرنے پر بھی اس پر نگاہ نہیں پڑتی۔
- (iii) مادہ تیترا دوسروں کی نگاہوں سے چھپ کر اطمینان سے اپنے انڈوں پر بیٹھتی ہے۔
- (iv) بھورے تیترا کے انڈوں کا رنگ سبزی مائل پیلا ہوتا ہے اور انڈوں کی تعداد آٹھ سے بارہ ہوتی ہے۔
- (v) کالے تیترا کے انڈوں کا رنگ ہلکا سبزی مائل بھورا ہوتا ہے اور انڈوں کی تعداد آٹھ کے قریب ہوتی ہے۔

نمبروں کی تقسیم

- 1 = سوال نمبر (i)
- 1½ = سوال نمبر (ii)
- 1½ = سوال نمبر (iii)
- 1½ = سوال نمبر (iv)
- 1½ = سوال نمبر (v)
- 7 = کل نمبر

سوال: 8: جنگل کی ایک رات میں بچھوؤں کے بارے میں کیا باتیں کہی گئی ہیں؟ آدھے صفحے کے اندر لکھئے۔

جواب: سب بچھو زہریلے نہیں ہوتے۔

دنیا میں بچھوؤں کی تقریباً چھ سو قسمیں ملتی ہیں۔

کچھ بچھو ایسے ہوتے ہیں کہ ان میں زہر نہیں ہوتا۔

گرم ملکوں جیسے مصر یا افریقہ یا عرب ممالک کے بچھو بڑے خطرناک ہوتے ہیں۔

بچھوؤں کے دانت نہیں ہوتے۔ شکار کے لیے عموماً رات کو نکلتے ہیں اور دن کے وقت درازوں اور سوراخوں

میں چھپے رہتے ہیں۔

بچھوؤں کا زہر ان کی دم کے آخر میں تھیلی کی شکل میں ہوتا ہے۔ نسلوں اور علاقوں کے اعتبار سے یہ الگ

الگ رنگوں کے ہوتے ہیں۔ بچھو خشکی کے قدیم ترین جانور ہیں۔

$$5 \times 1 = 5$$

سوال : 9 درج ذیل میں سے صرف چار سوالوں کے مختصر جواب لکھیے۔

- (i) خرگوش کہاں رہتے ہیں؟
- (ii) خرگوش کے بل کو کیا کہا جاتا ہے؟
- (iii) خرگوش کے بل میں کتنے دروازے ہوتے ہیں؟
- (iv) ریچھ شکاریوں کی گولی سے کس طرح زخمی ہو گیا؟
- (v) قصے کہانیوں میں لومڑی کی کون سے خصوصیت سب سے زیادہ بیان کی جاتی ہے؟
- (vi) کیا بچھو کے دانت ہوتے ہیں؟ وہ اپنا پیٹ کیسے بھرتے ہیں؟

- جواب : (i) خرگوش چوہوں کی طرح بل بنا کر رہتے ہیں۔
- (ii) خرگوش کے بل کو بھٹ کہتے ہیں۔
- (iii) خرگوش کے بل کے کئی دروازے ہوتے ہیں۔
- (iv) ریچھ کے حملہ سے بچنے کے لیے شکاریوں نے زمین پر فار کیا، گولی پتھر سے ٹکرا کر ریچھ کے اگلے بازو میں جا لگی تھی اور ریچھ زخمی ہو گیا تھا۔
- (v) لومڑی عیار اور چالاک ہوتی ہے۔
- (vi) بچھوؤں کے دانت نہیں ہوتے۔ وہ اپنا پیٹ شکار کا خون چوس کر بھرتے ہیں۔

$$2 \times 4 = 8$$

سوال : 10 ڈرامہ ”ہیروئن کی تلاش“ کی کہانی اپنے لفظوں میں مختصر بیان کیجیے۔

یا

ڈرامے میں آپ کو کون سا کردار سب سے زیادہ اچھا لگا؟ اس کی خوبیاں تفصیل سے لکھیے۔

جواب : تمہید / تعارف

نفس مضمون

- (i) ڈرامے کی کہانی
- (ii) اہم کرداروں کے نام

		تمہید / تعارف
		نفس مضمون
	نمبروں کی تقسیم	(i) کرداروں کے نام
2 =	تمہید	(ii) مخصوص کردار کی پسندیدگی کے اسباب
6 =	نفس مضمون	زبان و بیان
2 =	زبان و بیان	
10 =	کل نمبر	

سوال نمبر 11۔ درج ذیل میں سے صرف چار سوالوں کے جواب لکھیے۔

- (i) کیا کملا روپ متی کے کردار کے لیے مناسب تھی؟
- (ii) مسز مہرا کون تھی؟
- (iii) کملا اور مسز مہرا کا کیا رشتہ تھا؟
- (iv) شوچرن کا کردار چار جملوں میں بیان کیجیے۔
- (v) کیا جیوتی پرکاش ڈراما نویس کے کردار پر پورا اترتا ہے؟
- (vi) ڈرامے کے مرکزی کردار کی خوبیاں چار جملوں میں بیان کیجیے۔

جواب: (i) کملا ایک نوجوان استانی تھی جو طالب علمی کے زمانے میں ڈرامے کی ایکٹنگ کر چکی تھی۔ اس لیے وہ روپ متی کے کردار کے لیے سب سے زیادہ مناسب تھی۔

(ii) مسز مہرا آرٹ اور آرٹسٹوں کی سرپرست تھیں۔ وہ ان لوگوں میں سے تھی جن کی قدر دانی اور سرپرستی ادب اور ادیب دونوں میں نئی جان ڈال دیتی ہے۔ مسز مہرا کی فرمائش پر ڈراما ”ہیروئن کی تلاش“ لکھا گیا تھا اور انہی کے اطمینان کے لیے اسٹیج کرایا جا رہا تھا اور اس کے لیے ہیروئن کی تلاش کی گئی۔

(iii) کملا ایک اسکول کی ٹیچر تھی۔ طالب علمی کے زمانے میں اسکول میں ڈراموں میں حصہ لیتی تھیں۔ کملا مسز مہرا کی بھانجی تھی۔ ڈرامے کے اختتام میں روپ متی کے کردار کے لیے سب کی نظر کملا پر ہی ٹھہرتی تھیں۔

(iv) شیو چرن: شیو چرن ایک بے روزگار اور ادب دوست نوجوان تھے۔ ہیروئن کی تلاش کے لیے جیوتی پرکاش کے ساتھ دردر بھٹکتے ہیں۔ شیو چرن کا ڈرامہ ”ہیروئن کی تلاش“ کا ایک اہم کردار ہے۔ اس کی گفتگو اور اس کا کردار اس کے طبقے کے حسب حال ہے۔

(v) ہاں جیوتی پرکاش کا کردار ڈراما نویس کے کردار پر پورا اترتا ہے۔ انھوں نے جو ڈرامہ تخلیق کیا ہے وہ لوگوں کو سناتے ہیں اور اسے سٹیج کرنے کے لیے فکر مند رہتے ہیں اور ہیروئن کی تلاش میں سرگرداں رہتے ہیں اور بے جا تعریف سے خوش نہیں ہوتے ہیں۔

(vi) ”ڈرامہ ہیروئن کی تلاش“ کا مرکزی کردار کملا کا ہے۔ کملا کا کردار ایک تہہ دار کردار ہے۔ اس کی عمر اس کی طبیعت اور اس کی تربیت روپ متی کے کردار کے لیے سب سے زیادہ موزوں ہوتی ہے مگر پھر بھی اپنی دلچسپی روپ متی کے کردار کے لیے ظاہر نہیں کرتی ہے۔

$$2\frac{1}{2} \times 4 = 8$$



مارکنگ اسکیم

اردو (کور)

وقت: 3 گھنٹے

کل نمبر: 100

سوال: 1 درج ذیل عبارت کو غور سے پڑھیے اور اس سے متعلق سوالوں کے جواب دیجیے۔

”اُردو اور ہندی سگی بہنیں ہیں۔ دونوں زبانوں کا آپسی رشتہ بہت گہرا ہے اور یہ دونوں زبانیں مل جل کر اس ملک کی ترقی، خوش حالی، محبت اور بھائی چارے کی فضا کو پروان چڑھا رہی ہیں اور ہندوستان کو ایک لڑی میں پروئے ہوئے ہیں۔ ان دونوں ہی زبانوں میں بہت سے الفاظ اور آوازیں مشترک ہیں۔ محاورے ایک ہیں۔ اُردو کی تقریباً 36 آوازوں میں سے صرف 16 ایسی ہیں جو عربی فارسی سے لی گئی ہیں۔ باقی سب آوازیں اُردو اور ہندی میں مشترک ہیں۔ اسی طرح اُردو نے فارسی، عربی الفاظ کو ہندی لفظوں کے ساتھ ملا کر سینکڑوں نئے مرکب بنائے جو ہندی اور اُردو میں یکساں رائج ہیں۔ گلاب جامن، سبزی منڈی، گھر داماد، تھانے دار یہ سب الفاظ دونوں زبانوں میں یکساں طور پر رچے بسے ہوئے ہیں۔“

- (i) اُردو اور ہندی کا آپسی رشتہ کیا ہے؟
- (ii) اُردو اور ہندی ملک میں کیسی فضا پروان چڑھا رہی ہیں؟
- (iii) اُردو اور ہندی کی مشترک خوبیاں کیا ہیں؟
- (iv) اُردو میں عربی اور فارسی کی کتنی آوازیں لی گئی ہیں؟
- (v) ایسے دو الفاظ لکھیے جو اُردو اور ہندی دونوں میں یکساں طور پر رچے بسے ہوئے ہیں؟

- جواب: (i) اُردو اور ہندی کا آپسی رشتہ بہت گہرا یعنی سگی بہنوں جیسا ہے؟
- (ii) اُردو اور ہندی دونوں زبانیں مل کر ملک کی ترقی، خوش حالی، محبت اور بھائی چارے کی فضا کو پروان چڑھا رہی ہیں۔
- (iii) اُردو اور ہندی کی مشترک خوبیاں مندرجہ ذیل ہیں۔

- دونوں زبانیں مل جل کر ملک کی ترقی، خوشحالی کی فضا کو پروان چڑھا رہی ہیں۔
 دونوں زبانوں میں بہت سے الفاظ مشترک ہیں، ان کی آوازیں مشترک ہیں، محاورے ایک ہیں۔
 (iv) اُردو میں 16 آوازیں ایسی ہیں جو عربی اور فارسی سے لی گئی ہیں۔

(v) دو الفاظ

$$2 \times 5 = 10$$

سبزی منڈی، تھانے دار

سوال 2: درج ذیل میں سے کسی ایک عنوان پر مضمون لکھیے۔

- (i) کرپشن۔ ملک کی بربادی کی جڑ
 (ii) میرے اسکول کی لائبریری
 (iii) ہندوستان میں سائنسی ترقی
 (iv) اولمپک کھیل

جواب: (i) کرپشن۔ ملک کی بربادی کی جڑ

- (ii) تمہید و تعارف
 (iii) نفس مضمون

(الف) ملک کی سیاسی، سماجی اور تہذیبی زندگی پر کرپشن کے مضر اثرات
 (ب) کرپشن دور کرنے کے مشورے

(iv) انداز بیان

(v) اختتام

(ii) میرے اسکول کی لائبریری

(ii) تمہید و تعارف

(iii) نفس مضمون

(الف) طلباء کے لیے لائبریری کی اہمیت

(ب) اسکول کی لائبریری کی موجودہ صورت حال اور مزید بہتری کے مشورے

(iv) انداز بیان

(v) اختتام

		(iii) ہندوستان میں سائنسی ترقی
		(ii) تمہید و تعارف
		(iii) نفس مضمون
	(الف)	ہندوستان میں سائنس کی ترقی کی روایت
	(ب)	موجودہ زندگی پر سائنس کی ترقی کے اثرات (مثبت / منفی)
	(iv)	انداز بیان
	(v)	اختتام
	(iv)	اولمپک کھیل
	(ii)	تمہید و تعارف
	(iii)	نفس مضمون
	(الف)	اولمپک کھیلوں کا انعقاد
	(ب)	اولمپک کھیلوں کی اہمیت
	(iv)	انداز بیان
	(v)	اختتام
3 =	نمبروں کی تقسیم	
6 =	تمہید و تعارف	
4 =	نفس مضمون	
2 =	انداز بیان	
2 =	اختتام	
15 =	کل نمبر	

سوال 3: اپنے اسکول کے پرنسپل کے نام فیس معاف کرانے کے لیے درخواست لکھیے۔

یا

اپنے دوست کو خط لکھیے جس میں اسے دہلی کی صنعتی نمائش دیکھنے کی دعوت دیجیے۔

جواب: (i) درخواست کا خاکہ

(ii) القاب و آداب

(iii) نفس مضمون

(iv) زبان و بیان

یا

2 =	خاکہ	(i) درخواست کا خاکہ
2 =	القاب و آداب	(ii) القاب و آداب
4 =	نفس مضمون	(iii) نفس مضمون
2 =	زبان و بیان	(iv) زبان و بیان
10 =	کل نمبر	

سوال 4: درج ذیل عبارت کا خلاصہ اپنی زبان میں لکھیے اور اس کا ایک موزوں عنوان بھی لکھیے۔

”لفظ ’سارک‘ علاقائی اشتراک کے لیے جنوب ایشیائی ممالک کی تنظیم کا مخفف ہے۔ جیسا کہ اس کے نام سے واضح ہے، یہ تنظیم جنوب ایشیائی ممالک کے درمیان باہمی اشتراک و تعاون کو فروغ دینے کا کردار ادا کرتی ہے۔ اس تنظیم کا مقصد ہی رکن ممالک کے درمیان غریبی، بے روزگاری، ناخواندگی اور دوسری متعدد بیماریوں کو پھیلنے سے روکنے کی کوشش کرتا ہے۔ دوسری جانب سیاسی نقطہ نظر سے بھی اس تنظیم کی اہمیت ہے۔ سارک ایک کلچرل کونسل ہے؟

جواب: جنوبی ایشیائی ممالک کی تنظیم کا مخفف ”سارک ہے“ یہ تنظیم سیاسی اور تہذیبی اہمیت رکھتی ہے۔ یہ تنظیم جنوب ایشیائی ممالک کے درمیان باہمی اشتراک و تعاون کو بڑھانے کے ساتھ ساتھ ان رکن ممالک کے لوگوں کی غریبی، بے روزگاری اور تعلیم کے مسائل کو حل کرنے کی کوشش کرتی ہے۔

عنوان: سارک / سارک ایک کلچرل کونسل

نوٹ: طالب علم اس کے علاوہ بھی کوئی مناسب عنوان قائم کرتا ہے تو اس پر بھی نمبر دیے جائیں۔

نمبروں کی تقسیم

7 = خلاصہ

3 = عنوان

10 = کل نمبر

سوال 5: درج ذیل محاوروں میں سے پانچ کے معنی لکھیے اور انہیں اپنے جملوں میں استعمال کیجیے۔

- (i) اپنے پاؤں پر کھڑا ہونا
- (ii) اپنا سامنہ لے کر رہ جانا
- (iii) آنکھوں میں دھول جھونکنا
- (iv) بات کا بیٹنگڑ بنانا
- (v) خون سفید ہونا
- (vi) پھولے نہ سمانا
- (vii) رنگ فق ہونا

- (i) جواب: اپنے پاؤں پر کھڑا ہونا: اپنی ذمہ داری خود سنبھالنا
جب تک لڑکا اپنے پاؤں پر کھڑا نہ ہو شادی کا نام نہ لینا
- (ii) اپنا سامنہ لے کر رہ جانا: شرمندہ ہونا
ساجد نے طالب کو ایسی کھری کھری سنائی کہ وہ اپنا سامنہ لے کر رہ گیا۔
- (iii) آنکھوں میں دھول جھونکنا: دھوکہ دینا
کتنا چالاک لڑکا ہے آنکھوں میں دھول جھونک کر کتاب لے گیا۔
- (iv) بات کا بٹنگلڑ بنانا: معمولی بات کو طول دینا
اس کی تو عادت ہے بات کا بٹنگلڑ بنانے کی۔
- (v) خون سفید ہونا: محبت نہ رہنا
آج کل ایسا خون سفید ہو گیا ہے کہ بھائی بھائی کو کھائے جا رہا ہے۔
- (vi) پھولے نہ سمانا: بہت خوش ہونا
امتحان میں اول نمبر سے پاس ہونے کی خبر سن کر میں پھولا نہیں سمایا
- (vii) رنگ فق ہونا: چہرہ زرد ہونا
شیر کی آواز سنتے ہی میرا رنگ فق ہو گیا۔

نمبروں کی تقسیم

$$\frac{1}{2} = \text{معنی}$$

$$1\frac{1}{2} = \text{جملہ}$$

$$2 \times 5 = 10 \text{ کل نمبر}$$

سوال 6: اپنے اسکول کے سالانہ جلسے کا ایک اشتہار بنا کر اخبار میں دیجیے۔

نمبروں کی تقسیم	جواب: اشتہار کا خاکہ
1 = خاکہ	اشتہار کا نفس مضمون
2 = نفس مضمون	زبان و بیان
2 = زبان و بیان	
5 = کل نمبر	

(حصہ - ب)

سوال 7: درج ذیل میں سے کسی ایک اقتباس کو غور سے پڑھیے اور اس سے متعلق سوالوں کے جواب لکھیے۔

”سید کو یوں تو اپنی زندگی میں متعدد بار اسی طرح اتنے سویرے اٹھنے کا موقع مل چکا تھا، لیکن یہ صبح انھیں اور دنوں کے مقابلے میں کہیں زیادہ حسین اور سہانی معلوم ہوئی۔ اس وقت دن کی طرف لو نہیں چل رہی تھی پھر بھی ہوا ایسی نہ تھی جسے ٹھنڈی کہا جاسکتا، موسم کی اتنی تبدیلی بھی انھیں بڑی خوشگوار اور فرحت افزا معلوم ہو رہی تھی۔ اس وقت قریب کے بانسچے سے شیاما (بھنگلی، چیل، جھانپو) کے بولنے کی آوازیں آرہی تھیں۔ انھیں یاد آیا کہ لمبی دم والی کوئے کی طرح گہرے سیاہ رنگ کی شیاما سب سے پہلے بیدار ہو جانے والی چڑیوں میں سے ہے جو سورج نکلنے سے دو تین گھنٹے پہلے ہی سے بولنا شروع کر دیتی ہے۔“

- (i) کیا سید پہلی بار سویرے اٹھے تھے؟
- (ii) سید کو صبح کا موسم کیسا لگ رہا تھا؟
- (iii) سید کو موسم کی تبدیلی کیسی معلوم ہو رہی تھی؟
- (iv) قریب کے بانسچے سے کس چڑیا کے بولنے کی آواز آرہی تھی؟
- (v) شیاما سورج نکلنے سے کتنے پہلے بولنا شروع کر دیتی ہے؟

یا

”راتے کی بات چیت سے سید صاحب کو جھونپڑوں میں رہنے والے لوگوں کے بارے میں معلوم ہوا کہ پیشے کے اعتبار سے یہ لوگ گوالے ہیں، جو اپنے مویشیوں کے ساتھ تقریباً پورے سال جنگل میں ہی رہتے سہتے ہیں۔ تقریباً اس لیے کہ ان لوگوں کو برسات شروع ہونے سے تھوڑا پہلے محض اتنے دنوں کے لیے اس جگہ کو چھوڑنا پڑتا ہے جب برسات میں تیز بہتے ہوئی چھوٹے بڑے نالوں اور اس سے آگے پڑنے والے دریا کو پار کرنا ممکن نہیں رہتا۔ عام انسان آبادیوں سے دور رہنے پر انھیں سینکڑوں طرح کی مشکلات کا سامنا کرنا پڑ رہا ہے، لیکن انھیں شہروں میں رہنا ایک آنکھ نہیں بھاتا جہاں ہر وقت موٹروں اور کارخانوں سے نکلنے والے زہریلے دھوئیں اور شور کی وجہ سے طبیعت پر ایک عجیب سا بوجھ اور گھٹن کا احساس رہتا ہے۔ اس کے برعکس انھیں پسند ہے آلودگی اور کثافت سے پاک جنگل کی تازہ ہوا۔ جہاں بننے والے ندی نالوں کا صاف ستھرا میٹھا پانی، خود رو پیڑ پودے اور پھولوں کی دلوں کو مست کر دینے والی مہک اور سب سے زیادہ یہاں کی آواز اور کھلی ہوا۔“

- (i) سید کو جھونپڑوں میں رہنے والوں کے بارے میں کیا معلوم ہوا؟

- (ii) جنگل میں رہنے والوں کو برسات میں اپنا گھر کیوں چھوڑنا پڑتا ہے؟
- (iii) عام انسانی آبادیوں سے دور رہنے والوں کو کن چیزوں کا سامنا کرنا پڑتا ہے؟
- (iv) عام انسانی آبادیوں سے دور رہنے والوں کو شہروں میں رہنا کیوں نہیں بھاتا؟
- (v) عام انسانی آبادیوں سے دور رہنے والے جنگل میں رہنا کیوں پسند کرتے ہیں؟
- (i) جواب: نہیں سید پہلی بار صبح سویرے نہیں اٹھے تھے بلکہ اپنی زندگی میں کئی بار انھیں صبح سویرے اٹھنے کا موقع مل چکا تھا
- (ii) سید کو صبح کا موسم حسین اور سہانا لگ رہا تھا۔
- (iii) سید کو موسم کی تبدیلی بڑی خوشگوار اور فرحت افزا معلوم ہو رہی تھی۔
- (iv) قریب کے باغیچے سے شیاما کے بولنے کی آواز آرہی تھی۔
- (v) شیاما سورج نکلنے سے دو تین گھنٹے پہلے ہی سے بولنا شروع کر دیتی ہے۔

یا

- (i) سید صاحب کو معلوم ہوا کہ جھونپڑیوں میں رہنے والے لوگ گوالے ہیں اور مویشیوں کے ساتھ سال بھر جنگل میں ہی رہتے ہیں۔
- (ii) جنگل میں رہنے والوں کو برسات میں اپنا گھر اس لیے چھوڑنا پڑتا ہے کہ برسات میں تیز پتے ہوئے چھوٹے بڑے نالوں اور دریاؤں کو پار کرنا ناممکن ہو جاتا ہے۔
- (iii) عام انسانی آبادی سے دور رہنے پر انھیں سینکڑوں طرح کی مشکلات کا سامنا کرنا پڑتا ہے۔
- (iv) شہروں میں آلودگی ہے، موٹروں اور کارخانوں کا دھواں ہے، شور ہے جس سے انھیں گھٹن محسوس ہوتی ہے۔
- (v) کیونکہ جنگل میں آلودگی نہیں ہے، تازہ ہوا صاف ستھرا پانی اور طرح طرح کے پیڑ پودوں پھول و تازہ پھل ملتے ہیں۔

نمبروں کی تقسیم

1 = سوال نمبر (i)

1 ½ = سوال نمبر (ii)

1½ = سوال نمبر (iii)

1½ = سوال نمبر (iv)

1½ = سوال نمبر (v)

7 = کل نمبر

سوال 8: جنگل کی ایک رات میں 'ہاتھی' کے بارے میں کیا باتیں بتائی گئی ہیں؟ آدھے صفحے کے اندر لکھیے۔

جواب: کسی زمانے میں کئی قسم کے ہاتھی پائے جاتے تھے لیکن اب پوری دنیا میں ان کی دو قسم کی نسلیں باقی ہیں۔

(i) ایشیائی ہاتھی اور (ii) افریقی ہاتھی

افریقی ہاتھی قد میں ہندوستانی ہاتھیوں سے بڑے ہوتے ہیں۔ ان کے دانت بھی چھ سے آٹھ فٹ تک لمبے ہوتے ہیں۔ ایشیائی ہاتھی زیادہ اونچے نہیں ہوتے اور ان کے دانت بھی پانچ فٹ سے زیادہ نہیں بڑھ پاتے۔ ہاتھی زیادہ سے زیادہ ساٹھ سال زندہ رہتا ہے۔ ہاتھی کے بچے کا وزن کوئی سو کلوگرام ہوتا ہے۔ پیدائش کے 20-25 منٹ کے بعد ہی بچہ اپنے پیروں پر کھڑا ہو جاتا ہے۔ انسانوں کی طرح مادہ ہاتھی بچوں کی دیکھ بھال بڑی احتیاط و توجہ سے کرتی ہے۔

ہاتھی ایک جگہ سے دوسری جگہ سفر کرتے ہیں تو پورا قبیلہ لائن بنا کر چلتا ہے، سب سے آگے بزرگ ہتھنی اس کے پیچھے بچوں والی مائیں اور ان کے پیچھے قبیلے کا سردار، اس کے پیچھے نوجوان اور نوجوان ہاتھی۔

5 x 1 = 5

سوال 9: درج ذیل میں سے صرف چار سوالوں کے مختصر جواب لکھیے۔

(i) ریچھ نے عورتوں اور بچوں کی طرح رونا کیوں شروع کر دیا تھا؟

(ii) ہاتھی بنگلے پر کب اور کیسے آئے؟

(iii) تیترا اپنا گھونسلہ کہاں بناتا ہے؟

(iv) تیترا کے انڈے کس رنگ کے ہوتے ہیں؟

(v) ایشیائی اور افریقی ہاتھیوں میں کیا فرق ہوتا ہے؟

جواب: (i) ہندوق کی گولی کسی پتھر سے ٹکرا کر ریچھ کے اگلے بازو میں جا لگی اور تکلیف کی وجہ سے اس نے

عورتوں اور بچوں کی طرح رونا شروع کر دیا۔

(ii) برسات کی وجہ سے ڈاک بنگلہ کے صحن میں کوئی گھاس ایسی آئی تھی جسے ہاتھی شوق سے کھاتے ہیں۔ لان کی لمبی لمبی گھاس کھاتے کھاتے ہاتھی ڈاک بنگلے کے قریب آگئے تھے۔

(iii) تیترا اپنا گھونسلا زمین پر سوکھے پتوں اور گھاس کے تنکوں سے ملا کر بناتا ہے

(iv) بھورے تیتر کے انڈوں کا رنگ سبزی مائل پیلا اور کالے تیتر کے انڈوں کا رنگ ہلکا سبزی مائل بھورا ہوتا ہے۔

(v) (الف) افریقی ہاتھی کے کان بڑے بڑے جبکہ ایشیائی ہاتھی کے چھوٹے چھوٹے ہوتے ہیں۔

(ب) افریقی ہاتھیوں کا ماتھا اندر کودا ہوا اور سوئڈ جڑے کے پاس سے کچھ آگے کو نکلی ہوئی ہوتی ہے جبکہ ایشیائی ہاتھیوں کا ماتھا چپٹا ہوتا ہے۔

(ج) افریقی ہاتھی قد میں ہندوستانی ہاتھیوں سے بڑے ہوتے ہیں۔

$$2 \times 4 = 8$$

سوال 10: ڈرامہ ”ہیروئن کی تلاش“ کی خوبیاں تفصیل سے لکھیے۔

یا

ڈرامے ”ہیروئن کی تلاش“ میں آپ کو کون سا کردار سب سے زیادہ اچھا لگا۔ تفصیل سے لکھیے

جواب: ڈرامہ ”ہیروئن کی تلاش“ کی خوبیاں

تمہید / تعارف / مصنف کا نام
نفس مضمون

(i) ڈرامے کی کہانی: ڈرامہ کی خوبیاں اور خامیاں

(ii) اہم کرداروں کے نام: ان کی خصوصیات

زبان و بیان

یا

تمہید / تعارف / مصنف کا نام

نفس مضمون

نمبروں کی تقسیم

(i) کرداروں کے نام

$$2 =$$

تمہید

(ii) مخصوص کردار کی پسندیدگی کے اسباب

6 =	نفس مضمون	زبان و بیان	(iii)
2 =	زبان و بیان		
10 =	کل نمبر		

سوال نمبر 11 - درج ذیل میں سے صرف چار سوالوں کے جواب لکھیے۔

- (i) کنورانی کے کردار کی کیا خوبیاں ہیں؟
- (ii) شیو چرن کا کردار دوسرے کرداروں سے مختلف کیوں ہے؟
- (iii) پورنما ڈرامے کی ہیروئن کیوں نہیں بن سکی؟
- (iv) جیوتی پرکاش کو کیسی ہیروئن کی تلاش تھی؟
- (v) ڈرامے میں مسز مہرا کے کردار کی کیا اہمیت ہے؟
- (vi) شیو چرن نے ایکٹنگ کے کیا اصول بتائے ہیں؟

جواب: (i) تعارف / تمہید، مصنف کا نام، ڈرامے کا نام، کرداروں کا نام

کنورانی کے کردار کی خوبیاں

انداز بیان

(ii) تعارف / تمہید، مصنف کا نام، ڈرامے کا نام، دوسرے کرداروں کے نام

نفس مضمون (شو چرن کا کردار، شو چرن کے کردار کی وہ خوبیاں جو اسے دوسرے کرداروں سے منفرد کرتی ہیں۔

انداز بیان

(iii) تعارف / تمہید، مصنف کا نام، ڈرامے کا نام، کرداروں کے نام

نفس مضمون (پورنما کے ہیروئن نہ بننے کی وجوہات)

انداز بیان

(iv) تعارف / تمہید، مصنف کا نام، ڈرامے کا نام، کرداروں کے نام

نفس مضمون

(الف) جو دنیا دیکھ چکی ہو مگر عمر زیادہ نہ ہو

(ب) جس کے دل میں درد ہو مگر بے فکروں کی طرح ہنس بول سکے۔

(ج) جس کی شکل اچھی ہو

(د) جس کی آواز اچھی ہو

(v) تعارف / تمہید، مصنف کا نام، ڈرامے کا نام، کرداروں کے نام

نفس مضمون: مسز مہرا کے کردار کی خوبیاں اور خامیاں، کردار کی اہمیت

انداز بیان

(vi) تعارف / تمہید، مصنف کا نام، ڈرامے کا نام، کرداروں کے نام

نفس مضمون: شوچرن کی ایکٹنگ کے اصول

(الف) بناوٹ بالکل نہ ہو

(ب) طبیعت میں پختگی اور مضبوطی ہو

انداز بیان

Series : SSO/1

Code No. 30/1

Roll No.

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رول نمبر

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 10 questions.
- Please write down the serial number of the question before attempting it.
- 15 Minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the student will read the question paper only and will not write any answer on the answer script during this period.

- برائے مہربانی سوالیہ پرچہ چیک کیجئے چھپے ہوئے صفحات 6 ہیں۔
- سوالیہ پرچہ کے داہنی طرف کوڈ نمبر لکھا ہے جو طالب علم کو اپنی جوابات کی کاپی پر لکھنا ہے۔
- برائے مہربانی چیک کیجئے کہ سوالیہ پرچہ میں 10 سوالات ہیں۔
- جوابات لکھنے سے پہلے سوال کا سیریل نمبر ضرور لکھئے۔
- سوالیہ پرچہ پڑھنے کے لئے 15 منٹ کا وقت دیا گیا ہے۔ سوالیہ پرچہ صبح 10.15 منٹ پر تقسیم کیا جائے گا۔ 10.15 سے 10.30 تک طالب علم صرف پرچہ پڑھے گا اور اس وقت کے دوران وہ جوابی کاپی پر کچھ نہیں لکھے گا۔

URDU (Elective)

اُردو (الیکٹو)

Time allowed : 3 hours]

[Maximum marks : 100

مقررہ وقت : 3 گھنٹے

کل نمبر : 100

10

1. درج ذیل میں سے کسی ایک اقتباس کو پڑھیے اور اس سے متعلق سوالوں کے جواب لکھیے :

”سائنس دانوں کی مدد سے جب حکومت نے ایک خاصا بڑا نادار مفلس طبقہ تیار کر لیا تو اپنی اس کامیابی پر وہ بے حد خوش ہوئی۔ حکومت کے لوگ آرام سے سوتے تھے اور سویرے دو لاکھ پاتے تھے۔ اس خیال نے کہ وہ

جب چاہیں کسی کو بھی ایک انجکشن لگا کر اس کی کمائی بند کر سکتے ہیں اور اُسے پیسے کا محتاج کر سکتے ہیں۔ انہیں فرعون بنا دیا۔ تب ہی انہیں پتہ چلا کہ جو انجکشن انہوں نے ایجاد کیا تھا اور جس کے سبب ملک کی آدھی سے زیادہ آبادی راتوں کی نیند کھو چکی تھی اُس آبادی کے لوگوں کے خون میں اس دوائے کو کچھ ایسے اثرات پیدا کر دیے ہیں کہ اگر وہ کسی کو کاٹ لیں تو وہ انسان تڑپے بغیر ختم ہو جایا کرتا ہے۔ کچھ دنوں کے بعد ان امیروں کو یہ انکشاف ہوا کہ وہ زہریلے لوگ کھڑکیوں اور روشن دانوں کے راستے خواب گاہوں میں گھتے ہیں اور سوتے ہوئے آدمی کو کاٹ کر چلے جاتے ہیں۔ اس انکشاف نے روز دو لاکھ کمانے والوں کی نیندیں کیسے غائب کیں اور کس طرح وہ سارے کے سارے ارب پتی اس خوف سے پریشان ہو کر کہ رات کو کوئی نادار انہیں کاٹ نہ لے اور وہ سوتے کے سوتے ہی رہ جائیں، اپنے ہی ہاتھوں سے اپنے بازوؤں میں شب بیداری کا وہ انجکشن لگانے لگے۔ بہر حال اس داستان کا انجام یہ ہے کہ برسوں بعد جب اس شہزادے کا اس ملک کی جانب سے گزر ہوا، تو اس نے دیکھا کہ اس ملک کے باسی خدا سے یہ دعا مانگ رہے تھے کہ اے خدا تو ہم سے ہمارا سب کچھ لے لے اور اس کے بدلے ہمیں دو پل سکون سے سو لینے کی نیند دے دے۔“

- (i) یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟
- (ii) حکومت کے لوگ آرام سے کیوں سوتے تھے؟
- (iii) جو انجکشن ایجاد کیا گیا تھا اس کا لوگوں پر کیا اثر ہوتا تھا؟
- (iv) لوگ اپنے ہی ہاتھوں سے اپنے بازوؤں میں شب بیداری کا انجکشن کیوں لگانے لگے تھے؟
- (v) آخر میں اس داستان کا انجام کیا ہوا؟

یا

”ہمارے ساتھ علامہ اقبال کے التفات و عنایت کا انداز ہی کچھ ایسا تھا کہ مجھے جرأت ہوئی کہ سب سے پہلے اُن سے ہمیں جو اختلاف اور شکایتیں تھیں، وہی اُن کے سامنے پیش کروں اور محض عقیدت مندی کی باتیں نہ کروں۔ سوشلزم کے بارے میں گفتگو شروع ہو گئی۔“

میں نے کہا کہ نوجوان ترقی پسند ادیبوں کا گروہ اس نئے نظریے سے کافی متاثر ہے۔ وہ بڑی توجہ اور سنجیدگی سے میری باتیں سنتے رہے بلکہ مجھے معلوم ہوتا تھا کہ وہ اس طرح کی باتوں کے لیے میری ہمت افزائی فرما رہے ہیں۔ پھر انہوں نے کہا ”تاثر نے مجھ سے ترقی پسند تحریک کے متعلق دو ایک بار باتیں کی تھیں اور مجھے اس سے

بڑی دلچسپی ہوئی۔ ممکن ہے سوشلزم کے سمجھنے میں مجھ سے غلطی ہوئی ہو۔ بات یہ ہے کہ میں نے اس کے متعلق کافی پڑھا بھی نہیں ہے۔ میں نے تاثیر سے کہا تھا کہ وہ اس موضوع پر مجھے مستند کتابیں دیں۔ انہوں نے وعدہ کیا تھا، لیکن ابھی تک پورا نہیں کیا۔ میرا نقطہ نظر آپ جانتے ہیں۔ ظاہر ہے کہ مجھے ترقی پسند ادب یا سوشلزم کی تحریک کے ساتھ ہمدردی ہے۔ آپ لوگ مجھ سے ملتے رہیے۔“

علامہ اقبال سے ترقی پسند ادب کی تحریک کے متعلق ہماری بات چیت تشنہ اور نامکمل رہی، اس کا مجھے افسوس رہا۔ خاص طور پر اس وجہ سے کہ علامہ اقبال نے ہماری تحریک کے ساتھ دلچسپی اور ہمدردی کا اظہار کیا تھا۔ میں نے جہیہ کیا کہ اگلی بار جب پنجاب آؤں گا تو ان سے بھرمل کر تحریک کے متعلق زیادہ وضاحت سے گفتگو کروں گا۔ لیکن بد قسمتی سے اس کا موقع نہیں ملا۔ جب میں دوبارہ لاہور گیا تو وہ طائرِ قدسی اس جہان سے پرواز کر چکا تھا۔“

- (i) یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟
- (ii) مصنف نے علامہ اقبال سے کس کے بارے میں گفتگو کی تھی؟
- (iii) نوجوان ترقی پسند ادیبوں کا گروہ کون سے نظریے سے متاثر تھا؟
- (iv) علامہ اقبال نے مصنف سے کیا کہا؟
- (v) مصنف کو علامہ اقبال سے ترقی پسند ادب کی تحریک کے متعلق بات کر کے کیا محسوس ہوا؟

2. درج ذیل میں سے کسی ایک افسانے پر اپنے خیالات کا اظہار کیجئے :

(i) ”لمحے“

(ii) ”بجوکا“

3. درج ذیل میں سے کسی دو پر مختصر جواب لکھیے :

(i) سید احتشام حسین کی مضمون نگاری

(ii) قرۃ العین حیدر کی افسانہ نگاری

(iii) کرشن چندر اور فرین رپورتاژ

(iv) خاکہ نگاری کی خصوصیات

4. درج ذیل میں سے کسی ایک حصے کی تشریح کیجئے اور شاعر کا نام بھی لکھیے :

(i) عجب نظارا تھا بستی کا اس کنارے پر

سبھی بچھڑ گئے دریا سے پار اترتے ہوئے

(ii) منزل نہ ملی تو قافلوں نے

رستے میں جما لیے ہیں ڈیرے

(iii) جب لگیں زخم تو قاتل کو دعا دی جائے

ہے یہی رسم تو یہ رسم اٹھا دی جائے

(iv) منزل عشق پہ یاد آئیں گے کچھ راہ کے غم

مجھ سے لپٹی ہوئی کچھ گردِ سفر بھی ہوگی

(v) ایک لگی کے دو ہیں اثر اور دونوں جب مراتب ہیں

لو جو لگائے شمع کھڑی ہے، رقص میں ہے پروانہ بھی

یا

یہی ہندوستان کا ساحل ہے جس پہ ٹوٹا غرورِ سلطانی

آگ سی لگ گئی ہے پانی میں موجیں کرتی ہیں شعلہ افشانی

بادباں کھل گئے بغاوت کے بسبب کے جہازیوں کو سلام

جو شہنشاہیت سے ٹکرائے ایسے جاں باز غازیوں کو سلام

5. درج ذیل میں سے کسی ایک پر 100 لفظوں میں اظہارِ خیال کیجئے :

(i) اقبال کی نظم ”روحِ ارضی آدم کا استقبال کرتی ہے۔“

(ii) ن۔م۔م۔ راشد کی نظم ”زندگی سے ڈرتے ہو۔“

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6. درج ذیل میں سے صرف دو پر اظہار خیال کیجئے :

(i) آرزو لکھنوی کی غزل کی خصوصیات

(ii) نظم طباطبائی کی نظم گوئی

(iii) ناصر کاظمی کی شاعرانہ خصوصیات

(iv) نظم ”یاد نگر“ کا خلاصہ

4

7. درج ذیل میں سے کسی ایک پر نوٹ لکھیے :

(i) پطرس بخاری

(ii) چے خف

6

8. درج ذیل میں سے صرف دو کے جواب لکھیے :

(i) ناول ”بیوہ“ کے اہم کردار کون سے ہیں اور پریم چند ان کی عکاسی میں کس حد تک کامیاب ہوئے ہیں؟

(ii) چیرویا کوف کو ایک صاحب اخلاق انسان کیوں کہا گیا ہے؟

(iii) افسانہ ”جنم دن“ کے مرکزی کردار کی معاشی تنگدستی کا حال اپنے لفظوں میں لکھیے۔

(iv) افسانہ ”جلتی جھاڑی“ میں بوڑھے مچھوارے کی تصویر کشی کس انداز میں کی گئی ہے؟

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9. درج ذیل میں سے کسی دو پر مفصل اظہار خیال کیجئے :

(i) فورٹ ولیم کالج کی ادبی خدمات

(ii) دبستان لکھنوی کی خصوصیات اور میر انیس

(iii) اردو کی ابتدا سے متعلق اولین نظریات

(iv) ہندوستانی سماج میں اردو کا مستقبل

10. درج ذیل میں سے صرف چار (4) پر مختصر تعارفی نوٹ لکھیے :

- (i) آتش کی شاعرانہ خصوصیات
- (ii) سرسید تحریک
- (iii) غالب کی غزل گوئی
- (iv) سفرنامہ کی ابتدا اور اس کی خصوصیات
- (v) افسانہ کی تعریف کی روشنی میں اقبال مجید کے افسانے ”سکون کی نیند“ پر تبصرہ کیجئے۔
- (vi) تنقیدی مضمون کی خصوصیات پر روشنی ڈالیے۔
- (vii) علی سردار جعفری کی نظم گوئی

Series SSO

Code No. 30

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 10 questions.
- Please write down the Serial Number of the question before attempting it.
- 15 minutes time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the student will read the question paper only and will not write any answer on the answer script during this period.

URDU (Elective)

اُردو (الیکٹیو)

Time allowed : 3 hours

Maximum Marks : 100

وقت : 3 گھنٹے

کل نمبر : ۱۰۰

۱۰۔ درج ذیل میں سے کسی ایک عبارت کو پڑھیے اور اس سے متعلق سوالوں کے جواب لکھیے۔

”سنو۔ یہ شاید ہماری زندگی کی آخری فصل ہے۔ ابھی تھل کھیت سے کچھ دوری پر ہے۔ میں تمہیں نصیحت کرتا ہوں، اپنی فصل کی حفاظت کے لئے پھر کبھی بھوکا نہ بنانا۔ اگلے برس جب ہل چلیں گے۔ بیج بویا جائے گا اور بارش کا امرت کھیت میں سے کونپلوں کو جنم دے گا تو مجھے ایک بانس پر باندھ کر کھیت پر کھڑا کر دینا۔ بھوکا کی جگہ پر۔ میں تب تک تمہاری فصلوں کی حفاظت کروں گا جب تک تھل آگے بڑھ کر کھیت کی مٹی کو نکل نہیں لے گا اور تمہارے کھیتوں کی مٹی جھجھری نہیں ہو جائے گی۔ مجھے وہاں سے ہٹانا نہیں۔ وہیں رہنے دینا تاکہ جب لوگ دیکھیں تو انہیں یاد آئے کہ بھوکا نہیں بنانا، کہ بھوکا بے جان نہیں ہوتا۔ آپ سے آپ سے زندگی مل جاتی ہے اور اس کا وجود اُسے درانتی تمہا دیتا ہے اور اس کا فصل کی ایک چوتھائی پر حق ہو جاتا ہے“

ہوری نے کہا اور پھر آہستہ آہستہ اپنے کھیت کی طرف بڑھا۔ اس کے پوتے اور پوتیاں اس کے پیچھے تھے اور پھر اس کی بہنیں اور ان کے پیچھے گاؤں کے دوسرے لوگ سر جھکائے چل رہے تھے۔“

کھیت کے قریب پہنچ کر ہوری گرا اور ختم ہو گیا۔ اسکے پوتے، پوتیوں نے اُسے ایک بانس سے باندھنا شروع کیا اور باقی کے سب لوگ یہ تماشا دیکھتے رہے۔ بجوکا نے اپنے سر پر رکھا شکاری ٹوپا اُتار کر سینے کے ساتھ لگا لیا اور اپنا سر جھکا دیا۔

- (i) یہ اقتباس کس سبق سے لیا گیا ہے۔ اور اس کا مصنف کون ہے ؟
- (ii) ”ہوری“ کون ہے اور وہ کس ناول سے تعلق رکھتا ہے ؟
- (iii) بجوکا، کسے کہتے ہیں ؟ افسانہ نگار نے اس کے ذریعے کیا پیغام دیا ہے ؟
- (iv) ہوری نے اپنے گھر والوں کو کیا نصیحت کی تھی ؟
- (v) اس اقتباس کا مرکزی خیال چند جملوں میں لکھئے۔

— یا —

”بڑے بخت مباحثے کے بعد یہ پتہ چلا کہ مالدار ہونے کی یہ بیماری اس لئے ہے کہ لوگ رات کو سوتے ہیں اور سویرے اُٹھ کر تکیہ ہٹاتے ہیں تو روز دو لاکھ پاتے ہیں۔ اس بات پر جب اور تحقیق کی گئی تو پتہ چلا کہ دیوی نے یہ شرط لگائی تھی کہ جو صبح سو کر اُٹھے گا اس کے تکیہ کے سے یہ دولت نکلے گی۔ اس کی تصدیق کے لئے حکومت نے تجربہ کار لوگوں کو ایک رات جگائے رکھا اور صبح ہونے پر سونے بغیر ان لوگوں نے جب اپنے تکیہ کو ہٹایا تو وہاں کچھ بھی نہ تھا۔ یہ دیکھ کر حکومت کو کافی تسلی ہوئی۔ اس نے ملک کے چوٹی کے سائنسٹوں کو جمع کیا اور ان کے سامنے یہ مسئلہ رکھا کہ اگر اس ملک کو تباہی سے بچانا ہے تو ملک میں دولت کی اس بیہودہ تقسیم کو ختم کرنا ہی ہوگا۔ دولت تو کمانے کی چیز ہے جو بڑی مل جائے اور وہ بھی ایک ہی وقت میں سب کو مل جائے، اُسے خدا کا عذاب کہا جائے گا، دولت نہیں۔ سائنس دانوں نے اس سلسلے میں حکومت کے خیال کی تائید کی تو طے پایا کہ کوئی ایسی دوا ایجاد کی جائے جو لوگوں کی راتوں کی نیند چھین لے۔ بڑی عرق ریزی کے بعد سائنس دانوں نے ایک ایسا انجکشن تیار کیا جس کے لگانے سے آدمی کو مہینوں نیند نہ آئے۔ ان انجکشنوں کو سرکاری اسپتالوں میں گلو کوکز کے نام سے پہنچایا گیا۔ جہاں ہزاروں شہریوں کو سرکاری کارندے روز پکڑ کر لاتے اور انہیں

یہ گلو کو زچڑھا دیا جاتا۔ دیکھتے ہی دیکھتے اس ملک کی آدمی سے زیادہ آبادی نے رات کو سونا چھوڑ دیا اور وہ کچھ ہی دنوں میں کنگال ہو گئی۔ یہ آبادی راتوں کو جاگتی تھی اور دن بھر اپنی مفلسی پر آہیں بھرتی تھی۔“

- (i) یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے ؟
- (ii) لوگ مالدار کیوں ہو گئے تھے ؟
- (iii) حکومت نے لوگوں کو ایک بوت کیوں جگانے رکھا ؟
- (iv) سائنس دانوں نے کیا دروا ایجاد کی اور کیوں ؟
- (v) ملک کی آدمی سے زیادہ آبادی کنگال کیوں ہو گئی تھی ؟

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2. درج ذیل میں سے کسی ایک افسانے پر اپنے خیالات کا اظہار کیجئے۔

- (i) لٹے
- (ii) فوٹو گرافر
- (iii)

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3. درج ذیل میں سے کسی دو کے مختصر جواب لکھیے۔

- (i) غالب کی مکتوب نگاری۔
- (ii) خواجہ حسن نظامی کی انشائیہ نگاری۔
- (iii) کنہیا لال کی ادبی خدمات۔
- (iv) احمد جمال پاشا کے خاکے " کلیم الدین " کی خصوصیات۔

10

4. درج ذیل میں سے کسی ایک حصے کی تشریح کیجئے اور شاعر کا نام بھی لکھیے۔

- (i) دلکش ہے ہر ایک قطعہ صحرا ہے راہ میں
ملتے ہیں جا کہ دیکھئے کب کارواں سے ہم
- (ii) ہاتھ سے کس نے ساغر بیٹکا موسم کی بے کیفی پر
اتنا برسنا ٹوٹ کے پانی، ڈوب چلائے خانہ بھی

(iii) دل اگر دل ہے تو جس راہ پر لے جائے گا
درد مندوں کی وہی راہ گزر بھی ہوگی

(iv) دل کا وہ حال ہوا ہے غم دوراں کے تلے
جیسے اک لاش پٹانوں میں دبا دی جائے

(v) جنگل میں ہوئی ہے شام ہم کو
بستی سے چلے تھے منہ اندھیرے

— یا —

نہ دیکھ ان استخوان ہائے شکستہ کو حقارت سے
یہ ہے گورِ غریباں اک نظر حسرت سے کرتا جا
نکلتا ہے یہ مطلب لوحِ تربت کی عبارت سے
”جو اس رستے گزرتا ہے تو ٹھنڈی سانس بھرتا جا“
حقیقت غور سے دیکھی جو ان سب مرنے والوں کی
تو ایسا ہی نظر آنے لگا انجام کار اپنا
آنہی کی طرح جیسے مل گئے ہیں خاک میں ہم بھی
یونہی پُرساں حال آنکلا ہے اک دوستدار اپنا

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درج ذیل میں سے کسی ایک پر ستوا لفظوں میں اظہارِ خیال کیجئے۔
(i) ن۔م۔راشد کی نظم ”زندگی سے ڈرتے ہو“
(ii) علی سردار جعفری کی طویل نظم ”وقت کا ترانہ“

8 .6 درج ذیل میں سے صرف دو کے جواب دیجئے۔

- (i) اقبال کی نظم گوئی
- (ii) حالی کی غزل کی خصوصیات
- (iii) عمیق حنفی کی نظم گوئی
- (iv) جذبی کی شاعرانہ خصوصیات

4 .7 درج ذیل میں سے کسی ایک پر نوٹ لکھیے۔

- (i) افسانہ "جہنم دن"
- (ii) پطرس بخاری

6 .8 درج ذیل میں سے صرف دو کے مختصر جواب لکھیے۔

- (i) ڈراما "یہودی کی لڑکی" کا آپ کا پسندیدہ کردار کون ہے اور کیوں؟
- (ii) چیرو یا کون کی موت کا سبب کیا ہے؟
- (iii) گھر پہنچ کر مصنف نے کس کتاب کا مطالعہ کیا اور کیوں؟
- (iv) افسانہ "جہنم دن" کے واقعات میں سے آپ کو کس واقعے نے متاثر کیا اور کیوں؟

20 .9 درج ذیل میں سے کسی دو پر مفصل اظہار خیال کیجئے۔

- (i) اردو زبان کا آغاز اور ارتقا
- (ii) اردو نثر اور فورٹ ولیم کالج
- (iii) غالب کے حوالے سے دبستانِ دہلی کی شاعری کی خصوصیات
- (iv) ترقی پسند تحریک

۱۵۔ درج ذیل میں سے صرف چار پر مختصر تعارفی نوٹ لکھیے۔

- (i) غالب کی مکتوب نگاری
- (ii) اردو میں افسانہ نگاری کی ابتداء
- (iii) ناصر کاظمی کی غزل گوئی
- (iv) سفرنامہ کی خصوصیات
- (v) اردو میں طنز و مزاح
- (vi) طویل نظم کی تعریف اور اس کی خصوصیات
- (vii) اردو میں بچوں کا ادب

مارکنگ اسکیم اردو
(Marking Scheme)

سینیئر سیکنڈری اسکول امتحان
(Senior Secondary School Exam)

March 2008-09

اردو (الیکٹیو) (Urdu (Elective))

ممتحن حضرات کے لئے عام ہدایات

(General Instruction)

امتحان کی کاپیوں کی جانچ 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 مجروح کرتا ہے۔ اس طرح کی چیکنگ میں بہت سی ناہمواریاں رہ جاتی ہیں۔ دوران چیکنگ کچھ اساتذہ نرمی کا رخ اختیار کرتے ہیں تو کچھ خاصے 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، 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 آزمائے کام کو آپ اپنا فرض سمجھ کر انجام دیں گے۔

ممتحن حضرات کا رویہ مشفقانہ ہونا چاہیے قواعد اور املا کی معمولی غلطیوں کو نظر انداز کر دیا جائے تو بہتر ہوگا۔

صدر ممتحن (Head Examiner) اس بات کو ہر طرح سے یقینی بنائیں 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- صدر ممتحن اس بات کا اطمینان کرنے کے لئے کہ کاپیوں کی جانچ مارکنگ اسکیم (Marking Scheme) کے مطابق ہو رہی ہے، 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، اس کے بعد ہی مزید کاپیاں دی جائیں۔

2- 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۔

3- کاپیوں کی جانچ مارکنگ اسکیم میں دی ہوئی ہدایت کے مطابق ہی کی جائے گی۔ یہ جانچ بھی ممتحن کے اپنے روایتی انداز و فکر اپنے تجربے اور کسی دیگر بات کو مد نظر رکھ کر نہیں بلکہ صرف مارکنگ اسکیم کو ذہن میں رکھتے ہوئے کی جائے۔

4- اگر کسی سوال کے کئی جزو ہیں تو ہر جزو کے نمبر بائیں ہاتھ کے حاشیہ میں الگ الگ دیے جائیں اور پھر تمام اجزا میں حاصل نمبروں کو جمع کر کے سوال کے آخری حاشیہ میں لکھ کر اس کے گرد دائرہ بنا دیا جائے۔

5- 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۔

6- اگر کوئی طالب علم دریافت کیے گئے جوابات سے زیادہ یعنی ایکسٹرا جواب لکھتا ہے تو مارکنگ اسکیم کے مطابق نمبر دیے جائیں۔

7- اگر کوئی طالب علم مقررہ الفاظ سے زیادہ الفاظ میں لکھتا ہے تو اس کے نمبر کم نہیں کئے جائیں گے۔

8- مختصر سوالات کے جواب میں اگر کوئی طالب علم صرف ایک لفظ کا جواب لکھتا ہے اور صحیح ہے اور اس لفظ سے جواب ظاہر ہو جاتا ہے تو اسے پورے نمبر دیے جائیں گے۔

9- اگر کوئی طالب علم دیے ہوئے اقتباس یا اس کے کسی حصے کو اپنے جواب کے لئے استعمال کرتا ہے مثلاً اقتباس میں دی ہوئی معلومات کو اپنے مضمون کے لئے استعمال کرتا ہے تو اس کے نمبر نہیں کاٹے جائیں گے سوائے اس کے کہ اس کا جواب دریافت کئے گئے سوالات سے مطابقت نہ رکھتا ہو۔

- 10- اگر کوئی طالب علم دیے ہوئے اقتباس سے دونوں سوالوں کا جواب لکھتا ہے اور کسی بھی جواب کو کراں نہیں کیا ہے اور دونوں صحیح ہیں تو اس جواب پر نمبر دیے جائیں جو زیادہ صحیح ہے۔ اور اگر اس نے دونوں کئے ہیں تو بھی ممتحن جس جواب کو بہتر سمجھیں اس پر نمبر دیں۔ (یعنی ممتحن حضرات کو اس کئے گئے جوابات کا پڑھنا لازمی ہے)
- 11- 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 (100%) نمبر دینے میں گریز نہ کریں اور یہ بات بھی ذہن نشین کر لیں کہ اگر جواب درست نہ ہو تب بھی ایک تہائی نمبر سوال کے جواب میں دیے جاسکتے ہیں۔
- 12- 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۔
- 13- جب طلباء تخلیقی اظہار کرتے ہوں تب ان کے خوشخط اور املا پر بھی نمبر دینے کا خیال رکھیں۔

مارکنگ اسکیم

اردو (الیکٹو)

کل نمبر: 100 وقت: 3 گھنٹے

10

سوال 1: ذیل میں سے کسی ایک عبارت کو پڑھیے اور اس سے متعلق سوالوں کے جواب لکھیے:

سائنس دانوں کی مدد سے جب حکومت نے ایک خاصا بڑا نادار مفلس طبقہ تیار کر لیا تو اپنی اس کامیابی پر وہ بے حد خوش ہوئی۔ حکومت کے لوگ آرام سے سوتے تھے اور سویرے دو لاکھ پاتے تھے۔ اس خیال نے کہ وہ جب چاہیں کسی کو بھی ایک انجکشن لگا کر اس کی کمائی بند کر سکتے ہیں اور اسے پیسے کا محتاج کر سکتے ہیں۔ انھیں فرعون بنا دیا۔ تب ہی انھیں پتہ چلا کہ جو انجکشن انھوں نے ایجاد کیا تھا اور جس کے سبب ملک کی آدمی سے زیادہ آبادی راتوں کی نیند کھو چکی تھی اس آبادی کے لوگوں کے خون میں اس دو آنے کچھ ایسے اثرات پیدا کر دیے ہیں کہ اگر وہ کسی کو کاٹ لیں تو وہ انسان تڑپے بغیر ختم ہو جایا کرتا ہے۔ کچھ دنوں کے بعد ان امیروں کو یہ انکشاف ہوا کہ وہ زہریلے لوگ کھڑکیوں اور روشن دانوں کے راستے خواب گاہوں میں گھستے ہیں اور سوتے ہوئے آدمی کو کاٹ کر چلے جاتے ہیں۔ اس انکشاف نے روز دو لاکھ کمانے والوں کی نیندیں کیسے غائب کیں اور کس طرح وہ سارے کے سارے ارب پتی اس خوف سے پریشان ہو کر کہ رات کو کوئی نادار انھیں کاٹ نہ لے اور وہ سوتے کے سوتے ہی رہ جائیں، اپنے ہی ہاتھوں سے اپنے بازوؤں میں شب بیداری کا وہ انجکشن لگانے لگے۔ بہر حال اس داستان کا انجام یہ ہے کہ برسوں بعد جب اس شہزادے کا اس ملک کی جانب سے گزر ہوا، تو اس نے دیکھا کہ اس ملک کے باسی خدا سے یہ دعا مانگ رہے تھے کہ اے خدا تو ہم سے ہمارا سب کچھ لے لے اور اس کے بدلے ہمیں دو پل سکون سے سو لینے کی نیند دیدے۔

- (i) یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟
- (ii) حکومت کے لوگ آرام سے کیوں سوتے تھے؟
- (iii) جو انجکشن ایجاد کیا گیا تھا اس کا لوگوں پر کیا اثر ہوتا تھا۔
- (iv) لوگ اپنے ہی ہاتھوں سے اپنے بازوؤں میں شب بیداری کا انجکشن کیوں لگانے لگے تھے؟
- (v) آخر میں اس داستان کا انجام کیا ہوا؟

یا

”ہمارے ساتھ علامہ اقبال کے التفات و عنایت کا اندازہ ہی کچھ ایسا تھا کہ مجھے جرأت ہوئی کہ سب سے پہلے ان سے ہمیں جو اختلافات اور شکایتیں تھیں، وہی ان کے سامنے پیش کروں اور محض عقیدت مندی کی باتیں نہ کروں۔ سوشلزم کے بارے میں گفتگو شروع ہوگئی۔

میں نے کہا کہ نوجوان ترقی پسند ادیبوں کا گروہ اس نئے نظریے سے کافی متاثر ہے۔ وہ بڑی توجہ اور سنجیدگی سے میری باتیں سنتے رہے بلکہ مجھے معلوم ہوتا تھا کہ وہ اس طرح کی باتوں کے لیے میری ہمت افزائی فرما رہے ہیں۔ پھر انھوں نے کہا ”تاثر نے مجھ سے ترقی پسند تحریک کے متعلق دو ایک بار باتیں کی تھیں اور مجھے اس سے بڑی دلچسپی ہوئی۔ ممکن ہے سوشلزم کے سمجھنے میں مجھ سے غلطی ہوئی ہو۔ بات یہ ہے کہ میں نے اس کے متعلق کافی پڑھا بھی نہیں ہے۔ میں نے تاثر سے کہا تھا کہ وہ اس موضوع پر مجھے مستند کتابیں دیں۔ انھوں نے وعدہ کیا تھا، لیکن ابھی تک پورا نہیں کیا میرا نقطہ نظر آپ جانتے ہیں۔ ظاہر ہے کہ مجھے ترقی پسند ادب یا سوشلزم کی تحریک کے ساتھ ہمدردی ہے۔ آپ لوگ مجھ سے ملتے رہیے۔“

علامہ اقبال سے ترقی پسند ادب کی تحریک کے متعلق ہماری بات چیت تشنہ اور نامکمل رہی، اس کا مجھے افسوس رہا۔ خاص طور پر اس وجہ سے کہ علامہ اقبال نے ہماری تحریک کے ساتھ دلچسپی اور ہمدردی کا اظہار کیا تھا۔ میں نے تہیہ کیا کہ اگلی بار جب پنجاب آؤں گا تو ان سے پھر مل کر تحریک کے متعلق زیادہ وضاحت سے گفتگو کروں گا۔ لیکن بد قسمتی سے اس کا موقع نہیں ملا۔ جب میں دوبارہ لاہور گیا تو وہ طائر قدسی اس جہان سے پرواز کر چکا تھا۔“

(i) یہ اقتباس کس سبق سے لیا گیا ہے اور اس کا مصنف کون ہے؟

(ii) مصنف نے علامہ اقبال سے کس کے بارے میں گفتگو کی تھی؟

(iii) علامہ اقبال نے مصنف سے کیا کہا؟

(v) مصنف کو علامہ اقبال سے ترقی پسند ادب کی تحریک کے متعلق بات کر کے کیا محسوس ہوا؟

جواب: (i) یہ اقتباس سکون کی نیند افسانے سے لیا گیا ہے جس کے مصنف اقبال مجید ہیں۔

(ii) حکومت کے لوگ آرام سے اس لیے سوتے تھے کیونکہ حکومت نے ایک خاصا بڑا نادار مفلس طبقہ تیار کر لیا۔ اس کامیابی پر وہ بے حد خوش ہوئے۔ حکومت کے لوگ آرام سے سوتے تھے اور سویرے دو لاکھ پاتے تھے۔

(iii) جو انجکشن ایجاد کیا گیا اس کا لوگوں پر منفی اثر ہوا، یعنی اس آبادی کے لوگوں کے خون میں اس دوانے کچھ ایسے اثرات پیدا کر دیے کہ اگر وہ کسی کو کاٹ لیں تو انسان تڑپے بغیر ختم ہو جائے گا۔

(iv) لوگ اپنے ہی ہاتھوں سے اپنے بازوؤں میں شب بیداری کا انجکشن اس لیے لگانے لگے تاکہ وہ رات کو سونہ پائیں کیونکہ اگر وہ سو گئے تو وہ لوگ جن کے انجکشن لگے تھے ان کے خون میں زہر ویلاپین آگیا تھا اور وہ رات کو کھڑکیوں اور روشن دانوں کے ذریعے اندر جا کر سوتے ہوئے لوگوں کو کاٹ لیا کرتے تھے۔

(v) آخر میں داستان کا انجام یہ ہوا کہ برسوں بعد جب اس شہزادے کا اسی ملک کی جانب سے گزر ہوا تو اس نے دیکھا کہ اس ملک کے لوگ خدا سے دعا مانگ رہے تھے کہ اے خدا تو ہم سے ہمارا سب کچھ لے لے اور اس کے بدلے ہمیں دوپل سکون سے سونے دیں۔

یا

(i) یہ اقتباس سبق ”روشنائی“ سے لیا گیا ہے جس کے مصنف سجاد ظہیر ہیں۔

(ii) سوشلزم کے بارے میں گفتگو کی تھی۔

(iii) نوجوان ترقی پسند ادیبوں کا گروہ سوشلزم کے نظریہ سے متاثر تھا۔

(iv) علامہ اقبال نے مصنف سے کہا تھا کہ میرا نقطہ نظر آپ جانتے ہیں ظاہر ہے کہ مجھے ترقی پسند تحریک سے ہمدردی ہے آپ لوگ مجھ سے ملتے رہیے۔

(v) علامہ اقبال سے ترقی پسند تحریک کے متعلق بات کر کے یہ محسوس ہوا کہ وہ اس تحریک کے ساتھ دلچسپی اور ہمدردی رکھتے ہیں۔

سوال: 2 درج ذیل میں سے کسی ایک پر مختصر نوٹ لکھیے:

(i) ”لمحے“

(ii) ”بجوکا“

جواب: (i) لمحے

اس افسانے میں مصنف نے لمحاتی تاثرات کو پیش کیا ہے۔ اس افسانے میں ایک بے فکرہ کنوارہ نوجوان جس کے سر میں ہر وقت رومانیت سوار رہتی ہے وہ اسی تلاش میں رہتا ہے۔ ایک مرتبہ بس میں سوار ہو کر بس کا جائزہ لیتا ہے کہ اس کے مزاج کے مطابق کوئی ملے۔ آخر ایک خوبصورت عورت مل ہی گئی جس کے ساتھ ایک بچہ تھا بس بچے ہی کے ذریعہ اس حسین عورت سے باتوں کا سلسلہ شروع ہو گیا۔ رسمی طور پر باتیں ہوتی رہیں۔ اتنے میں سفر ختم ہو گیا۔ عورت اترنے لگی تو اس

نوجوان نے اس عورت کی مدد کرنا چاہی سامان اتروانے میں کیونکہ عورت نے بتایا کہ نہ تو اس کا شوہر لینے آیا اور نہ نوکر اور اس کی ٹانگ میں لنگ نظر آیا اور وہ سوچنے پر مجبور ہو گیا کہ یہ اتنی حسین عورت اور یہ عیب، پھر وہ اس کی ٹانگ کے لنگ کے بارے میں پوچھتا ہے۔ وہ عورت بتاتی ہے کہ کسی فساد نے اس کی ٹانگ پر لکڑی ماری تھی جس سے وہ لنگڑی ہو گئی۔ اتنے میں نوکر آجاتا ہے اور عورت اس کے ساتھ آگے بڑھ جاتی ہے اور اما کانت سوچتا رہا۔

(ii) بجو کا

بجو کا بانس یا درخت کی شاخوں سے بنا ہوا ایک ڈھانچہ ہوتا ہے جسے ٹوپی پہنا کر کھیت میں آدمی کی طرح کھڑا کر دیتے ہیں تاکہ جانور اور پرندے اس سے ڈر کر کھیت سے دور رہتے ہیں اس طرح فصل خراب نہیں ہوتی۔ اس افسانے میں ہوری ایک بوڑھا ہے جس کے بیٹے نہیں ہیں بلکہ بہویں اور پوتے ہیں۔ فصل پکنے پر ہوری بہویں اور بچوں کے لے کر فصل کاٹنے جاتے ہیں۔ کھیت کی کٹائی کرتے کرتے جب ایک تہائی حصہ رہ جاتا ہے تو انھیں کھڑا کھڑا ہٹ سنائی دیتی ہے ہوری چونک جاتا ہے اور پوچھتا ہے کہ کون کون بجو کا کے جسم میں جان آگئی ہاتھ میں درانتی لئے وہ بھی فصل کاٹ رہا تھا۔ ہوری اور بجو کا جھگڑا ہوتا ہے، فیصلہ پنچایت تک پہنچتا ہے اور فیصلہ بجو کا کے حق میں جاتا ہے۔ ہوری اپنے پوتوں کو وصیت کرتا ہے کہ جب میں مر جاؤں تو بجو کا کی جگہ مجھے کھیت میں لگا دینا کیونکہ بجو کا اپنا حق لے لیتا ہے۔ یہ کہتے کہتے وہ گر جاتا ہے اور مر جاتا ہے۔ اس افسانے میں یہ دیکھنے کو ملا کہ افراد ہو یا قومیں اپنی اپنی املاک اور پیداوار کی خود ہی حفاظت کرنی چاہیے۔ یہ کام اگر وہ دوسروں سے کروائیں گے تو ایک دن وہ اپنا حق مانگنے کے لیے کھڑا ہو جائیں گے۔ اس لیے اپنا کام خود کرنا چاہیے۔

7 x 1 = 7

8

سوال: 3: درج ذیل میں سے کسی دو پر مختصر جواب لکھیے۔

(i) سید احتشام حسین کی مضمون نگاری

(ii) قرۃ العین حیدر کی افسانہ نگاری

(iii) کرشن چندر اور فن رپورٹاژ

(iv) خاکہ نگاری کی خصوصیات

جواب: (i)

سید احتشام حسین کی مضمون نگاری

سید احتشام حسین 1912 میں قصبہ ماہل ضلع اعظم گڑھ میں پیدا ہوئے۔ شعبہ اُردو کے پروفیسر مقرر ہوئے۔ تحریر و تقریر میں ابتداء ہی سے غور و فکر کا عنصر نمایاں تھا۔ تحریروں میں خیالات کی چنگلی، ذہنی سلجھاؤ نے بڑی توانائی عطا کی جو ان کی طرز نگارش کا طرہ امتیاز ہو گیا۔ شرافتِ نفس، ہمدردی، ایثار اور اخلاق وغیرہ اوصاف ان میں بھرے تھے۔ انھوں نے چالیس سال علم و ادب کی خدمت میں صرف کئے اور متعدد تصانیف یادگار چھوڑیں۔ افسانوں کا مجموعہ ”ویرانے“ کے علاوہ تنقیدی کتب میں تنقیدی جائزے، ”روایت اور بغاوت“، ”ادب اور سماج“ وغیرہ ہیں۔ انھوں نے اُردو ادب کی تاریخ ہندی میں لکھی۔ ہندوستانی لسانیات کا خاکہ بھی مرتب کیا بہت سی کتابوں کے اُردو ترجمے بھی کیے۔ اُردو تنقید کے نمونوں سے اُردو ادب میں اضافہ کیا۔ وہ ترقی پسند نظریات کے ترجمان تھے۔ تنقید میں وہ مارکسی نقطہ نظر سے ادب کو پرکھنے والوں میں تھے۔ ان کا خیال تھا کہ سماجی رشتوں سے ادبی تخلیقات کا گہرا تعلق ہے۔ وہ مارکسی نظریات کے ماننے والے تھے۔ کٹر پن ان میں بالکل نہ تھا۔ ان کی علمی بصیرت سے انکار نہیں کیا جاسکتا۔ ان کا انداز بیان صاف، سلیس، سادہ اور سلجھا ہوا ہے۔ مزاج میں سنجیدگی اور غور و فکر کی عادت ہے۔ اپنے فیصلے پر مضبوطی سے قائم رہتے ہیں۔ ان کا انداز بیان سلجھا ہوا، واضح اور سنجیدہ اور مدلل ہوتا ہے۔ آپ بڑی خوبیوں کے مالک تھے۔

(ii)

قرۃ العین حیدر کی افسانہ نگاری

قرۃ العین حیدر ان افسانہ نگاروں میں سے ایک ہیں جن کے افسانے بہت جدید ہونے کے باوجود بے حد پرکشش ہوتے ہیں۔ ان کا افسانہ ”سینٹ فلورا آف جارجیا کے اعترافات“ اس کی مثال ہے۔ قرۃ العین حیدر اجتماعی شعور کی بازیافت کرتی ہیں۔ ہزار سال پر پھیلی ہوئی زندگی ان کے چند صفحات میں سمٹ آتی ہے۔ قدیم ہندوستانی تہذیب اور فلسفہ ان کے شعری اسلوب میں ڈھل جاتا ہے۔ اور کبھی وہ ناول کا روپ اختیار کرتا ہے تو کبھی افسانے کا۔ ان کے یہاں کہانی پن، سماجی آگہی اور تاریخی بصیرت مل کر ایک وحدت بن جاتے ہیں۔ ان کا مشاہدہ گہرا ہے مگر وہ بالعموم اعلیٰ طبقہ کو ہی اپنی توجہ کا مرکز بناتی ہیں۔ ان کے یہاں تکنیک کا تنوع بھی ہے اور انداز بیان میں شگفتگی بھی۔ زندگی پر ایک مبصر کی حیثیت سے تبصرہ بھی ہے۔ بیچ بیچ میں معنویت سے پر فکر اور فلسفے کی چاشنی کے لیے جملے بھی۔ کہیں کہیں لطیف طنز و مزاح کی آمیزش سے افسانے کی روانی میں اضافہ ہی ہوتا ہے۔ کردار نگاری میں قرۃ العین حیدر کو کمال حاصل ہے۔ وہ کسی بھی کردار کو اس انداز سے پیش کرتی ہیں کہ ہمیں اس سے اپنائیت سی محسوس ہونے لگتی ہے۔ یہی حال مکالموں کا بھی ہے

بڑے برجستہ جملے لکھتی ہیں۔ ان کے افسانوں کی سب سے بڑی خوبی ان کا بھرپور مجموعی تاثر ہوتا ہے۔

(iii) کرشن چند اور فن رپورتاژ

کرشن چند اردو کے افسانوی ادب میں ایک ممتاز مقام رکھتے ہیں۔ ایک طرف انھوں نے افسانہ نگاری میں نام کمایا اور افسانہ نگاری کی روایت میں زندگی کے موڑ پر، بالکونی، ان داتا، دو فرلانگ لمبی سڑک جیسے خوبصورت افسانوں کا اضافہ کیا ہے تو دوسری طرف ”شکست“ جیسے ناول لکھ کر ناول نگاروں میں بھی ممتاز حیثیت حاصل کی ہے۔ ایک گدھے کی سرگذشت جیسا طنزیہ، دروازے کھول دو اور سرائے کے باہر جیسے ڈرامے اور پودے جیسا رپورتاژ لکھ کر انھوں نے یہ ثابت کر دکھایا ہے کہ وہ نثر کے ہر میدان کے کامیاب شہسوار ہیں۔

جہاں تک رپورتاژ نگاری کی اولیت کے تاج کا سوال ہے اس کا اصلی حقدار بھی کرشن چند ہی قرار پاتا ہے۔ اپنی تخلیقات میں وہ بہت خوبصورت شاعرانہ زبان استعمال کرتے تھے۔ ان کے یہاں منظر نگاری کے اعلیٰ نمونے بھی پائے جاتے ہیں۔ انھوں نے ہیئت اور تکنیک کے بہت سے تجربے کیے ہیں۔ کرشن چند کا طنز بہت تیکھا ہوتا ہے۔ کرشن چند کی طنزیہ و مزاحیہ تحریریں بھی بہت مقبول ہوئیں۔

جہاں تک کرشن چند کے فن رپورتاژ کو دیکھتے ہیں تو ایسا لگتا ہے کہ یہ رپورتاژ نہیں بلکہ جلوہ صدہائے گل ہے، ایک رنگ برنگی قوس قزح ایک جھلملاتی کہکشاں ہے جس میں حقیقت نگاری بھی ہے اور رومانیت بھی، جس میں تکنیکی تنوع بھی ہے اور انداز بیان کی دلکشی بھی۔ کہیں نثری شاعری ہے، کہیں انداز بیان میں ادبی شان ہے۔ کہیں طنز میں ڈوبے جملے تو کہیں لطیف مزاح کے چھینٹے۔ ان ساری چیزوں نے مل کر ”پودے“ کو ایک ادبی شاہکار بنا دیا ہے۔

(iv) خاکہ نگاری کی خصوصیات

خاکہ کے معنی انگریزی میں اسکیچ کے ہیں اور یہ لفظ انگریزی سے ترجمہ ہے۔ خاکہ سے مراد ایسی نثری تحریر ہے جس میں کسی بھی منفرد شخصیت کی منفرد اور نمایاں خصوصیات کو اس انداز سے بیان کیا جاتا ہے کہ اس کی مکمل تصویر آنکھوں کے سامنے آجائے۔ خاکہ نگاری کی خصوصیات کو اس انداز سے بیان کیا جاتا ہے کہ اس کی مکمل تصویر آنکھوں کے سامنے آجائے۔ خاکہ نگاری کی خصوصیت ہے کہ خاکہ لکھنے والا خاکہ نگار اس شخصیت سے متاثر ہو اور اس سے واقفیت اور قربت بھی لازمی ہو۔ خاکہ میں شخصیت کی خوبیاں اور خامیاں دونوں کا ذکر ہو اور یہ دونوں صفتیں اس طرح بیان کی جائیں کہ مرعوبیت اور دشمنی ظاہر نہ ہو ورنہ شخصیت کی مکمل تصویر سامنے نہیں آسکتی جو کہ خاکہ نگاری

ایک دوسرے سے بچھڑ گئے، یعنی گھر سے تو سب ساتھ ہی نکلے تھے مگر دوسرے کنارے تک پہنچتے پہنچتے ایک دوسرے سے الگ ہو گئے۔ اگر ہم اس شعر کو تقسیم وطن سے جوڑ کر دیکھیں تو کہہ سکتے ہیں کہ ہجرت کے وقت لوگ ایک دوسرے سے بچھڑ گئے جس کو شاعر نے ہستی کے دو کنارے اور اس کے درمیان واضح کیا ہے۔

(ii) منزل نہ ملی -----

اس شعر میں شاعر کہتا ہے کہ قافلے اپنی منزل کی طرف بڑھتے گئے لیکن جب انہیں کہیں اپنی منزل نہ ملی تو انہوں نے راستے میں ہی اپنے ڈیرے جمالیے۔ یعنی جب انسان زندگی کے اس بڑے مقصد تک نہیں پہنچ پاتا جس کو اس نے اپنی منزل بنا لیا تھا تو وہ کسی اور مقام یا کسی چھوٹے مقصد پر ہی قناعت کر لیتا ہے۔ اس شعر میں شاعر نے انسان کے شکست کے اعتراف کو پیش کیا ہے۔

(iii) جب لگیں زخم -----

شاعر کا نام: جاں نثار اختر
اس شعر میں شاعر کہتا ہے کہ جب زخم لگیں تو قاتل کی دعادی جاتی ہے اگر یہی رسم ہے تو اس رسم کو ختم کر دینا چاہیے۔ یعنی شاعر کہنا چاہتا ہے کہ اب تک اردو شاعری میں قاتل کو دعادی جاتی تھی اب اس رسم کو ختم کر دینا چاہیے۔

(iv) منزل عشق پہ یاد آئیں -----

شاعر کا نام: معین احسن جذبی
اس شعر میں شاعر کہتا ہے کہ ایک نہ ایک دن منزل عشق پر یا اپنی منزل تک ضرور پہنچ جائیں گے۔ لیکن جب ہم وہاں پہنچیں گے تو ہمارے ساتھ گرد سفر بھی پہنچے گی۔ اس شعر میں شاعر نے منزل عشق پر پہنچنے کا ذکر کیا ہے۔ لیکن اس میں یہ اشارہ بھی پوشیدہ ہے کہ اس وقت تک راستے کے غم ہماری شخصیت کو تبدیل کر چکے ہوں گے۔

(v) ایک لگی کے -----

شاعر کا نام: آرزو لکھنوی
اس شعر میں شاعر کہتا ہے کہ ایک لگی کے دو اثر ہیں۔ اور دونوں برابر ہیں۔ یعنی دونوں طرف آگ برابر لگی ہوئی ہے۔ کیا شمع اور کیا پروانہ دونوں ہی عشق میں گرفتار ہیں۔ اگر شمع جل رہی ہے اور دوسری طرف پروانہ بھی اس پر نثار ہو رہا ہے۔

(ii) ن۔م۔م۔ راشد کی نظم ”زندگی سے ڈرتے ہو۔“

جواب: (i) روح ارضی آدم کا استقبال کرتی ہے۔

انسان اشرف المخلوقات ہے یعنی اس کائنات میں خدا کی سب سے بہتر تخلیق انسان ہی ہے اور دنیا کی ساری چیزیں انسان ہی کے لیے پیدا کی گئی ہیں اور اس کی محکوم ہیں۔ اقبال نے اپنی اس نظم میں روح ارضی کی تجسیم کی ہے اور مکالموں کے ذریعہ زمین پر آدم کا استقبال کیا گیا ہے۔ شاعر نے بڑی خوبصورتی سے آدم کے جنت سے زمین پر بھیجے جانے کا قصہ بیان کیا ہے۔ آدم کی آمد سے زمین خوشی سے دیوانی ہو گئی ہے، کبھی وہ آسمان سے، کبھی نکلتے ہوئے سورج اور کبھی بادلوں، صحراء، سمندر کی دلکشی کی طرف اسے لے جاتی ہے اور پھر آدم کو برتری کا احساس بھی دلاتی ہے کہ تو اپنی چالاک عقل سے ایک نئی دنیا تعمیر کر لے۔ نظم میں ارتقائے خیال کے ساتھ الفاظ کا انتخاب اور آہنگ بھی بہت مناسب ہے۔ اقبال کم و بیش ہر نظم میں کسی نہ کسی طرح تعمیر خودی کی بات ضرور کرتے ہیں خودی کا یہ فلسفہ ان کی شاعری کا محور ہے۔ اس نظم میں بھی تعمیر خودی کی تلقین کرتے ہیں۔

(ii) ن۔م۔م۔ راشد کی نظم ”زندگی سے ڈرتے ہو۔“

اس نظم میں ن۔م۔م۔ راشد نے یہ بتایا ہے کہ انسان اس کائنات میں مرکزی حیثیت رکھتا ہے۔ اسے اپنی ذمہ داریوں کو سمجھنا چاہیے اور زندگی کے سفر کو آگے بڑھاتے رہنا چاہیے۔ زندگی مستقل ایک امکان کا نام ہے۔ زندگی کبھی نہیں رکتی۔ شہر، بستیاں اجڑتی ہیں اور دوبارہ بس جاتی ہیں اور زندگی کا قافلہ رواں دواں رہتا ہے۔ ن۔م۔م۔ راشد کی نظریں ماضی پر نہیں بلکہ حال اور مستقبل پر رہتی ہیں ان کے نزدیک جو لوگ ماضی کے بارے میں سوچتے ہیں یا جو ماضی کے پرستار ہیں وہ ہر نئے تجربہ سے ڈرتے ہیں اور زندگی کی حقیقت کو نہیں پہچانتے۔ جب آدمی کی زبان پر مہر لگ جاتی ہے تو اس کے ہاتھ بلند ہو جاتے ہیں اور وہی ہاتھ اس کی صدا بن جاتے ہیں۔ وہ اذان بن جاتے ہیں اور اس طرح ایک انقلاب نمودار ہوتا ہے۔ یہی ہاتھ دنیا کی تمام ترقیات کے ضامن ہیں۔ انھیں ہاتھوں کے ذریعہ نئے شہر، نئی بستیاں بسائی گئی ہیں اور انھیں ہاتھوں سے وہ غلامی سے نجات پا کر آزاد ہو جاتا ہے اور زندگی کو پر کیف بناتا ہے۔

شاعر کے نزدیک حال ہی سب کچھ ہے۔ وہ حال میں جینا اور حال میں مرنا پسند کرتا ہے اور موجودہ ہر لمحہ کو خوبصورتی سے گزارنا چاہتا ہے۔

7 x 1 = 8

سوال: 6 درج ذیل میں سے صرف دو پر اظہار خیال کیجیے۔

- (i) آرزو لکھنوی کی غزل کی خصوصیات
- (ii) نظم طباطبائی کی نظم گوئی
- (iii) ناصر کاظمی کی شاعرانہ خصوصیت
- (iv) نظم ”یادگار“ کا خلاصہ

جواب: (i) آرزو لکھنوی کی غزل کی خصوصیات

آرزو لکھنوی کی غزل کی امتیازی خصوصیت یہ ہے کہ ان کی شاعری میں عربی فارسی کے مشکل الفاظ نہیں ہیں۔ آرزو نے خالص اردو کی اصطلاح نکالی۔ ان کا شمار ان باکمالوں میں ہوتا ہے جنہوں نے لکھنوی غزل کے رنگ کو نکھارا اور اسے ایک نئی اور سادہ زبان دی۔ ان کی غزلوں میں ایک طرف اگر متانت اور سنجیدگی ہے تو دوسری طرف شوخی اور ادا بندی بھی ہے ان کی شاعری کا سب سے بڑا وصف یا ان کی سب سے بڑی امتیازی خصوصیت یہ ہے کہ انہوں نے اپنی کافی غزلوں میں خصوصاً سریلی بانسری کی غزلوں میں شعوری طور پر اس بات کی کوشش کی ہے کہ عربی فارسی کی تراکیب نہ لائی جائیں۔ انہوں نے بے ثباتی دنیا اور داعی دنیا کی حسرت کو اپنی غزلوں میں ایک خاص مقام دیا ہے۔ صنائع و بدائع کو کلام کے زیور کی حیثیت سے استعمال کیا ہے۔ غزل کا فن ریاضت اور عبادت کا فن ہے۔ آرزو لکھنوی کو نہ صرف منزلوں کا سراغ ہی ملا ہے بلکہ وہ سلامتی کے ساتھ منزل تک پہنچ بھی گئے ہیں۔

(ii) نظم طباطبائی کی نظم گوئی

نظم طباطبائی ایک وسیع المطالعہ شخص تھے۔ انگریزی، عربی، فارسی پر قدرت رکھتے تھے جو ان کی شاعری میں نمایاں ہیں۔ انہوں نے انگریزی نظموں کا ترجمہ بھی اس شان سے کیا ہے کہ تخلیق کا گمان ہوتا ہے۔ تھامس گرے کی انگریزی نظم کا ترجمہ ”گورغریباں“ کے نام سے کیا ہے جس سے انہیں شہرت ملی۔ انہوں نے مختلف موضوعات پر نظمیں لکھی ہیں۔ مناظر فطرت، اخلاقیات اور تاریخ ان کے خاص موضوع رہے ہیں۔ ان کے کلام میں روانی، نغمگی اور ترنم پایا جاتا ہے۔ اس کے علاوہ محاورات اور تشبیہات کو جس انداز میں سجایا ہے اس سے ان کے کلام میں دلکشی، شگفتگی اور ندرت پیدا ہوتی ہے۔ نظم گوئی میں نظم طباطبائی نے ایک بہت ہی معیاری ترجمہ ”گورغریباں“ کے نام سے کر کے اردو شعر کو ترغیب بھی دلائی ہے۔ نظم طباطبائی نے نصیحت بھی کی ہے تو اسے شعریت کے حسین پیکر میں ڈھال کر ایک مشفق ناصح کا انداز اختیار کیا ہے۔ ان کی نظموں میں نہ تو گہرائی ہے اور نہ ہی

جذبات کی حرارت۔ سوڑ وگداز کے علاوہ قبرستان کا منظر درس عبرت بے ثباتی دنیا اور فنا کا احساس پوری طرح ان کی نظم ”گورغریباں“ میں موجود ہے۔

(iii) ناصر کاظمی کی شاعرانہ خصوصیات

ناصر کی پیدائش انبالہ میں 1925 میں ہوئی۔ ناصر کاظمی جدید غزل کی نمائندہ شاعر تسلیم کیے جاتے ہیں۔ ان کی غزل اپنے دھیمے لہجے دے دے درد اور جدید طرز احساس کی وجہ سے ممتاز ہے۔ انھوں نے غزل کو ایک نئی وسعت عطا کی ہے۔ نئی علامتیں، نیا آہنگ اور احساس دیا ہے۔ چھوٹی اور مترنم بجزوں میں ناصر کی غزلیں میر کی یاد تازہ کرتی ہیں۔ انھوں نے عہد حاضر کی واردات کو علامتی انداز میں پیش کیا ہے۔ وہ زندگی کی کیفیات کو یوں ظاہر کرتے ہیں۔

تم تو یارو ابھی سے اٹھ بیٹھے

شہر میں رات جاگتی ہے ابھی

زبان و بیان کی سادگی کے باوجود ان کے کلام میں معنویت پائی جاتی ہے۔

(iv) نظم ”یادنگر“ کا خلاصہ

اس نظم کا مرکزی کردار ایک مصیبت زدہ عورت ہے جس کا ایک معصوم بچہ اور ایک چھوٹی بچی کو فساد یوں نے قتل کر دیا ہے اور اس کے بھائی اور ماں بھی فساد میں قتل ہو چکے ہیں۔ مگر مرکزی کردار بہت جاندار ہے فساد کی اس عورت کو کچھ نہیں کہتے۔ جب اس کے معصوم بچوں کو مارا جا رہا ہے تو فساد یوں سے وہ منت سماجت کرتی ہے کہ انھیں نہ مارو لیکن فساد کی انھیں مار دیتے ہیں تب وہ انھیں ریت میں دفن کر دیتی ہے اور جاتے وقت جب وہ پلٹ کر دیکھتی ہے تو ان کے چہروں کی ریت اڑ جاتی ہے۔ نظم کی فضا غم انگیز اور دردناک ہے۔

”یادنگر“ ایک نمائندہ نظم ہے اس نظم کا آہنگ اور اس کا مخصوص نغمہ قاری کو متوجہ کرتا ہے۔

4 x 2 = 8

4

سوال: 7 ذیل میں سے کسی ایک پر مختصر نوٹ لکھئے

(i) پطرس بخاری

(ii) چے خف

جواب: (i) پطرس بخاری

پطرس بخاری کا اصلی نام سید احمد شاہ تھا۔ اردو ادب میں وہ پطرس بخاری کے نام سے مشہور ہوئے۔ پطرس بخاری اردو ادب کے ان معدودے چند لکھنے والوں میں ہیں جنہوں نے اگرچہ بہت کم لکھا مگر شہرت بہت حاصل کی۔ پطرس کے مزاحیہ مضامین کا مجموعہ ”مضامین پطرس“ کل گیارہ مضامین پر مشتمل ہے مگر اس مختصر کتاب میں قہقہوں کی ایک رنگا رنگ دنیا آباد ہے۔ ان کی تحریر میں شوخی، شگفتگی، روانی اور بے ساختہ پن نمایاں ہے۔ سیدھی سادی باتوں سے مزاح پیدا کرنا، لفظوں کے الٹ پھیر سے جملے چست کرنا اور خود کو مذاق کا موضوع بنا کر اپنے اوپر ہنسنا ان کا خاص انداز ہے۔ وہ زندگی کی چھوٹی چھوٹی سچائیوں پر نظر رکھتے ہیں اور اپنے پڑھنے والوں کو خوب ہنساتے ہیں۔ ان کی ظرافت نہایت خوشگوار اثر چھوڑتی ہے۔

(ii) **چے خف**

آنتوں پافلوج چے خف شمالی کوہ قاف کی سرحدوں کے نزدیک روس کی ایک نسبتاً گمنام بندرگاہ تنگان روگ میں پیدا ہوئے۔ ان کا تعلق جنوبی روس کے ایک تاتاری خاندان سے تھا۔ اسکول کی تعلیم پوری کرنے کے بعد 1879 میں چے خف ماسکو چلے گئے۔ یہاں انہیں ایک میڈیکل کالج میں داخل مل گیا۔ خاندان کی مالی دشواریوں کو دور کرنے کے لیے چے خف نے افسانہ نویسی کی مشق شروع کر دی۔ شہر کے معمولی اخباروں اور رسالوں میں ان کے مزاحیہ افسانے شائع ہونے لگے۔ اس سے چے خف کو کسی قدر معقول آمدنی بھی ہونے لگی۔ اس لیے تعلیم مکمل کرنے کے بعد انہوں نے ڈاکٹری کے بجائے افسانہ نویسی کو ہی اپنا ذریعہ معاش بنا لیا۔

چے خف افسانہ نویسی میں ایک نئے اور نرالے طرز کے موجد مانے جاتے ہیں۔ عام طور سے ان کا ملنا جلنا متوسط طبقے کے تعلیم یافتہ لوگوں سے تھا۔ ان کے افسانوں میں زیادہ تر ان ہی کی زندگی کے نقشے کھینچے گئے ہیں۔ کہانی کو معنی خیز بنانے کے لیے وہ غیر معمولی حادثوں کا سہارا نہیں ڈھونڈتے۔ ان کے افسانے سیدھی سادی حقیقت کی بدولت لطیف اور دلکش ہو جاتے ہیں۔ چے خف کی زندگی ہی میں ان کے اکثر افسانوں اور ڈراموں کا کئی زبانوں میں ترجمہ ہو چکا تھا۔ اردو زبان میں بھی چے خف کے بہت سے افسانوں اور ڈراموں کے ترجمے ہوتے ہیں۔ چے خف کا شمار افسانے کی صنف کے سب سے ممتاز نمائندوں میں کیا جاتا ہے۔

4 x 1 = 4

سوال: 8 ذیل میں سے صرف دو کے مختصر جواب لکھئے:

(i) ناول ”بیوہ“ کے اہم کردار کون سے ہیں اور پریم چند ان کی عکاسی میں کس حد تک کامیاب

ہوئے ہیں؟

- (ii) چیرویاکوف کو ایک صاحب اخلاق انسان کیوں کہا گیا ہے؟
- (ii) افسانہ ”جنم دن“ کے مرکزی کردار کی معاشی تنگدستی کا حال اپنے لفظوں میں لکھیے۔
- (iv) افسانہ ”جلتی جھاڑی“ میں بوڑھے مچھوارے کی تصویر کشی کس انداز میں کی گئی ہے؟

جواب: (i) ناول بیوہ میں کئی اہم کردار ہیں۔ امرت رائے، دان ناتھ، پریمیا، پورنا، لالہ بدری پرشاد، مکلا پرشاد، دیوکی اور سمتر، پریم چند نے اپنے تمام کرداروں کے ساتھ پورا پورا انصاف کیا ہے۔ امرت رائے پیشے سے وکیل ایماندار، دھن کے پکے سچے اور اصول پرست انسان ہیں۔ ایک بار جو فیصلہ کر لیتے ہیں اسے پورا کرتے ہیں۔ دان ناتھ ایک پروفیسر ہیں، سہل پسند ہیں، کتب بینی اور سیر و سیاحت میں دلچسپی رکھتے ہیں۔ پورنا ایک وفا پرست ہندوستانی عورت ہے جو اپنے شوہر پر جان چھڑکتی ہے۔ پریمیا پڑھی لکھی، سکھڑ اور اصولوں کی قدر کرنے والی روشن خیال لڑکی ہے۔ پریم چند نے جس فنکارانہ چابکدستی سے اپنے کرداروں کی تخلیق کی ہے اس کی بنیاد پر ہم کہہ سکتے ہیں کہ وہ کافی حد تک کرداروں کی عکاسی میں کامیاب رہے ہیں۔

- (ii) چیرویاکوف ایک ذرا سی چھینک آجانے پر شرمندہ ہو جاتا ہے۔ جب اسے اس بات کا احساس ہوتا ہے کہ اس کے اس فعل سے دوسرے کسی محکمے کے آفیسر کو دستانے سے اپنا سر اور منہ وغیرہ صاف کرنا پڑا۔ وہ اپنی اسی غیر اخلاقی حرکت پر ایک بار نہیں کئی بار افسر سے معافی مانگتا ہے اور معافی نہ ملنے پر احساس شرمندگی اس کی جان لے لیتی ہے، اس لئے اسے صاحب اخلاق انسان کہا گیا ہے۔
- (iii) افسانہ ”جنم دن“ کا مرکزی کردار ایک مصنف ہے۔ اس کی معاشی تنگدستی کا عالم یہ ہے کہ اپنے جنم دن پر اس کے پاس چائے پینے تک کے پیسے نہیں ہیں۔ چائے والا اسے ادھار چائے نہیں دیتا۔ مکان مالک مکان خالی کرنے کو کہتا ہے۔ پیٹ کی بھوک مٹانے کے لیے اسے کھانا چرا کر کھانا پڑتا ہے وغیرہ وغیرہ۔

- (iv) افسانہ ”جلتی جھاڑی“ میں نزل و زمانے بوڑھے مچھوارے کی تصویر کشی اس طرح کی ہے کہ وہ بوڑھا آدمی تھا، ایک چھوٹی سی کرسی پر بیٹھا تھا۔ بالکل خاموش بے حس و حرکت منہ میں پائپ دبی تھی ہاتھ میں مچھلی پکڑنے کا کانا تھا اور کوٹ پہنے ہوئے تھا۔ لیکن اس کا دھیان کانٹے کی طرف نہیں تھا۔ وہ جزیرے سے پرے شہر کے پلوں کی طرف دیکھ رہا تھا۔ رہ رہ کر منہ میں دبی پائپ ہل اٹھتی تھی۔

$$2 \times 3 = 6$$

سوال 9: ذیل میں سے صرف دو پر مفصل اظہارِ خیال کیجیے۔

- (i) فورٹ ولیم کالج کی ادبی خدمات
- (ii) دبستان لکھنؤ کی خصوصیات اور میر انیس
- (iii) اُردو کی ابتدا سے متعلق اولین نظریات
- (iv) ہندوستانی سماج میں اُردو کا مستقبل

- جواب (i) فورٹ ولیم کالج کی ادبی خدمات
- (a) فورٹ ولیم کالج کا قیام اور اس کے مقاصد
 - (b) فورٹ ولیم کالج کے اہم مصنفین
 - (c) فورٹ ولیم کالج میں لکھی گئی اہم کتابوں کے نام
 - (d) فورٹ ولیم کالج میں لکھی گئی کتابوں کی زبان

- (ii) دبستان لکھنؤ کی خصوصیات اور میر انیس
- (a) دبستان لکھنؤ سے کیا مراد ہے؟
 - (b) دبستان لکھنؤ کی خصوصیات
 - (c) دبستان لکھنؤ کے اہم شعرا
 - (d) دبستان لکھنؤ میں میر انیس کا مقام

- (iii) اُردو کی ابتدا سے متعلق اولین نظریات
- (a) اردو زبان کی ابتداء
 - (b) اُردو کے آغاز و ارتقاء میں کارفرما عوامل
 - (c) اُردو کی ابتدا کے متعلق مختلف نظریات (محمد حسین آزاد، حافظ محمود شیرانی، مسعود حسین خان، گیان چند جین، وغیرہ کے نظریات)
 - (iv) ہندوستانی سماج میں اُردو کا مستقبل

- (a) اُردو زبان کا تعارف
- (b) اُردو زبان کی مقبولیت
- (c) میڈیا میں اُردو زبان کی اہمیت (فلم، ٹیلی ویژن، ریڈیو)
- (d) ہندوستانی سماج میں اُردو کے مستقبل کے بارے میں اپنی رائے

10 x 2 = 20

سوال 10: درج ذیل میں سے صرف چار پر مختصر تعارفی نوٹ لکھئے۔

- (i) آتش کی شاعرانہ خصوصیات
- (ii) سرسید تحریک
- (iii) غالب کی غزل گوئی
- (iv) سفر نامہ کی ابتدا اور اس کی خصوصیات
- (v) افسانہ تعریف کی روشنی میں اقبال مجید کے افسانے ”سکون کی نیند“ پر تبصرہ کیجیے
- (vi) تنقیدی مضمون کی خصوصیات پر روشنی ڈالیے۔
- (vii) علی سردار جعفری کی نظم گوئی

جواب: (i) آتش کی شاعرانہ خصوصیات

- (a) آتش کا تعارف
- (b) آتش کی شاعری کی خصوصیات
- (c) آتش کی غزلوں کے چند اشعار
- (d) اردو شاعری میں آتش کا مقام

(ii) سرسید تحریک

- (a) سرسید تحریک کا پس منظر
- (b) سرسید تحریک کی فکری بنیادیں
- (c) سرسید تحریک کے مقاصد
- (d) اردو ادب پر سرسید تحریک کے اثرات

(iii) غالب کی غزل گوئی

- (a) بحیثیت شاعر / تعارف
- (b) غالب کی غزل گوئی کی اہم خصوصیات
- (c) غالب کی غزلوں کی عوام میں مقبولیت کی وجہ
- (d) غالب کی غزلوں کے چند اشعار
- (e) عہد غالب کے اہم غزل گو شعرا کے نام

(iv) سفر نامے کی ابتدا اور اس کی خصوصیات

- (a) سفر نامے کی تعریف

- (b) سفر نامے کی ابتدا
(c) سفر نامے کی خصوصیات
(d) اُردو کے اہم سفر نامہ نگاروں اور ان کے سفر ناموں کے نام
(e) اُردو ادب میں سفر ناموں کی اہمیت
- (v) افسانہ کی تعریف کی روشنی میں اقبال مجید کے افسانے ”سکون کی نیند“ پر تبصرہ کیجیے۔

- (a) افسانہ کی تعریف
(b) افسانے کے اجزائے ترکیبی
(c) سکون کی نیند کا تجزیہ
(d) ”سکون کی نیند“ کے بارے میں اپنی رائے
- (vi) تنقیدی مضمون کی خصوصیات پر روشنی ڈالیے۔

- (a) تنقیدی مضمون کی تعریف
(b) اُردو میں تنقیدی مضمون کی روایت
(c) تنقیدی مضمون کی خصوصیات
(d) اُردو کے اہم تنقید نگاروں کے نام

(vii) علی سردار جعفری کی نظم گوئی

- (a) علی سردار جعفری کا تعارف (مختصراً)
(b) علی سردار جعفری کی اہم نظموں کے نام
(c) علی سردار جعفری کی نظموں کے موضوعات
(d) علی سردار جعفری کی نظموں کا لب و لہجہ
(v) اُردو نظم گوئی میں علی سردار جعفری کا مقام

5 x 4 = 20

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مارکنگ اسکیم

اردو (الیکٹو)

کل نمبر: 100 وقت: 3 گھنٹے

10

سوال 1: ذیل میں سے کسی ایک عبارت کو پڑھیے اور اس سے متعلق سوالوں کے جواب لکھئے:

”سنو۔ یہ شاید ہماری زندگی کی آخری فصل ہے۔ ابھی تھل کھیت سے کچھ دوری پر ہے۔ میں تمہیں نصیحت کرتا ہوں، اپنی فصل کی حفاظت کے لیے پھر کبھی بجوکا نہ بنانا۔ اگلے برس جب ہل چلیں گے، بیج بویا جائے گا اور بارش کا امرت کھیت میں سے کونپلوں کو جنم دے گا تو مجھے ایک بانس پر باندھ کر کھیت پر کھڑا کر دینا۔ بجوکا کی جگہ پر میں تب تک تمہاری فصلوں کی حفاظت کروں گا جب تک تھل آگے بڑھ کر کھیت کی مٹی کو نگل نہیں لے گا اور تمہارے کھیتوں کی مٹی بھر بھری نہیں ہو جائے گی۔ مجھے وہاں سے ہٹانا نہیں۔“

ہوری نے کہا اور پھر آہستہ آہستہ اپنے کھیت کی طرف بڑھا۔ اس کے پوتے اور پوتیاں اس کے پیچھے تھے اور پھر اس کی بہویں اور ان کے پیچھے گاؤں کے دوسرے لوگ سر جھکائے چل رہے تھے۔“

کھیت کے قریب پہنچ کر ہوری گرا اور ختم ہو گیا۔ اس کے پوتے، پوتیوں نے اسے ایک بانس سے باندھنا شروع کیا اور باقی کے سب لوگ یہ تماشا دیکھتے رہے۔ بجوکا نے اپنے سر پر رکھا شکاری ٹوپا اتار کر سینے کے ساتھ لگالیا اور اپنا سر جھکا دیا۔

(i) یہ اقتباس کس سبق سے لیا گیا ہے۔ اور اس کا مصنف کون ہے؟

(ii) ”ہوری“ کون ہے اور وہ کس ناول سے تعلق رکھتا ہے؟

(iii) بجوکا، کسے کہتے ہیں؟ افسانہ نگار نے اس کے ذریعے کیا پیغام دیا ہے؟

(iv) ہوری نے اپنے گھر والوں کو کیا نصیحت کی تھی؟

(v) اس اقتباس کا مرکزی خیال چند جملوں میں لکھیے۔

یا

”بڑے بحث مباحثہ کے بعد یہ پتہ چلا کہ مالدار ہونے کی یہ بیماری اس لیے ہے کہ لوگ رات کو سوتے ہیں اور سویرے اٹھ کر تکیہ ہٹاتے ہیں تو روز دوا لاکھ پاتے ہیں۔ اسی بات پر جب اور تحقیق کی

گئی تو پتہ چلا کہ دیوی نے یہ شرط لگائی تھی جو صبح سو کر اٹھے گا اس کے تکیہ سے یہ دولت نکلے گی۔ اس کی تصدیق کے لیے حکومت نے تجربہ کار لوگوں کو ایک رات جگائے رکھا اور صبح ہونے پر سوائے بغیر ان لوگوں نے جب اپنے تکیہ کو ہٹایا تو وہاں کچھ بھی نہ تھا۔ یہ دیکھ کر حکومت کو کافی تسلی ہوئی۔ اس نے ملک کی چوٹی کے سائنسٹوں کو جمع کیا اور ان کے سامنے یہ مسئلہ رکھا کہ اگر ملک کو تباہی سے بچانا ہے تو ملک میں دولت کی اس بیہودہ تقسیم کو ختم کرنا ہی ہوگا۔ دولت تو کمانے کی چیز ہے جو بڑی مل جائے اور وہ بھی ایک ہی وقت میں سب کو مل جائے، اسے خدا کا عذاب کہا جائے گا، دولت نہیں۔ سائنس دانوں نے اس سلسلے میں حکومت کے خیال کی تائید کی تو طے پایا کہ کوئی ایسی دوا ایجاد کی جائے جو لوگوں کی راتوں کی نیند چھین لے۔ بڑی عرق ریزی کے بعد سائنسدانوں نے ایک ایسا انجکشن تیار کیا جس کے لگانے سے آدمی کو مہینوں نیند نہ آئے۔ ان انجکشنوں کو سرکاری اسپتالوں میں گلوکوز کے نام سے پہنچایا گیا۔ جہاں ہزاروں شہریوں کو سرکاری کارندے روز پکڑ کر لاتے اور انھیں یہ گلوکوز چڑھا دیا جاتا۔ دیکھتے ہی دیکھتے اس ملک کی آدمی سے زیادہ آبادی نے رات کو سونا چھوڑ دیا اور وہ کچھ ہی دنوں میں کنگال ہو گئی۔ یہ آبادی راتوں کو جاگتی تھی اور دن بھر اپنی مفلسی پر آہیں بھرتی تھی۔“

(i) یہ اقتباس کس سبق سے لیا گیا ہے۔ اور اس کا مصنف کون ہے؟

(ii) لوگ مالدار کیوں ہو گئے؟

(iii) حکومت نے لوگوں کو ایک رات کیوں جگائے رکھا؟

(iv) سائنس دانوں نے کیا دوا ایجاد کی اور کیوں؟

(v) ملک کی آدمی سے زیادہ آبادی کنگال کیوں ہو گئی؟

(i) جواب: یہ اقتباس سبق ”بجوکا“ سے لیا گیا ہے اور اس کے مصنف سریندر پرکاش ہیں۔

(ii) ہوری ایک غریب کسان ہے اور وہ پریم چند کے شاہکار ناول ”گوان“ سے تعلق رکھتا ہے۔

(iii) بجوکا، بانس یا درخت کی شاخوں سے بنا ہوا ایک ڈھانچہ ہے جسے ٹوپی اور قمیض یا کرتا پہنا کر کھیت میں آدمی کی طرح کھڑا کر دیتے ہیں۔ اس سے ڈر کر دن میں چڑیا اور رات کو گیدڑ وغیرہ کھیت سے دور رہتے ہیں۔ مصنف نے اس کے ذریعے یہ پیغام دیا ہے کہ اپنی املاک یا جائیداد کی حفاظت خود کرنی چاہیے نہ کہ کسی اور کو سونپنی چاہیے۔

(iv) ہوری نے اپنے گھر والوں کو یہ نصیحت کی تھی کہ وہ اپنی فصل کی حفاظت کے لیے پھر کبھی بجوکا کو نہیں بنائیں گے اور اگلے برس مجھے ہی بانس پر باندھ کر کھیت پر کھڑا کر دیں۔

(v) اس اقتباس کا مرکزی خیال ہواری کی نصیحت کی شکل میں سامنے آتا ہے اور وہ یہ ہے کہ افراد ہوں یا قومیں انھیں اپنی املاک اور پیداوار وغیرہ کی حفاظت خود ہی کرنی چاہیے۔ یہ کام اگر وہ دوسروں کو سونپ دیں گے تو ایک دن ایسا آسکتا ہے کہ تحفظ کے بے جان ذمہ داروں میں بھی اس املاک یا پیداوار میں سے اپنا حصہ لینے کی قوت پیدا ہو جائے۔

یا

- جواب: (i) یہ اقتباس سبق ”سکون کی نیند“ سے لیا گیا ہے۔ اس کے مصنف اقبال مجید ہیں۔
- (ii) لوگ مالدار اس لیے ہو گئے تھے کہ لوگ رات کو سوتے تھے اور سویرے اٹھ کر تکیہ ہٹاتے تھے تو روز دو لاکھ روپے پاتے تھے۔
- (iii) دیوی کی شرط کی تصدیق کے لیے حکومت نے لوگوں کو ایک رات جگائے رکھا اور صبح ہونے پر سوائے بغیر لوگوں نے جب اپنے تکیہ کو ہٹایا تو وہاں کچھ بھی نہ تھا۔
- (iv) دولت کی بیہودہ تقسیم کو ختم کرنے کے لیے سائنس دانوں نے ایک ایسا انجکشن تیار کیا جس کے لگانے سے آدمی کو مہینوں نیند نہ آئے۔
- (v) ملک کی آدھی سے زیادہ آبادی کنگال اس لیے ہو گئی تھی کہ ان کو سائنس دانوں کے ذریعے تیار کردہ نیند نہ آنے کا انجکشن لگا دیا گیا تھا، جس کی وجہ سے انھوں نے رات کو سونا چھوڑ دیا تھا۔

$$2 \times 5 = 10$$

سوال: 2: درج ذیل میں سے کسی ایک افسانے پر اپنے خیالات کا اظہار کیجیے۔

(i) لمحے

(ii) فوٹو گرافر

جواب: (i) لمحے

یہ افسانہ بلونت سنگھ کا ہے اس میں انھوں نے ایک بے فکر بے روزگار نوجوان اماکانت کے احساسات کو پیش کیا ہے۔ اماکانت کنوارہ ہے اس لیے ذہن میں ہر دم رومانیت سوار رہتی ہے۔ وہ گھر سے نکل کر کناٹ پلینس جانے والی بس پر سوار ہو کر ہم سفر لڑکیاں اور عورتوں کا جائزہ لیتا ہے اسے صرف ایک حسین عورت دکھائی دیتی ہے جو دو بچوں کی ماں تھی۔ افسانہ نگار نے اماکانت کی ذہنی اور جذباتی کشمکش کو پیش کیا ہے۔ اماکانت اس عورت سے بات کرنا چاہتا ہے اور اس نے

عورت سے بات کرنے کا طریقہ نکال ہی لیا اس نے بچے کی ٹانگ پر ہونے والے داد کی طرف اشارہ کرتے ہوئے عورت سے پوچھ ہی لیا اور اس طرح باتوں کا سلسلہ شروع ہوا۔ گفتگو سے پتہ چلا کہ وہ عورت مسلمان ہے اور لنگ کر کے چلتی ہے۔ اماکانت نے جب عورت سے لنگ کی وجہ معلوم کی تو عورت نے جواب دیا کہ فساد میں کسی فسادی نے اس کے لکڑی ماردی تھی۔

بلونت سنگھ کا مشاہدہ تیز ہے۔ جذبات نگاری میں انھیں کمال حاصل ہے اس افسانہ میں انھوں نے اماکانت کے ذریعہ نوجوان نسل کے جذبات کو پیش کیا ہے۔ ایک چھوٹے سے واقعہ کو لے کر کہانی کا تانا بانا بن لینا ان کے فنی کمال کو ظاہر کرتا ہے۔

(ii) فوٹو گرافر

فوٹو گرافر قمر العین حیدر کا ایک علامتی اور خوبصورت افسانہ ہے اس افسانے کے ذریعے وہ یہ بتانا چاہتی ہیں کہ ہر شے کو عروج کے بعد زوال آتا ہے اور ہر شے فنا ہونے والی ہے۔ اس افسانے کے دو مرکزی کردار جو دنیا کی بھیڑ سے بچ کر سکون کے لیے ایک گمنام پہاڑی کے گیسٹ ہاؤس میں پہنچتے ہیں۔ اس گیسٹ ہاؤس کے باہر ایک فوٹو گرافر ہے جو وہاں آنے جانے والے نوجوان سیاحوں اور شادی شدہ جوڑوں کے فوٹو کھینچتا ہے چنانچہ وہ اس رقاہ اور اس کے نوجوان ساتھی موسیقار کو بھی فوٹو کے لیے راضی کر لیتا ہے اور شام کو فوٹو لفافہ میں رکھ کر رقاہ کو پیش کر دیتا ہے۔ وہ لوگ دو تین دن کے بعد وہاں سے رخصت ہو جاتے ہیں اور فوٹو وہیں بھول جاتے ہیں۔ کافی عرصہ کے بعد وہ رقاہ جب ادھیڑ عمر کی ہو جاتی ہے تو تنہا اسی گیسٹ ہاؤس میں دوبارہ آتی ہے اتفاق سے اسی کمرے میں ٹھہرتی ہے۔ جب سنگار میز کی دراز کھولتی ہے تو لفافے میں وہی تصویر نکلتی ہے جو وہ بھول گئی تھی تو اسے اپنی جوانی کا خیال آتا ہے۔ کہ ایک وقت تھا کہ مداحوں اور پرستاروں کا ہجوم رہتا تھا لیکن آج اسے کوئی پہچانتا بھی نہیں ہے۔ افسانہ نگار فوٹو گرافر کے کردار کے ذریعے ایک ایسے ذہن کی عکاسی کرتا ہے جو سارے اسرار سے واقف ہے۔ فوٹو گرافر ایک علامت ایک مبصر اور ایک مشاہد کی شکل میں سامنے آتا ہے۔ افسانہ میں زندگی کی اس حقیقت کو بیان کیا گیا ہے کہ زندگی فنا ہے اور کائنات میں فنا کا تسلسل جاری ہے۔ ہر شخص اس بات سے واقف ہے اس کے باوجود زندگی بڑی پرکشش اور حسین ہے۔

7 x 1 = 7

8

سوال 3: درج ذیل میں سے کسی دو کے مختصر جواب لکھیے۔

(i) غالب کی مکتوب نگاری

- (ii) خواجہ حسن نظامی کی انشائیہ نگاری
 (iii) کنہیا لال کی ادبی خدمات
 (iv) احمد جمال پاشا کے خاکے ”کلیم الدین“ کی خصوصیات

جواب: (i) غالب کی مکتوب نگاری

مرزا غالب کی اردو نثر کا تقریباً کل سرمایہ ان کے خطوط ہیں

مرزا غالب نے خطوط نویسی کی ابتدا غالباً 1848 میں کی۔ اردو نثر کی ترقی میں ان کی خطوط نگاری نے بڑا حصہ لیا اور بلند مرتبہ حاصل کیا۔ ان خطوط میں مرزا غالب کی تصویر دیکھ سکتے ہیں۔ ان کی خوبیاں، کمزوریاں، خوشیا اور غم، ان کا ذوق ان کے رجحانات و میلانات غرض یہ کہ صاحب فن اور بحیثیت شاعر ہی نہیں بلکہ بحیثیت انسان بھی نظر آتے ہیں۔

مرزا غالب نے خطوط نویسی کو ذاتی اور عصری تجربات بلکہ اظہار خیالات کا ایک وسیلہ بنایا اور انہوں نے اس کی فنی حیثیت سے آبیاری کی۔ ان کی نثر کی تاثیر کا ایک بڑا سبب ان کا خلوص ہے یعنی ان کے دل کی آواز ہے۔ یہی وجہ ہے کہ ان کے خطوط میں بول چال کا بے تکلف انداز پایا جاتا ہے۔ مرزا غالب نے خطوط نگاری میں مدعا اور مضمون کو اہمیت دی ہے۔ وہ خطوط میں مخاطب تک براہ راست پہنچ جاتے ہیں اور لہجے لہجے القاب و آداب کے ذریعے اسے دیر تک منتظر نہیں رکھتے۔ مرزا غالب کے خطوط کی نثر میں شوخی و ظرافت کا عنصر مختلف صورتوں میں نمایاں ہوا ہے۔ غرض خطوط غالب اردو نثر نگاری اور خطوط نگاری کی روایت میں ایک سنگ میل کی حیثیت رکھتے ہیں۔ ان کے مکتوب میں ایک ایسی شمع فروزاں ہے جس سے آج بھی نثر نگار مستفید ہو رہے ہیں بلکہ ان کے مکتوب سے روشنی لے کر اپنے چراغ روشن کر رہے ہیں۔

(ii) خواجہ حسن نظامی کی انشائیہ نگاری

خواجہ حسن نظامی 25 دسمبر 1875 کو دہلی میں پیدا ہوئے۔ عربی فارسی اور اردو کی تعلیم حاصل کی اور انگریزی سے بالکل واقف نہیں تھے۔ خواجہ صاحب ابتدا ہی سے اخبارات میں مضامین لکھا کرتے تھے۔ تحریر کے علاوہ تقریر میں بھی بڑی مہارت رکھتے تھے۔ خواجہ صاحب اردو میں ایک خاص طرز تحریر کے موجد ہیں۔ آپ نے انشا پر وازی میں کمال حاصل کیا۔ ان کی نثر دل کو ہلا دینے والی ہے۔ تحریر بہت سادہ، شگفتہ، سلیس اور دلکش ہے اور معمولی سے معمولی مضامین نہایت دلکش اور موثر انداز میں پیش کیے ہیں۔ عبارت میں نئے نئے الفاظ نہایت سلیس اور سادہ طریقے سے لکھے

ہیں۔ ان کی زبان دہلی کی نکسالی زبان سادہ اور شیریں ہونے کی وجہ سے قبول عام ہو چکی ہے۔ خواجہ صاحب کے دردناک مضامین پڑھ کر بے ساختہ آنکھوں سے آنسو نکل پڑتے ہیں۔ ان کی نثر میں ادبیت، علمیت اور روحانیت کی عجیب و غریب آمیزش نظر آتی ہے۔ ان کا دلکش اسلوب معمولی واقعات اور روزمرہ کی چیزوں کو بھی غیر معمولی بنا دیتا ہے۔ بے تکلفی اور منظر کشی میں بھی انھیں مہارت حاصل ہے وہ اپنے چھوٹے چھوٹے جملوں میں بڑی بڑی باتیں کہہ جاتے ہیں۔ نثر نگاری میں ان کا ایک اہم مقام ہے۔

(iii) کنہیا لال کی ادبی خدمات

کنہیا لال کپور کا شمار اُردو کے ممتاز طنز و مزاح نگاروں میں کیا جاتا ہے۔ کنہیا لال کپور لاہور میں پیدا ہوئے۔ اعلیٰ تعلیم حاصل کی اور انگریزی کے استاد مقرر ہو گئے۔ ملک کی تقسیم کے بعد ہندوستان آ گئے۔ پرنسپل کے عہدے پر فائز ہوئے۔ ان کا شمار اُردو کے ممتاز طنز و مزاح نگاروں میں کیا جاتا ہے۔ انھوں نے اپنے بعض مضامین میں خاص طرح کی نثر اور شاعری کے علاوہ کئی عام انسانی رویوں کو طنز کا نشانہ بنایا ہے۔

انھیں پیروڈی لکھنے میں خاص مہارت حاصل تھی۔ ”نوک نشتر“، ”بال و پر“، ”نزم گرم“، ”گرو کارواں“، ”نازک خیالیاں“، ”نئے شگوفے“، ”سنگ وحشت“، ”چنگ و رباب“، ”شیشہ و تیشہ“ اور ”کامریڈ شیخ چلی“ ان کی مشہور کتابیں ہیں۔

کنہیا لال سماجی ناہمواریوں کی بہت جاندار تصویر پیش کرتے ہیں جن میں ایک احتجاجی پہلو بھی ہوتا ہے۔ ان کے کئی انشائیے بہت مقبول ہوئے جن میں برج بانو، گھر یاد آتا ہے، زندہ باد، اُردو افسانہ نویسی کے چند نمونے، مقبول عام فلمی سین، چار ملنگوں کی داستان، چوپٹ راجہ سبز باغ اور جانشین خاص طور پر قابل ذکر ہیں۔

(iv) احمد جمال پاشا کے ”کلیم الدین“ کی خصوصیات

کلیم الدین احمد اُردو کے معروف نقاد اور انگریزی زبان کے استاد تھے۔ احمد جمال پاشا اپنے خاکے کلیم الدین میں لکھتے ہیں کہ بہار کی شناخت ہمارے جن جواہر سے اُردو دنیا کے خزانے میں ہوتی ہے ان میں کلیم الدین کی حیثیت کوہ نور کی ہے۔ کلیم صاحب تنقید پر زور دیتے تھے۔ متن اور شخصیت کے مطالعے پر ان کا زور تھا۔ احمد جمال پاشا نے کلیم الدین احمد کی لاہور کی خصوصیات بتائیں کہ ان کے علمی ذخیرے میں بڑی نادر و نایاب کتب ہیں۔ کلیم الدین کے یہاں توازن کی جگہ شدت ہے مگر توازن بھی ہے اور نہیں بھی ہے۔ ان کی گرفت بہت سخت ہوتی ہے۔ کلیم صاحب

تہائی میں خوب باتیں کرتے تھے۔ انھیں جنسی موضوعات اور اسکینڈلز میں بڑی دلچسپی تھی۔ وہ بہت کم کھلتے تھے لیکن جب بے تکلف ہو جاتے تو خوب ہنستے بولتے۔ کلیم صاحب کے مزاج میں مروت اور دریادگی بہت تھی۔ کلیم الدین احمد بے حد باقاعدہ انسان تھے۔ کلیم الدین دن بھر پابندی سے بیٹھ کر کام کرتے تھے۔ دفتری اوقات میں ملاقاتی سے گفتگو تقریباً نہیں کے برابر کرتے تھے۔ دیکھا جائے تو وہ مشین کی طرح کام کیا کرتے تھے۔

احمد جمال پاشا نے کلیم الدین احمد کو پوری خوبیوں اور خامیوں کے ساتھ ایک ایماندار خاکہ نگار کی طرح پیش کیا ہے۔

$$4 \times 2 = 8$$

10

سوال: 4 درج ذیل میں سے کسی ایک حصے کی تشریح کیجیے اور شاعر کا نام بھی لکھیے۔

- (i) دلکش ہر ایک قطعہ صحرا ہے راہ میں
ملنے ہیں جا کہ دیکھیے کب کارواں سے ہم
- (ii) ہاتھ سے کس نے ساغر پینکا موسم کی بے کیفی پر
اتنا برسائوٹ کے پانی، ڈوب چلا مے خانہ بھی
- (iii) دل اگر دل ہے تو جس راہ پہ لے جائے گا
درد مندوں کی وہی راہ گزر بھی ہوگی
- (iv) دل کا وہ حال ہوا ہے غم دوراں کے تلے
جیسے اک لاش چٹانوں میں دبادی جائے
- (v) جنگل میں ہوئی ہے شام ہم کو
بستی سے چلے تھے منہ اندھیرے

یا

نہ دیکھو ان اتخوان ہائے شکستہ کو حقارت سے
یہ ہے گور غریباں؛ ایک نظر حسرت سے کرتا جا
نکلتا ہے یہ مطلب لوح تربت کی عبارت سے
”جو اس رستے گزرتا ہے تو ٹھنڈی سانس بھرتا جا“
حقیقت غور سے دیکھی جو ان سب مرنے والوں کی

جواب: (i)

زندگی سے ڈرتے ہو

اس نظم میں ن-م-راشد نے یہ بتایا کہ انسان اس کائنات میں مرکزی حیثیت رکھتا ہے۔ اس لیے اسے اپنی ذمہ داریوں کو سمجھنا چاہیے اور زندگی کے سفر کو آگے بڑھاتے رہنا چاہیے۔ زندگی ایک مستقل امکان کا نام ہے۔ زندگی کبھی نہیں رکتی شہر اجڑتے ہیں اور دوبارہ بس جاتے ہیں زندگی کا قافلہ رواں دواں رہتا ہے۔ ن-م-راشد کی نظریں ماضی پر نہیں بلکہ حال اور مستقبل پر رہتی ہیں ان کے نزدیک جو لوگ ماضی کے بارے میں سوچتے ہیں یا جو ماضی کے پرستار ہیں وہ ہر نئے تجربہ سے ڈرتے ہیں اور زندگی کی حقیقت کو نہیں پہچانتے۔ جب آدمی کی زبان پر مہر لگ جاتی ہے تو اس کے ہاتھ بلند ہو جاتے ہیں اور وہی ہاتھ اس کی صدا بن جاتے ہیں۔ وہ اذان بن جاتے ہیں اور اس طرح ایک انقلاب نمودار ہوتا ہے۔ یہی ہاتھ دنیا کی تمام ترقیات کے ضامن ہیں۔ انھیں ہاتھوں کے ذریعہ نئے شہر، نئی بستیاں بسائی گئی ہیں اور انھیں ہاتھوں سے وہ غلامی سے نجات پا کر آزاد ہو جاتا ہے اور زندگی کو پر کیف بناتا ہے۔

شاعر کے نزدیک حال ہی سب کچھ ہے۔ وہ حال میں جینا اور حال میں مرنا پسند کرتا ہے اور موجودہ ہر لمحہ کو خوبصورتی سے گزارنا چاہتا ہے۔

وقت کا ترانہ

(ii)

وقت کا ترانہ 1946 میں لکھی گئی نظم ہے جب کہ جنگ آزادی شباب پر ہے۔

علی سردار جعفری شاعر بھی ہیں اور نقاد بھی۔ یہ نظم سردار جعفری کی طویل نظم ہے۔ اس نظم میں ”جاوید“، ”مریم صحیح فرنگی“ اور ”نامہ بر“ کے کرداروں کے ذریعہ نظم کے مختلف اجزا ترتیب دئے گئے ہیں۔ پوری نظم آٹھ اجزا پر مشتمل ہے۔ پہلے جز کو حرف اول اور آخری جز کو حرف آخر کا عنوان دیا گیا ہے۔ اس نظم میں شہنشاہیت، سامراجیت کے استحصال، ظلم و ستم کے خلاف بغاوت اور انقلاب کی بات کہی ہے۔ یہ نظم اشتراکی نظریہ کی ترجمان ہے۔ شاعر کہتا ہے کہ جب عوام سامراجیت کے خلاف بیدار ہوتے ہیں تو مزدوروں، کسانوں اور محنت کش لوگ بغاوت کر دیتے ہیں حالانکہ سامراجیت کے ہاتھوں ان انقلابیوں کی آواز کو دبایا کچلا جاتا ہے لیکن آخر کار عوام کی اور انقلابیوں کی فتح ہوتی ہے اور شہنشاہیت کی شکست ہوتی ہے۔

موضوع کے اعتبار سے جو بلند آہنگی درکار تھی وہ علی سردار جعفری میں فطری طور پر موجود ہے۔ وہ اس میں خوب گرجے ہیں جس سے نظم میں جوش اور ولولہ بھر گیا ہے۔ اس نظم میں کسانوں کی سیاسی بیداری مزدوروں کا جذبہ حریت سرخ پرچم کے لہرانے کی بات کہی گئی ہے۔ نظم اپنے ارتقائی منازل طے کرتی ہوئی اختتام تک پہنچتی ہے۔

$$7 \times 1 = 7$$

سوال: 6 درج ذیل میں سے صرف دو کے بارے میں لکھئے۔

- (i) اقبال کی نظم گوئی
- (ii) حالی کی غزل کی خصوصیات
- (iii) عمیق حنفی کی نظم گوئی
- (iv) جذبی کی شاعرانہ خصوصیات

جواب: (i) اقبال کی نظم گوئی

اقبال بچپن ہی سے ہونہار طالب علم تھے۔ تخیل کی عظمت نظر کی وسعت فکر کی رفعت اور حقیقت کی ترجمانی کے آثار ان کے کلام میں پائے جاتے ہیں۔ اقبال کا کلام ذوق عمل، یقین محکم، خلوص و محبت اور انسانیت کی پیروی تبلیغ کا دوسرا نام ہے۔ ان کا پیغام ولولہ انگیز انسانی زندگی کو جلا بخشنے والا ہے۔ اقبال نظم کے لیے تھے اور نظم آپ کے لیے۔ نظم کے میدان میں اقبال نے اپنے جوہر دکھائے اور ان کو حالی و اکبر کے سلسلے کی آخری کڑی کہا جاتا ہے۔

اقبال کی پہلی نظم ہمالہ و مخزن لاہور میں شائع ہوئی۔ ان نظموں کے بعد ان کی کئی نظمیں شائع ہوئیں اور بے پناہ مقبول عام ہوئی۔ ان کے کلام میں آزادی ہے، آزاد خیالی، صاف گوئی اور تسلسل ہے۔ ان کے یہاں تصوف اور فلسفے کی چاشنی بھی ملتی ہے۔

اقبال بلند آہنگ شاعر تھے لہذا اس مطابقت سے زور دار زبان کا استعمال کیا ہے۔ فارسی الفاظ، خوبصورت تشبیہات، استعارے اور کنائے اس خوبصورتی سے استعمال کیے جاتے ہیں کہ الفاظ کی تہوں میں معانی کے دریا بہائے ہیں اور اردو جیسی تہوں میں مسائل کو خوب پیش کیا ہے۔ غرض اس قادر الکلامی کے سبب اقبال کو شاعر مشرق کہا جاتا ہے۔

(ii) حالی کی شاعری کی خصوصیات

خواجہ الطاف حسین نام تخلص حالی 1837 کو پانی پت میں پیدا ہوئے۔ ابتدائی تعلیم حاصل کی اور فکر معاش دہلی کھینچ لائی۔ یہاں نواب مصطفیٰ خاں شیفیتہ سے ملاقات ہوئی۔ نواب صاحب بہت اچھے شاعر تھے ان کی صحبت میں مذاق سخن کو جلا ملی۔ یہاں غالب سے بھی ملاقات ہوئی اور حالی اپنے کلام کی اصلاح لینے لگے۔ حالی جدید اردو شاعری کے امام اور بڑے محسن ہیں۔ ان کے یہاں روایتی شاعری کی زبردستی کی پرواز تخیل اور دور از کار تشبیہیں و استعارے کی بھر مار نہیں ہے۔ آپ جو کچھ کہتے نہایت صاف اور سادہ طریقے سے کہتے ہیں گو کہ سادگی کی وجہ سے ان کا کلام جوش سے خالی ہے لیکن تاثیر سے خالی نہیں ہے۔ اردو شاعری میں آج جو فطری سادگی ہے اور سیدھا پن ہے

وہ ان ہی کی دین ہے۔ ان کے لہجے میں یکسانیت ہونے کے سبب ان کا کلام مرثیہ کے قریب ہے۔

حالی نے غزل، قصیدہ، رباعی، مرثیہ، ترکیب بند، ترجیح بند، مسدس اور قطع وغیرہ میں طبع آزمائی کی ہے۔

(iii) عمیق حنفی کی نظم گوئی

عمیق حنفی 1928 میں مہو چھاوئی ضلع اندور (مدھیہ پردیش) میں پیدا ہوئے۔ ان کا پورا نام عبدالعزیز حنفی تھا۔ ان کی ابتدائی تعلیم مہو میں ہوئی۔ عمیق حنفی نے موسیقی کا علم حاصل کیا تھا۔ موسیقی کے فن کے باریکیوں پر انھوں نے بہت عمدہ مضامین لکھے ہیں۔ اُردو کے علاوہ انگریزی اور دیگر ہندوستانی زبانوں کے ادب پر بھی ان کی گہری نظر تھی۔ ”شعلے کی شناخت“ اور شعر چیزے دیگر است“ ان کی تنقیدی کتابیں ہیں۔

عمیق حنفی نے اپنا ادبی سفر ترقی پسند تحریک کے عروج کے دور سے 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۔ کئی شعری تجربے کئے متعدد طویل نظمیں بھی لکھیں جنہیں غیر معمولی شہرت حاصل ہوئی۔

(iv) جذبی کی شاعرانہ خصوصیات

جذبی ترقی پسند دور کے اہم غزل گو یوں میں شمار کیے جاتے ہیں۔ جذبی کی شاعری کی خوبی اس کا دھیما پن اور دردمندی ہے۔ جذبی ادب برائے زندگی کے ترجمان ہیں۔ سرمایہ داری کے خلاف اور مزدوروں کی حمایت کا جذبہ ان میں موجود ہے۔ ان کا درد مند دل غریبوں، مفلسوں کو دیکھ کر متاثر ہوتا ہے۔ اسی تاثر نے ان کے کلام میں گہرائی اور وسعت پیدا کر دی ہے۔ وہ گرجتے نہیں ہیں بلکہ ان کے اشعار ان کی غزلیں بہت سبک ہیں جو دھیرے دھیرے اثر کرتی ہیں جو دل پر نقش ہو جاتا ہے۔ ان کی غزلوں میں نغمگی ہے اور کسک بھی ہے۔ ان کا انداز بیان سنجیدہ ہے اس میں ٹھہراؤ ہے۔ وہ اپنی بات کو بہت ہی فنکارانہ انداز میں کہہ جاتے ہیں اور وہ سیدھی دل میں اترتی جاتی ہے۔

جذبی کا خاص موضوع غم ہے۔ وہ غموں سے گھبراتے نہیں ہیں بلکہ انھیں سازگار کر لیتے ہیں۔ وہ عام سی بات میں اپنی باریک نگاہوں سے شعریت کے جوہر تلاش کر لیتے ہیں۔

$$4 \times 2 = 8$$

سوال: 7 ذیل میں سے کسی ایک پر مختصر نوٹ لکھئے۔

(i) افسانہ ”جنم دن“

(ii) پطرس بخاری

جواب: (i) افسانہ جنم دن

ویکوم محمد بشیر کی شاہکار ملیالم کہانی کا اردو ترجمہ ہے اس افسانے میں ایک غریب مگر پڑھے لکھے مصنف کی معاشی تنگدستی کی روداد کو بڑے موثر انداز میں پیش کیا گیا ہے۔ افسانہ جنم دن میں اس کے مرکزی کردار کی دن بھر کی سرگرمیوں اور ذہنی کشمکش کو اجاگر کرنے کی کوشش کی گئی ہے۔ اس نے عہد کیا تھا کہ وہ اپنے جنم دن کے دن کوئی غلط کام نہیں کرے گا۔ مگر بھوک سے مجبور ہو کر اسے کھانا چرا کر کھانا پڑا۔ اس افسانے کے مرکزی کردار کی معاشی تنگدستی کو اجاگر کرنے کے لیے اس کا عنوان ”جنم دن“ سے بہتر کوئی اور عنوان نہیں ہو سکتا۔

(ii) پطرس بخاری

پطرس بخاری کا اصلی نام سید احمد شاہ تھا۔ اردو ادب میں وہ پطرس بخاری کے نام سے مشہور ہوئے۔ پطرس بخاری اردو ادب کے ان معدودے چند لکھے والوں میں ہیں جنہوں نے اگرچہ بہت کم لکھا مگر شہرت بہت حاصل کی۔ پطرس کے مزاحیہ مضامین کا مجموعہ ”مضامین پطرس“ کل گیارہ مضامین پر مشتمل ہے مگر اس مختصر کتاب میں قہقہوں کی ایک رنگا رنگ دنیا آباد ہے۔ ان کی تحریر میں شوخی، شگفتگی، روانی اور بے ساختہ پن نمایاں ہے۔ سیدھی سادی باتوں سے مزاح پیدا کرنا، لفظوں کے الٹ پھیر سے جملے چست کرنا اور خود کو مذاق کا موضوع بنا کر اپنے اوپر ہنسا ان کا خاص انداز ہے۔ وہ زندگی کی چھوٹی چھوٹی سچائیوں پر نظر رکھتے ہیں اور اپنے پڑھنے والوں کو خوب ہنساتے ہیں۔ ان کی ظرافت نہایت خوشگوار اثر چھوڑتی ہے۔

4 x 1 = 4

سوال: 8 ذیل میں سے صرف دو کے مختصر جواب لکھئے:

(i) ڈراما ”یہودی کی لڑکی“ کا آپ کا پسندیدہ کردار کون ہے اور کیوں؟

(ii) چیرویا کوف کی موت کا سبب کیا ہے؟

(iii) گھر پہنچ کر مصنف نے کس کتاب کا مطالعہ کیا اور کیوں؟

(iv) افسانہ ”جنم دن“ کے واقعات میں سے آپ کو کس واقعے نے متاثر کیا اور کیوں؟

جواب: (i) یہودی کی لڑکی

ڈراما ”یہودی کی لڑکی“ کا میرا پسندیدہ کردار ”حنا“ ہے کیونکہ حنا میں ایثار اور قربانی کا جذبہ بدرجہ اتم موجود ہے۔ وہ اپنی محبت کی قربانی دے کر آکٹیو یا کی مارکس سے شادی کر دیتی ہے اور کہتی ہے کہ تم دونوں خوش رہو مجھے کچھ نہیں چاہیے۔

نوٹ: دیگر کوئی بھی کردار پسندیدہ ہو سکتا ہے۔ ہاں پسندیدگی کے اسباب مدلل ہوں۔

(ii) چیر ویا کوف کی موت کا سبب ہے احساسِ پشیمانی۔ اگر جنرل بیرٹالوف اسے معاف کر دیتا تو اس کی موت نہ ہوتی۔ اسے صرف اس بات کی شرمندگی تھی کہ اس سے یہ غیر اخلاقی عمل سرزد ہوا اور اسی شرمندگی نے اس کی جان لے لی۔

(iii) گھر پہنچ کر مصنف نے علمِ کیمیا کی کتاب کا مطالعہ کیا جو اس نے ایف۔ اے میں پڑھی تھی تاکہ اس کی مدد سے بم بنانے کا نسخہ ہاتھ آجائے۔ اور اس بم سے مرزا صاحب کو مار کر اپنی بے عزتی کا بدلہ لے سکے۔

(iv) افسانہ ”جنم دن“ میں جب ملازم لڑکے کو معلوم ہوتا ہے کہ مصنف صبح سے بھوکا ہے تو وہ تڑپ اٹھتا ہے اور اپنے گھر جانے کے لیے جمع کیے ہوئے دو آنے اسے بطور قرض دینے کی پیش کش کرتا ہے۔ افسانہ جنم دن کے اس واقعے نے ہمیں سب سے زیادہ متاثر کیا۔ اس سادہ لوح بچے کا یہ بے مثال ایثار ہمیں بری طرح جھنجھوڑ دیتا ہے۔

نوٹ: دیگر کوئی اور بھی واقعہ متاثر کر سکتا ہے۔ ہاں سبب مدلل ہو۔

2 x 3 = 6

20

سوال: 9 ذیل میں سے صرف دو پر مفصل اظہارِ خیال کیجیے۔

- (i) اردو زبان کا آغاز و ارتقاء
- (ii) اردو نثر اور فورٹ ولیم کالج
- (iii) غالب کے حوالے سے دبستانِ دہلی کی شاعری کی خصوصیات
- (iv) ترقی پسند تحریک

جواب: (i) اردو زبان کا آغاز و ارتقاء

- (a) اردو زبان کی ابتدا اور مختلف نظریات
- (b) اردو زبان پر مختلف زبانوں کا اثر (فارسی، برج بھاشا، عربی، ہندی، اور پنجابی وغیرہ)

- (c) اُردو زبان کی مقبولیت
 (d) اُردو کے مشہور شاعروں اور ادیبوں کے نام اور ان کی ادبی خدمات
 (e) اختتام

(ii) اُردو نثر اور فورٹ ولیم کالج

- (a) اُردو نثر اربقا، مشہور ادیبوں کے نام اور ان کی ادبی خدمات
 (b) فورٹ ولیم کالج کا قیام اور اس کو قائم کرنے کا مقصد
 (c) فورٹ ولیم کالج کے اہم مصنفین اور ان کی ادبی خدمات
 (d) فورٹ ولیم کالج کی اہم کتابوں کے نام
 (e) فورٹ ولیم کالج میں لکھی گئی کتابوں کی زبان
 (f) اختتام

(iii) غالب کے حوالے سے دبستان دہلی کی شاعری کی خصوصیات

- (a) دبستان دہلی کا قیام اور اس کی خصوصیات
 (b) دبستان دہلی کے مشہور شاعروں کے نام
 (c) غالب کی شاعری کی خصوصیات
 (d) دبستان دہلی میں غالب کا مقام
 (e) اختتام

(iv) ترقی پسند تحریک

- (a) ترقی پسند تحریک کا آغاز
 (b) ترقی پسند تحریک سے وابستہ اہم شاعروں کے نام اور ان کی خدمات
 (c) ترقی پسند تحریک سے وابستہ اہم افسانہ نگار، ناول نگار، ڈرامہ نگار کے نام
 (d) اُردو ادب میں ترقی پسند تحریک کا اثر
 (e) اختتام

10 x2 = 20

سوال 10: درج ذیل میں سے صرف چار پر مختصر تعارفی نوٹ لکھئے۔

- (i) غالب کی مکتوب نگاری
 (ii) اُردو میں افسانہ نگاری کی ابتدا

- (iii) ناصر کاظمی کی غزل گوئی
 (iv) سفر نامہ کی خصوصیات
 (v) اردو میں طنز و مزاح
 (vi) طویل نظم کی تعریف اور اس کی خصوصیات
 (vii) اردو میں بچوں کا ادب

جواب: (i) غالب کی مکتوب نگاری

- (a) غالب کا تعارف
 (b) غالب کی مکتوب نگاری کی اہم خصوصیات
 (c) غالب کے خطوط کی اہمیت (تاریخی، تہذیبی، سوانحی)
 (d) اردو نثر میں غالب کا مقام
 (e) اختتام

(ii) اردو میں افسانہ نگاری کی ابتدا

- (a) اردو افسانے کی تعریف
 (b) اردو افسانے کے اجزائے ترکیبی
 (c) اردو کے ابتدائی افسانہ نگاروں کے نام، ان کی خدمات
 (d) اردو ادب میں افسانہ نگاری کی اہمیت
 (e) اختتام

(iii) ناصر کاظمی کی غزل گوئی

- (a) ناصر کاظمی کا تعارف
 (b) ناصر کاظمی کی غزل گوئی کی اہم خصوصیات
 (c) ناصر کاظمی کی غزلوں کے چند اشعار
 (d) اردو غزل میں ناصر کاظمی کا مقام
 (e) اختتام

(iv) سفر نامہ کی خصوصیات

- (a) سفر نامہ کی تعریف
 (b) سفر نامہ کا آغاز و ارتقا

- (c) مختلف سفر ناموں کے نام
 (d) اہم سفر نامہ نگاروں کے نام اور ان کے سفر ناموں کی خصوصیات
 (e) اختتام

(v) اُردو میں طنز و مزاح

- (a) طنز و مزاح کی تعریف
 (b) طنز و مزاح کا آغاز اور ارتقا، روایت
 (c) اُردو کے مشہور طنز و مزاح نگاروں کے نام
 (d) اُردو ادب میں طنز و مزاح کی اہمیت

(vi) طویل نظم کی تعریف اور اس کی خصوصیات

- (a) طویل نظم کسے کہتے ہیں؟
 (b) طویل نظم اور مختصر نظم میں کیا فرق ہے؟
 (c) اُردو کے اہم طویل نظم گوشتاعروں کے نام
 (d) اُردو کی طویل نظموں کی خصوصیات (زبان، موضوعات، منظر نگاری وغیرہ)
 (e) اختتام

(vii) اُردو میں بچوں کا ادب

- (a) اُردو میں بچوں کا ادب سے کیا مراد ہے
 (b) بچوں کا ادب تخلیق کرنے والوں کے نام (مصنف اور شاعر)
 (c) اُردو ادب میں بچوں کے ادب کی اہمیت
 (d) بچوں کے لیے کسی مشہور کہانی کا نام، رسالے کا نام
 (e) اختتام

5 x 4 = 20



BENGALI

বাংলা

Time allowed : 3 hours

Maximum Marks : 100

সময় : 3 ঘন্টা

সর্বমোট অঙ্ক : 100

SECTION : A

1. ধ্বনিতত্ত্বের নিম্নলিখিত রীতিগুলির মধ্যে যে কোন একটির পাঁচটি উদাহরণ সহ সংজ্ঞা লেখ। 5+5=10

- (ক) স্বরভক্তি
(খ) অপিনিহিতি
(গ) অভিশ্রুতি

2. যে কোনো দুটি অলঙ্কারের উদাহরণ সহ সংজ্ঞা লেখ। 5+5=10

- (ক) উপমা
(খ) সমাসোক্তি
(গ) শ্লেষ

অথবা

অলঙ্কার নির্ণয় কর (সংজ্ঞা সহ দুটি)

- (ক) ঝর্ণা! ঝর্ণা! সুন্দরী ঝর্ণা!
তরলিত চন্দ্রিকা চন্দন ঝর্ণা।
(খ) কে বলে ঈশ্বর গুপ্ত ব্যাপ্ত চরাচর,
যাহার প্রভায় প্রভা পায় প্রভাকর।
(গ) আটপাশে আধসের কিনিয়াছি চিনি।
অন্যলোকে ভূরা দেয় ভাগ্যে আমি চিনি॥
(ঘ) বিদ্যৎ-ঝালা সম চক্ৰমকি
উড়িল কলম্বুকুল অম্বর প্রদেশে।
(ঙ) শুনতেছি আজো আমি প্রাতে উঠিয়াই
'আয় আয়' কাঁদিতেছে তেমনি সানাই।

3. যে কোনো পাঁচটি বাগধারার অর্থ লিখে বাক্য রচনা কর। 2x5

আকাশ থেকে পড়া, কলুর বলদ, গভীর জলের মাছ, অন্ধকারে ঢিল হোঁড়া, মাকাতার আমল, খাল
কেটে কুমীর আনা, চোখে চোখে রাখা, নয়নের মণি, অহিনকুল সম্পর্ক, একাই একশ।

SECTION : B

4. শিরোনাম দিয়ে অনুচ্ছেদটির সারাংশ লেখ। 2+8=10

মহানদী যেমন সকল দেশে নাই, তেমনি মহাকাব্য অতি অল্পজাতির ভাগ্যেই জুটিয়াছে। আবার, যে দেশের মহাকাব্য রামায়ণ, মহাভারত — সে দেশের সৌভাগ্যের অন্ত নাই। ভাগীরথী ও ব্রহ্মপুত্রের শাখাপ্রশাখা যেমন আমাদের বঙ্গভূমিকে ফলে শস্যে পূর্ণ করিয়া রাখিয়াছে, ঘরে ঘরে চিরদিন ধরিয়া যেমন আমাদের ক্ষুধার অন্ন ও তৃষ্ণার জল যোগাইয়া আসিতেছে কৃতিবাসের রামায়ণ এবং কাশীরামের মহাভারতও তেমনি চিরদিন আমাদের মনের অন্নের অক্ষয় ভান্ডার হইয়া রহিয়াছে। এই দুটি গ্রন্থ না থাকিলে আমাদের মানস প্রকৃতিতে কিরূপ গুহুতা ও চির-দুর্ভিক্ষ বিরাজ করিত, আজ আমাদের তাহা কল্পনা করাও কঠিন।

SECTION : C

5. পরীক্ষায় সাফল্যের খবর জেনে বন্ধুকে অভিনন্দন জানিয়ে একটি চিঠি লেখ।

4+6=10

অথবা

তোমার সফল জীবনে মায়ের অবদানের উল্লেখ করে কৃতজ্ঞতা জানিয়ে মাকে একটি চিঠি লেখ।

SECTION : D

গদ্যাংশ

6. সপ্রসঙ্গ ব্যাখ্যা লেখ :

5

সকলেই যেন আত্মীয়-পরিজনবর্গের মধ্যে, যেন একটি বৃহৎ একামবর্তী পরিবারের নানা অঙ্গ।

অথবা

রাজার চমক লাগিল; বলিলেন “ঐ যা! মনে তো ছিল না। পাখিটাকে দেখা হয় নাই।”

7. পাখিটা দিনে দিনে ভদ্র-দস্তুর-মত আধমরা হইয়া আসিল।

2+2+2+3=10

(ক) কোন্ রচনা এবং কার লেখা থেকে নেওয়া হয়েছে?

(খ) ‘ভদ্র-দস্তুর-মত’ এ কথার অর্থ কি?

(গ) পাখি কেন আধমরা হয়ে আসল?

(ঘ) আধুনিক শিক্ষা ব্যবস্থার কোন্ ক্রটির দিকে লেখক দৃষ্টি আকর্ষণ করেছেন?

অথবা

আমি যদি খাইতে না পাইলাম, তবে সমাজের উন্নতি লইয়া কি করিব?

(ক) কোন্ লেখকের কোন্ রচনা থেকে নেওয়া হয়েছে?

(খ) কে কাকে বলছে?

(গ) ‘আমি’ শব্দটি সমাজের কোন শ্রেণীর প্রতিনিধিত্ব করছে?

(ঘ) বক্তব্যের অন্তর্নিহিত তাৎপর্য কি?

8. আমাদের উৎসবে ভাবেরই প্রাধান্য - বাহিরের সমারোহ তাহার প্রধান অঙ্গ নহে।

2+4=6

(ক) কার লেখা এবং কোন রচনার অন্তর্গত?

(খ) আলোচ্য অংশের তাৎপর্য বিশ্লেষণ কর।

অথবা

এক্ষণে আর অতিরিক্ত পুরস্কার দেওয়া যাইতে পারেনা। বিশেষ অপরিমিত লোভ ভাল নয়।

(ক) রচনাটির লেখক কে? রচনাটি কোন গ্রন্থের অন্তর্গত?

(খ) বক্তা একথা কোন পরিস্থিতিতে কেন বলেছেন?

পদ্যাংশ

9. সপ্রসঙ্গ ব্যাখ্যা কর। 5
শত শত সাম্রাজ্যের ভগ্নশেষ- 'পরে
ওরা কাজ করে।
অথবা
নীরবিন্দু দুর্বাদলে নিত্য কি রে ঝলমলে?
কে না জানে অম্বুবিস্ব অম্বুমুখে সদ্যঃপাতি।
10. রক্তমাখা অস্ত্রহাতে যত রক্ত আঁখি 1+2+3=6
শিশুপাঠ্য কাহিনীতে থাকে মুখ ঢাকি।
(ক) কোন কবিতার অংশ?
(খ) 'রক্তমাখা অস্ত্রহাতে যত রক্ত আঁখি' বলতে কাদের বোঝান হয়েছে?
(গ) উদ্ধৃত অংশটিতে কবি কি বলতে চেয়েছেন?
অথবা
কোন বৈশিষ্ট্যের গুণে আঠারো বছর বয়স কবি সুকান্ত ভট্টাচার্যের কাছে কাম্য বলে মনে হয়েছে?
11. আত্মপর্যালোচনার ফলস্বরূপ কবির যে আক্ষেপ 'আত্মবিলাপ' কবিতায় প্রকাশ পেয়েছে, সংক্ষেপে তার পরিচয় 4
দাও।
অথবা
আঠারো বছর বয়স কী দুঃসহ
স্পর্ধায় নেয় মাথা তোলবার ঝুঁকি,
- পঙ্কজ দুটির আলোয় 'আঠারো বছর বয়স' কবিতাটির মর্মার্থ সংক্ষেপে লেখ।
12. যেন ভস্মাচ্ছাদিত বহি। যেন যুগযুগান্তব্যাপী কঠোর তপস্যা সাঙ্গ করিয়া তিনি এইমাত্র আসন ছাড়িয়া 2+3+5=10
উঠিয়া আসিলেন।
(ক) কার সম্পর্কে বলা হয়েছে?
(খ) ভস্মাচ্ছাদিত বহি মানে কী?
(গ) এই উক্তির মধ্য দিয়ে উদ্দিষ্ট ব্যক্তির কোন চারিত্রিক বৈশিষ্ট্য প্রকাশ পেয়েছে?
অথবা
অকৃতজ্ঞ রাম! দড়ি ধরিবার প্রয়োজন ও কি তাহার একেবারেই শেষ হইয়া গেছে?
(ক) বক্তা কে?
(খ) সে এই উক্তিটি কোন সময়ে করেছিল?
(গ) 'অকৃতজ্ঞ রাম' উক্তিটির মর্মার্থ বুঝিয়ে দাও।
13. টীকা লেখ (যে কোন একটি) : 5
(ক) রাজলক্ষ্মী
(খ) ইন্দ্রনাথ
(গ) নতুন দা

SUBJECT : BENGALI

**SET : SERIES : SSO
CODE NO : 5**

উত্তর-পত্র মূল্যায়নের ক'টি সাধারণ নীতি

- (ক) 'অথবা'-যুক্ত প্রশ্ন (Choice type question)-এর ক্ষেত্রে প্রদত্ত সব প্রশ্নের উত্তর লিখিত হলে পরীক্ষার্থীর স্বার্থে অপেক্ষাকৃত বেশি নম্বর পেতে পারে তেমন উত্তরটি গণ্য করতে হবে এবং অতিরিক্ত উত্তর গুলি কেটে দিতে হবে।
- (খ) ১০০ নম্বরের মধ্যে ৩০ নম্বর পর্যন্ত পাওয়া পরীক্ষার্থীকে অতিরিক্ত তিন নম্বর দিয়ে ন্যূনতম পাশ শতাংশের ৩৩%-এর আওতায় আনতে হবে।
- (গ) ভাষা ও সাহিত্যের পরীক্ষায় পুরো নম্বর দেওয়া যায় না বরং কম নম্বর দিতে হয় অথবা পরিমাণে প্রচুর লিখতে হয় -- এ-হেন চিরাচরিত চিন্তা বা সংস্কার ছেড়ে বাংলা ভাষা ও সাহিত্যের উত্তরপত্র মূল্যায়ন করতে হবে।
- (ঘ) বানান ভুল যতক্ষণ না পর্যন্ত বিষয় বস্তুকে বিকৃত করছে -- ততক্ষণ পর্যন্ত বানান বাবদে নম্বর না কাটা বাঞ্ছনীয়।
- (ঙ) উত্তর আরো কত ভালো হতে পারতো -- সেই চিন্তা যথাসম্ভব দূরে রেখে প্রদত্ত উত্তরটি ঠিক হয়েছে কী না, সেই দিকেই নজর দেওয়া উচিত।
- (চ) বর্তমান প্রশ্নপত্রে, CBSE নির্ধারিত নির্ধারিত নীতি অনুযায়ী, নিম্নোলিখিত প্রশ্ন গুলিকে Higher Order thinking ability (HOT) হিসেবে চিহ্নিত করা হয়েছে। --
- (i) Question No. 7 (5 Marks)
- (ii) Question No. 10 (5 Marks)
- (iii) Question No. 13 (5 Marks)

Q.NO.	EXPECTED ANSWERS / Value Points	DISTRIBUTION OF MARKS
1.	<p>ধ্বনিতত্ত্বের রীতি : যে-কোনো একটির সংজ্ঞা এবং পাঁচটি উদাহরণ।</p> <ul style="list-style-type: none"> • সংজ্ঞার জন্য ৫ নম্বর। - শুধু মাত্র সংজ্ঞা লেখা হলে ৩ নম্বর। - সংজ্ঞার সঙ্গে সংশ্লিষ্ট রীতির উল্লেখ থাকলে পুরো ৫ নম্বর। যেমন, স্বরভক্তির প্রকার - শব্দের গোড়ায় - প্রদীপ - পরদীপ শব্দের মধ্যে - রত্ন - রতন শব্দের শেষে - বর্ফ - বরফ - অভিশ্রুতির ক্ষেত্রে শুধু সংজ্ঞা এবং এটি যে কোনো একটি মাত্র পরিবর্তন নয় - অপিনিহিতি, স্বরলোপ ও স্বরসঙ্গতির যোগফল এবং/অথবা পশ্চিম বঙ্গের কথ্য ভাষায় এই অভিশ্রুতি বিশেষ ভাবে লক্ষ করা যায়, জানালে পুরো ৫ নম্বর দেওয়া হবে। • সংজ্ঞার উদাহরণের অতিরিক্ত ৫টি উদাহরণ উল্লেখ করতে হবে। প্রতিটি সঠিক উদাহরণের জন্য ১ নম্বর। 	<p>10 (5 + 5)</p>
2.	<p>যে-কোনো 2টি অলঙ্কারের উদাহরণ সহ সংজ্ঞা -</p> <ul style="list-style-type: none"> • প্রতিটি সংজ্ঞার জন্য ৩ এবং প্রতিটি উদাহরণের জন্য ২ নম্বর থাকবে। - দৃষ্টান্ত বিশ্লেষণ করে সংজ্ঞা দিলে অথবা দৃষ্টান্ত বিশ্লেষণ না করেও সংশ্লিষ্ট অলঙ্কারের রূপবৈচিত্র্যের উল্লেখ করলে (যেমন উপামা-র বিভিন্ন রূপ : পূর্ণোপমা, লুপ্তোপমা, মালোপমা) পুরো ৩ নম্বর। - দৃষ্টান্ত বিশ্লেষণ অথবা রূপবৈচিত্র্যের উল্লেখ - কোনোটাই না করে নিছক সংজ্ঞা লিখলে ২ নম্বরের বেশি দেওয়া হবে না। - সংজ্ঞার বাইরে স্বতন্ত্র ভাবে একটি উদাহরণ দিতে হবে। এবং সেই উদাহরণের জন্য থাকবে ২ নম্বর। 	<p>10 (5 + 5)</p> <p>(3+2) + (3+2)</p>
OR	<p>অলঙ্কার নির্ণয় : সংজ্ঞা সহ : দু'টি</p> <ul style="list-style-type: none"> - মূল অলঙ্কারের নাম টুকু লিখতে পারলেই ২ নম্বর (যেমন, ক. অনুপ্রাস অলঙ্কার) 	<p>(2 + 2 + 1) OR (3 + 2)</p>

- সংজ্ঞার জন্য ২ নম্বর
- সংজ্ঞার সঙ্গে উদ্ধৃত পংক্তিটিকে মিলিয়ে দেখাতে পারলে ১ নম্বর।

অথবা

সংজ্ঞার সঙ্গে উদ্ধৃত পংক্তি গুলিকে মিলিয়ে না দেখালেও যদি অলঙ্কারের নামটি নির্দিষ্টরূপে নির্দেশ করতে পারে (যেমন ক এর ক্ষেত্রে,-কেবল এর 'অনুপ্রাস' ক্ষেত্রে না বলে যদি 'অন্ত্যানুপ্রাস' বা 'বৃত্ত্যানুপ্রাস' লেখে) - তবে সেক্ষেত্রে ২ নম্বরের স্থলে ৩ নম্বরই দিতে হবে।

- ক. 'ঝর্ণা! ঝর্ণা! ... বর্ণা!' - অনুপ্রাস/ অন্ত্যানুপ্রাস/ বৃত্ত্যানুপ্রাস
- খ. 'কে বলে ঈশ্বর গুপ্ত .. প্রভাকর'। - শ্লেষ/ অভঙ্গ শ্লেষ
- গ. 'আট পণে ... আমি চিনি' ॥ যমক/ সার্থক বা অন্ত্যযমক
- ঘ. 'বিদ্যুৎ ঝলা .. অম্বর প্রদেশে'। - উপমা/ পূর্ণোপমা
- ঙ. 'শুনিতেছি ... সানাই'। - সমাসোক্তি

3. পাঁচটি বাগধারার অর্থ উল্লেখ করে সার্থক বাক্যরচনা।

10
(5 x 2)

- অর্থ উল্লেখ সহ প্রতিটি বাক্যরচনার জন্য ২ নম্বর।
- অর্থ উল্লেখ-এর জন্য ½ নম্বর
- প্রতিটি সার্থক এবং উপযুক্ত বাক্য রচনার জন্য ½ নম্বর
- রচিত বাক্যটি স্বয়ং সম্পূর্ণ না হলে অর্থাৎ বাক্যটি পড়ে প্রযুক্ত বাগধারাটির অর্থ পরিষ্কার বোঝা না গেলে ½ নম্বরের বদলে ১ নম্বর দেওয়া হবে।
- যেমন : 'রাম একাই একশো' / 'শ্যাম অন্ধকারে টিল ছুঁড়েছে' / 'যদু একটা কলুর বলদ' - জাতীয় বাক্যরচনা ১ নম্বরের বেশি পাবে না।

SECTION : B

4. উপযুক্ত শিরোনাম দিয়ে উদ্ধৃত অনুচ্ছেদের সারাংশ -

10
(2 + 8)

- শিরোনামের জন্য ২ নম্বর। শিরোনাম খুব উপযুক্ত না হলে ½ নম্বর।
- সারাংশের জন্য অন্তত চার এবং সর্বাধিক আট নম্বর পর্যন্ত দেওয়া যাবে।
- সমগ্র অনুচ্ছেদটির অর্থবোধ হয়েছে বুঝলেই অন্তত ৫ নম্বর দিতে হবে।
- অনুচ্ছেদ থেকে ছবছ পংক্তি তুলে সারাংশ লেখার চেয়ে পরীক্ষার্থীর নিজের ভাষায় লেখা সারাংশকে বেশি মূল্য দিতে হবে।

5. SECTION : C

10
(4 + 6)

পত্র লিখন : ব্যক্তিগত (বন্ধুকে) / (মা কে)

- পত্রের অবয়ব সংস্থান (Format)-এর জন্য চার নম্বর
- পত্রের শুরুতে স্থান-নাম, তারিখ এবং শেষে "ইতি ..." ডান অথবা বাম যে

কোনো দিকে লেখা যাবে। এর জন্য নম্বর কাটা হবে না।

- কিন্তু চিঠি শেষ করে প্রেরক ও প্রাপকের নাম ঠিকানা যথাক্রমে বাম ও ডান দিকে না লিখলে ১ নম্বর কাটতে হবে।
- বিষয় উপস্থাপনার জন্য চার নম্বর থাকবে।
- ভাষার পরিচ্ছন্নতার জন্য ২ নম্বর থাকবে।

SECTION : D

গদ্যাংশ

6. স-প্রসঙ্গ ব্যাখ্যা।

5

“সকলেই যেন আত্মীয় ... পরিবারের নানা অঙ্গ”। (“শুভ উৎসব”-বলেন্দ্র নাথ ঠাকুর)

- সূত্র, প্রসঙ্গ ও ব্যাখ্যা – তিনটে স্বতন্ত্র অনুচ্ছেদে বিন্যস্ত হলেই ১ নম্বর।
- সংশ্লিষ্ট নিবন্ধটি ধরে যেমন-তেমন ভাবে ব্যাখ্যা করলে ১ নম্বর।
- কিন্তু format অর্থাৎ তিনটি নির্দিষ্ট অনুচ্ছেদে বিন্যস্ত না করেও যদি যথার্থ প্রেক্ষাপটে উদ্ধৃত পংক্তিটি সম্পূর্ণ রূপে ব্যাখ্যা করতে পারে—তবে পুরো নম্বর দেওয়া যেতে পারে।

OR

‘রাজার চমক লাগিল ... হয় নাই’।

(তোতা কাহিনী – রবীন্দ্রনাথ ঠাকুর)

- প্রথম ব্যাখ্যা প্রসঙ্গে উল্লেখিত নীতি অনুযায়ীই মূল্যায়ণ হবে।

7.

৭ নং প্রশ্নের ‘অথবা’-যুক্ত প্রশ্নের প্রথমটির (খ) এবং (ঘ) এবং দ্বিতীয়টির (গ) এবং (ঘ) Higher Order thinking ability (HOT) বর্ণের অন্তর্ভুক্ত হবে।

9

(2 + 2 + 2 + 3)

অর্থাৎ এর উত্তর মূল্যায়ণ করার সময় পরীক্ষক

5 for HOT

বিশেষ ভাবে সাধারণ ও অ-সাধারণ চিন্তাশক্তির পার্থক্য সম্বন্ধে সচেতন থাকবেন। গড়পড়তা উত্তর এবং উঁচু মানের উত্তরের নম্বরের মধ্যে বিশেষ পার্থক্য রাখতে হবে।

প্রথম প্রশ্ন ‘তোতা কাহিনী’ থেকে পংক্তি উদ্ধৃত করে। “পাখিটা দিনে দিনে... আধমরা হইয়া আসিল”।

- (ক) উদ্ধৃতিটি ‘কোন রচনা’ এবং ‘কার লেখা’- এই দুটি point-এর জন্য ১ + ১ = ২ নম্বর।
- (খ) ‘ভদ্র-দস্তুর মতো’ কথাটির আক্ষরিক অর্থ মাত্র লিখলে অথবা কথাটির অর্থ ব্যক্ত করতে গিয়ে কাহিনী বলতে শুরু করলে সাধারণ উত্তর হিসেবে গণ্য হবে এবং সে ক্ষেত্রে ১ নম্বরের বেশি দেওয়া যাবে না।

কিন্তু পরীক্ষার্থী যদি বুঝতে পারে যে কথটির মধ্যে 'দস্তুর মতো' অর্থাৎ 'প্রতিষ্ঠিত নিয়ম, রেওয়াজ বা প্রথা অনুযায়ী'—এই অর্থটাই প্রধান, 'ভদ্র' শব্দটার নয়—তাহলে তা উচ্চতর চিন্তা বা বোধশক্তির পরিচায়ক বলেই গণ্য হবে। এবং পরীক্ষার্থী পুরো ২ নম্বর পাবে।

গল্পে লেখকের আক্রমণ ওই প্রতিষ্ঠিত প্রথার উপরেই। সামাজিক রীতি বা দৃষ্টিভঙ্গির বিরুদ্ধে। যে সমাজ পাখিকে পাখির মতো ভদ্র নয়, অন্য কোনো কিছুর মতো, অন্য কারুর আদলে ভদ্র বানাতে চায় এবং তার ফলও হয় যথারীতি ভয়ঙ্কর – সেই সমাজ বা সামাজিক দৃষ্টিভঙ্গির বিরুদ্ধেই গল্পটির দুঃসাহসিক অভিযান।

গ. পাখি কেন আধমরা হয়ে আসলো – তার উত্তরে প্রাসঙ্গিক দুটি point দিলেই ২ নম্বর।

ঘ. আধুনিক শিক্ষা ব্যবস্থার একাধিক ক্রটির দিকেই লেখক দৃষ্টি আকর্ষণ করেছেন, এবং বলা বাহুল্য, সে সব ক্রটিই গোড়াকার একটি সাজঘাতিক ক্রটি বা গলদ থেকে উৎসারিত। এবং সেটি হচ্ছে 'শিক্ষা কী'—সে বিষয়ে এক মারাত্মক ভ্রান্ত ধারণা। পরীক্ষার্থী তার উত্তরে সেটি ধরতে পারলে অবশ্যই তাকে উন্নততর চিন্তাশক্তি সম্পন্ন বলে মানতে হবে এবং সেই উত্তরের জন্য পুরো ৩ নম্বরই দিতে হবে।

অন্যদিকে, বিচ্ছিন্ন ভাবে ক্রটির উল্লেখ করলে (যেমন, বর্তমান শিক্ষা ব্যবস্থায় শিক্ষার্থীকে জোর করে মুখস্থ করানো হয়, বা শিক্ষার্থীর কথা কেউ ভাবে না, বা এই ব্যবস্থায় লোক দেখানো ব্যাপার বেশি থাকে ইত্যাদি) সাধারণ উত্তর হিসেবেই গণ্য হবে এবং সেক্ষেত্রে ১½ নম্বরের বেশি পাবে না।

OR বঙ্কিমচন্দ্রের 'বিড়াল' নিবন্ধ থেকে উদ্ধৃতি ধরে প্রশ্ন।

ক. লেখক ও রচনার নাম ১ + ১ = ২ নম্বর

খ. কে বলেছে, কাকে বলেছে ১ + ১ = ২ নম্বর

গ. 'আমি' শব্দটি সমাজের কোন শ্রেণীর প্রতিনিধিত্ব করছে।

উত্তর কেবল গরীব বা দরিদ্র শ্রেণী হলে সাধারণ উত্তর হিসেবে ১ নম্বরই দেওয়া হবে।

কিন্তু পরীক্ষার্থী যদি বোঝাতে পারে এই গরীব শ্রেণীই সমাজের সংখ্যা গরিষ্ঠ বা তারাই সমাজ এবং তারাই খেতে পায় না বা তাদের খেতে পাওয়া নির্ভর করে মুষ্টিমেয় বড়লোকদের মর্জি বা দয়ার উপর — তা হলে পুরো ২ নম্বরই দিতে হবে অ-সাধারণ উত্তর হিসেবে।

ঘ. শ্রেণী বিভক্ত সমাজের স্বরূপ অথবা ধনতান্ত্রিক / সামন্ততান্ত্রিক সমাজ ব্যবস্থার স্বরূপ বা মূল বৈশিষ্ট্য ব্যক্ত হলে তা উন্নততর উত্তর বিবেচিত হবে এবং পুরো ৩ নম্বরই দিতে হবে। অর্থাৎ এখানে পূর্ববর্তী 'গ' প্রশ্নের আদর্শ উত্তরই প্রকারান্তরে ব্যক্ত হবে।

অন্যদিকে পংক্তিটির কাহিনী ভিত্তিক বিবরণ মাত্র উল্লেখিত হলে, তা হবে সাধারণ উত্তর এবং সেই উত্তর ১½ নম্বরের বেশি পাবে না।

8. 'শুভ উৎসব' থেকে উদ্ধৃতি ধরে দু'টি প্রশ্ন

প্রশ্নের 'ক' অংশের জন্য ২ নম্বর। লেখকের নাম ১ নম্বর এবং রচনার নাম ১ নম্বর।

প্রশ্নের 'খ' অংশের জন্য চার নম্বর। প্রশ্নটি কিছুমাত্র বুঝতে পারলেই অন্তত ১½ নম্বর। পরিষ্কার বুঝতে বোঝাতে পারলে অর্থাৎ 'উৎসবের প্রাণ' কী তা ঠিক ঠিক উপস্থাপিত করতে পারলে সর্বাধিক ৩½ পর্যন্ত দেওয়া যেতে পারে।

6
(2 + 4)

OR 'বিড়াল' নিবন্ধ থেকে উদ্ধৃতি ধরে প্রশ্ন

ক. লেখকের নাম ১ নম্বর এবং রচনার নাম ১ নম্বর।

খ. বক্তা কোন পরিস্থিতিতে এই কথা বলেছেন এবং কেন। চার নম্বর। ন্যূনতম ১½ এবং সর্বাধিক ৩½ নম্বর দেওয়া যাবে।

পদ্যাংশ

9. প্রসঙ্গ সহ ব্যাখ্যা। যে কোনো একটি। 'শত শত সাম্রাজ্যের ... কাজ করে'

অথবা

'নীরবিন্দু দুর্বাদলে...সদ্যঃপাতি'

- সূত্র (কবি ও কবিতার নাম উল্লেখ) -এর জন্য ১ নম্বর।
- প্রসঙ্গ (Context) -এর জন্য ১ নম্বর।
- ব্যাখ্যার জন্য ৩ নম্বর।
- খুব ভালো উত্তরের জন্য পুরো ৫ নম্বর দেওয়া যাবে।

5
(1 + 1 + 3)

10. কবিতার পংক্তি উদ্ধৃত করে প্রশ্ন (ওরা কাজ করে)

অথবা

আঠারো বছর বয়স কবিতা থেকে প্রশ্ন

6

5 for HOT

'অথবা' যুক্ত প্রশ্নের প্রথমটির 'খ' এবং 'গ' এবং দ্বিতীয়টির পুরোটাই Higher Order thinking ability (HOT) বর্ণের অন্তর্ভুক্ত হবে।

'ওরা কাজ করে'

ক. কোন কবিতার অংশ — ১ নম্বর

খ. 'রক্ত মাথা ... রক্ত আঁখি' বলতে শুধু রাজারাজড়া বা মুঘল পাঠান ইংরেজদের বোঝানো হয়েছে বললে ১ নম্বর। কিন্তু পরীক্ষার্থী যদি বোঝাতে পারে যে এরা আসলে একটা শ্রেণী — যারা শুধু রাজ করতাই আসে, কাজ

(1 + 2 + 3)

করতে নয় – যাদের সঙ্গে উৎপাদন তথা সভ্যতার কোনো অবশ্যজ্ঞাবী যোগ
নেই – তবে তা উচ্চতর স্তরের উত্তর হিসেবে গ্রাহ্য হবে এবং তার জন্য
পুরো ২ নম্বরই দিতে হবে।

- গ. কবি কী বলতে চেয়েছেন – এর উত্তরে কবিতার সারাংশের সঙ্গে উদ্ধৃত
পংক্তি দুটিকে মিলিয়ে দেখাতে পারলে উন্নততর উত্তর হিসেবে গণ্য হবে এবং
পুরো ৩ নম্বরই পাবে।

OR

‘আঠারো বছর বয়স’ কবিতা থেকে প্রশ্ন।

উত্তরে ‘আঠারো বছর বয়স’ কবিতার নাম উল্লেখ থাকলেই ১ নম্বর দিতে
হবে।

উত্তরে কেবল আঠারো বছর বয়সের বৈশিষ্ট্য গুলির তালিকা থাকলে ৩
নম্বরের বেশি দেওয়া হবে না।

কিন্তু পরীক্ষার্থী যদি বুঝতে পারে পুরনো, ঘূণ ধরা সমাজ ব্যবস্থাকে ভেঙে
নতুন, আদর্শ একটি সমাজের স্বপ্ন দেখার সাহস এবং সেই স্বপ্নকে বাস্তবায়িত
করার সামর্থ্য আছে বলেই এই বয়স কবির কাছে কাম্য – তা হলে কাঙ্ক্ষিত
উত্তর দাতা হিসেবে তাকে পুরো ৬ নম্বর দিতে হবে।

11.

‘আত্মবিলাপ’ কবিতা থেকে প্রশ্ন

4

OR

‘আঠারো বছর বয়স’ কবিতার মর্মার্থ

- ন্যূনতম (উত্তর সংশ্লিষ্ট কবিতার মধ্যে থাকলেই) ২ নম্বর দেওয়া যাবে।
- সর্বাধিক ৩^১/_২ পর্যন্ত দেওয়া যেতে পারে।
- অর্থবোধ, উপস্থাপনা, ভাষার বিশুদ্ধতা বা পরিচ্ছন্নতার উপর ভিত্তি করে
নম্বর বিবেচনা করতে হবে।
- পরীক্ষক মনে করলে পুরো চার নম্বরও দিতে পারেন।

12.

‘শ্রীকান্ত’ (১ম পর্ব) থেকে উদ্ধৃতি ধরে প্রশ্ন। দু’টি ‘অথবা-যুক্ত’ প্রশ্নের যে-কোন
একটি। দু’টি প্রশ্নেরই (ক) (খ) (গ)-এই তিনটি অংশ।

- ‘ক’ অংশ গুলির উত্তর ঠিক হলে, বানান ভুল হলেও পুরো ২ নম্বর পাবে।
- ‘ভস্মাচ্ছাদিত বহি’র শুধু আক্ষরিক অর্থ লিখলে (ছাই চাপা আগুন) ১^১/_২-এর
বেশি দেওয়া যাবে না। এর উদ্দিষ্ট অর্থ উল্লেখ করলে পুরো তিন নম্বর দেওয়া
হবে।
- বাকি প্রশ্নাংশ গুলির জন্য অর্থবোধ উপস্থাপনা এবং ভাষার বিশুদ্ধতা/
পারিপাট্য/পরিচ্ছন্নতার উপর নির্ভর করে ন্যূনতম ৩-এর মধ্যে ২ এবং ৫-
এর মধ্যে ৩ এবং এবং সর্বাধিক ৩-এর মধ্যে পুরো ৩ এবং ৫-এর মধ্যে
চার পর্যন্ত দেওয়া যেতে পারে।

10
(2 + 3 + 5)

প্রশ্নটি HOT হিসেবে চিহ্নিত হবে

13. টীকা : তিনটির মধ্যে যে-কোন একটি।

- প্রথমেই চরিত্রটির উৎস নির্দেশ অর্থাৎ কার লেখা, কোন রচনার অন্তর্গত, তার উল্লেখ থাকা বাঞ্ছনীয়। না থাকলে $\frac{1}{2}$ নম্বর কাটতে হবে।
- চরিত্রটি বর্ণনার জন্য থাকবে ৩ নম্বর।
- চরিত্রটির উৎস নির্দেশ এবং সংশ্লিষ্ট উপন্যাসে চরিত্রটির প্রয়োজনীয়তা বা গুরুত্ব সম্পর্কে কিছুমাত্র বলা হলে – চরিত্রটির বর্ণনা অতি উত্তম না হলেও পুরো ৫ নম্বরই দিতে হবে। অর্থাৎ উন্নততর চিন্তার পরিচায়ক হবে।
- সূত্র নির্দেশ বা গুরুত্ব অনুল্লিখিত থেকেও কেবল চরিত্র বর্ণনার মান খুব উন্নত হলে চার নম্বর দেওয়া যাবে।

5

5 for HOT