
MARKING SCHEME

2008

CLASS XII
HUMANITIES SUBJECTS



CENTRAL BOARD OF SECONDARY EDUCATION
DELHI

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HUMANITIES SUBJECTS



CENTRAL BOARD OF SECONDARY EDUCATION
DELHI

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Manuscript as such highlights the main value points and does not represent a complete ideal answer.
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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 2006 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 and Urdu Elective administered in Delhi and Outside Delhi during the 2007 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

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

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Senior School Certificate Examination (XII)

Marking Scheme

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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, Band 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 word 'depressed' in common usage means sad, frustrated, fed up, bored up and pessimistic. The mood of a depressed person is much lower at his or her best moments than the mood of the normal person at his or her worst. Depression is a state of mind. It is specifically a mental disorder characterised by a lowering of the individual's vitality, his mood, desires, hopes, aspirations and of his self-esteem.
 2. Depression arising out of environmental factors is called reactive depression whereas depression arising out of some biochemical changes in the brain is called endogenous depression. If depression is mild or moderate and if the individual is in touch with his surroundings, it is known as neurotic depression. If the individual is severely disturbed and is not able to comprehend what is happening around, such a state is called psychotic depression.
 3. Old age is one of the stages of human development, where a person attains wisdom, maturity, social and economic stability with social recognition and emotional fulfilment. Generally, societies show a great respect and consideration for the aged. In ancient times old people were considered as the guiding stars in Indian families, since they were symbols of tradition, respect, wisdom and experience. In primitive, ancient and medieval cultures, old persons had a recognized social role. They were of great value because they could impart knowledge and skill to youngsters. The old people were considered as repositories of wisdom and traditions and were not perceived as problems.

4. At present, social structures and values are undergoing transformation from traditional to modern. There is a rapid stride in urbanization and industrialization leading to the breaking up of joint families and property. This has ultimately weakened the traditional families, social position and status of the aged in the family. From time to time changes in the institutions of marriage and family have diminished the control of parents over their children. It has increased the freedom of children and they view the aged as a useless and non-productive entity. Modernization has eventually led to the degradation of their status and authority. Consequently the integrity of the family and the existence of the elderly as an integral part of the family are being uprooted. The importance of their functional positions thus declines and consequently their authority and much of the respect and prestige that they enjoyed earlier get faded. These changes generally bring about depression in older people.

5. As old age advances events at home may also contribute more to their problems. The 'empty nest' feeling arising as a result of the grown up children leaving the home, daughters departing as a result of wedlock and sons leaving station in pursuit of higher education or jobs may make the aged more lonely. The loneliness also arises because of premature loss of spouse. This would deprive the person of a long standing emotional bond that had provided plenty of emotional succour and security. The loss wherever it might occur in the later years leaves the individual terribly lonely and at the mercy of the sons and daughters-in-law. Added to these the increasing gap and interactional stress and strain in the family may leave the elderly without peace of mind. The elderly as a result of these developments feel marginalised, alienated and left out of the main stream. The foregoing are the common problems faced by most of the elderly. These either directly or indirectly lead to a state of depression and make ageing for many an unwanted and unpleasant event to be abhorred.

6. Usually, the mild depression which is caused due to environmental factors is temporary. The person reconciles within a short time and tries to forget the loss. Kind words, and timely support of friends, relatives and family members help one recover from depression.
 - (a) (i) What does 'depressed' mean in common usage? 2
 - (ii) What is reactive depression? 1
 - (iii) What was the status of the old people in ancient India? 2
 - (iv) What are the causes for disintegration of joint family system? 2
 - (v) How does one recover from mild depression? 2

(b) Pick out the words from the passage that mean the same as the following:

3x1=3

- (i) decreased (para 4)
- (ii) to feel that they do not belong to a group (para 5)
- (iii) a husband or wife (para 5)

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

A vast blanket of pollution stretching across South Asia is cutting down sunlight by 10 per cent over India, damaging agriculture, modifying rainfall patterns and putting hundreds of thousands of people at risk, according to a new study.

The startling findings of scientists working with the United Nations Environment Programme indicate that the spectacular economic growth seen in this part of the world in the past decade may soon falter as a result of this pollution.

Research carried out in India indicates that the haze caused by pollution might be reducing winter rice harvests by as much as 10 per cent, the report said.

“Acids in the haze may, by falling as acid rain, have the potential to damage crops and trees. Ash falling on leaves can aggravate the impacts of reduced sunlight on earth’s surface. The pollution that is forming the haze could be leading to several hundreds of thousands of premature deaths as a result of higher levels of respiratory diseases,” it said. Results from seven cities in India alone, including Delhi, Mumbai, Ahmedabad and Kolkata, estimate that air pollution was annually responsible for 24,000 premature deaths in the early 1990s. By the mid 1990s they resulted in an estimated 37,000 premature fatalities.

“The haze has cut down sunlight over India by 10 per cent (so far) - a huge amount! As a repercussion, the North West of India is drying up,” Prof. V. Ramanathan said when asked specifically about the impact of the haze over India. Stating that sunlight was going down every year, he said. “We are still in an early stage of understanding of the impact of the haze.

Asked whether the current drought in most parts of India after over a decade of good monsoon was owing to the haze, he said, “it was too early to reach a conclusion. If the drought persists for about four to five years, then we should start suspecting that it may be because of the haze.”

India, China and Indonesia are the worst affected owing to their population density, economic growth and depleting forest cover. The preliminary results indicate that

the build up of haze, a mass of ash, acids, aerosols and other particles is disrupting weather systems, including rainfall and wind patterns and triggering droughts in western parts of the Asian Continent. The concern is that the regional and global impacts of the haze are set to intensify over the next 30 years as the population of the Asian region rises to an estimated five billion people.

- (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 80 words using the notes made and also suggest a suitable title. 3

SECTION B : ADVANCED WRITING SKILLS

35 Marks

3. You lost your wrist watch in your school auditorium. Write a notice in not more than 50 words for your school notice board giving a detailed description of the watch. You are Anirudh/Arundhati of class XII of Springfields School, Pune. 5

OR

You are Dr. Madhu, M.D. You are looking for an independent house in Ghaziabad on a reasonable rent for your residence-cum-clinic. Draft a suitable advertisement in not more than 50 words to be published in Hindustan Times, New Delhi. Your telephone no is 12341234.

4. You are Amrit/Anuradha of B.M.B. Public School, Dalmianagar. Recently your school celebrated Environment Week. Giving details of the celebrations write a report in 100-125 words for your school magazine. 10

OR

You are Akash/Ambika. You attended a seminar arranged for class XII students by AMC School, Chennai on the topic, 'How to face the examination with confidence.' Write a report in 100-125 words for your school magazine. Invent the necessary details.

5. As Sports Incharge of A.C.C. Public School, Secunderabad, write a letter to the Secretary of the Sports Authority of India, Delhi, requesting him to send the details of scholarships admissible to different categories of students of the school, who have achieved excellence in various sports. 10

OR

You are the Librarian of T.H.S.S. School, Kolar. Write a letter to Messrs Vikas Publishers, Chennai placing an order for some books for your school library. Mention

the details of the books (at least four) and ask for the discount available on the purchase.

6. National Cadet Corps is an organization which not only inculcates discipline in the youth but also prepares them for the defence of the country. It also provides an opportunity to the students to participate in various other activities such as adventure, culture etc. Write an article in 150-200 words on the need to make N.C.C. compulsory in all schools in the country.

10

OR

Joint family system is gradually disintegrating in the country. Many elderly people get neglected because of the nuclear set up of families. It increases the need of homes for the aged. Write an article in 150-200 words on the topic entitled "Should there be Homes for the Aged in India."

SECTION C : LITERATURE

45 Marks

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

.....but soon
put that thought away, and
looked out at young
trees sprinting, the merry children spilling
out of their homes.

- (i) Who looked out at young trees? 1
(ii) Which thought did she put away? 2
(iii) What do young sprinting trees signify? 1

OR

Perhaps the Earth can teach us
as when everything seems dead
and later proves to be alive.
Now I'll count up to twelve
and you keep quiet and I will go.

- (i) What does the earth teach us? 2
(ii) Why does the poet count up to twelve? 1
(iii) What will keeping quiet help us achieve? 1

- (b) Answer any **three** of the following questions in 30-40 words each: 3 x2=6
- (i) What was the plea of the folk who had put up the roadside stand?
 - (ii) What does the poet wish for the children of the slums?
 - (iii) How does the poet describe Aunt Jennifer's tigers?
 - (iv) What makes human beings love life in spite of troubles and sufferings?
(A Thing of Beauty)
- 8.** Answer the following questions in 30-40 words each : 5x2 = 10
- (a) Garbage to them is gold. Why does the author say so about the ragpickers?
 - (b) How was the scene in the school in the morning of the last lesson different from that on other days?
 - (c) How do we know that ordinary people too contributed to the freedom movement?
 - (d) Why did everybody in the studio think of giving the author some work to do ?
 - (e) State the reason for the huge success of the novel, 'The Name of the Rose.'
- 9.** Answer the following question in 125-150 words: 10
- What was Douglas's fear? How did he overcome that fear?
- OR**
- Compare and contrast the character of the iron master with that of his daughter.
- 10.** Answer the following question in 125-150 words: 7
- How did Mr. Lamb's meeting with Derry become a turning point in Derry's life?
- OR**
- The world's geological history is trapped in the Antarctica. How is the study of this region useful to us ?
- 11.** Answer the following questions in 30-40 words each: 4x2 = 8
- (a) Do you think that the third level was a medium of escape for Charlie? Why?
 - (b) How did the tiger king celebrate his victory over the killing of the 100th tiger?
 - (c) How did the gardener react when Dr. Sadao told him about the wounded American soldier?
 - (d) How does Jo want the story to end and why?

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 word 'depressed' in common usage means sad, frustrated, fed up, bored and pessimistic. The mood of a depressed person is much lower at his or her best moments than the mood of the normal person at his or her worst. Depression is a state of mind. It is specifically a mental disorder characterised by a lowering of the individual's vitality, his mood, desires, hopes, aspirations and of his self-esteem.
 - 2 Depression arising out of environmental factors is called reactive depression whereas depression arising out of some biochemical changes in the brain is called endogenous depression. If depression is mild or moderate and if the individual is in touch with his surroundings, it is known as neurotic depression. If the individual is severely disturbed and is not able to comprehend what is happening around, such a state is called psychotic depression.
 - 3 Old age is one of the stages of human development, where a person attains wisdom, maturity, social and economic stability with social recognition and emotional fulfilment. Generally, societies show a great respect and consideration for the aged. In ancient times old people were considered as the guiding stars in Indian families, since they were symbols of tradition, respect, wisdom and experience. In primitive, ancient and medieval cultures, old persons had a recognized social role. They were of great value because they could impart knowledge and skill to youngsters. The old people were considered as repositories of wisdom and traditions and were not perceived as problems.
 - 4 At present, social structures and values are undergoing transformation' from traditional to modern. There is a rapid stride in urbanization and industrialization leading to the breaking up of joint families and property. This has ultimately weakened the traditional families, social position and status of the aged in the family. From time to time changes in the institutions of marriage and family have diminished the control of parents over their children. It has increased the freedom of children and they view the aged as a useless, and non-productive entity. Modernization has eventually led to the degradation of their status and authority. Consequently the integrity of the family and the existence of the elderly as an integral part of the family are being uprooted. The importance of

their functional positions thus declines and consequently their authority and much of the respect and prestige that they enjoyed earlier get faded. These changes generally bring about depression in older people.

- 5 As old age advances, events at home may also contribute more to their problems. The 'empty nest' feeling arising as a result of the grown-up children leaving the home, daughters departing as a result of wedlock and sons leaving station in pursuit of higher education or jobs may make the aged more lonely. The loneliness also arises because of premature loss of spouse. This would deprive the person of a long standing emotional bond that had provided plenty of emotional succour and security. The loss wherever it might occur in the later years leaves the individual terribly lonely and at the mercy of the sons and daughters-in-law. Added to these the increasing gap and interactional stress and strain in the family may leave the elderly without peace of mind. The elderly as a result of these developments feel marginalised, alienated and left out of the mainstream. The foregoing are the common problems faced by most of the elderly. These either directly or indirectly lead to a state of depression and make ageing for many an unwanted and unpleasant event to be abhorred.
- 6 Usually, the mild depression which is caused due to environmental factors is temporary. The person reconciles within a short time and, tries to forget the loss. Kind words, and timely support of friends, relatives and family members help one recover from depression.
- (a) (i) What does 'depressed' mean in common usage? 2
(ii) What is reactive depression? 1
(iii) What was the status of the old people in ancient India? 2
(iv) What are the causes of disintegration of joint family system? 2
(v) How does one recover from mild depression? 2
- (b) Pick out words from the passage that mean the same as the following: 3x1=3
(i) decreased (para 4)
(ii) to feel that they do not belong to a group (para 5)
(iii) a husband or wife (para 5)

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

A vast blanket of pollution stretching across South Asia is cutting down sunlight by

10 per cent over India, damaging agriculture, modifying rainfall patterns and putting hundreds of thousands of people at risk, according to a new study.

The startling findings of scientists working with the United Nations Environment Programme indicate that the spectacular economic growth seen in this part of the world in the past decade may soon falter as a result of this pollution.

Research carried out in India indicates that the haze caused by pollution might be reducing winter rice harvests by as much as 10 per cent, the report said.

“Acids in the haze may, by falling as acid rain, have the potential to damage crops and trees. Ash falling on leaves can aggravate the impacts of reduced sunlight on the earth’s surface. The pollution that is forming the haze could be leading to several hundreds of thousands of premature deaths as a result of higher levels of respiratory diseases,” it said. Results from seven cities in India alone, including Delhi, Mumbai, Ahmedabad and Kolkata estimate that air pollution was annually responsible for 24,000 premature deaths in the early 1990s. By the mid 1990s they resulted in an estimated 37,000 premature fatalities.”

“The haze has cut down sunlight over India by 10 per cent (so far) - a huge amount! As a repercussion, the North West of India is drying up,” Prof. V. Ramanathan said when asked specifically about the impact of the haze over India. Stating that sunlight was going down every year, he said, “we are still in an early stage of understanding of the impact of the haze.”

Asked whether the current drought in most parts of India after over a decade of good monsoon was owing to the haze, he said, “it is too early to reach a conclusion. If the drought persists for about four to five years, then we should start suspecting that it may be because of the haze.”

India, China and Indonesia are the worst-affected owing to their population density, economic growth and depleting forest cover. The preliminary results indicate that the build-up of haze, a mass of ash, acids, aerosols and other particles is disrupting weather systems, including rainfall and wind patterns and triggering droughts in western parts of the Asian continent. The concern is that the regional and global impacts of the haze are set to intensify over the next 30 years as the population of the Asian region rises to an estimated five billion people.

- (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.

- (b) Write a summary of the passage in 80 words using the notes made and also suggest a suitable title.

3

SECTION B : ADVANCED WRITING SKILLS

35 Marks

3. You are Saran / Swati, Cultural Secretary of Queen's Senior Secondary School, Patna. Write a notice in not more than 50 words for your school notice board, giving details of the cultural programme to be organised by your school. Invite the names of the participants.

5

OR

You want to sell your car as you are going abroad. Draft a suitable advertisement in not more than 50 words to be published in the classified columns of 'The Hindu'. Give necessary details of the car. You are Suman/ Sushil, 21 Ram Nagar, Delhi.

4. Your school celebrated the Diamond Jubilee year of India's independence. Write a report in 100 - 125 words for your school magazine, giving details of the celebrations. You are Amit / Anita of Maharani Laxmibai Senior Secondary School, Gwalior.

10

OR

You are a staff reporter of 'The Hindu', New Delhi. You have witnessed a road accident involving a lorry and a Maruti car at Mathura Road. Write a report in 100 -125 words. You are Ashok / Aruna.

5. You are Krishan / Kiran studying at Hindustan School, Chennai. The road leading to your school is full of potholes causing a lot of congestion. Students and parents are often caught in traffic jams. In spite of several representations the Chennai Corporation has not done anything to improve the condition. Write a letter to the Editor of 'The Hindu', Chennai, drawing the attention of the Corporation authorities to the problem. Also offer your suggestions for improvement.

10

OR

You are Gaurav / Garima, 13, Vaishali, Delhi. Read the advertisement given below and write a letter to the advertiser, applying for the job. Also give your detailed resume which you would send along with your letter of application.

WISDOM PUBLISHERS LTD.,

10, Sector 24, Faridabad

Wanted Sales Manager

Qualification: M.Com. / M.B.A.

Experience: 5 years for M. Com.; 1 or 2 years for M.B.A.

Competency : Knowledge of computers, finances and related commercial activities.
Salary commensurate with qualification and experience.
Apply to the General Manager.

6. You are Gopal/ Gopika, a social worker. You have observed that young boys and girls go on increasing their academic qualification without proper direction. Most of them do not get any employment creating the problem of the educated unemployed. Some of them drift into unsocial activities. Write an article in 150 - 200 words on how this problem of the 'educated unemployed' can be solved. 10

OR

Cyclones often hit the coastal areas causing a lot of devastation in terms of life and property. Helping the sufferers requires a lot of assistance from private and public sources. A scientific mechanism is necessary to cope with the situation in time of emergency. Write an article in 150 - 200 words on how the victims of cyclones can be helped. You are Kamal/Kamala.

SECTION C : TEXT BOOKS

45 Marks

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

Fishermen in the cold sea
would not harm whales
and the man gathering salt
would look at his hurt hands.

- (i) What does the poet expect of the fishermen and why? 2
(ii) What will the man gathering salt do ? 1
(iii) What do the hurt hands imply? 1

OR

A thing of beauty is a joy forever
Its loveliness increases, it will never
Pass into nothingness; but will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health, and quiet breathing.

- (i) How does a thing of beauty remain a joy forever? 2
(ii) Mention any two sources of joy which a thing of beauty provides to us. 2

- (b) Answer any three of the following questions in 30 - 40 words each: 3x2=6
- (i) What was the plea of the folk who had put up the roadside stand?
 - (ii) Describe the tigers created by Aunt Jennifer.
 - (iii) Why does the poet, Stephen Spender call the map a bad example?
 - (iv) What do the parting words of the poet, Kamala Das to her mother signify?

8. Answer the following questions in 30 - 40 words each: 5x2=10
- (a) What is Saheb looking for in the garbage dumps? Where has he come from and why?
 - (b) How did the drowning experience affect Douglas?
 - (c) Why did the peddler accept Edla's invitation? How did he feel?
 - (d) How was Gandhiji able to influence the lawyers?
 - (e) Why was Sophie jealous of Geoff's silence?

9. Answer the following question in 125 - 150 words: 10
- Describe the effect, on life at school, produced by the passing of Alsace and Lorraine into Prussian hands.

OR

Why did Umberto Eco start writing novels and when? What does Eco say about the huge success of his novel, 'The Name of the Rose' in spite of it being a difficult and very serious novel?

10. Answer the following question in 125 - 150 words: 7
- The astrologer's prediction about the death of the Tiger King came to be true. Do you agree with this statement? Explain why or why not.

OR

What oppression and discrimination did Zitkala-Sa and Bama experience during their childhood? How did they respond to their respective situations?

11. Answer the following questions in 30 - 40 words each:

4x2=8

- (a) Who do you think has outwitted the other – Evans or the ‘Governor? How?
- (b) How does Mr. Lamb try to remove the baseless fears of Derry?
- (c) How can a visit to the Antarctica be an enlightening experience?
- (d) How did the Skunk’s mother get his old smell back?

Marking Scheme — English Core

General Instructions :

1. 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 group or individually on the first day of their starting evaluation.
2. 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 variation in the marking of individual evaluators.
3. 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 - Marking Scheme is the only guideline.
4. The Marking Scheme carries only suggested value points for the answers. These are only guidelines and do 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 out in 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. 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 is 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) questions have been designed to test a student's understanding and his ability to interpret, evaluate and respond to the given passage. In other words, only the ability to comprehend the given passage on the part of the students must be tested so that the examinees are not unnecessarily penalized for language errors.

11. However, where questions have been designed to test the writing skills of students, expression (grammatical accuracy, appropriate use of words, style, spelling, organization and presentation of relevant matter in a coherent and logical way) is important.
12. Wherever the word limit is given, no deduction of marks is to be made if the word limit exceeds only upto 25%. However, beyond this permitted limit, marks are to be deducted as follows:

Penalty for exceeding the word limit

For a 50 word answer:

Above 60 - deduct ½ mark

For a 125 word answer:

150 to 175 words - deduct ½ mark

Above 175 words - deduct 1 mark

For a 150 word answer:

175 to 200 words - deduct ½ mark

Above 200 words - deduct 1 mark

For a 200 word answer:

225 to 250 words - deduct ½ mark

Above 250 words - deduct 1 mark

However, no marks should be deducted in respect of short answer type questions (under Q7, 8 & 11).

13. 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 full marks.
14. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) are to be deducted for this as long as it is relevant and indicative of the desired understanding on the part of the student (especially in questions under Q 1 and Q7).
15. A full scale of marks - 0 to 100 - has to be used. In case of an answer book deserving 95 and above marks, award marks 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

- (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) unhappy / sad / frustrated / fed up / mental disorder / bored up and pessimistic 2 marks
- (ii) depression arising out of environmental factors 1 mark
- (iii) – considered as guiding stars 2 marks
– had a recognised social role
– were of great value as they could impart knowledge
(any two)
- (iv) – transformation of social structures and values from traditional to modern 2 marks
– rapid stride in urbanisation and industrialization
- (v) – with kind words 2 marks
– timely support of friends, relatives and family members
- (b) (i) diminished / degradation / declined / weakened 1 mark
- (ii) alienated / marginalised / left out 1 mark
- (iii) spouse 1 mark

2 Note

- **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) part**
- **Min. 3 main headings and 3 sub-headings to form content**

The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences not to be accepted as notes.

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: Pollution / Effects of Pollution / Global Impact of Pollution
/Any other suitable title)

- 1 Effects of polln. (in S. E. Asia)
 - 1.1 cuts sunlight - 10% in India
 - 1.2 damages agri.
 - 1.3 modifies rainfall patterns
 - 1.4 people at risk / hindering eco. growth
- 2 Findings of UNEP
 - 2.1 blanket of polln. across S. E. Asia
 - 2.2 growth may falter
 - 2.3 might reduce winter rice harvest
- 3 Research about India
 - 3.1 acid rains damage crops & trees
 - 3.2 ash on leaves reduces sunlight
 - 3.3 respiratory diseases
 - 3.4 2400 premature deaths
 - 3.5 N. W. India drying up due to drought

- 4 Far reaching global impact
- 4.1 esp. in India, China, Indonesia due to
- popu. density
 - economic growth
 - depleting forest cover
- 4.2 effect
- haze disrupts weather system
 - triggers drought in West Asia

(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 or the answer.

3 **NOTICE**

Format 1 mark

Content 2 marks

Expression 2 marks

Suggested value points

(LOST / LOST WRISTWATCH / LOST AND FOUND)

- day & date / time / location
- description of wristwatch - make, looks, design, shape etc
- whom to contact / where
- incentive for finder

OR

ADVERTISEMENT

Content 3 marks

Expression 2 marks

Suggested value points

(ACCOMODATION WANTED)

- location
- facilities required for house-cum-clinic
 - 24 hours water
 - electricity backup
 - fully furnished
 - big rooms
- approximate rent
- contact address / phone

4 **REPORT WRITING**

Format

1 mark

1. title, reporter's name

Content

4 marks

Expression

5 marks

Grammatical accuracy, appropriate words and spellings

[2 ½]

Coherence and relevance of ideas and style

[2 ½]

Suggested value points:

(ENVIRONMENT WEEK)

- when
- where
- activities/programmes conducted during the week
- any other special feature(s)

OR

Suggested value points

(SEMINAR ON HOW TO FACE THE EXAMINATION WITH CONFIDENCE)

- when
- where

- details of seminar
e.g. panel of experts / student interaction / response
- any other special feature(s)

5 LEITER WRITING

[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]

(DETAILS OF SCHOLARSHIP)

Suggested Value Points

- mention the categories
- what excellence has been achieved
- how to apply for scholarship

OR

(ORDER FOR BOOKS)

Suggested Value Points

- list of books / author / no. of copies
- request for bulk discount
- mode of payment
- deadline for delivery of books

6 ARTICLE WRITING

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

Content 4 marks

Expression

Grammatical accuracy, appropriate words and spelling [2 ½]

Coherence and relevance of ideas and style [2 ½]

Suggested Value Points

(NCC / A Must for All Schools / NCC and Schools / any other suitable title)

- activities of NCC
- how it inculcates discipline in youth
- what do children learn as a cadet
- motivates youth to be adventurous
- grooms youth
- close to culture
- prepares for defence forces
- reasons to make NCC compulsory
- any other relevant point

OR

Suggested Value Points

(SHOULD THERE BE HOMES FOR THE AGED IN INDIA?)

Reasons

- joint family disintegrating - setting up of nuclear families
- elderly alienated - children getting married / going abroad

Solutions

- Yes**
- safety for elders
 - combats loneliness
 - medical attention
 - like-minded people stay together
 - enjoy pastime
 - have freedom – no burden on children
- (any four)

- No**
- basically a western concept
 - against Indian culture
 - the aged need physical & mental support from family members
 - families can utilise their maturity / wisdom
 - provide support system for the family
- (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 (a) [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]

Value points:

- (i) – the poet / Kamala Das / narrator 1 mark
- (ii) – thought of separation / death / unpleasant thoughts of old age 2 marks
- (iii) – continuity of life / life / youthfulness / energy / passage of time 1 mark

OR

- (i) – everything not dead on this earth / there is life under apparent stillness 2 marks
– teaches us to be alive / regeneration / power to recover from loss
- (ii) – there are twelve markings on the clock to measure time / there are 12 months / taking time to calm down 1 mark
- (iii) – understanding of ourselves / peace and tranquillity / ceasing of all cruel activities / introspection 1 mark

- 7 (b) **Short answer type questions (Poetry)**

Distribution of marks:

Content: 1 mark

Expression 1 mark

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

Value points:

- (i) – desired the city dwellers to buy goods 2 marks
– wanted flow of cash for better standard of living
- (ii) – for the governors, inspectors, visitors / authorities to bring about a change 2 marks
– to widen their horizons

– to take the children closer to nature / liberate them from their miserable condition

– provide good education

(any two)

(iii) – topaz / golden coloured 2 marks

– prancing, bright-eyed denizens

– free and fearless

– sleek and chivalric

(any two)

(iv) – nature is the best healer 2 marks

– brings beauty and joy to our life

– the memory of the beautiful experiences help us to bear our sorrows/
provide a bower / a peaceful retreat

(any two)

8 Short answer type questions (Prose)

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) – expect to get some coins, notes or valuables 2 marks

– sometimes they find a rupee or even a ten-rupee note

– for children garbage is wrapped in wonder

– for adults - a means of livelihood

(any two)

(b) other days 2 marks

– noisy and boisterous

– day of the last lesson

- unusually silent / M. Hamel dressed in his best suit / classmates already in their places / village people sitting quietly in the class
- (c) – thousands of people demonstrated around the court room where Gandhi was summoned which made the Britishers feel challenged and baffled. 2 marks
- Prof J B Kriplani received Gandhiji at the station with a large body of students.
 - sharecroppers from Champaran came barefooted to see Gandhiji.
 - Muzzafarpur lawyers too called upon him.
 - Raj Kumar Shukla, a peasant initiated Gandhiji’s fight in Champaran.
- (any two)
- (d) – Ashokmitran’s job was to cut newspaper clippings and preserve them in a file. 2 marks
- everybody thought he was practically doing nothing.
- (e) – different kinds of novels (personal, narrative, unconventional style) 2 marks
- probes into metaphysics, theology and medieval history
 - detective and serious yarn
 - written at the right time
- (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 view point.]

9 Distribution of marks:

Content 5 marks

Expression 5 marks

Grammatical accuracy, appropriate words and spelling [2 ½]

Coherence and relevance of ideas and style [2 ½]

Value points:

fear

- aversion to water since childhood (California beach and YMCA pool incidents)

overcoming fear

- decided to get an instructor to learn swimming and conquer his fear
- instructor made him practise five days a week
- taught him how to exhale under water and inhale above water
- made a swimmer out of Douglas piece by piece
- dived off a dock at Triggs Island
- swam two miles across Lake Wentworth in New Hampshire
- practised different kinds of strokes in swimming

OR

ironmaster

- commits judgemental error - mistakes the stranger as his old regimental friend, requests him to come home
- shows friendliness by sending his daughter when the stranger declines invitation
- attitude changes when the truth revealed that the stranger not his friend
- calls him dishonest and threatens to hand him over to the sheriff

daughter

- more sedate, understanding and affectionate
- intervenes to stop her father from ill treating the stranger
- treats him like a captain and gifts him a suit
- provides him with peaceful atmosphere
- is able to bring about a change in the peddler's attitude

(any five points)

10 Distribution of marks:

Content: 4 marks

Expression 3 marks

Grammatical accuracy, appropriate words and spelling [1½]

Coherence and relevance of ideas and style [1½]

Value Points:

- both Lamb and Derry handicapped

- Derry in the beginning withdrawn and defiant
- couldn't stand people staring at him
- Lamb open-minded and generous
- kept garden gate open and welcomed all
- had a positive attitude, taught Derry not to indulge in self pity / love life
- taught him the ways of dealing with people
- Derry confessed to his mother that Lamb talked of things that nobody had ever talked of - things that gave him an optimistic outlook
- even defied his mother
- Derry's return to Lamb's garden shows his appreciation for Lamb / restored confidence

(any four points)

OR

- Antarctica - only place in the world remaining pristine (never sustained human population)
- holds in its ice-cores half million year-old carbon records
- only place to study Earth's past, present and future can enable us to
 - study problems of global warming (glacier retreating, ice-shelves collapsing)
 - concept of evolution and extinction
 - significance of Cordilleran folds and granite shields; ozone and carbon

11 Short answer type questions

Questions are to be answered in 30-40 words

Distribution of marks:

Content : 1 mark

Expression : 1 mark

Value points :

(a) If Yes 2 marks

- it was a waking dream
- a wish fulfilment
- provided escape from modern day fear, insecurity, worry

If No

- then the place really existed as Charley describes vividly-railway station, people, dresses, newspaper and counters
- Sam exchanging money, disappearance, letter in the first day cover

(any two)

- (b) – filled with joy 2 marks
– exclaimed that his vow had been fulfilled
– ordered the tiger to be brought in a grand procession
– turned his attention to his son
– gave him a special gift on his birthday
(any two)

- (c) – old gardener pulled a few hairs on his upper lip 2 marks
– strongly opposed his master for treating the wounds of the enemy
– said that the sea wished to kill him
– the gun-wound intended to kill him
– refused to obey the orders
(any two)

- (d) Jo wants
– Roger Skunk to smell like rose and not have the skunk's foul smell
– the wizard to take revenge on the mother by hitting her
– to assert her own point of view
– can understand the need of Skunk to be accepted by peers
(any two)

QUESTION PAPER CODE 1/1

EXPECTED ANSWERS/VALUE POINTS

SECTION A: READING

20 Marks

1 COMPREHENSION PASSAGE

- (a) NOTE: No mark(s) should be deducted for mistakes 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) unhappy / sad / frustrated / fed up / mental disorder / bored up and pessimistic 2 marks

- | | | |
|---------|--|---------|
| (ii) | depression arising out of environmental factors | 1 mark |
| (iii) | – considered as guiding stars
– had a recognised social role
– were of great value as they could impart knowledge
(any two) | 2 marks |
| (iv) | – transformation of social structures and values from traditional to modern
– rapid stride in urbanisation and industrialization | 2 marks |
| (v) | – with kind words
– timely support of friends, relatives and family members | 2 marks |
| (b) (i) | diminished / degradation / declined / weakened | 1 mark |
| (ii) | alienated / marginalised / left out | 1 mark |
| (iii) | spouse | 1 mark |

2 Note

- **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) part**
- **Min. 3 main headings and 3 sub-headings to form content**

The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences not to be accepted as notes.

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: Pollution / Effects of Pollution / Global Impact of Pollution
(/Any other suitable title)

- 1 Effects of polln. (in S. E. Asia)
 - 1.1 cuts sunlight - 10% in India
 - 1.2 damages agri.
 - 1.3 modifies rainfall patterns
 - 1.4 people at risk / hindering eco. growth
- 2 Findings of UNEP
 - 2.1 blanket of polln. across S. E. Asia
 - 2.2 growth may falter
 - 2.3 might reduce winter rice harvest
- 3 Research about India
 - 3.1 acid rains damage crops & trees
 - 3.2 ash on leaves reduces sunlight
 - 3.3 respiratory diseases
 - 3.4 2400 premature deaths
 - 3.5 N. W. India drying up due to drought
- 4 Far reaching global impact
 - 4.1 esp. in India, China, Indonesia due to
 - popu. density
 - economic growth
 - depleting forest cover
 - 4.2 effect
 - haze disrupts weather system
 - triggers drought in West Asia

(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 or the answer.

3 NOTICE

Format 1 mark

Content 2 marks

Expression 2 marks

Suggested value points

(CULTURAL PROGRAMME)

- what
- where
- when
- details of cultural programmes
- conditions of participation
- last date for submission of names

OR

ADVERTISEMENT

Content 3 marks

Expression 2 marks

Suggested value points

(FOR SALE / CAR FOR SALE)

- make, model and mileage
- colour, condition and price
- contact name and address
- any other feature

4 **REPORT WRITING**

Format 1 mark

1. title, reporter's name

Content 4 marks

Expression 5 marks

Grammatical accuracy, appropriate words and spellings [2 ½]

Coherence and relevance of ideas and style [2 ½]

Suggested value points:

(DIAMOND JUBILEE YEAR OF INDIA'S INDEPENDENCE)

- what
- where
- when
- guests and dignitaries present
- highlights of the cultural programme
- audience response
- any other relevant details

OR

Suggested value points:

(ROAD ACCIDENT)

- what
- when
- where
- casualties and damage
- response of authorities / local people
- suggestions

5 LETTER WRITING

[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]

(POOR CONDITION OF ROADS)

Suggested Value Points

- frequent traffic jams / accidents
- great inconvenience to all
- inaction by Chennai authorities
- suggestions for improvement i.e. improvement of roads, better implementation of laws, greater awareness
- any other relevant details

OR

(APPLICATION FOR JOB)

Suggested Value Points

- post applied for
- skills
- resume
 - name
 - father's name
 - age
 - address and contact no.
 - educational qualification
 - experience
 - hobbies
 - references
 - testimonials attached

[NOTE: résumé may be a part of the letter or attached separately]

6 **ARTICLE WRITING**

Format: (Title and writer's name)

1 mark

Content 4 marks

Expression 5 marks

Grammatical accuracy, appropriate words and spelling [2½]

Coherence and relevance of ideas and style [2½]

Suggested Value Points

(EDUCATED UNEMPLOYED)

- qualification without direction
- leading to educated unemployed
- some drift into unsocial activities (any two)

suggestions

- guidance and counselling to create awareness of employment opportunities
- need for vocational courses
- scope for self-employment
- any other relevant point

(any two)

OR

Suggested Value Points

(HELPING CYCLONE VICTIMS)

- devastation caused by cyclones in coastal areas
- loss of life and property
- short-term and long-term help / rehabilitation programmes required from public and private agencies
- scientific mechanism required for warning / precautions
- disaster management cells - medical and financial help
- appropriate construction norms to be established
- training / awareness programmes on coping with the aftermath

(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 question deserve equal importance while awarding marks.

- 7 (a) [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)
- (i) Value points:
 - not to harm the whales 1 mark
 - peace / togetherness may prevail/to protect the environment 1 mark
 - (ii) – he would look at his hurt hands / introspect / will stop all work 1 mark
 - (iii) – hurtful/hostile activities of man / symbolic of unending toil / work 1 mark

OR

- (i) – a thing of beauty is a source of constant joy 2 marks
 - its beauty increases
 - never passes into nothingness / emptiness

(any two)
- (ii) – sweet dreams, peaceful breathing, health and comfort 2 marks

(b) **Short answer type questions (poetry)**

Distribution of marks:

Content: 1 mark

Expression 1 mark

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

- (i) **Value points:**
 - to stop and buy / to pay attention to what they sell 2 marks
 - they want to earn more money to improve their standard of living
- (ii) – have the traits of the beasts of prey 2 marks
 - topaz denizens of green forests
 - well built and well groomed
 - chivalric and full of confidence

(any two)

- (iii) – because the map does not depict the poor / negative world of narrow lanes and hovels 2 marks
 – sharp contrast to the cheerful world outside
- (iv) – reassure her that they would meet again 2 marks
 – emotions hidden behind the smile

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

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)

- (a) **Value points:** 2 marks
 – gold
 – Dhaka / Bangladesh because homes and fields had been swept away by storms
- (b) – revived his aversion to water / created haunting fear in his heart 2 marks
 – avoided water / swimming / fishing
- (c) – because of her compassionate and friendly manner 2 marks
 – her voice made him comfortable / felt reassured
- (d) – Gandhiji was ready to be imprisoned for the sake of sharecroppers' cause 2 marks
 – lawyers realised it was also their duty to support the cause
- (e) – he was silent and did not share his experiences / she felt excluded / she had never been to the places where her brother had been 2 marks

Q 9 & 10 [These questions have been set to test the students' understanding of the text and their ability to interpret, evaluate and respond to the issues raised therein. Hence no particular answer can be accepted as the only correct answer. All presentations may be accepted as equally correct provided they have been duly supported by the facts drawn from the text. The important thing is that the student should be able to justify his or her viewpoint.]

9 Distribution of marks:

Content

5 marks

Expression

5 marks

Grammatical accuracy, appropriate words and spelling

[2½]

Coherence and relevance of ideas and style

[2½]

Value points:

- orders from Berlin, only German to be taught
- school was unusually quiet and serious
- M. Hamel’s last class
- Hamel’s dress / appearance / behaviour
- villagers present - to thank M. Hamel
- understood the significance of the French language
- everyone thought it was the best French class by Hamel
- everyone emotional about loss of language / identity
- any other relevant point

(any five)

OR

- university professor who wrote novels on Sundays
- became novelist by accident
- started writing novels at the late age of 50
- writing novels was secondary / occasional occupation
- ‘The name of the Rose’ acquired fame / acquired the equivalent of intellectual superstardom with it
- the medieval background was one of the reasons for its success
- phenomenal success of the novel was a mystery
- difficult and serious novel
- proved journalists and publishers wrong
- thought it was written at the most appropriate time, hence the success
- story told like the Chinese wise man
- narrative, playful and personal style

(any five)

10 Distribution of marks:

Content 4 marks

Expression 3 marks

Grammatical accuracy, appropriate words and spelling [1½]

Coherence and relevance of ideas and style [1½]

Value Points:

- prediction after the King’s birth
- tiger king resolved to kill 100 tigers / told to be careful of the 100th tiger / hunt became an obsession / tigers became extinct / bullet missed 100th tiger
- bought wooden tiger for his son / a sliver of which infected and killed the king
- accept ‘yes’ or ‘no’ as answer provided proper justification is given

OR

- both Bama and Zitkala-Sa victims of discrimination
- Zitkala-Sa faced racial discrimination e.g. compulsory cutting of hair hurting her native culture / had to adopt alien way of dress, food, rules etc.
- Barna discriminated due to caste
- both rebel against discrimination by fighting for their rights / through education / presenting their viewpoints / earning a name for themselves

11 Short answer type questions

Questions are to be answered in 30-40 words

Distribution of marks:

Content : 1 mark

Expression : 1 mark

Value points :

- (a) – Evans outwitted the governor 2 marks
- prison officer and driver of the van his accomplices
 - directed the van to go to Newbury as planned
 - escaped from prison once again
 - superintendent very complacent and casual
- (any two)

- (b) – by infusing optimism 2 marks
 - laying more stress on the inner self rather than external beauty
- (c) – the visit helps us grasp where we have come from and where we could possibly be going / knowledge of evolution and extinction / gives first hand experience of global warming 2 marks
- (d) – Skunk’s mother hit the wizard on his head and he agreed to restore the original foul smell of Roger Skunk 2 marks

FUNCTIONAL ENGLISH

Time allowed : 3 hours

Maximum Marks : 100

General Instructions:

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

QUESTION PAPER CODE 212/1

SECTION A : READING

(20 marks)

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

12

THE SAMPHIRE GATHERER

1. At sunset, when the strong wind from the sea was beginning to feel cold, I stood on the top of the sand-hill looking down at an old woman hurrying about over the low damp ground beneath; I wondered at her, because her figure was that of a feeble old woman, yet she moved over that damp level ground in a surprisingly swift light manner, pausing at intervals to stoop and gather something from the surface. But I couldn't see her distinctly: the sun was sinking below the horizon, and that dimness in the air, when the year too was declining, made all objects look dim. Going down to her I found that she was old, with thin grey hair, a lean dark face and grey eyes that were not old and looked steadily at mine, affecting me with a sudden mysterious sadness. For they were unsmiling eyes or perhaps a shadowy something which sadness had left in them, when all pleasure and all interest in life forsook her, with all affections, and she no longer cherished either memories or hopes.
2. I asked her what she was doing there so late in the day, and she answered in a quiet even voice which had a shadow in it too, that she was gathering samphire of that kind which grows on the flat saltings and has a dull green, leek like, fleshy leaf. She carried a pail to put it in, and a table-knife in her hand to dig the plants up by the roots, and she also had an old sack in which she put every

dry stick and chip of wood she came across. She added that she had gathered samphire at this same spot every August end for very many years.

3. I prolonged the conversation, questioning her and listening with affected interest to her mechanical answers, while trying to fathom those unsmiling, unearthly eyes that looked so steadily at mine.
4. And presently, as we talked, a babble of human voices reached our ears, and half turning we saw the crowd, of golfers coming from the golf-house; remarkably good-looking lot with well-fed, happy faces, well dressed and in a merry mood. We suspended the conversation while they were passing us. I thought, some change will surely come into those unchanging eyes at the sight of all these merry, happy golfers.
5. But though I watched her face closely there was no change, no faintest trace of ill-feeling or feeling of any kind; only that same shadow which had been there was there still. And it was the same when they had all gone by and we finished our talk and I put money in her hand; she thanked me without a smile, in the same quiet even tone of voice in which she had replied to my question about the samphire.
6. Let me then take the case of the man who has trained his eyes, or rather whose vision has unconsciously trained itself, to look at every face he meets, to find in most cases something, however little of the person's inner life. But it does not haunt him long; another arresting face follows, and then another, and the impressions all fade and vanish from the memory in a little while. But from time to time, at long intervals once perhaps in a lustrum, he will encounter a face that will not cease to haunt him, whose vivid impression will not fade for years. It was a face and eyes of that kind which I met in the samphire gatherer on that cold evening; but the mystery of it is a mystery still.

W.H. HUDSON- *A Traveller in Little Things*. (599 words)

(a) On the basis of your understanding of the passage, answer the following in your own words:

- | | |
|--|---|
| (i) What time of the day was it when the author met the old woman? | 1 |
| (ii) What aspect of the woman's movement surprised the narrator? | 1 |
| (iii) Why couldn't he see her clearly? Give two reasons. | 1 |
| (iv) What was strange about the eyes of the old woman? | 1 |

- (v) What was the old woman doing? 1
 - (vi) What is samphire ? 1
 - (vii) Contrast the mood of the golfers and the old woman. 1
 - (viii) Why do you think could the author never forget the old woman?
Give two reasons. 1
 - (b) Pick out two words/phrases from the passage which are similar in
meaning to the following: 4
 - (i) lacking strength (para 1)
 - (ii) to get at the true meaning (para 3)
 - (iii) confused sound of many people talking (para 4)
 - (iv) something that keeps coming to your mind so that you cannot
forget it (para 6)
2. Read the passage given below and answer the questions that follows: 8

One of the fastest-growing areas of the UK economy is the so-called creative industries. In 1988 a study was published on the economic importance of the arts in Britain. This marked an important shift in public and political perceptions about the arts. Traditionally the visual and performing arts had been seen as interesting but not useful, as recreational or leisure activities. The arts received public money, but this was seen as subsidy, as a loss leader so to speak. The 1988 study made an important new argument: that the arts make a significant contribution to the national economy and are serious forms of employment for very many people. In 1988 this contribution was estimated at six billion pounds per year to GDP. In 1998, the Government set up a creative industries task-force. The following year it published an assessment of the economic significance of this sector. It defined the creative industries as including advertising, architecture, arts and antiques, crafts, design, fashion, film, leisure software, music, performing arts, publishing, software and computer services, television and radio.

In 1998 the government estimated that these creative industries had generated annual revenues of £60 billion, a tenfold increase in ten years. The communications revolution, increasing bandwidth and the advent of digital networks are creating new global markets, multiplying outlets and increasing consumer demand. These new forms of work are creating a demand for new sorts of skill and aptitude. Unlike many 'other industrial sectors, the creative industries continue to benefit from high growth rates,

in part because they build on and interact with innovations in science and technology. In Britain, employment in the creative industries has grown by 34% in a decade, against a background of almost no growth in employment in the economy as a whole.

This picture is comparable in the United States. There, the intellectual property sectors, whose value depends on their ability to generate new ideas rather than to manufacture commodities, are now the most powerful element in the US economy. The Intellectual Property Association in Washington has estimated these sectors to be worth currently \$360 billion a year, making them more valuable than automobiles, agriculture or aerospace. They are growing at twice the rate of the economy as a whole, and generating jobs at three times the underlying rate. The intellectual property sector is even more significant when patents from science and technology are included: in pharmaceuticals, electronics, biotechnology, and information systems among others. All of these technologies are based on fundamental advances in the sciences and in engineering. They are creative fields of huge significance. The creative industries are labour-intensive and need many different types of specialist skill. Television and film production for example, draws on a variety of specialist roles in performance, in script writing, in camera and sound operation, in lighting, makeup, design, editing and postproduction. As the financial significance of this sector grows, so does its employment base. This is not true of the financial services.

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

SECTION B: WRITING **(25 marks)**

3. The Eco-Club of 'High Hope School' is organising a panel discussion for teachers and students on 'Building Energy Awareness on Conservation.' Invite Professor Shirish Shukla, the well known environmentalist to chair the session. 5

Or

Read the following information provided and write a factual description of the place referred to. You are Manish/Meena, an executive working for a travel company. Do not use more than 80 words.

Visit Nagaland !

Capital - Kohima

Languages - English, Nagamese, Angami,

Places to visit - World War II Cemetery, Bara

Basti, Nagaland Museum, Zoo, Tribal Village.

4. You are Ankita/Ankur. You come across the following advertisement in a national daily. You consider yourself suitable for the post. Write an application in response to the advertisement along with your detailed resume. 10

Applications are invited for a Physical Education Instructor in a reputed Health Club of Mumbai. The applicant must have 3 years of previous experience, appropriate qualifications, pleasant personality, excellent communicative abilities and motivation. Interested candidates may apply to Box No. 2563, Daily News, VS Marg, Mumbai within ten days.

Or

You see beggar children on the streets and wonder about their lack of nutrition, education, medical attention and living in abject poverty in unhygienic conditions. As Editor of your school magazine write to the editor of the local newspaper highlighting their plight and suggest suitable remedies.

5. You are Nivedita/Nikunj. Based on following input, write an article on 'Securing Children for the Future' for the literary supplement of the local newspaper. 10

Critical Concerns

- Every fifth child in the world lives in India
- Every third malnourished child in the world lives in India
- Every second Indian child is underweight
- Three out of four children in India are anaemic
- Decline in female/male ratio is maximum in 0-6 years, 927 females per 1000 males
- Traditional practices - child marriage, discrimination against the girl child; child labour

WCD Report 2007

Or

On the basis of the input given below prepare a speech to be delivered in the morning assembly on 'Shifting Values of Young Teenagers.'

- | |
|---|
| <p>Teenagers Today</p> <ul style="list-style-type: none">● Self Esteem - Identity crisis● Rebellion - Breaking the rules● Impact of popular culture● Inappropriate behaviour● Experimentation● Peer pressure |
|---|

SECTION-C GRAMMAR

(20 marks)

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

5

Vegetable Biryani

- (a) Next take a pan, heat oil, add sliced onions, cumin seeds, salt, pepper corns, ginger-garlic paste and tomato puree;- Add vegetables and cook covered for 2-5 minutes.
- (b) First wash and soak rice for half an hour.
- (c) Finally garnish with fried nuts, raisins, saffron and spread few leaves of chopped coriander before serving.
- (d) Now add boiled and cooled rice to it and cook for another 5-6 minutes.
- (e) Then boil rice in a pan with salt and one tablespoon oil at 100% power for 5 minutes, remove and let cool.

7. You have checked into Hotel Sunrise in Mount Abu, Rajasthan after a tiring bus journey. You need some tea and wish to find out other details regarding your stay in the hotel. Based on the input given below make a set of five dialogues to complete the telephone conversation. You are Namrata/Naveen. The first one has been done for you.

5

Receptionist: Good Morning

You: Good Morning. I am calling from Room No. 203

- { • Help
- { • Tea - sandwiches
- { • Yes - Anything else
- { • Hot water - bath
- { • Right Away
- { • Telephone number - railway station
- { • Need to know if Mr. Akash Goyal is waiting at reception for me
- { • Will find out - get back

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

	Incorrect	Correct
Globalization and population growth <u>on</u>	on	In
(a) rural and urban areas will making		
(b) urban growth inevitable during come		
(c) decades. Migrants keep to coming		
(d) to a cities because they perceive		
(e) correctly that despite all the drawback		
(f) urban habitats offering more choices.		
(g) The policy makers need into improve		
(h) the social and economy status of the		
(i) poor, ensure that quality health service is		
(j) afford and empowers women.		

9. The Director of a popular film, based on women's hockey, Shimit Amin is visiting your school. You are Annie/Aryan, the editor of your school magazine. You have decided to interview him. Based on the input given below, frame ten questions. 5

Inspiration - film; reality - fiction; major theme; happy - acting skills of girls; insecure - choosing hockey not cricket; most memorable moment; success - expect; any other innovative projects; consider sports again; favourite film.

SECTION-D LITERATURE

(35 marks)

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

Then in a wailful choir the small **gnats** mourn
Among the river **sallows**, borne aloft
Or sinking as the light wind lives or dies;
And full-grown lambs loud bleat from hilly **boorn**;
Hedge-crickets sing; and now with treble soft
The red-breast whistles from a garden-**croft**;
And gathering swallows twitter in the skies.

- (a) Name the poem and the poet. 1
- (b) What are the sounds of autumn depicted in these lines? 1
- (c) Pick out the word image about the river sallows and the gnats and describe them in your own words. 2
- (d) Mention two birds named in the extract. 1
- (e) What do you mean by the following: 2
- (i) 'wailful choir'
- (ii) 'Whistles from a garden croft'

Or

I know why the caged bird sings, ah me,
When his wing is bruised and his bosom sore-
When he beats his bars and would be free;
It is not a **carol** of joy or glee;
But a prayer that he sends from his heart's deep core,
But a plea, that upward to Heaven, he flings-
I know why the caged bird sings!

- (a) Name the poem and the poet. 1
- (b) What is the state of the bird? 1
- (c) What kind of a song is the bird singing and why? 2
- (d) Why is the first and last line repeated in the stanza? 1

- (e) What do you mean by the following: 2
- (i) ... 'he beats his bars'
- (ii) 'But a plea, that upward to
Heaven, he flings-

11. Answer any two of the following: 4x2=8

- (a) 'Curtains' is a symbol. Explain in the context of the poem.
- (b) What are the exceptional characteristics of a good poem as brought out in 'Ars Poetica' ?
- (c) Who are the 'Survivors' ? Why are they 'broken' ?

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

The play 'The Monkey's Paw' is about values, beliefs and superstition as epitomised in the Whites. Comment.

5

Or

Compare and contrast the greatness of Alexander and Asoka from the point of view of both strengths and weaknesses.

13. Answer any two of the following: 4x2=8

- (a) The author says 'you'll find your freedom, a room of your own.' What does he mean and what is the care one has to take not to lose it ?
- (b) Which words kept ringing in Mrs Malik's ears again and again and why?
- (c) What are the reminiscences that the hum of the insects brings into the mind of the author?

14. Answer anyone of the following in 100-125 words. 7

'While Robichon had duped an audience, Quinquart had duped Robichon himself.'
How was this achieved?

Or

Bring out the poignance in the situation that the cab-driver Iona Potapov finds himself in. How does he find relief?

QUESTION PAPER CODE 212

SECTION A - READING

(20 marks)

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

12

WORDS

- 1 Worry about words, Bobby. Your grandmother is right. For, whatever else you may do, you will be using words always. All day and every day, words matter. For words are the tools of thought, and you will find often that you are thinking badly because you are using the wrong tools, trying to bore a hole with a screw-driver, or draw a cork with a coal-hammer.
- 2 Excited persons will tell you - and are telling you now - that you must be “air-minded”. No doubt, at the moment, they are right. But flying is only the last, and, I suspect, the least interesting, of numerous methods of locomotion. The birds have had it for a long time and it is not important. We catch and keep the birds in cages, not because they fly but because they sing. Before you die the aeroplane may be as out of date as the rickshaw is today. But words will still matter; and your capacity for thought and speech will still be the only quality that keeps you out of the zoo.
- 3 Every trade and every profession is conducted with words. The English language, like the right of criticism, belongs to every subject. And so we might expect that the same authorities which urge you to get “air-mindedness” and “road sense” and “hygiene-awareness” and “civic spirit” would beg you sometimes to think about your words, to respect and treasure the language which you are using, changing, enriching or damaging every hour of every day. Such exhortations are seldom heard; and it is not surprising that most of us choose and use our words with no more thought than we give to respiration, fondly supposing that it is as easy and natural to speak the English language as it is to breathe air. But I, though I have no particular title nor aptitude for the affair and am in error as frequently as you, exhort you boldly in the nation’s name to worry about words, to have an affection and a respect and a curiosity for words, to keep a dictionary in the home and ask yourself often: “Now why do I say that?”. I am not urging you to be always right: for few can hope to be that.
- 4 We poor professional writers receive by every other post, advice and criticism from strangers, not only about what we say but about our manner of saying it - hyphens, split infinitives, relative clauses, “if and when” etc. Sometimes the

strangers are very wrong, but often they are right and helpful. In either case they show a healthy interest in the use of language and encourage care in the writer.

- 5 Then there is the advertiser, who has much less excuse; for he has quiet and time, and his mischief is done deliberately. Write to him and tell him that his language offends you so much that you will not buy his goods. Tell the “stockist” who offers to “service” you that you prefer to deal with a simple fellow who is content to serve you. And be a nuisance in the home. Interrupt them! Badger them! Write to them! Ask them what they mean! Let none of the wicked words escape without a challenge. And do not be afraid of being called a snob or a pedant. We are not attacking ignorance but inefficiency. Words are the tools of every trade, and there is nothing snobbish or pedantic in expecting everyone to know (or try to know) his job. It is not pedantic to bowl straight, nor is the umpire snobbish when he says “Out !” (595 words)

A.P. Herbert

- (a) On the basis of your understanding of the passage, answer the following in your own words:
- (i) What would happen if you were to use the wrong words? 1
 - (ii) What are the two examples that the author gives about using wrong words? 1
 - (iii) Why does the author talk about birds in relation to words? 1
 - (iv) Why does the author want you to use a dictionary ? 1
 - (v) What are the writer’s thoughts on getting advice from strangers? 1
 - (vi) Why does the writer not want to excuse the advertiser? 1
 - (vii) Do you agree with the author about using appropriate words? Why/ Why not? Justify your opinion. 2
- (b) Pick out words/phrases from the passage which are similar in meaning to the following: 4
- (i) to make a round hole (para 1)
 - (ii) to urge or advise strongly (para 3)
 - (iii) the activity of making judgement about somebody or something (para 4)
 - (iv) a person who pays too much attention to small details (para 5)

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

8

THE PAPERLESS OFFICE ‘?’

The development of the Internet, email and the word processor led to widespread, confident predictions about the paperless office. With these new electronic media, there would be no need for written communications to be sent on paper, or so it was said. In fact, the demand for office paper in total has grown on average by 8.1% each year since 1981. It is predicted to grow by at least 4 - 5 per cent until 2010 and even beyond. This overall increase conceals some intriguing underlying trends. There has been a relative decline in demand for copier paper. In Europe, between 1995 and 2000 the consumption of copier paper was reduced by 11%.

So what is driving the growth in office paper sales? There are two factors. The first is information. The amount of information available to the average office worker will, according to some reports, increase six-fold by the year 2010. This insatiable appetite for information is coupled with a quantum leap in ease of access. Although the percentage of information being printed is in sharp decline, this is more than compensated for by the fact that the amount of information available to us is doubling every two years. The net effect is growth in office paper of around 5% across Europe.

Many people don't like reading complicated emails, and print them off to look at them later. Email speeds communication but it encourages a more thoughtless process of writing - what has been called a stream of unconsciousness. Word processors encourage repeated drafting and new levels of perfectionism that are creating an exponential demand for paper.

Underlying these patterns is a profound change in the way documents are produced. The old way was print and distribution, a way of working that was dominated by the photocopier and small office printer. The new mode is distribution and print: 'This is the realm of the office printer and everyone has access to one of those. The world has gone from supporting 10,000 publishers to 100 million publishers and the figure rises every minute.' The paperless office is a clear fiction, although the products and applications and, most importantly, the customers for paper have changed radically. In 1997, the printer overtook the copier as the largest consumer of paper. By 2005 two-thirds of all paper in the office will go through the printer. The fate of the paperless office is just one example of the difficulty of predicting the effects of technological innovations on economic and social systems. So is the idea of the leisured society. (429 words)

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

SECTION B - WRITING

(25 marks)

3. The Eco-Club of 'Green Happy School' is promoting a drive to encourage water conservation by making rain water harvesting a part of the action plan of school policy. Draft a poster to highlight and create awareness about conserving this rich natural resource. 5

OR

Read the following information provided and write a factual description of the place referred to. You are Vijay / Vibha, an executive working for a travel firm.

<p style="text-align: center;">Visit Daman and Diu!</p> <p>Capital - Daman</p> <p>Languages - Gujarati, English</p> <p>Places to Visit - Forts, Beaches, Church of our Lady of Rosary, Light House, Amusement Park</p>

4. You are Devesh / Devina, a student of class XII of Vistas Public School, Madurai. Write a letter to the Registrar, National Institute of Physical Education, Chennai requesting for a prospectus for an integrated four year course in Bachelor of Physical Education (B.P.Ed.). Also enquire about the fee-structure, career options and placement opportunities. 10

OR

You are Rukmani / Ritesh, a class XII student. You recently attended a campaign against Child Labour where you met children who were ragpickers, labourers in stone quarries and open cast mines, domestic helps and workers in textile units. Write a letter to the editor of a local daily highlighting the need to give these children an ideal childhood that provides enough education and play opportunities. Give your own suggestions to uplift society and reach out to all children.

5. You are Kamla / Ketan, a student living in a city which faces acute water shortage. You recently read the following report about this urban phenomenon across the world. Write an article on 'Urbanisation and Natural Resources'. Give your own solutions to this global problem.

10

- Urbanisation changes land cover and causes habitat loss
- Inadequate water and sanitation
- Poor air quality
- Limited or no waste disposal
- Expansion of roads - reduce absorption of rain water
- Climate change
- Migration from rural areas to urban - urban poverty
- Slums - hygiene and sanitation

OR

The young people of the country are being employed in large numbers in jobs which involve working at night. This is leading to health problems. Based on the input given and your own views prepare a speech on 'Youth Employment - a Health Hazard' to be delivered in the morning assembly . You are Vineeta / Vishal.

- Immediate employment - short term benefits
- Good pay packet - perks
- Working in shifts - impact on biological clock - sleep
- Food intake - nutrition
- Health related problems - eyes, aches, digestive disorders - voice disorders
- Social maladjustments
- Is there any value addition to society that they live in ?

SECTION C - GRAMMAR

(20 marks)

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

5

Steamed Raisin Cake

- (a) Pour the mixture into a well greased dish and bake at high heat for 3 - 4 minutes.

- (b) First sift flour well.
- (c) Now mix the beaten egg whites and yolks; add flour and stir quickly.
- (d) Then beat egg whites in a bowl until soft peaks are formed, gradually add sugar and continue beating.
- (e) Just before pouring mixture into a baking dish, add raisins and stir.

7. You have to go to Chandigarh for a Student Exchange Program. Based on the input given below write out a complete conversation. The first one has been done as an example. You are Renu / Ravi, talking to your friend Ahmed.

5

Example:

{ You: I have to go to Chandigarh.
 { Ahmed: When?

{ ● tenth of April
 { ● propose to go - how

{ ● car or train
 { ● program - begin - when

{ ● 9.00 a.m.
 { ● previous night by train

{ ● early morning - road
 { ● possible

{ ● come along
 { ● together - difficult - busy with theatre workshop here

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

	<u>Incorrect</u>	<u>correct</u>
Poor people lack power to <u>made</u> their	made	make

- (a) voices heard by policymakers. Many is
- (b) effective invisible to urban policymakers.
- (c) Invisibility mean less investment,
- (d) inaccessibility schools and health posts,
- (e) high absentee rates from doctors and

- (f) teachers assign to poor districts and a
- (g) significance social distance between
- (h) service providers and they clients.
- (i) Gender based constraints, as well as opportunity
- (j) influence access into income and assets, housing, transport and basic services.

9. P.T. Usha is a role model for the youth of the country. You are on the Editorial Board of your school magazine and have been asked to interview her. Frame ten questions that you would like to ask her, based on the items given below: 5

Age - started running; competitive athletics - when; first competition- when and where; studies; her perception - turning point; her role-model; strengths - success; weaknesses-areas of concern; leisure and recreation; big dream.

SECTION D - LITERATURE

(35 marks)

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

From her ear-rings three diamonds
 splash a handful of needles,
 and I see my mother run back
 from rain to the crying cradles
 The rains **tack** and sew
 with broken thread the rags
 of the tree-tasselled light.

- (a) Name the poem and the poet. 1
- (b) Is the 'mother' depicted here, old or young'? Pick out words from the extract to substantiate your answer. 2
- (c) Pick out and name the figure of speech being used in line 4. Explain. 2
- (d) What qualities of mother are brought out in these lines? 1
- (e) Rain is a symbol. What does it signify? 1

OR

Is it so easy, then? Goodbye no more than this
 Quiet disaster? And is there cause for sorrow

That in the small white murder of one kiss
Are born two ghosts, two **Hamlets**, two **soliloquies**,
Two worlds apart, tomorrow?

- (a) Name the poem and the poet. 1
- (b) Saying Goodbye is always difficult. Why is it more so in this poem? 1
- (c) What does 'quiet' imply here? 1
- (d) The poet uses 'two' four times in the last two lines. Which symbols are being invoked and why? 2
- (e) Justify the title of the poem. 2
- 11.** Answer any two of the following in about 50 words each: 4x2=8
- (a) Bring out the senses and sounds invoked by the poet, John Keats in 'Ode to Autumn',
- (b) What qualities of a good poem are brought out in 'Ars Poetica' ?
- (c) Do you agree with the poet that war can make men 'broken and mad' ? Why/ why not?

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

The play, 'The Monkey's -Paw' is a comment on the greed instinct of human nature.'
Comment. 5

OR

Compare and contrast the character of Alexander with Asoka from the point of view of both strengths and weaknesses.

- 13.** Answer any two of the following in about 50 words each: 4x2=8
- (a) 'Perhaps play-acting is my destiny, after all.' Who says these words and why does she feel like this?
- (b) 'I remained in the litchi tree, pondering over his wisdom and wondering how a man so wise could be so poor.' Who is 'I'? Whose wisdom is he pondering over? What was the wisdom about?
- (c) What was the change in Mrs. Malik's situation and how was her status affected when she finally shifted into the new house?

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

7

‘Iona’s feelings are too much for him and he tells the little horse the whole story.’
What led Iona to do this and what is sad about this state?

OR

‘Therefore the school and the teacher must guard against employing the easy method of creating individual ambition in order to induce the pupils to diligent work.’ Do you agree with Einstein’s views expressed here? Justify your answer.

Marking Scheme — Functional English

General Instructions :

1. 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.
2. 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 should be given only after ensuring that there is no significant variation in the marking of individual evaluators.
3. Evaluation is to be done as per instructions provided in the Marking Scheme. However the Marking Scheme carries only suggested value points and does not constitute the complete answer.
4. 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.
5. If a question does not have any parts, marks must be awarded in the left-hand margin.
6. 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.**
7. 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.**
8. 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.
9. Under Section A, Reading (Q1) and Section D, Literature (Q 10) questions have been designed to test a students' understanding of the passage and his ability to interpret, evaluate and respond to the given passage. In other words only the reading skills are to be tested. As such, content assumes more importance than expression in the answers to these questions. Therefore students should not be unduly penalized for poor expression and incorrect spellings as long as the answer clearly reveals understanding of the passage.

10. However 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.
11. Section C is on grammar. Care should be taken not to award marks to any inaccurate answer carrying errors in grammar.
12. 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.
13. 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).
14. Please do not hesitate to award full marks if the answer deserves it especially in the long answers i.e. Section B 4 and 5; Section D 12 and 14
15. In all the sections there are higher order open ended questions that test the students ability to think creatively vely and respond critically. Therefore marks should be awarded for individual

QUESTION PAPER CODE 212/1

EXPECTED ANSWERS/VALUE POINTS

SECTION A: (READING) 20 Marks

Q1. READING THE SAMPHIRE GATHERER TOTAL MARKS: 12

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

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

- Answers :**
- | | |
|---|---------------|
| a) i. sunset | 1 mark |
| ii. feeble yet swift and light | 1 mark |
| iii - sun sinking below horizon | |
| - objects looked dim | ½ + ½= 1 mark |
| iv. unsmiling, sad, no interest in life (any 2) | 1 mark |
| v. gathering samphire | |
| vi. samphire - a plant / a plant that grows on flat saltings/
a plant with leek like fleshy leaf | 1 mark |

- vii. golfers – good looking, well – fed, happy faces /
 well dressed in merry mood ½ + ½ marks
 Old woman – with unchanging / unearthly / unsmiling eyes
- viii. - her face never ceased to haunt him
 - vivid impression of her face that will not fade
 - a mysterious face with sadness left in it
 - unchanging / unearthly / unsmiling eyes (any 2) 1 mark

Q1.2 VOCABULARY

Objective : To deduce the meanings of unfamiliar lexical items.

Marking : 1 mark each (4 marks)

- Answers :** i) feeble
 ii) fathom
 iii) babble
 iv) haunt / vivid expression

Note: If a child picks out any word / words / phrases similar in meaning they should be awarded marks

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

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

Q 2. a) Note making

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

Suggested Notes

Title : Creative Industries

- I. Changing Perspectives / Outlook
 - a. traditional perception interesting not useful
 - b. new argument – defined creative industries such as advrt. arts, antiquets
 - c. contribution to nat. economy
 - d. increase in G.D.P. growth
 - e. generates employment
- II. Reasons for growth of U.K. Creative Industries
 - a. ten fold increase in anul. revenue
 - b. commn. revolution
 - c. advent of digital network
 - d. creating new glob. markets
 - e. multiplying outlets and consumer demands
- III. Intellectual Property Sectors
 - a. ability to generate new ideas rather than commodities
 - b. grows a twice at the rate of economy
 - c. tech. based on advances in science & engineering
 - d. increased employment generation
 - i. labour intensive
 - ii. specialist skills – e.g. T.V. and film production

Q2. b) SUMMARY

- Objective:** 1) To expand notes (heading 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 creative industries, 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

Q.3.

OPTION 1 INVITATION - PANEL DISCUSSION TOTAL – 5 MARKS

Objective : To write in an appropriate style and format of an invitation letter

Marking : Format (date ,address and complimentary close) 1 mark
(heading, organizer)

Content 2 marks

- Name of event – panel discussion
- Time, Date , Venue
- Purpose of invitation – chair discussion
- Confirmation

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

OPTION 2 FACTUAL DESCRIPTION : VISIT NAGALAND TOTAL – 5 MARKS

Objectives: To write in an appropriate style and format a factual description.

Marking: Format (heading) ½ mark

Content 2½ mark

Suggested Value points

- capital
- main languages
- main attractions

Expression 2 marks

Q.4. OPTION (1) JOB APPLICATION 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

Note: Any 4 of the above if included in the answer maybe awarded 2 marks

Content	4 marks
- covering letter	
- bio-data	(2+2)

Note: Marks may be awarded irrespective of whether the biodata is a part of the main letter or an enclosure

Suggested value points

- Reference to advertisement
- Suitability for the post of Physical Education Instructor in health club
- Qualification and experience – 3 years experience / excellent communication skills / motivated
- Bio data

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 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	

Note: Any 4 of the above if included in the answer maybe awarded 2 marks

Content 4 marks

Suggested value points

- | | | |
|---------------------------------------|---|---------|
| - Introducing subject | } | 2 marks |
| - Plight of beggar children | | |
| - Suitable remedies / own suggestions | | 2 marks |

Expression 4 marks

● Grammatical accuracy, appropriate words and spellings 2 marks

● Coherence and relevance of ideas and style 2 marks

Q.5. ARTICLE – SECURING CHILDREN FOR THE FUTURE

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 5 marks

Suggested value points

- Atleast four of the ideas from the given input to be included 3 marks

- Suggestions on how to deal with this problem 2 marks

Expression 4 marks

● Grammatical accuracy, appropriate words and spellings 2 marks

● Coherence and relevance of ideas and style 2 marks

Or

OPTION – 2 SPEECH - SHIFTING VALUES OF TEENAGERS TOTAL – 10 MARKS

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

Marking: Format 1 mark
Introduction of speech and appropriate ending

Content 5 marks

Suggested Value Points

- Atleast four of the ideas from the given input to be included 3 marks

- Possible solutions 2 marks

Expression 4 marks

● Grammatical accuracy, appropriate words and spellings 2 marks

● Coherence and relevance of ideas and style 2 marks

SECTION C (GRAMMAR) 20 MARKS

Q6. REARRANGING TOTAL: 5 MARKS

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

Marking: 1 mark for every correct answer

Note: Full marks should be awarded even if only the sentence sequence is indicated by the corresponding alphabets Answer

(b, a, \leftrightarrow e, d, c)

OR

1. First wash and soak rice for half an hour
2. Then boil rice in a pan with salt and one tablespoon oil at 100% power
3. Next take a pan, heat oil, add sliced onions, cumin seeds, salt, peppercorns, ginger - garlic paste and tomato puree. Add vegetables and cook covered for 2 to 5 minutes.
(Either can come before the other)
4. Now add boiled and cooled rice to it and cook for another 5-6 minute
5. Finally garnish with fried nuts, raisins, saffron and spread few leaves of chopped coriander before serving.

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 of dialogue provided it is accurately and appropriately expressed.

5 marks

Sample Answers:

(Any other suitable exchanges to be accepted. Full marks to be awarded for 5 sets of exchanges even if it includes the first exchange given in the question paper)

1. Receptionist: Can / may I help you sir / madam?
You : Yes I would like to have some tea and sandwiches please
2. Receptionist: Yes definitely. Is there anything else I can do for you?
You: Can you also manage some hot water for my bath please?
3. Receptionist: Right away Sir / Ma'am
You: can you give me the telephone number of the railway station please?
4. You: I also need to know if Mr. Akash Goyal is waiting for me at the reception
Receptionist: I will find out and get back to you.

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 word marks should be awarded. No marks are to be deducted if the candidate has only the correct words

	<u>Incorrect</u>		<u>Correct</u>
a)	making	-	make
b)	come	-	coming
c)	to	-	on
d)	a / cities	-	the / city
e)	drawback	-	drawbacks
f)	offering	-	offer
g)	into	-	to
h)	economy	-	economic
i)	ensure	-	ensuring
j)	afford	-	affordable

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
Marks may be awarded for any other relevant questions.

Suggested questions:

- Who / What inspired you to make this film?
- Is it based on reality or fiction?
- What is the major theme of the film?
- Are you happy with the acting skills of the girls?
- Why did you chose to make a film on hockey and not cricket?
- Which was the most memorable moment while making the film?
- Did you expect this film to be a success?
- Are you involved with any other innovative projects?
- Would you consider making any other film on sports?
- Which is your favourite film?

SECTION D : LITERATURE

TOTAL -35 MARKS

Q10. REFERENCE TO CONTEXT

TOTAL- 7 MARKS

Objective: To test students' comprehension of poetry at different levels and of different kinds- local, global, interpretative, inferential, evaluative and extrapolatory

Marking: 7 marks

Answers:

OPTION (1) ODE TO AUTUMN

- a) Ode to Autumn ; John Keats - ½ + ½
- b) wailful choir of small gnats; loud bleating of lambs; singing of hedge – crickets; whistling of red breasts; twittering of swallows - 1 mark
(any 2)
- c) Then in a wailful choir the small gnats mourn among the river
sallows, borne aloft or sinking as the light wind lives or dies - 1 mark
It refers to the rise and fall of gnats / sound of gnats with the wind - 1 mark
- d) red breast and swallows
- e) i) sad sound of insects / gnats - 1+1 mark
ii) sounds of a bird - ‘red breast’

OPTION (2)

- a) Sympathy – Paul Laurence Dunbar - ½ + ½
- b) imprisoned / caged / behind bars, bruised due to the pain of wanting to be free - 1 mark
- c) carol / prayer to the Almighty / Heaven to grant freedom from its imprisonment - 1+1 marks
- d) reinforcement to convey the message that freedom is the ultimate joy and the narrator empathizes with the pain and longing of the bird - 1 mark
- e) i. the bird beats wings against the bars of the cage - 1 mark
ii. the bird sends a prayer to heaven to set it free from bondage - 1 mark

Q11. POETRY

TOTAL 4X2=8 MARKS

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

Marking: Content: 3 marks

Expression: 1 mark

- a) Curtain
- a symbol of separation / division / end of a relationship
 - two worlds get separated
 - a curtain drawn between two lovers and their relationship

- b) Ars – Poetica
A good poem is symbolic , expressive , full of word images, suggestive, timeless, eternal, universal. palpable, sensory experience, open to varied interpretation - any 4
- c) Survivors of the war - soldiers who were once happy and care free – after effect of war – ‘broken and mad’

Q12. PLAY

TOTAL-5 MARKS

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

Marking: Content: 3 marks
Expression: 2 marks

OPTION (1)

MONKEY’S PAW

- a. Mr. White – disbelief , curiosity, after Herbert’s death belief in the power of the paw
- b. Mrs. White – fearful, superstitious, apprehensive
- c. Son – disbelief, ridicules

OR

OPTION (2) ALEXANDER

- Alexander – conqueror died early ; adventurer, ambitious
- change only at the time of death - ½ + ½
- Asoka – king – concerned about welfare of subjects
- established kingdom, administrator / missionary character, transformation after Kalinga war / acknowledged guilt publicly – Asoka conquered hearts, Alexander conquered bodies
- Similarities – excellent generals ; great leaders ‘ led by example
- any other relevant ideas to be accepted

Q13. SHORT ANSWERS (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) - what you want most – freedom / space / your own place in the sun
- not to be careless, not take it for granted, not be greedy
- b) - ‘ I thought it could be my mother-in-law’s room and after her it might be converted into a store’

- guilt
- now a mother-in-law, the room that she had proposed to give to her mother in-law was now to be hers

- c) - memory of being a child
- Peace/innocence of childhood
 - Grandfather's song / garden
 - present that overflowed with kindness – no past or future
 - nature, the chief 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) JUDGEMENT OF PARIS

Suggested Value Points:

- both suitors
- Suzanne's challenge
- Robichon impersonates Jaques Roux and dupes audience
- Quinquart disguised as Marquis, invites Robichon
- accuses him of murdering his son
- climax – Robichon paralysed with fear
- Quinquart reveals identity and thus duped Robichon himself

OPTION (2) GRIEF

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

- only son died
- no one to share grief
- felt heart would burst
- passengers and fellow cab driver indifferent to his plight
- unburdens to his horse
- symbolic of callousness and selfishness of man and his inhumanity

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

Q1.1 READING

WORDS

TOTAL MARKS: 12

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

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

Answers :

- | | | |
|-------|--|---------|
| a) i) | Find that you are thinking badly / reflects one's thoughts | 1 Mark |
| ii) | Boring a hole with a screwdriver | ½ Mark |
| | draw a cork with a coal hammer | ½ Mark |
| iii) | Both are "air minded" / shows relation between birds and song and humans and words | 1 Mark |
| iv) | To use appropriate words | 1 Mark |
| v) | Useful for writers | ½ Mark |
| | Showing care / interest | ½ Mark |
| vi) | Deliberate mischief; has adequate time and quiet | 1 Mark |
| vii) | Any appropriate answer with justification | 2 Marks |

b) VOCABULARY

Objective : To deduce the meanings of unfamiliar lexical items.

Marking : 1 mark each (4 marks)

- Answers :** i) bore
ii) exhortations
iii) criticism
iv) pedant

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 and indentation

½ + ½ mark

Abbreviations / Symbols

1 mark

(with or without key)

(minimum four)

Content
(atleast two- three sub headings)

3 marks

Important instructions:

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

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

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

Q 2. a) Note making

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

Suggested Notes

Title : The Paperless Office or any other relevant heading

- I. Predictions
 - i. Drop in use of off. Paper
 - a. Due to dev electronic media
 - ii. No need for paper communication
- II. Reality
 - i. Incr. Demand for off. Paper
 - ii. Decline in demand for copied paper
- III. Reasons
 - i. Incr information
 - ii. Easy access
 - iii. Encouragement of thoughtless writing
 - iv. Repeated drafting
 - v. Perfectionism
 - vi. Preference for reading later
 - vii. Old mthd – print → distribute
 - viii. Today – distribute → print

Q2. b) SUMMARY

Objective: 1) To expand notes 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 paperless office, 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

Q.3. OPTION-1

POSTER – RAIN WATER HARVESTING

TOTAL – 5 MARKS

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

Marking :

Format -

1 mark

(Heading, issuing authority)

Content -

3 marks

Expression -

1 marks

(Coherence and relevance of ideas and style)

Suggested Value Points

Purpose / Objective - What?

Reason - Why?

Method - How?

Note : Credit should be given for creativity, slogans, ideas coherently and clearly presented

Option-2

FACTUAL DESCRIPTION

DAMAN

TOTAL – 5 MARKS

Objectives: To write in an appropriate style and format

Marking: Format (heading)

½ mark

Content

2½ mark

Expression (Fluency, Accuracy)

2 marks

Suggested Value points

- Name of place, capital
 - Places to visit
 - main languages
 - special attractions
- Can include other relevant details

Q.4. Option -1

LETTER OF ENQUIRY

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

Note: Any 4 of the above if included in the answer maybe awarded 2 marks

Content 4 marks

Suggested value points

- request for prospectus
- enquire about :
- fee structure
- career options
- placement opportunities

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

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)

Note: Any 4 of the above if included in the answer maybe awarded 2 marks

Content 4 marks

Suggested value points

- plight of deprived children – child labourers
- need to provide ideal childhood
- education / play opportunities
- suggestions for uplifting such children
- or any other relevant ideas

Expression 4 marks

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

Q.5. Option -1

ARTICLE – URBANISATION AND NATURAL RESOURCES

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 5 marks

Suggested value points

- use inputs given (atleast 4) 3 marks
- any other relevant ideas
- solutions to the problem 2 marks

Expression 4 marks

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

Or

Option 2 SPEECH – YOUTH EMPLOYMENT – A HEALTH HAZARD

TOTAL – 10 MARKS

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

To plan, organize and present ideas coherently.

Marking: Format 1 mark

Introduction of speech and appropriate ending

Content 5 marks

Suggested Value Points

- use given inputs(any 4) } 3 marks
- any other relevant ideas }

- solutions to the problem 2 marks

Expression 4 marks

- Grammatical accuracy,
appropriate words and spellings 2 marks

- Coherence and relevance of ideas and style 2 marks

SECTION C (GRAMMAR)

20 MARKS

Q6. REARRANGING

TOTAL: 5 MARKS

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

Marking: 1 mark for every correct answer

Note: The last two sentences can be interchanged. Full marks may be awarded even if the sentence sequence is indicated only by the corresponding alphabets

Answers:

(b, d, c, a, e) OR

- b. First sift flour well
- d. Then beat egg whites in a bowl until soft peaks are formed
- c. Now mix the beaten egg whites and yolks
- a. Just before pouring mixture into a baking dish, add raisins and stir
- e. Pour the mixture into a well greased dish

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.

5 marks

Sample Answers:

(Any other suitable exchange to be accepted)

1. You: On the tenth of April / I am going on the tenth of April / tenth of April
Ahmed: How do you propose to go?
2. You: I will go either by car or train / by car or train
Ahmed: When does the program begin?
When will the program begin?
3. You: 9:00 a.m. / at 9:00 a.m. / The programme begins at 9:00 a.m.
Ahmed: Then you should / must leave the previous night
4. You: Can I go by road if I leave early in the morning?
Ahmed: Yes, it is possible
5. You: Why don't you come along with me?
Ahmed: No, it is difficult to go together as I am busy with the Theatre Workshop here.

Q.8. EDITING

TOTAL: 5 MARKS

Objectives: To use grammatical items appropriately

Marking: ½ mark each [10 × ½]

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

	<u>Incorrect</u>		<u>Correct</u>
a)	is	-	are
b)	effective	-	effectively
c)	mean	-	means
d)	inaccessibility	-	inaccessible
e)	from	-	of / among
f)	assign	-	assigned
g)	significance	-	significant
h)	they	-	their
i)	opportunity	-	opportunities
j)	into	-	to

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 based on the given inputs**Note:** Marks may be awarded for any other relevant questions.**Sample questions:**

- a) At what age did you start running? How old were you?
- b) When did you get into competitive athletics?
- c) When and where was the first competition held?
- d) Where did you study? / How did you cope with your studies?
- e) What do you perceive as the turning point in your career?
- f) Who has been / was / your role model?
- g) What are your strengths? / What made you successful?
- h) What are your areas of weakness and concern?
- i) What do you do in your leisure time?
- j) What is your big dream?

SECTION D: LITERATURE**TOTAL -35 MARKS****Q10. REFERENCE TO CONTEXT****TOTAL- 7 MARKS****Objective:** To test students' comprehension of poetry- local, global, interpretative, inferential and evaluative**Marking:**

6 marks

Answers:**OPTION (1) OF MOTHER'S AMONG OTHER THINGS**

- a) Of Mothers, Among Other Things ; A.K. Ramanujan ½ + ½
- b) as a young woman e.g.
 - e.g. run back
 - crying cradles
 - three diamond earrings (any 2) 1 mark
- c)
 - Transferred epithet 1 mark
 - Alliteration/
 - 'Crying cradles' symbolize a baby crying in the cradle /
 - explanation of the use of the figure of speech 1 mark

- Caring, active, busy, energetic, protective (Any 2) ½ + ½
- d) rain symbol of mother / tailor / continuity / hard work of mother /
continuous care of mother / protective nature of mother (any one) 1 mark

OPTION (2) CURTAIN

- a) Curtain ; Helen Spalding
- b) It is the separation between two lovers.
- c) Only known to the two lovers
- d) Symbols – ghosts, Hamlets, soliloquies, two worlds 1+1 mark
(Any 2) to convey ghostly / pale, lifeless appearance / indecision /
loneliness / separation (any 2 corresponding to the 2 symbols used
above)
- e) Curtain - symbol of separation 1 mark
Theme of the poem - separation of two lovers 1 mark

Q11. POETRY

TOTAL 4X2=8 MARKS

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

Marking: Content: 3 marks

Expression: 1 mark

- a) e.g. of visual images / sound images / activities / poses
[atleast 2 sense images and 2 sound images]
- b) good poem – symbolic and suggestive ; eternal ; universal ; palpable ;
sensory; open to varied interpretations / an experience (atleast 4)
Or any other relevant points from the poem
- c) If the answer is 'Yes' – shock + strain / stammering / neurasthesia /
traumatic experience or any other relevant point from the poem. If the
answer is 'No' – any suitable answer with justification

Q12. DRAMA

TOTAL-5 MARKS

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

Marking: Content: 3 marks

Expression: 2 marks

OPTION (1) MONKEY'S PAW

- In spite of warning / caution / mystery / he decides to wish
Greed - could be for money / for 3 wishes

OR

OPTION (2) ALEXANDER

Contrast:

- Alexander – conqueror, adventurer, ambitious, died early
- Change only at the time of death
- Asoka – king – concerned about welfare of subjects
- established kingdom / administrator / missionary / character - early transformation – (Kalinga war)
- Alexander sent Generals to conquer men’s bodies, Asoka sent monks to conquer minds
- Similarity – excellent generals ; great leaders ; led by example
- Any two points of comparison and contrast should be included
- Any other relevant ideas to be accepted

Q13. FICTION

TOTAL 4X2=8 MARKS

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

Marking:	Content:	3 marks
	Expression:	1 mark
a)	● Lisa	- ½ mark
	● Wanted to leave play acting for Doronin	- 1 mark
	● Doronin’s death, no where to go	- 1 mark
	● Returned to play acting	- ½ mark
b)	● Narrator / Ruskin Bond / boy	- ½ mark
	● Beggar’s / old man’s	- ½ mark
	● Follow one’s dream / nurture dream / don’t expect too much too soon / not to stand in any other’s way	(Any 2 points) - 2 marks
c)	● became a mother-in-law	
	● lost husband and mother-in-law	
	● both children married	
	● moving into own house at last – as a mother-in-law	
	● daughter –in- law allots her the store room / the room she had wanted to give to her mother-in-law	
	(Any three points)	- 3 marks

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 GRIEF

Note: Marks should be awarded for the students' creativity

Suggested Value Points:

- Iona Potapov – lost his son Barin – wants to share his grief
- fails in his attempts to find a sympathetic listener
- finally shares his unbearable grief with his old horse

Option- 2 ON EDUCATION

Suggested Value Points:

If the answer is 'Yes' – desire for recognition leads to unhealthy competition, creates egoistic individuals, harmful to society

If the answer is 'No' – any suitable argument with justification to be accepted

हिन्दी (ऐच्छिक)

निर्धारित समय : 3 घंटे

अधिकतम अंक : 100

प्रश्नपत्र संख्या 29/1/1

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

एक सुन्दर सूत्र है आत्मकल्याण का - 'जगत से अपेक्षाएँ न रखें, क्योंकि जगत उपेक्षा के योग्य है। अपेक्षा का अर्थ होता है चाहत, किसी से कुछ पाने की आशा रखना और उपेक्षा का अर्थ इसके विपरीत है अर्थात् जगत में किसी से भी कुछ पाने की आशा न रखना और निरपेक्ष भाव से सब में भगवद्भाव रखते हुए स्वार्थ का भाव त्याग कर सबकी सेवा करना।

यह चाहत धन-सम्पत्ति, सुविधा, मान-सम्मान, सुरक्षा आदि किसी भी प्रकार की हो सकती है। चाहत कामना का ही दूसरा नाम है। कामना जीवन में दुख और अशान्ति को जन्म देती है।

सामान्यतः व्यक्ति स्वभाव में अहंवादी होता है। अपने सम्पर्क में आने वाले व्यक्ति, सखा, मित्र तथा परिवारजन से अपने अहं की तुष्टि की अपेक्षाएँ रखता है। वह यह चाहता है कि हर व्यक्ति उसकी परवाह करे, उसे मान-सम्मान दे। यह मान-बड़ाई की इच्छा - यह लोकैषणा ही अशान्ति का प्रमुख कारण है। जीवन में अपेक्षाओं की परिणति अहंकार, द्वेष, ईर्ष्या, प्रतिशोध, असंतोष आदि विकारों में होती है, जबकि उपेक्षा से सन्तोष और शान्ति मिलती है। गीता का अमर संदेश है, फल की अपेक्षा न रखते हुए मनुष्य अपना स्वभाविक कर्म करे। इससे सफल-असफल होने पर सुख-दुख की अनुभूति नहीं होगी, अपितु सन्तोष होगा व अकल्पनीय आनंद मिलेगा।

- (क) अपेक्षा और उपेक्षा का अर्थ भेद समझाइए। 2
- (ख) कामना जीवन में दुख का कारण क्यों बताई गई है? 2
- (ग) अपेक्षा और उपेक्षा जीवन को कैसे प्रभावित करती हैं? 2
- (घ) 'गीता' में कर्मफल की आकांक्षा न रखने की बात क्यों कही गई है? 2
- (ङ) इस गद्यांश का उपयुक्त शीर्षक लिखिए। 2

2. निम्नलिखित काव्यांश को ध्यानपूर्वक पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए : 2x5

वैराग्य छोड़ बाहों की विभा सँभालो,
चट्टानों की छाती से दूध निकालो।

है ठकी जहाँ भी धार शिलाएँ तोड़ो,

पीयूष चंद्रमाओं को पकड़ निचोड़ो

चढ़ तुंग शैल शिखरों पर सोम पियो रे।

योगियों नहीं, विजयी के सदृश जियो रे।

छोड़ो मत अपनी आन, सीस कट जाए,

मत झुको अनय पर, भले व्योम फट जाए।

दो बार नहीं यमराज कंठ धरता है,

मरता है जो एक ही बार मरता है।

तुम स्वयं मरण के मुख पर चरण धरो रे।

जीना हो तो मरने से नहीं डरो रे।

स्वातंत्र्य जाति की लगन व्यक्ति की धुन है,

बाहरी वस्तु यह नहीं, भीतरी गुण है।

नत हुए बिना जो अशनि-घात सहती है,

स्वाधीन जगत में वही जाति रहती है।

वीरत्व छोड़ पर का मत चरण गहो रे।

जो पड़े आन खुद ही सब आग सहो रे।।

(क) कवि भारतीय युवकों को ऐसा जीवन जीने को क्यों कहता है जो योगियों जैसा नहीं, वरन् पराक्रमी वीरों जैसा हो?

(ख) कवि के अनुसार किन परिस्थितियों में मृत्यु की चिंता नहीं करनी चाहिए।

(ग) स्वतंत्रता को 'बाहरी वस्तु न कह कर भीतरी गुण' क्यों कहा गया है? स्पष्ट कीजिए।

(घ) इस काव्यांश का मूल स्वर क्या है?

(ङ) निम्नलिखित पंक्तियों का आशय स्पष्ट कीजिए :

नत हुए बिना जो अशनि-घात सहती है

स्वाधीन जगत में वही जाति रहती है।

अथवा

काँधे धरी यह पालकी
है किस कन्हैयालाल की?
इस गाँव से उस गाँव तक
नंगे बदन, फेंटा कसे,
बारात किस को ढो रहे?
किसकी कहारी में फँसे?

यह कर्ज पुश्तैनी अभी किस्तें हजारों साल की।

काँधे धरी यह पालकी है किस कन्हैयालाल की?
इस पाँव से उस पाँव पर,
ये पाँव बेवाई फटे :
काँधे धरा किसका महल?
हम नींव पर किस की डटे?

यह माल ढोते थक गई तकदीर खच्चर हाल की।

काँधे धरी यह पालकी है किस कन्हैयालाल की?
फिर एक दिन आँधी चली
ऐसी कि पर्दा उड़ गया।
अंदर न दुल्हन थी न दूल्हा
एक कौवा उड़ गया

तब भेद आकर यह खुला हमसे किसी ने चाल की

काँधे धरी यह पालकी लाला अशर्फालाल की।

- (क) काव्यांश के आधार पपर पालकी ढोने वालों की गरीबी का चित्रण अपने शब्दों में कीजिए।
- (ख) 'खच्चर हाल' शब्द का अर्थ स्पष्ट कर बताइए कि यहाँ इस शब्द का प्रयोग क्यों किया गया है?
- (ग) "यह कर्ज पुश्तैनी साल की" काव्य पंक्ति में समाज की किस कुरीति पर चोट की गई? और क्यों?

- (घ) क्रांति की आंधी ने एक दिन कौन सा भेद खोल दिया?
- (ङ) 'लाला अशर्फीलाल' और 'पालकी ढोने वाले' समाज के किन वर्गों के प्रतीक हैं?
3. निम्नलिखित में से किसी एक विषय पर एक निबन्ध लिखिए : 5
- (क) गर्मी की एक झुलसा देने वाली दोपहर
- (ख) मेरे पड़ोस की वह अकेली बुढ़िया
- (ग) बीस-20 क्रिकेट का रोमांच
4. 'दैनिक जागरण' के संपादक को पत्र लिखिए जिसमें वरिष्ठ नागरिकों की सुरक्षा के प्रति चिंता व्यक्त करते हुए कोई सुझाव भी दिया गया हो। 5
- अथवा**
- तेल और प्राकृतिक गैस आयोग, देहरादून के मानव-संसाधन विभाग के महाप्रबंधक को 'मार्केटिंग एक्जीक्यूटिव' पद के लिए आवेदन पत्र लिखिए।
5. संचार माध्यमों में दूरदर्शन की भूमिका पर प्रकाश डालते हुए बताइए कि दूरदर्शन समाचार वाचक में कौन-कौन से गुण होने चाहिए? 5
- अथवा**
- इंटरनेट पत्रकारिता सूचनाओं को तत्काल उपलब्ध कराती है परंतु इसके कुछ दुष्परिणाम भी हैं। उदाहरण सहित स्पष्ट कीजिए।
6. निम्नलिखित प्रश्नों के उत्तर एक-दो वाक्यों में दीजिए : 5
- (क) रेडियो समाचार की भाषा कैसी होनी चाहिए?
- (ख) इलेक्ट्रॉनिक मीडिया के बहुत लोकप्रिय होने का कारण क्या है?
- (ग) विशेष लेखन से आप क्या समझते हैं?
- (घ) पत्रकारिता की साख बनाए रखने के लिए सम्पादन के किन्हीं दो सिद्धान्तों का नामोल्लेख कीजिए।
- (ङ) फीचर किसे कहते हैं?
7. निम्नलिखित काव्यांश की सप्रसंग व्याख्या कीजिए : 4
- चढ़कर मेरे जीवन-रथ पर,
प्रलय चल रहा अपने पथ पर।

मैंने निज दुर्बल पद-बल पर,
उससे हारी-होड़ लगाई।

लौटा लो यह अपनी थाती
मेरी करुणा हा-हा खाती
विश्व! न सँभलेगी यह मुझ से
इससे मन की लाज गँवाई।

अथवा

चकई निसि बिछुरें दिन मिला। हों निसि बासर बिरह कोकिला।।
रैनि अकेलि साथ नहिं सखी। कैसे जिओं बिछोही पँखी।।
बिरह सँचान भँवै तन चाँड़ा। जीयत खाइ मुँ नहिं छाँड़ा।।
रकत ढरा माँसू गरा हाड़ भए सब संख।
धनि सारस होइ ररि मुई आइ समेटहु पंख।।

8. निम्नलिखित में से किन्हीं **तीन** प्रश्नों के उत्तर दीजिए : 2+2+2
- (क) कविता के आधार पर बताइए कि कवि ने 'यह दीप अकेला स्नेहभरा है गर्वभरा मदमाता' क्यों कहा है?
- (ख) 'सई साँझ' में घुसने पर बनारस की किन-किन विशेषताओं का पता चलता है?
- (ग) "जनम अवधि हम रूप निहारत नयन न तिरपित भेल" काव्य-पंक्ति में विद्यापति ने विरहिणी नायिका की किस मनोदशा को व्यक्त किया है?
- (घ) "गीतावली" से संकलित पद 'राघौ एक बार फिरि आवौ' में निहित करुणा को अपने शब्दों में स्पष्ट कीजिए।

9. निम्नलिखित किसी **एक** काव्यांश में निहित सौंदर्य स्पष्ट कीजिए : 5
- (क) तब तौ छवि पीवत जीवत हे, अब सोचन लोचन जात जरे।
हित-तोष के तोष सुप्रान पले, बिललात महादुख दोष भरे।
घन आनँद मीत सुजान बिना, सब ही सुख-साज-समाज टरे।
तब हार पहार से लागत हे, अब आनि कै बीच पहार परे।।

(ख) तोड़ो तोड़ो तोड़ो

ये ऊसर बंजर तोड़ो

ये धरती परती तोड़ो

ये खेत बनाकर छोड़ो

मिट्टी में रस होगा ही जब वह पीसेगी बीज को

हम इसको क्या कर डालें इस अपने मन की खीज को?

गोड़ो गोड़ो गोड़ो ।

10. सूर्यकांत त्रिपाठी 'निराला' अथवा केशवदास के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी किन्हीं दो प्रमुख काव्यगत विशेषताओं को उल्लेख कीजिए ।

5

अथवा

पंडित चंद्रधर शर्मा 'गुलेरी' अथवा रामचन्द्र शुक्ल के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी भाषा-शैली की किन्हीं दो प्रमुख विशेषताओं को उल्लेख कीजिए ।

11. निम्नलिखित गद्यांशों में से किन्हीं दो की सप्रसंग व्याख्या कीजिए :

5+5

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

(ख) स्वातंत्र्योत्तर भारत की सबसे बड़ी ट्रेजेडी यह नहीं है कि शासक वर्ग ने औद्योगीकरण का मार्ग चुना, ट्रेजेडी यह रही है कि पश्चिम की देखादेखी और नकल में योजनाएँ, बनाते समय- प्रकृति, मनुष्य और संस्कृति के बीच का नाजुक संतुलन किस तरह नष्ट होने से बचाया जा सके- इस ओर हमारे पश्चिम-शिक्षित सत्ताधारियों का ध्यान कभी नहीं गया।

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

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

2+2+2

- (क) “चांद्रायण व्रत करती हुई बिल्ली के सामने एक चूहा स्वयं आ जाए तो बेचारी को अपना कर्तव्य पालन करना ही पड़ता है।” ‘कच्चा चिट्ठा’ पाठ के लेखक ने यह वाक्य किस संदर्भ में कहा और क्यों?
- (ख) असगर वज़ाहत की लघुकथा ‘पहचान’ के आधार पर स्पष्ट कीजिए कि जनता राज्य की स्थिति की ओर से आँखें बंद कर ले तो उसका राज्य पर क्या प्रभाव पड़ेगा?
- (ग) ‘गांधी, नेहरू और यास्सेर अराफ़ात’ पाठ के आधार पर बताइए कि काश्मीर के लोगों ने नेहरू जी का स्वागत किस प्रकार किया?
- (घ) ‘शेर’ कहानी में लेखक असगर वज़ाहत ने हमारी व्यवस्था पर क्या व्यंग्य किया है, स्पष्ट कीजिए।

13. ‘दूसरा देवदास’ कहानी के शीर्षक की सार्थकता स्पष्ट कीजिए।

अथवा

‘संवदिया’ कहानी के आधार पर हरगोबिन की चारित्रिक विशेषताओं पर प्रकाश डालिए।

14. निम्नलिखित में से किन्हीं **दो** प्रश्नों के उत्तर ‘अन्तराल भाग 2’ के आधार पर दीजिए :

5+5

- (क) “तो हम सौ लाख कार बनाएंगे” ----- इस कथन के संदर्भ में सूरदास के चरित्र का विवेचन कीजिए।
- (ख) ‘आरोहण’ कहानी के आधार पर बताइए कि शैला और भूप ने मिलकर पहाड़ पर अपनी मेहनत से नई ज़िंदगी की कहानी कैसे लिखी?
- (ग) “चूल्हा ठंडा किया होता, तो दुश्मनों का कलेजा कैसे ठंडा होता?” इस कथन के आधार पर सूरदास की मनःस्थिति का विवेचन कीजिए।

15. ‘अन्तराल भाग 2’ के आधार पर निम्नलिखित में से किन्हीं **दो** प्रश्नों के उत्तर दीजिए :

5+5

- (क) ‘अपना मालवा’ पाठ में लेखक का ‘खाऊ-उजाड़ू’ सभ्यता से क्या तात्पर्य है? यूरोप और अमेरिका की इस सभ्यता के विकास में क्या भूमिका है?
- (ख) ‘बिस्कोहर की माटी’ में गरमी और लू से बचने के जिन उपायों का उल्लेख किया गया है क्या आप भी उन उपायों का प्रयोग करेंगे? युक्तियुक्त विवेचन कीजिए।
- (ग) ‘पहाड़ों में जीवन अत्यंत कठिन होता है’ --- ‘आरोहण’ पाठ के आधार पर पर्वतीय जीवन पर प्रकाश डालिए।

प्रश्नपत्र संख्या 29/1

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

मनुष्य ईश्वर की सर्वोत्कृष्ट कृति है। शुभ तथा अशुभ संस्कारों की प्राप्ति हमें अपने जन्म के पहले ही माता के गर्भधारण करने के समय से प्रारम्भ हो जाती है। जन्म लेने पर बच्चा ज्यों-ज्यों बड़ा होता जाता है, त्यों-त्यों उस पर उसके माता-पिता, परिवार के अन्य सदस्यों, अड़ोस-पड़ोस के वातावरण, अपने मित्रों, पुस्तकों के ज्ञान आदि का प्रभाव पड़ता जाता है। जीवन के व्यवहार में उसे जिस किसी से काम पड़ता है वह उसके गुण-दोषों से अछूता नहीं रहता। इस प्रकार जीवन के कई पड़ावों पर ये प्रभाव उसके संस्कार बनते जाते हैं।

स्वभाव से ही मनुष्य ऊँचा उठना और आगे बढ़ना चाहते हैं ---- यही मनुष्य और पशु में अन्तर है। पशु जहाँ के तहाँ पड़े हैं, मनुष्य अपने संस्कारों की पहचान कर विकास-मार्ग पर अग्रसर हो रहा है। हमारे शुभ और उच्च संस्कार ही हमारी मानवता की पहचान है। यद्यपि हमारे शुभ संस्कार पूर्वजन्मों के कर्मों तथा इस जन्म की अच्छी संगति से जुड़े हुए हैं फिर भी उन्हें पाने के लिए हमें अपना जीवन स्वार्थ-त्याग कर निःस्वार्थ भाव से बिताना होगा। आलस्य, प्रमाद छोड़ हमें परिश्रमी बनना होगा। भौतिक अंधानुकरण को छोड़, उच्च लक्ष्य की प्राप्ति की ओर निरंतर अग्रसर होते रहना होगा जिससे हम आत्मोन्नति कर अपना और अपने देश का कल्याण कर विश्व को भी कुछ दे सकें।

- | | |
|--|---|
| (क) मनुष्य में संस्कार कैसे पड़ते हैं? | 2 |
| (ख) शुभ संस्कार ग्रहण करने के लिए हमें क्या करना होगा? | 2 |
| (ग) मनुष्य और पशु में क्या अंतर बताया गया है? | 2 |
| (घ) 'भौतिक अंधानुकरण' का क्या तात्पर्य है? | 2 |
| (ङ) इस गद्यांश के लिए एक उपयुक्त शीर्षक बताइए। | 2 |

2. निम्नलिखित काव्यांश को पढ़ कर पूछे गए प्रश्नों के उत्तर दीजिए :

हम प्रचंड की नई किरण हैं, हम दिन के आलोक नवल।

हम नवीन भारत के सैनिक, धीर, वीर, गंभीर, अचल।

हम प्रहरी ऊँचे हिमाद्रि के, सुरभि स्वर्ग की लेते हैं।

हम हैं शांति-दूत धरणी के, छाँह सभी को देते हैं।

वीरप्रसू माँ की आँखों के, हम नवीन उजियाले हैं।

गंगा, यमुना, हिंद महासागर के हम रखवाले हैं।

तन-मन-धन तुम पर कुर्बान,

जियो, जियो जय हिन्दुस्तान!

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

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

एक नयन संजीवन जिनका, एक नयन था हालाहल।

जितना कठिन खड्ग था कर में उतना ही अंतर कोमल।

थर-थर तीनों लोक काँपते थे जिनकी ललकारों पर।

स्वर्ग नाचता था रण में जिनकी पवित्र तलवारों पर।

हम उन वीरों की संतान,

जियो, जियो जय हिन्दुस्तान।

- (क) 'प्रचंड की नई किरण' का क्या तात्पर्य है? भारत के वीर अपने आप को 'नई किरण' क्यों कहते हैं? 2
- (ख) हिमालय के प्रहरी किन्हें कहा गया है? वे अपना तन-मन-धन किस पर न्योछावर करना चाहते हैं? 2
- (ग) 'वीरप्रसू' विशेषण का प्रयोग किसके लिए किया गया है और क्यों? 2
- (घ) आशय स्पष्ट कीजिए — 'हम सपूत उनके जो नर थे अनल और मधु का मिश्रण'। 2
- (ङ) काव्यांश के आधार पर हमारे पूर्वजों के व्यक्तित्व की विशेषताओं का उल्लेख कीजिए। 2

अथवा

यह हार एक विराम है

जीवन महासंग्राम है

तिल-तिल मिटूँगा पर दया की भीख मैं लूँगा नहीं

वरदान माँगूँगा नहीं।

स्मृति सुखद प्रहरों के लिए

अपने खँडहरों के लिए

यह जान लो कि मैं विश्व की संपत्ति चाहूँगा नहीं

वरदान माँगूँगा नहीं।

क्या हार में, क्या जीत में
किंचित् नहीं भयभीत मैं
संघर्ष-पथ पर जो मिले यह भी सही वह भी सही
वरदान माँगूंगा नहीं।

लघुता न अब मेरी छुओ
तुम हो महान बने रहो
अपने हृदय की वेदना मैं व्यर्थ त्यागूंगा नहीं
वरदान माँगूंगा नहीं।

चाहे हृदय को ताप दो
चाहे मुझे अभिशाप दो
कुछ भी करो कर्तव्यपथ से किंतु भागूंगा नहीं
वरदान माँगूंगा नहीं।

- (क) कवि ने जीवन को संग्राम क्यों कहा है? इस संग्राम में हारने पर भी वह दया की भीख क्यों नहीं माँगना चाहता? 2
- (ख) जीवन के भले-बुरे दिनों के लिए काव्यांश में किन प्रतीकों का प्रयोग किया गया है? 2
- (ग) किन परिस्थितियों में कवि जीवन में जो भी मिले उसे स्वीकारने को प्रस्तुत है? 2
- (घ) 'तुम हो महान बने रहो' कथन में छिपी वेदना स्पष्ट कीजिए। 2
- (ङ) प्रस्तुत काव्यांश का मुख्य भाव स्पष्ट कीजिए। 2
3. निम्नलिखित विषयों में से किसी एक विषय पर निबन्ध लिखिए : 5
- (क) निजी जीवन में मीडिया की घुसपैठ
- (ख) स्वप्न में जब गांधी जी से मेरी भेंट हुई
- (ग) चौराहे पर भीख माँगता बचपन
4. अपनी ग्राहक संख्या बढ़ाने के लिए एक प्रतिष्ठित समाचार-पत्र को ग्रीष्मावकाश में घर-घर जाकर प्रचार करने वाले नवयुवकों/युवतियों की आवश्यकता है। अपनी रुचि, कुशलता, अनुभव आदि का उल्लेख करते हुए पत्र के मुख्य प्रबन्धक को पत्र लिखिए। 5

अथवा

बीस-बीस क्रिकेट मैच देखते हुए अपने रोमांच को अपने मित्र को एक पत्र लिखकर व्यक्त कीजिए।

5. 'विशेष लेखन से क्या तात्पर्य है? उदाहरण सहित स्पष्ट कीजिए कि विशिष्ट लेखन के पाठक भी विशेष होते हैं।

5

अथवा

रेडियो अथवा टी.वी. की भाषा की विशेषताओं पर प्रकाश डालिए।

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

1x5=5

- (क) समाचार-पत्र में सम्पादक की भूमिका क्या होती है?
(ख) विज्ञापन किसे कहते हैं?
(ग) पत्रकारिता में 'साक्षात्कार' का महत्त्व समझाइए।
(घ) कम्प्यूटर के लोकप्रिय होने का एक प्रमुख कारण बताइए।
(ङ) दूरदर्शन पर समाचार पढ़ते हुए वाचक को क्या सावधानी बरतनी चाहिए?

7. निम्नलिखित काव्यांश की सप्रसंग व्याख्या कीजिए :

4

बिन पनहिन्ह पयादेहि पाएँ। संकरु साखि रहेउँ ऐहि धाएँ।।
बहुरि निहारि निषाद सनेहू। कुलिस कठिन उर भयउ न बेहू।।
अब सबु आँखिन्ह देखेउँ आई। जिअत जीव जड़ सबइ सहाई।।
जिन्हहिं निरखि मग साँपिनि बीछी। तजहिं बिषम बिषु तापस तीछी।।

अथवा

जो है वह सुगबुगाता है
जो नहीं है वह फेंकने लगता है पचखियाँ
आदमी दशाश्वमेध पर जाता है
और पाता है घाट का आखिरी पत्थर
कुछ और मुलायम हो गया है
सीढ़ियों पर बैठे बंदरों की आँखों में

एक अजीब सी नमी है
और एक अजीब सी चमक से भर उठा है
भिखारियों के कटोरों का निचाट खालीपन।

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

2+2+2=6

(क) “मैंने निज दुर्बल पद-बल पर,

उससे हारी-होड़ लगाई।”

— देवसेना की इस गीत-पंक्ति का भाव स्पष्ट कीजिए।

(ख) “हाथ जो पाथेय थे, ठग-ठाकुरों ने रात लूटे”

— ‘गीत गाने दो मुझे’ कविता की इस काव्य-पंक्ति में ‘पाथेय’ और ‘ठग-ठाकुरों’ से क्या आशय है?

(ग) घनानंद की काव्य-पंक्ति - ‘तन तौ छबि पीवत जीवत है, अब सोचन लोचन जात जरे’ का भाव स्पष्ट कीजिए।

(घ) चहुँ ओरनि नाचति मुक्ति-नटी गुन धूरजटी जटी पंचवटी।

— आशय स्पष्ट कीजिए।

9. निम्नलिखित में से किसी **एक** काव्यांश में निहित सौंदर्य स्पष्ट कीजिए :

5

यह मधु है ----- स्वयं काल की मौना का युग-संचय,
यह गोरस-जीवन-कामधेनु का अमृत-पूत-पय,
यह अंकुर-फोड़ धरा को रवि को तकता निर्भय,
यह प्रकृत, स्वयंभू, ब्रह्म, अयुत : इसको भी शक्ति को दे दो।

अथवा

टूटहिं बुंद परहिं जस ओला। बिरह पवन होइ मारै झोला।।
केहिक सिंगार को पहिर पटोरा। गियँ नहिं हार रही होइ डोरा।।
तुम्ह बिनु कंता धनि हरुई तन तिनुवर भा डोल।
तेहि पर बिरह जराइ कै चहै उड़ावा झोल।।

10. रघुवीर सहाय **अथवा** कवि विद्यापति के जीवन और रचनाओं का संक्षिप्त परिचय देते हुए उनकी किन्हीं दो काव्यगत विशेषताओं का उल्लेख कीजिए।

5

अथवा

भीष्म साहनी **अथवा** निर्मल वर्मा के जीवन और रचनाओं का परिचय देते हुए उनकी भाषा-शैली की दो प्रमुख विशेषताओं का उल्लेख कीजिए।

11. निम्नलिखित गद्यांशों में से किन्हीं दो की सप्रसंग व्याख्या कीजिए :

5+5=10

(क) यदि समाज में मानव सम्बन्ध वही होते जो कवि चाहता है, तो शायद उसे प्रजापति बनने की ज़रूरत न पड़ती। उसके असंतोष की जड़ ये मानव सम्बन्ध ही हैं। मानव सम्बन्धों से परे साहित्य नहीं है। कवि जब विधाता पर साहित्य रचता है, तब उसे भी मानव-संबन्धों की परिधि में खिंच लाता है।

(ख) भीड़ लड़के ने दिल्ली में भी देखी थी, बल्कि रोज़ देखता था। दफ़्तर जाती भीड़, खरीद-फरोख्त करती भीड़, तमाशा देखती भीड़, सड़क क्रॉस करती भीड़। लेकिन इस भीड़ का अंदाज़ निराला था; इस भीड़ में एकसूत्रता थी। न यहाँ जाति का महत्त्व था, न भाषा का, महत्त्व उद्देश्य का था और वह सबका सम्मान था, जीवन के प्रति कल्याण की भावना।

(ग) वह दूसरे के द्वार पर भीख माँगने नहीं जाता, कोई निकट आ गया तो भय के मारे अधमरा नहीं हो जाता, नीति और धर्म का उपदेश देता नहीं फिरता, अपनी उन्नति के लिए अफ़सरोँ का जूता नहीं चाटता फिरता, दूसरोँ को अवमानित करने के लिए ग्रहों की खुशामद नहीं करता। आत्मोन्नति हेतु नीलम धारण नहीं करता, अँगूठियों की लड़ी नहीं पहनता, दाँत नहीं निपोरता, बगलें नहीं झाँकता। जीता है और शान से जीता है ----- काहे वास्ते, किस उद्देश्य से? कोई नहीं जानता। मगर कुछ बड़ी बात है। स्वार्थ के दायरे से बाहर की बात है।

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

2+2+2=6

(क) 'प्रेमघन की छाया-स्मृति' पाठ में लेखक ने अपने पिताजी की किन-किन विशेषताओं का उल्लेख किया है?

(ख) "प्रमाण से अधिक महत्त्वपूर्ण है विश्वास" ---- 'शेर' कहानी के आधार पर टिप्पणी कीजिए।

(ग) लेखक ने धर्म का रहस्य जानने के लिए 'घड़ी के पुर्जों का दृष्टांत क्यों दिया है?

(घ) 'कच्चा चिट्ठा' पाठ के आधार पर बताइए कि पसोबा की प्रसिद्धि का कारण क्या था और लेखक वहाँ क्यों जाना चाहता था।

13. “कुटज अपने मन पर सवारी करता है, मन को अपने पर सवार नहीं होने देता।” इस कथन का आशय स्पष्ट करते हुए बताइए कि कुटज के जीवन से आपको क्या प्रेरणा मिलती है।

4

अथवा

“ ‘संवदिया’ कहानी में लेखक ने बड़ी बहुरिया की पीड़ा को, उसके भीतर के हाहाकार को संवदिया के माध्यम से अपनी पूरी सहानुभूति प्रदान की है” – इस कथन पर अपने विचार तर्क-सहित व्यक्त कीजिए।

14. ‘अन्तराल भाग-2’ के आधार पर निम्नलिखित में से किन्हीं दो प्रश्नों के उत्तर दीजिए : 5+5=10

- (क) सूरदास की झोंपड़ी को आग लगा देने पर भैरों के दिल की वह कौन-सी आग थी जो ठंडी हो गई – सोदाहरण स्पष्ट कीजिए।
- (ख) रूपसिंह पहाड़ पर चढ़ना सीखने के बावजूद भूपसिंह के सामने बौना क्यों पड़ गया था? – ‘आरोहण’ कहानी के आधार पर उत्तर दीजिए।
- (ग) ‘बिस्कोहर की माटी’ के आधार पर बताइए कि लेखक ने माँ और बच्चे के सम्बन्धों पर क्या-क्या कहा है।

15. ‘अन्तराल भाग-2’ के आधार पर किन्हीं दो प्रश्नों के उत्तर दीजिए : 5+5=10

- (क) ‘यह फूस की राख न थी, उसकी अभिलाषाओं की राख थी’ – ‘सूरदास की झोंपड़ी’ के आधार पर संदर्भ-सहित विवेचन कीजिए।
- (ख) ‘अपना मालवा’ लेख के आधार पर सदानीरा नदियों के नालों में बदल जाने के कारणों पर प्रकाश डालिए।
- (ग) ‘बिस्कोहर की माटी’ में ऐसी कौन-सी स्मृति है जिसके साथ लेखक को मृत्यु का बोध अजीब तौर से जुड़ा मिलता है? विस्तार से समझाइए।

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 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 29/1/1

अंक - योजना

- 1 (क) 'अपेक्षा' का अर्थ है चाहत, जगत से कुछ पाने की आशा रखना। 'उपेक्षा – उदासीनता यानी संसार से कुछ न चाहना, अपितु निष्काम भाव से सबकी सेवा करना। 2 अंक
- (ख) 'कामना' का अर्थ है 'चाहत' – किसी से मान –सम्मान, धन–संपत्ति, सेवा आदि की आशा करना – जब यह आशा पूरी नहीं होती तो दुख होता है। 2 अंक
- (ग) अपेक्षाएँ पूर्ण होने पर अहम् की तुष्टि होती है, जिससे मन को सुख मिलता है और उपेक्षा होने पर दुख की अनुभूति होती है, जिससे मन को असंतोष और अशांति मिलती है। 2 अंक
- (घ) मनुष्य स्वभाववश संस्कारों से प्रेरित हो अपना स्वाभाविक कर्म करता है। अतः उसे सफल–असफल होने पर सुख–दुख की अनुभूति नहीं होनी चाहिए। यही गीता का अमर संदेश है। 2 अंक
- (ङ.) शीर्षक 2 अंक
- (1) निष्काम कर्म श्रेष्ठ है।
- (2) कामना–अशांति का कारण।
- (या कोई अन्य उपयुक्त शीर्षक दिए जाने पर अंक दिए जाएँ।)
- 2 'वैराग्य छोड़ आग सहोरे।' 2 अंक
- (क) देश की रक्षा हेतु देशवासियों में वीरता और साहस का भाव भरने, अहिंसा और तपस्या–मार्ग छोड़ भुजबल से शत्रु को परास्त कर देश की आन–मान–शान बनाए रखने के लिए उठ खड़े होना।
- (ख) मृत्यु एक ही बार आती है अतः वीरों की तरह मरना शोभनीय है। 2 अंक
- (ग) मनुष्य स्वभाव से स्वतंत्र रहना चाहता है। स्वतंत्र रहने में ही उसे सुख, शांति और तृप्ति आदि मिलती है। अतः स्वतंत्रता उसका स्वभावगत गुण है। 2 अंक
- (घ) देश के लिए जीना और देश के लिए ही मरना कविता का मूल संदेश है। 2 अंक
- (ङ) देशवासियों को अत्याचार और अन्याय के आगे नहीं झुकना चाहिए। उन्हें शत्रु का डट कर मुकाबला करना चाहिए। स्वतंत्र रहने के लिए ये गुण अपेक्षित हैं आदि....। 2 अंक

अथवा

- (क) काँधे धरी अशर्फीलाल की।
पालकी ढोने वाले नंगे बदन, फेंटा कसे, पाँव बेवाई फटे हैं तथा जीवन-भर माल ढोते-ढोते उनकी हालत खच्चर-सी हो गई है।
- (ख) पालकी ढोने वाले के तन की, मन की दुर्दशा हो चुकी है। वे पशु के समान, अभावग्रस्त किन्तु निरंतर पूंजीवादी व्यवस्था के अधीन रह कर गरीबी का जीवन जी रहे हैं।
- (ग) 'यह कर्ज पुश्तैनी' प्रस्तुत काव्य पंक्ति में समाज की सामन्तवादी तथा पूंजीवादी व्यवस्था पर चोट की गई है।
यह व्यवस्था सर्वहारा वर्ग को गरीबी, दुख, आंसू, बंधुआ मजदूरी तथा कर्ज में डूबी बेसहारा जिंदगी के अतिरिक्त कुछ न दे पाई।
- (घ) बंधुआ मजदूरी में फंसे उस सर्वहारा वर्ग में जी-हजूरी करते-करते एक दिन अपने कर्तव्य का बोध हुआ कि उन्हें भी ढंग से, स्वतंत्रता से जीना चाहिए।
- (ङ) 'लाला अशर्फीलाल' शोषक वर्ग सामन्तवाद, पूंजीवाद की ओर संकेत करता है तथा 'पालकी' ढोने वाले लोग बंधुआ मजदूर, सर्वहारा वर्ग व गरीबी की निम्न रेखा में जी रहे वर्ग की ओर संकेत करते हैं।

3 निबंध का अंक-विभाजन इस प्रकार है :

भूमिका व उपसंहार	1/2+1/2=
	1 अंक
विषय प्रतिपादन	3 अंक
विषयानुरूप भाषा, शैली	1 अंक
	कुल 5 अंक

4 पत्र का अंक-विभाजन इस प्रकार है :

पत्र की आरंभिक औपचारिकताएं	1 अंक
प्रभावशाली विषय प्रतिपादन-क्षमता	2 अंक
पत्र समाप्ति की औपचारिकता	1 अंक
विषयानुरूप भाषा-शैली	1 अंक
	कुल 5 अंक

5 अंक—विभाजन इस प्रकार है :

- | | |
|------------------------------------|-------|
| (1) दूरदर्शन की भूमिका | 2 अंक |
| (2) समाचार वाचक के गुणों का उल्लेख | 3 अंक |

कुल 5 अंक

भूमिका :

दूरदर्शन आज के संचार माध्यमों में सबसे अधिक प्रभावशाली माध्यम, सुनने के साथ—साथ देखना, देखने में मनोरंजन अधिक, इसमें धारावाहिक नाटक फिल्में नृत्यादि अनेक कार्यक्रम। समाचारों के साथ उनकी दृश्य प्रस्तुति विशेष रुचिकर एवं प्रभावी ।

(2) वाचक की भाषा में शुद्धता, मधुरता, सहजता, सुबोधता के साथ—साथ गतिमयता, सरलता एवं आम जनता की बोलचाल के शब्दों का प्रयोग। वाचक के चेहरे का हाव—भाव उसकी वेशभूषा का भी प्रभाव, दृश्यमूलक शब्दों जैसे 'झांकी', 'तस्वीर', 'झलक' आदि के प्रयोग विशेष।

अथवा

5 इंटरनेट जहां सूचनाओं के आदान—प्रदान का बेहतरीन औजार है वहीं वह अश्लीलता, दुष्प्रचार व गदंगी फैलाने का भी जरिया है। इंटरनेट पर पत्रकारिता के भी दो रूप हैं। पहला तो इंटरनेट का एक माध्यम व औजार के रूप में इस्तेमाल, अर्थात् खबरों के संप्रेषण के लिए इंटरनेट का उपयोग। दूसरा रिपोर्टर अपनी खबर को एक जगह से दूसरी जगह तक तत्काल भेजने, समाचारों के संकलन, खबरों के सत्यापन और पुष्टीकरण में भी इसका इस्तेमाल करता है।

6 (क) रेडियो समाचार की भाषा सरस, निरक्षर लोगों के लिए भी बोधगम्य हो। **1x5 = 5अंक**

अतः सरल एवं व्यावहारिक भाषा के साथ—साथ सुस्पष्ट भी होनी चाहिए।

(ख) इलेक्ट्रॉनिक मीडिया की सुविधा का चौबीसों घण्टे उपलब्ध होना। पढ़ने, सुनने और देखने, तीनों की ही सुविधा है।

(ग) विशेष लेखन से तात्पर्य — किसी खास विषय पर सामान्य लेखन से हटकर किया गया लेखन। अधिकतर समाचार पत्रों और पत्रिकाओं के अलावा रेडियो और टी.वी. चैनलों में विशेष लेखन होता है।

(घ) निम्नलिखित सिद्धांतों में से किन्हीं दो का उल्लेख अनिवार्य है —

- (1) तथ्यों की शुद्धता (एक्युरेसी)
- (2) वस्तुपरकता (ऑब्जेक्टिविटी)

- (3) निष्पक्षता (फेयरनेस)
- (4) संतुलन (बैलेंस)
- (5) स्रोत (सोर्सिंग—एट्रीब्यूशन)

(ड.) फीचर — व्यावहारिक बातों अथवा घटनाओं की मनोरंजक प्रस्तुति फीचर कहलाती है — यह विशेष सत्य पर आधारित होता है, अतः पाठक एवं दर्शक की जिज्ञासा संवेदना, आशंका आदि को उत्पन्न करने में सहायक होता है।

7 किसी एक काव्यांश की व्याख्या अपेक्षित है :

4 अंक

छायावादी कवि — जयशंकर प्रसाद

रचना — 'देवसेना का गीत'

यहां कवि एक रूपक के माध्यम से मनःस्थिति का विश्लेषण करता है। देवसेना कहती है—प्रलय स्वयं मेरे जीवन रथ पर सवार है भावनाओं एवं कष्टों की आंधी चल रही है फिर भी वह झंझावत प्रलय से लोहा लेती रही है। देवसेना प्रिय को संबोधित कर कहती है अब मेरी करुणा मुझे कमजोर बना रही है। इस प्रेम को सँभाल नहीं पाऊँगी। इसी प्रेम के कारण मैं अपनी लज्जा तक को गँवा बैठी हूँ।

अथवा

कवि —

- (1) जायसी, 'पद्मावत', महाकाव्य के 'नागमती वियोग खंड' से उद्धृत।
- (2) पूस मास की सर्दी में वियोगिनी नागमती की विरह दशा का वर्णन।
- (3) नागमती कहती है — चकवी रात को अपने प्रिय से बिछुड़ दिन में मिलन—सुख भोगती है, पर मैं कोयल की भाँति रात—दिन वियोग—दुख भोगती हूँ। विरह रूपी यह बाज मेरे शरीर पर दृष्टि गड़ाए मेरी ओर देख रहा है। जीते जी मुझे खा रहा है — मेरे शरीर का रक्त बह रहा है, मांस गल गया है, हड्डियाँ शंख के समान सफेद हो गई हैं — हे प्रिय, मैं मरणावस्था में हूँ, आकर मुझे समेट लो।
- (4) पूस मास की भयंकर सर्दी का विरहिणी के शरीर पर प्रभाव लक्षित, मन में प्रिय दर्शनों की अभिलाषा।
भाषा अवधी, छंद—चौपाई और दोहा, वियोग श्रृंगार रस, विरह—सँचान में रूपक, अन्यत्र अनुप्रास।

8 (क) तीन प्रश्नों के उत्तर अपेक्षित हैं।

2+2+2=6 अंक

‘दीप’ व्यक्ति का प्रतीक है, उसमें स्नेह रूपी तेल जिसकी लौ गर्व से मदमाती है। ऐसे ही व्यक्ति यौवन के मद में गर्व करता है।

(ख) ‘सई साँझ’ में घुसने पर पता चलता है कि बनारस शहर आधा जल में, आधा जल के बाहर, गंगा तट पर शव जलाए जाते हैं और पानी में बहाए भी जाते हैं, जल में फूलों के दोनों में दीप रख कर चढ़ाए जाते हैं। मंदिरों में शंख-ध्वनि आदि होती है।

(ग) विरहिणी नायिका की मनोदशा प्रियदर्शन की अभिलाषा में अतृप्त, व्याकुल और वेदना भरी है – यह व्याकुलता जन्य अतृप्ति प्रेम की नवीनता, उसके उत्तरोत्तर बढ़ते रहने की परिचायक है।

(घ) इस पद में माता कौशल्या अपने राम को अयोध्या लौट आने का संदेश भेजती है। उसके हृदय की करुणा अपने लिए ही नहीं, राम के घोड़ों के लिए है – वे घोड़े जो राम के वियोग में दुख उठा रहे हैं। आदि....

9 (क) किसी एक काव्यांश में निहित सौंदर्य –

भाव सौंदर्य 3 अंक

शिल्प सौंदर्य

2 अंक

कुल 5 अंक

काव्य-सौंदर्य – तब तौ छवि.... पहार परे।

कवि अपनी प्रेयसी सुजान के वियोग में अतीत के मिलन की सुखद स्मृतियों की चर्चा कर अपनी मनस्थिति को अभिव्यक्त करता है। तब वह उसे देखकर जीवित रहता था। अब उसकी स्मृति में वह अश्रु बहाता है, तब उसके प्राण उसके मिलन-सुख में पलते थे, अब वे महादुख में विकल हैं – उसका सारा सुख चला गया। तब मिलनावस्था में उसे सुजान के गले का हार भी पहाड़-सा बाधक लगता था – अब वह दूरी ही पहाड़ है।

संयोग और वियोग की तुलनात्मक अवस्थाएँ यथार्थ एवं प्रभावी बन पड़ी हैं। सुख-साज समाज में अनुप्रास, ‘हार-प्रहार-से’ में उपमा, भाषा ब्रज, छंद सवैया, रस-वियोग श्रृंगार।

अथवा

(ख) तोड़ो गोड़ो (रघुवीर सहाय)

प्रस्तुत काव्यांश में कवि एक ओर चट्टानों और बंजर भूमि तोड़ने की बात कहता है तो दूसरी ओर अपने मन की ऊब और खीझ को भी तोड़ने का आह्वान करता है। इन पंक्तियों में प्रयोगवादी कविता के सभी गुण, नए उपमानों द्वारा क्रांतिकारी विचारों की अभिव्यक्ति, भाषा सरल, सुबोध है। तोड़ो-तोड़ो और गोड़ो-गोड़ो में पुनरुक्ति प्रकाश अलंकार है।

10 अंक विभाजन इस प्रकार है :

कवि का जीवन परिचय	1+1/2 अंक
रचनाओं का उल्लेख	1+1/2 अंक
काव्यगत विशेषताएं	2 अंक
	कुल 5 अंक

निराला

जन्म बंगाल के मेदिनीपुर जिले में सन् 1897 में। प्रकृति से स्वच्छंद स्वभाव के, मैट्रिक से आगे शिक्षा न चली। बाईस वर्ष की अवस्था में पत्नी का स्वर्गवास। आर्थिक संकट, संघर्ष तथा जीवन की यथार्थ अनुभूतियों ने निराला जी के जीवन की दिशा ही मोड़ दी। गंभीर, दार्शनिक, आत्माभिमानी एवं मानवतावादी करुणा, दयालुता दानशीलता, संवेदनशील।

रचनाएँ

काव्य

परिमल, गीतिका, अनामिका इत्यादि।

उपन्यास

अप्सरा, अलका, निरूपमा, प्रभावती

कहानी

लिली, सखी, अपने घर, चतुरी चर्मकार

निबंध

प्रबंध पद्य, चाबुक, रवीन्द्र कानन इसके साथ-साथ रेखाचित्र, जीवनी, अनूदित भी।

काव्यगत विशेषताएं

बहुमुखी प्रतिभा, अदम्य पौरुष, श्रृंगार, दार्शनिकता, करुणा, संवेदना व टीस। कहीं

जागरण, कहीं उन्माद कहीं सिंह गर्जना। कहीं छायावादी, कहीं रहस्यवादी, कहीं प्रगतिवादी तो कहीं मानवतावादी भी। स्वर्ग सिधारे – 15 अक्टूबर, 1961 में

केशवदास

जन्म – 1555 ई०, मृत्यु सन् 1617 में। भक्तिकाल की राम भक्ति शाखा के, बेतवा नदी के तट पर स्थित ओरछा नगर में जन्म। ओरछापति महाराज इन्द्रजीत सिंह उनके प्रधान आश्रयदाता। वीरसिंह देव का आश्रय भी प्राप्त था। संगीत—साहित्य, धर्मशास्त्र और राजनीति, ज्योतिष और वैद्यक सभी विषयों के गंभीर अध्येता। इनके तीन रूप – आचार्य, महाकवि और इतिहासकार। हिन्दी में संस्कृत की परंपरा की व्यवस्थापूर्वक स्थापना की। इन्होंने व्यवस्थित एवं सर्वांगपूर्ण रीतिग्रंथ लिखे।

रचनाएं

रसिक प्रिया, कवि प्रिया, रामचंद्र चंद्रिका, वीर चरित्र, वीरसिंह देव चरित, विज्ञान गीता, जहांगीर जसचन्द्रिका आदि।

काव्य—भाषा

ब्रजभाषा, बुंदेलखंड निवासी होने के कारण उनकी रचना में बुंदेली के शब्दों का प्रयोग भी मिलता है, संस्कृति का प्रभाव तो है ही।

अथवा

पंडित चंद्रधर शर्मा 'गुलेरी'

जन्म सन् 1883 ई. में पुरानी बस्ती, जयपुर में हुआ। अनेक भाषाओं के ज्ञाता—संस्कृत, पालि, प्राकृत, अपभ्रंश, ब्रज, अवधी, मराठी, गुजराती, राजस्थानी, पंजाबी, बंगला के साथ—साथ अंग्रेजी, लैटिन तथा फ्रेंच आदि भाषाओं के ज्ञाता थे। वे संस्कृत के अच्छे पंडित थे। प्राचीन इतिहास और पुरातत्व उनका प्रिय विषय था।

गुलेरी जी की सृजनशीलता के चार मुख्य पड़ाव –

- (1) समालोचक (1903—06 तक)
- (2) मर्यादा (पत्रिका) (1911—12)
- (3) प्रतिभा ((पत्रिका) (1918—20)
- (4) नागरी प्रचारिणी पत्रिका (1920—22)

इन पत्रिकाओं में रचनाकार व्यक्तित्व उभर कर आया। उन्होंने अनेक उत्कृष्ट निबंध लिखे हैं। उन्होंने 1904 से 1922 तक अनेक संस्थाओं में अध्यापन कार्य किया। उन्हें 'इतिहास दिवाकर' की उपाधि से सम्मानित किया गया।

रचनाएँ

तीन कहानियों ने उन्हें अमर बना दिया।

(1) सुखमय जीवन (2) बुद्ध का कांटा (3) उसने कहा था।

मृत्यु : 1922 ई०

अथवा

रामचंद्र शुक्ल

जन्म बस्ती जिले के 'अगोना' ग्राम में सन् 1884 ई० में हुआ।

प्रारंभिक शिक्षा – उर्दू, फारसी में। मिर्जापुर में हाई स्कूल की परीक्षा उत्तीर्ण कर उसी स्कूल में ड्राइंग के मास्टर हो गए।

'हिन्दी शब्द सागर' के सहायक संपादक। बनारस हिन्दू विश्वविद्यालय में हिन्दी-प्राध्यापक के पद पर और बाद में हिन्दी विभाग के अध्यक्ष नियुक्त हुए। इसी पद पर कार्य करते हुए सन् 1941 में मृत्यु।

रचनाएँ

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

भाषा-शैली

प्रौढ़, सजीव, प्रांजल एवम् भावानुकूल भाषा। भाषा इतनी सुगठित, निर्दोष तथा अर्थ-व्यंजक है कि विश्व की किसी भी सर्वोत्तम विकसित भाषा की तुलना में रखी जा सकती है।

गद्य शैली विवेचनात्मक। इसमें विचारशीलता एवं सूक्ष्म तर्क योजना का समावेश है। शब्द-चयन एवं शब्द-संयोजन व्यापक है। सूत्रात्मक वाक्य रचना उनकी शैली की विशेषता है। तत्सम शब्दावली के साथ-साथ अंग्रेजी, अरबी, फारसी के शब्द प्रचलित मुहावरों का प्रयोग, निबंधों में कहीं-कहीं हास्य एवं व्यंग्य का पुट भी।

11 दो गद्यांशों की संदर्भ सहित व्याख्या अपेक्षित

संदर्भ

(लेख तथा लेखक का नामोल्लेख)

1 अंक 5x2=10 अंक

पूर्वापर संबंध निर्वाह

1/2 अंक

प्रमुख भाव-बिन्दुओं का स्पष्टीकरण

3 अंक

भाषागत विशेषताएं, टिप्पणी

1/2 अंक

कुल 5 अंक

(क) लेख – 'कुटज'

लेखक – पंडित हजारीप्रसाद द्विवेदी

- (1) कुटज को भीष्म पितामह की भांति अवधूत कहना।
- (2) कुटज की जीवन जीने की कला से पाठकों को प्रेरणा देना।
- (3) सुख-दुख में समभाव के साथ जीना.... आदि भावों की व्याख्या अपेक्षित हैं।
- (4) भाषा तत्सम, मुहावरेदार, सूक्तिमय। शैली –विवेचनात्मक एवं चिंतन प्रधान। उपर्युक्त भाव बिन्दुओं का विस्तार अपेक्षित है।

(ख) (1) लेखक – 'निर्मल वर्मा'

लेख – 'जहां कोई वापसी नहीं'

- (2) भारत के औद्योगीकरण के चक्कर में प्रकृति किस प्रकार नष्ट हो रही है व संतुलन खो रही है
- (3) स्वतंत्रता के उपरांत नेताओं ने पाश्चात्य प्रभाव में आकर प्रकृति-मनुष्य और संस्कृति के बीच के नाजुक संतुलन का ध्यान नहीं रखा इन बिन्दुओं की व्याख्या अपेक्षित है।
- (4) भाषा सहज और सरल है, विषय का प्रतिपादन विश्लेषणात्मक शैली में किया गया है।

(ग) (1) लेखक – रामविलास शर्मा

लेख – यथास्मै रोचते विश्वम्

- (2) प्रस्तुत लेख में लेखक ने कवि को प्रजापति का दर्जा देते हुए उसे अपने कार्य के प्रति सचेत किया है। खेद है कि आज साहित्य मानव का मार्गदर्शन कर उसे रूढ़ियों के बंधन से मुक्त नहीं करता, व्यवस्था के प्रति क्रांति पैदा नहीं करता आदि-आदि विचारों की व्याख्या अपेक्षित है।
- (3) भाषा में स्पष्टवादिता का गुण, विश्लेषणात्मक शैली तथा तत्सम शब्दावली का प्रयोग।

12 तीन प्रश्नों के उत्तर अपेक्षित :

2+2+2=6 अंक

विषय वस्तु

1+1/2 अंक

भाषागत

1/2 अंक

कुल 2 अंक

(क) लेखक ने कौशाम्बी से लौटते हुए एक पेड़ के सहारे रखी चतुर्भुजी शिव की मूर्ति देखी तो उसका जी ललचाया। मूर्ति उठाकर संग्रहालय में भेजना वह अपना कर्तव्य समझता है बिल्ली चूहे का उदाहरण स्पष्टीकरण हेतु अपेक्षित है।

(ख) जनता यदि अपनी आँखें बंद कर ले तो शासक वर्ग निरंकुश हो जाएगा। देश की प्रगति अवरुद्ध हो जाएगी, शासक वर्ग व्यक्तिगत उन्नति करने में संलग्न हो जाएगा। आदि भाव स्पष्टीकरण हेतु अपेक्षित हैं

(ग) नेहरू जी का भव्य स्वागत हुआ। शेख अब्दुल्ला के नेतृत्व में जेहलम नदी पर शहर के एक सिरे से दूसरे सिरे तक सातवें पुल से अमीराकदल तक नावों में उनकी शोभा यात्रा निकाली आदि-आदि।

(घ) 'शेर' कहानी के द्वारा व्यवस्था पर यह व्यंग्य किया गया कि व्यवस्था तभी तक शांत रहती है जब तक उसकी इच्छाओं की पूर्ति, आज्ञाओं का पालन होता रहे। उल्लंघन होने पर वह शेर की तरह मुँह फाड़ लेती है, आक्रामक रूप धारण कर लेती है स्पष्टीकरण अपेक्षित है।

13 'दूसरा देवदास' नाम सार्थक है, पहले वाले देवदास की तरह ही इस कहानी का देवदास भी पारो पर मुग्ध हो जाता है, उसकी अनुपस्थिति में भी वह उसके संग होने का अहसास करता है, स्वप्न में भी उसका श्रृंगार प्रसाधन करता है – शीर्षक सार्थक है।

कथ्य=3 अंक

भाषागत विशेषता=

1 अंक

कुल 4 अंक

अथवा

हरगोबिन एक ईमानदार, कर्तव्यनिष्ठ संवदिया है। लोग उस पर विश्वास करते हैं – वह बड़ी बहुरिया का संवाद इसलिए नहीं दे पाया – (1) उसकी बूढ़ी माँ को दुख पहुंचेगा। (2) बड़ी बहुरिया उसके गांव की लक्ष्मी है, वह यदि मायके चली गई तो उसके गांव का अपमान होगा। (3) बड़ी बहुरिया भाई-भाभियों की गुलामी कैसे करेगी आदि बिन्दुओं पर प्रकाश अपेक्षित है

14 (क) दो प्रश्नों के उत्तर अपेक्षित हैं :

5x2= 10 अंक

कथ्य

4 अंक

भाषा-शैली

1 अंक

कुल 5 अंक

प्रस्तुत कथन 'सूरदास' के भीतर की मज़बूती, दृढ़ता व पुनः उठ कर जीने और कर्म करने का भाव व्यक्त करता है। अपने जीवन भर की कमाई गँवा चुकने के बाद भी वह सरलता से जवाब देता है – कि वह भी सौ, लाख बार अपनी झोंपड़ी बनाएगा। इस प्रकार उसके स्वाभिमानी, उदार, आदर्शवादी चरित्र का स्पष्टीकरण अपेक्षित है।

(ख) भू-स्खलन के पश्चात् भूप बिल्कुल अकेला हो गया। अतः वह शैला से शादी कर उसे अपने साथ रखने लगा और उन दोनों ने मिलकर भू-स्खलन से फैले मलबे को हटाया, खेतों को ढलवां बनाया और पहाड़ काट कर झरने को मोड़कर खेतों तक लाए इस प्रकार नई जिंदगी की कहानी लिखी।

(ग) सूरदास एक अंधा भिखारी था। उसकी झोंपड़ी में आग लगा दी गई थी और लोग तरह-तरह के प्रश्न पूछते, दुर्घटना का कारण जानना चाहते थे। प्रस्तुत उक्ति जगधर के प्रश्न का नायकराम द्वारा दिया गया जवाब है। परंतु सूरदास का ध्यान तो सिर्फ झोपड़ी में रखी अपने रुपयों की थैली पर था – इसी व्याकुलता को दर्शाना अपेक्षित है।

15 (क) 'अपना मालवा' नामक इस पाठ में लेखक ने मालवा प्रदेश की मिट्टी, नदियों के उद्गम एवं विस्तार तथा वहां के जन-जीवन संस्कृति तथा वर्षा को रेखांकित किया है। लेखक ने इस पाठ में पहले के मालवा प्रदेश की कदम-कदम पर पानी और गहन गंभीर धरती की तुलना वर्तमान मालवा प्रदेश के सूखे एवं उजड़े हुए सुख, समृद्धि एवं संपन्नता से की है जिसे लेखक ने 'खाऊ-उजाड़ू' सभ्यता की संज्ञा दी है।

(ख) गरमी और लू से बचने के लिए हम भी इन्हीं उपायों का प्रयोग करेंगे। जैसे प्याज को बदन से बांधना आम का पन्ना लेना, देह में लेप लगाना, कच्चे आम से सिर धोना आदि अपेक्षित हैं।

(ग) पहाड़ों में जीवन अत्यंत कठिन होता है – मुश्किलों, प्राकृतिक आपदाओं से लड़ना आदि-आदि बिन्दुओं पर प्रकाश अपेक्षित है।

प्रश्न-पत्र-संख्या 29/1

अंक - योजना

1 अपठित गद्यांश बोध

2x5 = 10 अंक

- (क) पूर्वजन्मों से, माता के गर्भधारण से, जन्म पश्चात् परिवार जनों—आस—पड़ोस—सहपाठियों—शिक्षकों—मित्रों एवं पुस्तकों से प्राप्त होते रहने की प्रक्रिया में बने रहते हैं।
- (ख) सत्संगति, स्वाध्याय, महापुरुषों की जीवनियों एवं सद्विचारों के चिंतन—मनन से।
- (ग) सोचने—समझने—बोलने की दैवी शक्ति मनुष्य मात्र को प्राप्त, जबकि पशु वर्ग इससे वंचित। मनुष्य निरंतर अग्रसर होने को उत्सुक होता है — पशु नहीं।
- (घ) उचित—अनुचित का विचार किए बिना भौतिकता की दौड़ में पड़ना 'भौतिक अंधानुकरण' है।
- (ङ.) शीर्षक
शुभ संस्कार/आत्मोन्नति/उच्च संस्कार
(अन्य उचित शीर्षक पर भी अंक दे दिए जाएं।)

2 हम प्रचंड जय हिन्दुस्तान।

2x5 = 10 अंक

- (क) प्रचंड की नई किरण से तात्पर्य तेजस्वी नवयुवकों से है। वे अटल, धीर, वीर एवं दृढ़ हैं। वे भारत के जागरूक रक्षक हैं।
- (ख) भारत के वीर सैनिकों, नवयुवकों एवं सपूतों को। देश की रक्षा में।
- (ग) वीरप्रसू का प्रयोग भारत भूमि के लिए किया गया है, क्योंकि जब—जब भारत पर आक्रांताओं ने नजरें उठाईं, तब—तब उन्होंने अपना तन—मन—धन न्योछावर करने में तत्परता दिखाई।
- (घ) 'अनल और मधु के मिश्रण' से तात्पर्य 'शिव' और 'विष्णु' की ओर है। लोक—कल्याण—हेतु शिव ने हलाहल पिपा और विष्णु ने मोहिनी अवतार लेकर देवताओं को अमृत बांटा था। हम भारतवासी उन्हीं शिव एवं विष्णु की संतानें हैं।
- (ङ.) पूर्वजों की विशेषताएं
धीर—वीर—गंभीर—दृढ़—निश्चयी, क्षमाशील, शांतिप्रिय, शरणागत को आश्रय देने वाले आदि।

अथवा

यह हार मांगूंगा नहीं।

- (क) जीवन में अनेक उतार-चढ़ाव, दुख-सुख आते हैं और उनसे हमें जूझना पड़ता है – अतः जीवन एक संग्राम है। जीवन में (पराजय) मिलने पर कर्म की समाप्ति नहीं होती, वरन पराजय पुनः लड़ने की शक्ति का संचार करती है।
- (ख) विगत सुख-दुख के लिए महासंग्राम, हार के लिए विराम, अभावग्रस्त जीवन के लिए खण्डहर एवं सुखों के लिए विश्व की संपत्ति।
- (ग) सुख-दुख दोनों परिस्थितियों में जो भी मिले उसे सहर्ष स्वीकारने को तैयार है पर वह किसी भी सूरत में भीख नहीं मांगना चाहता।
- (घ) पग-पग पर जीवन में प्राप्त असफलताओं के परिणामस्वरूप मिली घोर निराशा, हृदय का ताप, भय एवं अशांति आदि वेदनाएं।
- (ङ.) काव्यांश का मुख्य भाव
जीवन के महासंग्राम में जूझने पर यदि दुख/पराजय आदि मिले तो भी कर्तव्य पथ से विमुख न होना।

3 निबंध का अंक विभाजन इस प्रकार है :

- | | | |
|----------------------------------|---------|-----------|
| ● भूमिका एवं उपसंहार | 1/2+1/2 | 1 अंक |
| ● विषय एवं विषय प्रतिपादन क्षमता | | 3 अंक |
| ● भाषा शैली | | 1 अंक |
| | | कुल 5 अंक |

4 पत्र

- | | | |
|-----------------------------|--|-----------|
| पत्र की आरंभिक औपचारिकताएं | | 1 अंक |
| विषय प्रतिपादन | | 2 अंक |
| पत्र-समाप्ति की औपचारिकताएं | | 1 अंक |
| भाषा शैली | | 1 अंक |
| | | कुल 5 अंक |

5 'विशेष लेखन' से तात्पर्य-किसी खास विषय पर सामान्य लेखन से हटकर किया गया लेखन। अधिकतर समाचार-पत्रों और पत्रिकाओं के अलावा रेडियो और टी.

वी. चैनलों में विशेष लेखन होता है। व्यक्ति विशेष की दिलचस्पी और जानकारी के क्षेत्र अलग-अलग होते हैं तो उसका विशेष लेखन भी उसी के अनुरूप होता है। विशेष लेखन की रिपोर्टिंग भी विशेष होती है। विशेष लेखन के तहत उस विषय की रिपोर्टिंग के अलावा उस विषय या क्षेत्र-विशेष पर फीचर टिप्पणी, साक्षात्कार, लेख, समीक्षा व स्तम्भ-लेखन भी आता है। इस तरह के विशेष लेखन कर्मियों को फ्रीलांसर पत्रकार भी कहते हैं।

(नोट— कम-से-कम तीन बिन्दुओं पर प्रकाश डालना अपेक्षित है)

अथवा

रेडियो अथवा टी.वी. की भाषा

बोलचाल की भाषा हो, वाक्य छोटे, सीधे व स्पष्ट हों। भाषा में सरलता, संप्रेषणीयता एवं प्रभावमयता हो। अनावश्यक विशेषणों, सामासिक शब्दों से बचने का प्रयास हो। मुहावरों के प्रयोग से भाषा को प्रभावशाली बनाया जाए। वाक्यों में तारतम्य हो। शब्द बोलचाल के करीब हों, उनमें विद्वता की झलक न हो।

- (क) समाचार-पत्र में छपने से पहले छपने योग्य समाचारों का चुनाव करना, $1 \times 5 = 5$ अंक
उन्हें छपने-योग्य बनाना, संपादन में कम्पोजिंग, गैली प्रूफ, प्रूफ रीडिंग, पेज प्रूफ, पेज-विकिरण आदि का कार्य संपादक करता है।
- (ख) विज्ञापन उपभोक्ता वस्तुओं की बिक्री बढ़ाने का एक साधन है, साथ ही यह संचार-माध्यमों की आय का भी मुख्य स्रोत है। विज्ञापन पत्र-पत्रिकाओं तथा रेडियो और दूरदर्शन पर प्रसारित होते हैं। सिनेमा स्लाइड, इशितहार, होर्डिंग, दीवारों व बसों के अलावा प्रतियोगिताओं एवं प्रदर्शनियों आदि में भी प्रयोग में लाए जाते हैं।
- (ग) साक्षात्कार का महत्व
किसी विषय-विशेष पर विशेषज्ञ-विशेष के विभिन्न विचारों से पाठकों का परिचय होता है।
- (घ) कम्प्यूटर के लोकप्रिय होने के कारण समय की बचत, तत्परता और तथ्यों का सही आकलन आदि।
(कोई एक बिन्दु)
- (ङ.) टी.वी. पर समाचार-वाचन के अनुरूप चित्रों को दिखाया जाना चाहिए। समाचार पढ़ते हुए भाषा-उच्चारण में शुद्धता पर विशेष ध्यान दिया जाना चाहिए। शब्द सरल व आम बोलचाल के ही प्रयोग किए जाने चाहिए। दूरदर्शन पर समाचारों, चित्रों व भाषा का तालमेल होना चाहिए।

7	सप्रसंग व्याख्या	कुल 4 अंक
	कवि एवं कविता का नामोल्लेख	1/2+1/2=1 अंक
	पूर्वापर संबंध निर्वाह	1/2 अंक
	व्याख्या : मुख्य बिन्दुओं का स्पष्टीकरण	2 अंक
	विशेष कथन	1/2 अंक

(1) कवि – तुलसीदास

कविता – काव्य ग्रंथ 'रामचरितमानस' के अध्याय कांड के 'भरत-राम का प्रेम' से उद्धृत

(2) राम-वन-गमन के बाद भरत राम से मिलने (गुरु वशिष्ठ, माताओं और अयोध्यावासियों के साथ) वन जाते हैं। वन में राम की दशा देखकर भरत के मन में जो उद्गार उठे, उनकी अभिव्यक्ति का यहां चित्रण है।

(3) नंगे पांव राम का वन-गमन देख कर भरत का वज्र-सा हृदय नहीं फटा, निषाद के प्रेम को देखकर भी उन्हें संकोच नहीं हुआ? यहां आकर मैंने सब देख लिया है कि जीते जी मुझे यह सब वियोग-जन्य पीड़ा सहनी पड़ रही है। रास्ते के साँप और बिच्छू भी जिन्हें (राम) देखकर अपना विष छोड़ देते हैं, उन्हें मेरी माता ने शत्रु समझा – कथन पर प्रकाश अपेक्षित।

(4) भाषा – अवधी, दोहा-चौपाई छंद, अनुप्रास अलंकार, भरत की व्याकुलता का भावपूर्ण चित्रण!

अथवा

कवि – केदारनाथ सिंह

कविता – 'बनारस'

बनारस में बसंत का आगमन किस प्रकार होता है। बसंत का आगमन अचानक, शहर की गलियों में धूल का बवंडर उठता है – उसकी मिट्टी का अनुभव लोगों के मुख में गई जीभ की किरकिराहट पर – शहर में गंगा घाट पर लोग बंदरों की आंख में नमी और भिखारियों के कटोरों में कुछ पैसे पड़ते देखते हैं।

सामान्यतः बसंत का आगमन बहार बनकर आता है परंतु बनारस में धूल-आंधी के साथ। अवधी भाषा के देशज शब्दों के प्रयोग बसंत का प्रभाव वहां के जनजीवन एवं प्राकृतिक स्थलों पर दिखाई पड़ता है।

8 केवल तीन प्रश्नों के उत्तर अपेक्षित :

2+2+2=6 अंक

- क देवसेना जीवन के सभी सुखों से विदाई लेते हुए वेदना—गीत गाती है। प्रलय देवसेना के जीवन रथ पर सवार है। वह जीवन—संघर्ष में हार की संभावनाओं के बावजूद भी साहस नहीं छोड़ती, अपितु परिस्थितियों का मुकाबला करती है।
- ख 'पाथेय' – पाथेय शब्द को मानवीय मूल्यों के रूप में चित्रित किया गया है। 'ठग—ठाकुरों' से आशय शोषक वर्ग से है।
- ग घनानंद कहते हैं – संयोग के समय नायिका पास रहती थी तो आंखें प्रेयसी के रूप—सौन्दर्य का रस पीकर जीवित रहती थीं। अब वियोग में आंसू बहाती रहती हैं।
- घ कवि केशवदास ने पंचवटी के माहात्म्य का सुंदर वर्णन करते हुए इस सवैये की अंतिम पंक्ति में कहा है कि पंचवटी के चारों ओर मोक्षनदी का नृत्य हो रहा है। अर्थात् सब ओर मुक्ति दिखाई दे रही है। शिव की जटाओं के रजकणों में व्याप्त गुणों से पंचवटी जड़ी पड़ी है जो सभी पापों को काट देती है।

9 काव्य सौंदर्य

किसी एक काव्यांश में निहित काव्य— सौंदर्य स्पष्ट करना।

(क) भाव सौंदर्य

3 अंक

(ख) शिल्प सौंदर्य

2 अंक

कुल 5 अंक

- 'अज्ञेय' द्वारा रचित 'यह दीप अकेला' में कवि ने सामाजिक परिवेश में व्यक्ति की विशेषताओं पर बल देते हुए कहा है कि उसकी सब विशेषताएं समाज—हित में ही प्रयुक्त होनी चाहिए।
- प्रस्तुत काव्य—पंक्तियों में कवि ने व्यक्ति को महत्वपूर्ण माना है, किंतु उसके समस्त कर्म—पराक्रम की चरितार्थता समाज—हित में ही मानी है। भाव पक्ष की दृष्टि से ये काव्य—पंक्तियां प्रतीकात्मकता का अनूठा सौंदर्य लिए हैं।
- इन काव्य—पंक्तियों में भावगत लाक्षणिकता, प्रतीकात्मकता के साथ—साथ भाषागत सौंदर्य भी अनूठा है।
- भाषा संस्कृत के तत्सम शब्दों से युक्त अलंकारमयी, शुद्ध साहित्यिक और प्रतीकात्मक खड़ी बोली है।

अथवा

भाव-सौंदर्य

- मलिक मुहम्मद जायसी के 'नागमती वियोग खण्ड' से उद्धृत।
- माघ के कठिन जाड़े में कांपती नागमती की विरह-वेदना का मार्मिक वर्णन है।
- इस महीने में शीत के साथ-साथ वर्षा का आना और ठंडी-शीतल हवा का प्रहार नागमती की विरह-वेदना को बढ़ा देता है। नागमती प्रिय के वियोग में तिनके के समान पतली और निरीह हो गई है। वह अपने दुर्बल कण्ठ में हार तक नहीं पहन पाती। विरहाग्नि में जल कर राख हो गई है। इस राख को भी पवन उड़ा देने पर तुला है।

शिल्प-सौंदर्य

- प्रकृति का उद्दीपन रूप में प्रभावी चित्रण।
- 'विरह-पवन' में रूपक अलंकार।
- 'गियं डोरा' में अतिशयोक्ति अलंकार।
- 'टूटहिं बूंद....ओला' उपमा अलंकार।
- तत्सम-तद्भव शब्दों से युक्त अवधी भाषा। तद्भव शब्दों की अधिकता।

10 कवि अथवा लेखक

(किसी एक के विषय में उत्तर अपेक्षित)

कवि/लेखक जीवन-परिचय

1+1/2 अंक

रचनाओं का उल्लेख

1+1/2 अंक

दो काव्यगत विशेषताओं का उल्लेख अथवा दो भाषा शैली गत विशेषताएं

2 अंक

कुल 5 अंक

रघुवीर सहाय – जीवन परिचय

- जन्म – 9 दिसंबर 1929, लखनऊ (उत्तर प्रदेश)।
- शिक्षा – संपूर्ण शिक्षा लखनऊ में।
- 1991 में अंग्रेजी साहित्य में एम.ए.।
- व्यवसाय – पत्रकार। ('प्रतीक' के सहायक संपादक) 'कल्पना' और 'दिनमान' के संपादक।

- आकाशवाणी के समाचार-विभाग में भी रहे।
- 'नई कविता' के यशस्वी कवि, रचनात्मक और विवेचनात्मक गद्य के प्रसिद्ध लेखक।
- कविता-संसार में आत्मपरक अनुभवों की जगह जन-जीवन के अनुभवों की अभिव्यक्ति के लिए प्रसिद्ध।

रचनाएँ :

रघुवीर सहाय की प्रथम समर्थ रचना 'सीढ़ियों पर धूप में' है। इसके पश्चात् की रचनाएं 'आत्महत्या के विरुद्ध', 'हंसो-हंसो जल्दी हंसो', 'लोग भूल गए हैं' आदि 'लोग भूल गए हैं' रचना पर उन्हें 1984 का साहित्य अकादमी पुरस्कार प्राप्त हुआ है।

भाषा शैली : इनकी अपनी विशिष्ट काव्य-शैली है। भाषा, सरल, साफ-सुथरी एवं सधी हुई है। भाषा शहरी होते हुए भी सहज व्यवहार वाली है। रघुवीर सहाय आधुनिक काव्य-भाषा के मुहावरे को पकड़ने में अत्यंत कुशल हैं।

अथवा

विद्यापति

जन्म - 1380 ई० मधुबनी (बिहार) कि बिस्पी ग्राम में। बिस्पी ग्राम में उनका परिवार विद्या और ज्ञान के लिए प्रसिद्ध था। जन्म काल के विषय में प्रामाणिक सूचना उपलब्ध नहीं। उनके रचनाकाल और आश्रयदाता के राज्य काल के अनुसंधान के आधार पर उनके जन्म और मृत्यु वर्ष का अनुमान किया गया है। विद्यापति मिथिला-नरेश राजा शिव सिंह के अभिन्न-भिन्न राजकवि और सलाहकार थे। बचपन से ही कुशाग्रबुद्धि और तर्कशील व्यक्तित्व, साहित्य, संस्कृति, संगीत, ज्योषि, इतिहास, दर्शन, न्याय, भूगोल आदि के प्रकांड पंडित। संस्कृत, अवहट (अपभ्रंश) और मैथिली तीन भाषाओं में रचनाएं कीं।

रचनाएँ

'कीर्तिलता', 'कीर्तिपताका', 'पुरुष परीक्षा', 'भू-परिक्रमा', 'लिखनावली' और 'पदावली'।

काव्यगत विशेषताएँ

'कीर्तिलता' और 'कीर्तिपताका' रचनाओं में दरबारी संस्कृति और अपभ्रंश काव्य-परंपरा का प्रभाव। 'पदावली' में जनभाषा और जन-संस्कृति की अभिव्यक्ति। पद-लालित्य, मानवीय प्रेम और व्यावहारिक जीवन के विविध रंग।

राधा कृष्ण के लौकिक प्रेम के विभिन्न रूपों का चित्रण। भक्ति, प्रकृति, प्रेम और सौंदर्य की अनुभूति की सरस अभिव्यक्ति।
(किन्हीं दो विशेषताओं का उल्लेख अपेक्षित)

अथवा

भीष्म साहनी

जन्म – रावलपिंडी (अब पाकिस्तान) में।

प्रारंभिक शिक्षा – घर पर।

- उर्दू और अंग्रेजी का अध्ययन।
- अंग्रेजी साहित्य में एम.ए.।
- पंजाब विश्वविद्यालय से पी-एच.डी.।
- देश विभाजन से पहले व्यापार के साथ-साथ मानद अध्यापन-कार्य।
- पत्रकारिता के साथ-साथ इप्टा नाटक कंपनी में काम किया।
- लगभग सात वर्ष तक मास्को में विदेशी भाषा प्रकाशन गृह में अनुवादक का कार्य किया।
- लगभग दो दर्जन पुस्तकों का अनुवाद किया।
- प्रगतिशील लेखक संघ से संबद्ध
- सन् 2003 में देहांत।

रचनाएँ :

- 'भाग्यरेखा', 'भटकती राह', 'पहला पाठ', 'पटरिया', 'वाड.चू' और 'झरोखे'
(कहानी संग्रह)

प्रसिद्ध उपन्यास

- 'तमस', 'कड़िया और वसंती'।
- 'तमस' पर साहित्य अकादमी पुरस्कार मिला। सन् 2002 में महत्तर फेलोशिप भी मिली है।

भाषा शैली

- भाषा सीधी, सहज, सरल।
- सामान्य जीवन में प्रयुक्त शब्दों का प्रयोग।

- शैली में पंजाबी भाषा की सौधी महक महसूस की जा सकती है।
- छोटे-छोटे वाक्यों के प्रयोग विषय को प्रभावी एवं रोचक बना देते हैं।
(किन्हीं दो विशेषताओं का वर्णन अपेक्षित)

अथवा

निर्मल वर्मा

- जन्म – 1921 ई0 में शिमला में।
- दिल्ली विश्वविद्यालय के सेंट स्टीफेंस कॉलेज से इतिहास में एम.ए.।
- 1950 में चेकोस्लोवाकिया के प्राच्य विद्या संस्थान में गए और चेक उपन्यासों तथा कहानियों का हिंदी अनुवाद किया।
- वर्मा जी को हिन्दी के समान ही अंग्रेजी पर भी अधिकार था। 'टाइम्स ऑफ इंडिया' तथा 'हिन्दुस्तान टाइम्स' के लिए यूरोप की सांस्कृतिक-राजनीतिक समस्याओं पर अनेक लेख और रिपोर्टाज लिखे जो उनके निबंध संग्रहों में संकलित हैं। 1970 में भारत वापसी और स्वतंत्र लेखन।
- मृत्यु – वर्ष 2005

प्रमुख रचनाएँ

'परिदे', 'जलती झाड़ी', 'तीन एकांत'। प्रमुख कहानी संग्रह – 'वे दिन', 'लालटेन की छत', 'एक चिथड़ा सुख' और 'अंतिम अरण्य' उपन्यास। 'हर बारिश में', 'चीथड़ों पर चांदनी', 'धुंध से उड़ती धुंध' यात्रा संस्मरण।

'शब्द और स्मृति', 'कला का जोखिम' और 'दलान से उतरते हुए' निबंध संग्रह।

- 1985 में 'कव्हे और काला पानी' पर साहित्य अकादमी पुरस्कार।

भाषा शैली

- भाषा-शैली में अनोखी कसावट।
- विचार-सूत्र की गहनता।
- विभिन्न उद्धरणों से रोचकता की अभिवृद्धि।
- वाक्य-रचना में मिश्र और संयुक्त वाक्यों की प्रधानता।
- उर्दू और अंग्रेजी शब्दों का स्वाभाविक प्रयोग।
- भाषा-शैली में अनेक नवीन प्रयोगों की झलक।
(उपर्युक्त विशेषताओं में से किन्हीं दो का उल्लेख)

11 दो गद्यांशों की संदर्भ सहित व्याख्या अपेक्षित

5x 2=10 अंक

(लेखक तथा लेख का नामोल्लेख)

1 अंक

पूर्वापर संबंध

1/2 अंक

व्याख्या

3 अंक

टिप्पणी – विशेष कथन

1/2 अंक

कुल 5 अंक

(1) लेखक – रामविलास शर्मा

लेख – यथास्मै रोचते विश्वम्

(2) कवि विश्व-विधाता की सृष्टि से असंतुष्ट क्यों है? का उत्तर अपेक्षित।

(3) कवि प्रजापति बनकर अपनी रुचि के अनुसार विश्व को परिवर्तित करता है। साहित्य का संबंध समाज से होता है तथा समाज मानवीय संबंधों पर आश्रित होता है। ये मानव संबंध ही कवि के असंतोष के कारण हैं। इसीलिए वह मानव संबंधों पर मानव समाज की यथार्थ स्थिति का उल्लेख करता हुआ उसका मार्ग दर्शन कराता है।

भाषा में तत्सम शब्दों का प्रयोग तर्कपूर्ण शैली, उद्धरण द्वारा विषय को सरल बनाया गया है।

(ख) (1) लेखिका – ममता कालिया

लेख – 'दूसरा देवदास' से उद्धृत

(2) प्रेम के लिए किसी निश्चित व्यक्ति, समय और स्थिति का होना आवश्यक नहीं है। वह कहीं भी, कभी भी उपज सकता है। कहानी का नायक बम्बइया फिल्म के नायक से अलग है।

(3) गंगातट की भीड़ जैसी भीड़ उसने अन्य नगरों के अलावा दिल्ली में भी देखी थी। लेकिन गंगातट की भीड़ उन नगरों की भीड़ से हटकर थी। इसमें अनुशासन था। इस भीड़ का मकसद केवल स्नान ध्यान के उपरांत अध्यात्म की प्राप्ति था।

(5) भाषा सरल, सुबोध। विषय वस्तु भाषा और शिल्प की दृष्टि से बेजोड़।

(ग) (1) लेखक – हजारीप्रसाद द्विवेदी

लेख – 'कुटज'

(2) सौंदर्य एवं सुगंधविहीन कुटज के माध्यम से मानव के लिए संदेश व्यक्त करते हुए लेखक कहता है –

- (3) कुटज भिक्षुक नहीं है किसी से कभी कुछ नहीं मांगता। कोई पास आ जाता है तो डर कर अधमरा नहीं होता, धर्म नीति नहीं बघारता। अपनी उन्नति के लिए अफसरों के सामने नाम नहीं रगड़ता। दूसरों के नुकसान के लिए ग्रहों की खुशामद नहीं करता। आत्म-उन्नति के लिए कुछ नहीं करता। उसमें अपराजेय जीवन-शक्ति है। स्वावलंबन है, आत्मविश्वास है। उसकी शक्ति स्वार्थ की सीमा से बाहर है।
- (4) व्यंग्य शैली का प्रयोग। भाषा-शैली की दृष्टि से गद्य शैली का नया रूप। व्यक्तित्व व्यंजकता और आत्मपरकता आदि।

12 तीन प्रश्नों के उत्तर अपेक्षित – सही उत्तर पर पूरे अंक दिए जाएं। 2+2+2=6 अंक

क लेखक के पिताजी फारसी के श्रेष्ठ विद्वान। फारसी और हिन्दी की उक्तियों को परस्पर मिला कर अपने मित्रों को आनंद पहुंचाना, परिवार में 'रामचरित मानस' और 'रामचन्द्रिका' का सुरुचि पूर्ण (आकर्षक) ढंग से पाठ करना एवं भारतेन्दु हरिश्चन्द्र के नाटकों को सुनाना आदि विशेषताएं।

ख ठगी करने वाले (ठग) लोगों को अपनी ईमानदारी, निर्लोभी एवं परोपकारी प्रदर्शन से विश्वास में लेकर – विश्वास जीतकर बाद में उन्हें ठग लेते हैं। ठग अपने सदगुणों का विश्वास दिलाते हैं – प्रमाण नहीं। इसी विश्वास से शेर के मुंह में उसके शिकार स्वतः चले जाते हैं (चले आ रहे थे)।

ग धर्म का रहस्य जानने के लिए हमें स्वयं मूल ग्रंथों से ज्ञान प्राप्त कर रहस्य जानने चाहिए। धर्मज्ञों के संपर्क में बैठना और अधिकाधिक जानना होगा-उन्हीं के पास गहन ज्ञान है – "धर्म के रहस्य का"।
(संपर्क-सत्संग-स्वाध्याय)

घ पसोबा की प्रसिद्धि का कारण-उसका जैनियों का तीर्थ-स्थल होना, बुद्धदेव की व्यायामशाला होना, अशोक द्वारा निर्मित कराया गया लौह स्तंभ और उसमें रखे बुद्ध के केश व नख-खंड के दर्शन करना-लेखक पूर्व निर्धारित कार्यक्रमानुसार कौशम्बी गया हुआ था तथा पसोबा वहां से अधिक दूरी पर नहीं था।

13 कुटज अति भयंकर सर्दी एवं गर्मियों की झुलसा देने वाली लू में फलता-फूलता है – कवि की दृष्टि में उसके जीवन की यह एक अद्भुत कला है जिसे उसने स्वतः ही प्राप्त किया है। स्व-मन पर नियंत्रण करके हमें भी विषम परिस्थितियों में हंसते-हंसते जीना चाहिए क्योंकि व्यक्ति के मन की दृढ़ता, जीवन के प्रति आस्था ही उसे जीवित रखती है। 4 अंक

अथवा

बड़ी बहुरिया अब अपने नाममात्र की बड़ी हवेली में एकाकी और घोर दरिद्रता का अभावग्रस्त जीवन बिता रही थी – अब उसे अपने मायके का ही भरोसा था। अतः वह वहाँ भाई-भाभियों की नौकरी कर, उनकी जूठन खा, एक कोने में पड़ी रहकर जिंदगी के बचे-खुचे दिन काट लेगी, पर इस यातना से तो छुटकारा पा लेगी। निःसंदेह बड़ी बहुरिया की दरिद्रता, उसकी भूख की यातना को, मायके जाने की मजबूरी को लेखक ने ईमानदारी से अभिव्यक्त किया है।

14 क अंतराल भाग-2 के आधार पर किन्हीं दो प्रश्नों के उत्तर अपेक्षित हैं : 5+5=10अंक

भैरो के मन में सूरदास के प्रति बैर था जिसका कारण भैरो की पत्नी सुभागी को अपने यहां आश्रय देना था। भैरो सूरदास को अपने दाम्पत्य जीवन की इस अनधिकार चेष्टा व कार्य की सजा देना चाहता था। सूरदास की झोंपड़ी में आग लगा देने पर उसकी ईर्ष्या-अग्नि शांत हो गई।

ख रूपसिंह कई वर्ष पहले अपने बड़े भाई भूपसिंह के साथ पहाड़ों पर चढ़ता था, फिर एक दिन भूप माँ-बाप व पर्वतारोहण का अभ्यास छोड़कर अन्यत्र चला जाता है, जहाँ वह विभिन्न प्रकार के तकनीकी यंत्रों से पर्वतारोहण का ज्ञान प्राप्त करता है – जब वह लौटकर आता है वह अभ्यास के अभाव में भूपसिंह की तरह उस फुर्ती और कौशल से चढ़ नहीं पाता, अतः वह स्वयं को बौना महसूस करता है।

ग बच्चे का मां का दूध पीना सिर्फ दूध पीना नहीं अपितु मां से बच्चे के सारे संबंधों का जीवन चरित होता है। बच्चा सुबकता है, रोता है, मां को मारता है, मां भी कभी-कभी मारती है, बच्चा चिपटा रहता है, मां चिपटाए रहती है, बच्चा मां के पेट का स्पर्श, गंध भोगता रहता है, पेट में अपनी जगह जैसे ढूँढता रहता है। माँ की छाती से लिपट कर बच्चा अपने को सुरक्षित पाता है। जब बच्चा मां से लिपट कर दूध पीता है तब वह जड़ से चेतन बन जाता है।

15 (क) अंतराल भाग-2 के आधार पर प्रश्नों के उत्तर अपेक्षित हैं : 5+5= 10 अंक

सूरदास की झोंपड़ी फूस की बनी हुई थी जो जल कर राख हो गई। लेखक के शब्दों में यह झोंपड़ी की राख न होकर यह सूरदास की अभिलाषाओं की राख थी। सूरदास को अपने पितरों का पिंडदान करना था, मिट्टुआ की सगाई करके घर में बहू लानी थी जो उस अंधे सूरदास को भी रोटी पकाकर खिलाती। सूरदास की पोटली में बंद जो धन-राशि गुम हो चुकी थी उसी से उसकी अभिलाषाओं की पूर्ति होनी थी।

- ख मालवा के भूतपूर्व राजा: जैसे विक्रमादित्य और भोज और मुंज जानते थे कि इस पठार पर पानी को रोककर रखना होगा – उन्होंने तालाब-बाबड़ियां बनवाईं ताकि बरसात का पानी रुका रहे और धरती के गर्भ के पानी को जीवंत रख सकें। हमारे आज के नियोजकों और इंजीनियरों ने तालाबों को गाद से भर जाने दिया और जमीन के पानी को पाताल से निकाल लिया परिणामतः नदी-नाले सूख गए, पग-पग नीर वाला मालवा भी सूखा हो गया।
- ग लेखक विश्वनाथ को बड़े गुलामी अली खाँ की गाई-टुमरी 'अब तो आओ साजन' सुनकर रुलाई आती है और प्रकृति रूपी नारी उसे सफेद साड़ी पहने व्याकुल नजर आती है। उसका वैधव्य उसकी आंखों की नमी से झलकता है। उस प्रकृति रूपी नारी से लेखक को मृत्यु का बोध होता है क्योंकि वह उसे हर सुख-दुख से जोड़ती प्रतीत होती हैं।

हिंदी (केंद्रिक)

निर्धारित समय : 3 घंटे

अधिकतम अंक : 100

प्रश्न संख्या 2/1/1

खण्ड (क)

1. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए : 2×5=10

जब-जब बाहें झुकी मेघ की, धरती का तन-मन ललका है,
जब-जब मैं गुजरा पनघट से, पनिहारिन का घट छलका है।

सुन बांसुरिया सदा-सदा से हर बेसुध राधा बहकी है,
मेघदूत को देख वक्ष की सुधियों में केसर महकी है।

क्या अपराध किसी का है फिर, क्या कमजोरी कहूँ किसी की,
जब-जब रंग जमा महफिल में जोश रुका कब पायल का है।

जब-जब मन में भाव उभड़ते, प्रणव श्लोक अवतीर्ण हुए हैं,
जब-जब प्यास जगी पत्थर में, निर्झर स्रोत विकीर्ण हुए हैं।
जब-जब गूँजी लोकगीत की धुन अथवा आल्हा की कड़ियाँ
खेतों पर यौवन लहराया, रूप गुजरिया का दमका है।

- (i) मेघों के झुकने का धरती पर क्या प्रभाव पड़ता है और क्यों?
- (ii) राधा कौन थी? 'बेसुध' क्यों कहा है?
- (iii) मन के भावों और प्रेम-गीतों का परस्पर क्या संबंध है? इनमें कौन किस पर आश्रित है?
- (iv) काव्यांश में झरनों के अनायास फूट पड़ने का क्या कारण बताया गया है?
- (v) आशय स्पष्ट कीजिए - खेतों पर यौवन लहराया, रूप गुजरिया का दमका है।

अथवा

क्या रोकेंगे प्रलय मेघ ये, क्या विद्युत-घन के नर्तन,
मुझे न साथी रोक सकेंगे, सागर के गर्जन-तर्जन।

मैं अविराम पथिक अलबेला, रुके न मेरे कभी चरण,
शूलों के बदले फूलों का किया न मैंने मित्र चयन।

मैं विपदाओं में मुसकाता नव आशा के दीप लिए
फिर मुझको क्या रोक सकेंगे जीवन के उत्थान-पतन।

मैं अटका कब, कब विचलित मैं, सतत डगर मेरी संबल
रोक सकी पगले कब मुझको यह मुग की प्राचीर निबल
आँधी हो, ओले-वर्षा हों, राह सुपरिचित है मेरी,
फिर मुझको क्या डरा सकेंगे ये जग के खंडन-मंडन।

मुझे डरा पाए कब अंधड़, ज्वालामुखियों के कंपन,
मुझे पथिक कब रोक सके हैं अग्रिशिखाओं के नर्तन।
मैं बढ़ता अविराम निरंतर तन-मन में उन्माद लिए,
फिर मुझको क्या डरा सकेंगे, ये बादल-विद्युत नर्तन।

- (i) उपर्युक्त पंक्तियों के आधार पर कवि के स्वभाव की किन्हीं दो प्रमुख विशेषताओं का उल्लेख कीजिए।
- (ii) कविता में आए मेघ, विद्युत, सागर की गर्जना और ज्वालामुखी किनके प्रतीक है? कवि ने उनका संयोजन यहां क्यों किया है?
- (iii) 'शूलों के बदले फूलों का किया न मैंने कभी चयन' - पंक्ति का भाव स्पष्ट कीजिए।
- (iv) 'युग की प्राचीर' से क्या तात्पर्य है? उसे कमजोर क्यों बताया गया है?
- (v) किन पंक्तियों का आशय है - तन-मन में दृढ़ निश्चय का नशा हो तो जीवन मार्ग में बढ़ते रहने से कोई नहीं रोक सकता?

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

2+5=10

आजकल विचारकों का ध्यान इस सवाल की ओर बार-बार जाता है कि आज से सौ-पचास वर्ष बाद भारत का रूप क्या होने वाला है। क्या वह ऐसा भारत होगा, जिसे विवेकानन्द और गांधी पहचान सकेंगे अथवा बदलकर वह पूरा-का-पूरा अमेरिका और यूरोप बन जाएगा? पिछले सौ-डेढ़ सौ वर्षों से भारत आधुनिकता की ओर बढ़ता जा रहा है लेकिन समझा यह जाता है कि भारत अब भी आधुनिक देश नहीं है, वह मध्यकालीनता से आच्छन्न है। स्वतंत्रता के बाद से आधुनिकता का प्रश्न अत्यन्त प्रखर हो रहा है, क्योंकि चिंतक यह मानते हैं कि हमने अगर आधुनिकता का वरण शीघ्रता के साथ नहीं किया, तो हमारा भविष्य अंधकारपूर्ण हो जायेगा।

अतएव यह प्रश्न विचारणीय है कि आधुनिक बनने पर भारत का कौन-सा रूप बचने वाला है और कौन मिट जाने वाला है।

नैतिकता, सौंदर्य-बोध और अध्यात्म के समान आधुनिकता कोई शाश्वत मूल्य नहीं है। सच पूछिए तो वह मूल्य है ही नहीं, वह केवल समय-सापेक्ष धर्म है। नवीन युग समय-समय पर आते ही रहते हैं और जैसे आज के नये जमाने पर आज के लोगों को गर्व है, उसी तरह हर जमाने के लोग अपने जमाने पर गर्व करते हैं। संसार का कोई भी समाज किसी भी समय इतना स्वाभाविक नहीं रहा कि वह हर आदमी को पसंद हो। और कोई समाज ऐसा भी नहीं बना है जिसके बाद का काल उसका आलोचक न रहा हो।

(क) सौ-पचास वर्ष के बाद भारत का कैसा रूप होने वाला है? वह रूप परिवर्तन किसके कारण होगा?

(ख) आधुनिकता की ओर बढ़ते भारत को अभी भी क्या समझा जाता है और क्यों?

(ग) भारत की स्वतंत्रता के बाद भारत के सम्मुख कौन-सा प्रश्न सबसे महत्वपूर्ण है और क्यों?

(घ) गद्यांश के अनुसार आधुनिकता क्या है?

(ङ) इस गद्यांश के लिए उपयुक्त शीर्षक दीजिए।

खण्ड 'ख'

3. निम्नलिखित में से किसी एक विषय पर लगभग 200 शब्दों के निबंध लिखिए :

5

(क) देश की प्रगति में महिलाओं का योगदान

(ख) आधुनिक जीवन में संचार माध्यमों की उपयोगिता

(ग) स्वास्थ्य ही सच्चा धन है।

(घ) कमरतोड़ महँगाई : समस्या और समाधान

4. महिलाओं की असुरक्षा की बढ़ती घटनाओं पर चिंता प्रकट करते हुए किसी प्रतिष्ठित समाचार-पत्र के संपादक को पत्र लिखिए और उसके समाधान के लिए समुचित उपाय भी सुझाइए।

5

अथवा

किसी पिछड़े गाँव/बस्ती में सामाजिक कार्य करते हुए आपको जो अनुभव हुए, उनको मित्र को लिखे पत्र में प्रस्तुत कीजिए।

5. निम्नलिखित प्रश्नों के संक्षिप्त उत्तर दीजिए : 1x5=5
- (क) छापेखाने के आविष्कार का श्रेय किसको है?
- (ख) मुद्रित माध्यमों की किन्हीं दो विशेषताओं का उल्लेख कीजिए।
- (ग) पत्रकारीय लेखन और साहित्यिक-सृजनात्मक लेखन का अंतर बताइए।
- (घ) विशेष रिपोर्ट के दो प्रकारों का उल्लेख कीजिए।
- (ङ) सम्पादकीय लेखन क्या होता है।
6. 'किसानों पर कर्जे का बोझ' अथवा 'महानगरों में बढ़ते अपराध' की समस्या पर लगभग 150 शब्दों में एक फीचर का आलेख तैयार कीजिए। 5

खण्ड 'ग'

7. निम्नलिखित काव्यांशों में से किन्हीं दो की सप्रसंग व्याख्या कीजिए : 5+5=10
- (क) सुत बित नारि भवन परिवारा। होहिं जाहिं जग बारहिं बारा।।
अस विचारि जियँ जागहु ताता। मिलइ न जगत सहोदर भ्राता।।
जथा पंख बिनु खग अति दीना। मनि बिनु फनि, करि बर कर हीना।।
अस मम जिवन बंधु बिनु तोही। जौं जड़ दैव जिआवै मोही।।
- (ख) जाने क्या रिश्ता, है, जाने क्या नाता है
जितना भी उँडैलता हूँ, भर-भर फिर आता है
दिल में क्या झरना है?
मीठे पानी का सोता है
भीतर वह ऊपर तुम
मुसकाता चाँद ज्यों धरती पर रात भर
मुझ पर त्यों तुम्हारा ही खिलता वह चेहरा है।
- (ग) बात सीधी थी पर एक बार
भाषा के चक्कर में
जरा टेढ़ी फँस गई।
उसे पाने की कोशिश में
भाषा को उलटा-पलटा
तोड़ा-मरोड़ा
घुमाया-फिराया

कि बात या तो बने
या फिर भाषा से बाहर आए -
लेकिन इससे भाषा के साथ-साथ
बात और भी पेचीदा होती चली गई।

8. निम्नलिखित में से किसी एक काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए : 2+2+2=6

प्रातः नभ था बहुत शंखा जैसे
भोर का नभ
राख से लीपा हुआ चौका
(अभी गीला पड़ा है)
बहुत काली सिल जरा से लाल केसर से
कि जैसे धूल गई हो
स्लेट पर या लाल खड़िया चाक
मल दी हो किसी ने
नील जल में या किसी की
गौर झिलमिल देह
जैसे हिल रही हो।

- (क) काव्यांश में प्रयुक्त उपमानों का उल्लेख कीजिए।
(ख) पद्यांश की भाषागत दो विशेषताओं की चर्चा कीजिए।
(ग) भाव-सौन्दर्य स्पष्ट कीजिए

नील जल में या किसी की
गौर झिलमिल देह
जैसे हिल रही हो।

अथवा

हम हों या किस्मत हो हमारी दोनों को इक ही काम मिला
किस्मत हमको रो लेवे है हम किस्मत को रो ले हैं।
जो मुझको बदनाम करे हैं काश में इतना सोच सकें
मेरा परदा खोले हैं या अपना परदा खोले हैं।

- (क) गज़ल की दो भाषिक विशेषताओं को बताइए।
(ख) काव्यांश की प्रथम दो पंक्तियों की व्यंजना स्पष्ट कीजिए।
(ग) भाव सौंदर्य स्पष्ट कीजिए - मेरा परदा खोले हैं या अपना परदा खोले हैं।

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

2x2=4

- (क) 'बादल राग' कविता में 'ऐ विप्लव के वीर!' किसे कहा गया है और क्यों?
(ख) 'हम समर्थ शक्तिमान और हम एक दुर्बल को लाएँगे' पंक्ति के माध्यम से कवि ने क्या व्यंग्य किया है?
(ग) 'दिन जल्दी-जल्दी ढलता है' कविता में चिड़ियों के बच्चे किस आशा में नीड़ों से झाँक रहे होंगे?

10. निम्नलिखित गद्यांश को ध्यान में पढ़िए और पूछे गए प्रश्नों के उत्तर दीजिए:

2+2+2+2=8

- (क) सेवक-धर्म में हनुमान जी से स्पर्द्धा करने वाली भक्तिन किसी अंजना की पुत्री न होकर एक अनामधन्या गोपालिका की कन्या है - नाम है लछमिन, अर्थात् लक्ष्मी। पर जैसे मेरे नाम की विशालता मेरे लिए दुर्वह है, वैसे ही लक्ष्मी की समृद्धि भक्तिन के कपाल की कुंचित रेखाओं में नहीं बंध सकी।
- (i) सेवा-धर्म की किस उल्लेखनीय विशेषता के कारण हनुमान जी स्पर्द्धा के पात्र थे।
(ii) भक्तिन कौन थी? उसकी मां को 'अनामधन्या' क्यों कहा गया है?
(iii) 'मेरे नाम की विशालता मेरे लिए दुर्वह है' - यह वाक्य किसके संदर्भ में और क्यों कहा गया है?
(iv) 'कपाल की कुंचित रेखाओं' के आशय को स्पष्ट कीजिए।

अथवा

- (ख) बाजार आमंत्रित करता है कि आओ मुझे लूटो और लूटो। सब भूल जाओ, मुझे देखो। मेरा रूप और किसके लिए है? मैं तुम्हारे लिए हूँ। नहीं कुछ चाहते हो, तो भी देखने में क्या हरज है। अजी आओ भी। इस आमंत्रण में यह खूबी है कि आग्रह नहीं है। आग्रह तिरस्कार जगाता है। लेकिन ऊँचे बाजार का आमंत्रण मूक होता है और उससे चाह जगती है। चाह मतलब अभाव। चौक बाजार में खड़े होकर आदमी को लगने लगता है कि उसके अपने पास काफी नहीं है, और चाहिए और चाहिए। मेरा यहां कितना परिमित है और वहां कितना अतुलित है। ओह!
- (i) बाजार के आमंत्रण के स्वरूप को स्पष्ट कीजिए।
(ii) बाजार के आमंत्रण की क्या विशेषता होती है?
(iii) ऊँचे बाजार के आमंत्रण को मूक क्यों कहा गया है?
(iv) इस प्रकार के आमंत्रण से किस प्रकार की चाह जगती है? उस चाह में आदमी क्या महसूस करने लगता है?

11. निम्नलिखित में से किन्हीं चार प्रश्नों के उत्तर दीजिए : 3+3+3+3=12
- (क) जीजी ने इंदरसेना पर पानी फेंके जाने को किस तरह सही ठहराया? 'काले मेघा पानी दे' पाठ के आधार पर स्पष्ट कीजिए।
- (ख) 'पहलवान की ढोलक' पाठ में पहलवान की ढोलक का पूरे गाँव में क्या असर होता था?
- (ग) 'चार्ली चैप्लिन यानी हम सब' पाठ के आलोक में स्पष्ट कीजिए कि जीवन की जद्दोजहद ने चार्ली के व्यक्तित्व को कैसे सम्पन्न बनाया?
- (घ) नमक की पुड़िया ले जाने के संबंध में सफ़िया के मन में क्या द्वन्द्व था? 'नमक' पाठ को दृष्टि में रखते हुए उत्तर दीजिए।
- (ङ) 'शिरीष के फूल' पाठ के लेखक ने शिरीष को कालजयी अवधूत (संन्यासी) की तरह क्यों माना है?
12. निम्नलिखित में से किन्हीं तीन प्रश्नों के उत्तर दीजिए : 3+3+3=9
- (क) 'सित्त्वर वैडिंग' पाठ के यशोधर बाबू समय के साथ ढल सकने में असफल रहते हैं। ऐसा क्यों?
- (ख) स्वयं कविता रच लेने का आत्मविश्वास लेखक के मन में कैसे पैदा हुआ? 'जूझ' पाठ के आधार पर लिखिए।
- (ग) 'सिंधु सभ्यता साधन-सम्पन्न थी, पर उसमें भव्यता का आडम्बर नहीं था।' कैसे? 'अतीत में दबे पाँव' पाठ के आधार पर स्पष्ट कीजिए।
13. निम्नलिखित प्रश्नों में से किन्हीं दो के उत्तर दीजिए : 3+3=6
- (क) सिंधु सभ्यता का सौन्दर्य-बोध समाज पोषित था - 'अतीत के दबे पाँव' पाठ के आधार पर स्पष्ट कीजिए।
- (ख) 'जूझ' कहानी के उद्देश्य पर प्रकाश डालिए।
- (ग) 'सित्त्वर वैडिंग' पाठ के आलोक में स्पष्ट कीजिए कि यशोधर बाबू की पत्नी समय के साथ ढल सकने में सफल होती है।
14. "काश कोई ऐसा होता जो मेरी भावनाओं को गंभीरता से समझ पाता। अफसोस, ऐसा व्यक्ति मुझे अब तक नहीं मिला।" - क्या ऐन के इस कथन में उसके डायरी लिखने का कारण छिपा है? कारण सहित स्पष्ट कीजिए।

अथवा

आपके विचार से पढ़ाई-लिखाई के संबंध में 'जूझ' पाठ के लेखक और दत्ता जी राव का रवैया सही था या लेखक के पिता का? तर्क सहित उत्तर दीजिए।

प्रश्न संख्या 2/1

खण्ड (क)

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

2x5=10

जब कभी मछेरे को फेंका हुआ
फैला जल
समेटते हुए, देखता हूँ
तो अपना सिमटता हुआ
'स्व' याद हो आता है
जो कभी समाज, गाँव और
परिवार के वृहत्तर रकबे में
समाहित था
'सर्व' की परिभाषा बनकर
और अब केंद्रित हो
गया हूँ, मात्र बिंदु में।
जब कभी अनेक फूलों पर
बैठी, पराग को समेटती
मधुमक्खियों को देखता हूँ
तो मुझे अपने पूर्वजों की
याद हो आती है,
जो कभी फूलों को रंग, जाति, वर्ग
अथवा कबीलों में नहीं बाँटते थे
और समझते रहे थे कि
देश एक बाग है,
और मधु-मनुष्यता
जिससे जीने की अपेक्षा होती है।
किन्तु अब
बाग और मनुष्यता
शिलालेखों में जकड़ गई है
मात्र संग्रहालय की जड़ वस्तुएँ।

- (क) कविता में प्रयुक्त 'स्व' शब्द से कवि का क्या अभिप्राय है? उसकी जल में तुलना क्यों की गई है?
- (ख) कवि का 'स्व' पहले कैसा था और अब कैसा हो गया है और क्यों?
- (ग) कवि को अपने पूर्वजों की याद कब और क्यों आती है?
- (घ) उसके पूर्वजों को विचारधारा पर टिप्पणी लिखिए?
- (ङ) निम्नलिखित काव्य-पंक्तियों का आशय स्पष्ट कीजिए :

“और मनुष्यता

शिलालेखों में जकड़ गई है।”

अथवा

तू हिमालय नहीं, तू न गंगा-यमुन
तू त्रिवेणी नहीं, तू न रामेश्वरम्
तू महाशील की है अमर कल्पना
देश। मेरे लिए तू परम वंदना।

मेघ करते नमन, सिंधु धोता चरण,
लहलहाते सहस्रों यहाँ खेत-वन।
नर्मदा-ताप्ती, सिंधु, गोदावरी,
हैं कराती युगों से तुझे आचमन।

तू पुरातन बहुत, तू नए से नया
तू महाशील की है अमर कल्पना।

देश! मेरे लिए तू महा अर्चना।
शक्ति-बल का समर्थक रहा सर्वदा,
तू परम तत्त्व का नित विचारक रहा।
शांति-संदेश देता रहा विश्व को।
प्रेम-सद्भाव का नित प्रचारक रहा।

सत्य औ प्रेम की है परम प्रेरणा
देश! मेरे लिए तू महा अर्चना।

- (क) कवि का देश को 'महाशील की अमर कल्पना' कहने से क्या तत्पर्य है?
- (ख) भारत देश पुरातन होते हुए भी नित नूतन कैसे है?
- (ग) 'तू परम तत्त्व का नित विचारक रहा' पंक्ति का भावार्थ स्पष्ट कीजिए।

(ड) “शांति-संदेश रहा” काव्य-पंक्तियों का अर्थ बताते हुए इस कथन की पुष्टि में इतिहास से कोई एक प्रामाण्य दीजिए।

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

2×5=10

वैदिक युग भारत का प्रायः सबसे अधिक स्वाभाविक काल था। यही कारण है कि आज तक, भारत का मन उस काल की ओर बार-बार, लोभ से देखता है। वैदिक आर्य अपने युग को स्वर्णकाल कहते थे या नहीं, यह हम नहीं जानते; किंतु उनका समय हमें स्वर्णकाल के समान अवश्य दिखाई देता है। लेकिन जब बौद्ध युग का आरंभ हुआ, वैदिक समाज की पोल खुलने लगी और चिंतकों के बीच उसकी आलोचना आरंभ हो गई। बौद्ध-युग अनेक दृष्टियों से आज के आधुनिकता-आंदोलन के समान था। ब्राह्मणों की श्रेष्ठता के विरुद्ध बुद्ध ने विद्रोह का प्रचार किया था, जाति-प्रथा के बुद्ध विरोधी थे और मनुष्य की वे जन्मना नहीं, कर्मणा श्रेष्ठ या अधम मानते थे। नारियों को भिक्षुणी होने का अधिकार देकर उन्होंने यह बताया था कि मोक्ष केवल पुरुषों के ही निमित्त नहीं है, उसकी अधिकारिणी नारियाँ भी हो सकती है। बुद्ध की ये सारी बातें भारत को याद रही हैं और बुद्ध के समय से बराबर इस देश में ऐसे लोग उत्पन्न होते रहे हैं, जो जाति-प्रथा के विरोधी थे, जो मनुष्य को जन्मना नहीं, कर्मणा श्रेष्ठ या अधम समझते थे। किंतु बुद्ध में आधुनिकता में बेमेल बात यही थी कि वे निवृत्तिवादी थे, गृहस्थों के कर्म से वे भिक्षु-धर्म को श्रेष्ठ समझते थे। उनकी प्रेरणा से देश के हजारों-लाखों युवक, जो उत्पादन बढ़ाकर समाज का भरण-पोषण करने के लायक थे, संन्यासी हो गए। संन्यास की संस्था समाज-विरोधिनी संस्था है।

(क) वैदिक युग स्वर्णकाल के समान क्यों प्रतीत होता है?

(ख) जाति-प्रथा एवं नारियों के विषय में बुद्ध के विचारों को स्पष्ट कीजिए।

(ग) बुद्ध की कौन-सी बात आधुनिकता के प्रसंग में ठीक नहीं बैठती?

(घ) संन्यास की संस्था से समाज को क्या हानि पहुँचती है?

(ड) उपर्युक्त गद्यांश का उपयुक्त शीर्षक दीजिए।

खण्ड ख

3. निम्नलिखित में से किसी एक विषय पर लगभग 200 शब्दों में निबंध लिखिए:

5

(क) विश्व-क्रिकेट में भारत का स्थान

(ख) जनसंख्या-विस्फोट : एक समस्या

(ग) पुस्तक-मेले व उनकी सार्थकता

(घ) हूँ मज़दूर, मगर निर्माता

4. आपके क्षेत्र में स्थित एक औद्योगिक संस्थान का गंदा पानी आपके नगर की नदी की दूषित कर रहा है। प्रदूषण-नियंत्रण-विभाग के मुख्य अधिकारी को पत्र द्वारा इस समस्या से अवगत कराइए।

5

अथवा

‘स्टिंग ऑपरेशन’ खोजी पत्रकारिता का महत्वपूर्ण अंग है, पर इसका निजी जीवन में दखल भी बढ़ता जा रहा है। इस विषय पर अपना दृष्टिकोण व्यक्त करते हुए किसी समाचार-पत्र के संपादक को पत्र लिखिए।

5. निम्नलिखित प्रश्नों के उत्तर संक्षेप में दीजिए :

1×5=5

(क) ‘प्रिंट माध्यम’ से आप क्या समझते हैं?

(ख) स्तंभ-लेखन का क्या तात्पर्य है?

(ग) संपादकीय में लेखक का नाम क्यों नहीं दिया जाता?

(घ) हिंदी में प्रकाशित होने वाले किन्हीं चार राष्ट्रीय समाचार-पत्रों के नाम लिखिए।

(ङ) अंशवातिक संवाददाता किसे कहा जाता है?

6. ‘कृषकों में बढ़ती आत्महत्या की प्रवृत्ति’ अथवा ‘शहरों का दमघोंटू वातावरण’ विषय पर लगभग 100 शब्दों में एक फीचर का आलेख तैयार कीजिए।

5

खण्ड ग

7. निम्नलिखित काव्यांशों में से किन्हीं दो की सप्रसंग व्याख्या कीजिए :

5+5=10

(क) धूत कहौ, अवधूत कहौ, रजपूतु कहौ, जोलहा कहौ कोऊ।

काहू की बेटीसों बेटा न व्याहब, काहू की जाति बिगार न सोऊ।।

तुलसी सरनाम गुलामु हैं राम को, जाको रुचै सी कहै कछु ओऊ।

माँगि कै खैबो, मसीत को सोइबो, लैबेको एकु न दैबेको दोऊ।।

(ख) तिरती है समीर-सागर पर

अस्थिर सुख पर दुख की छाया -

जग के दग्ध हृदय पर

निर्दय विप्लव की प्लावित माया -

यह तेरी रण-तरी
भरी आकांक्षाओं से,
धन, भेरी-गर्जन से सजग सुप्त अंकुर
उर में पृथ्वी के, आशाओं से
नवजीवन की, ऊँचा कर सिर
ताक रहे हैं, ऐ विप्लव के बादल।

(ग) मैं यौवन का उन्माद लिए फिरता हूँ,
उन्मादों में अवसाद लिए फिरता हूँ,
जो मुझको बाहर हँसा, रुलाती भीतर,
मैं, हाय, किसी की याद लिए फिरता हूँ।

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

2+2+2=6

कविता एक उड़ान है चिड़िया के बहाने
कविता की उड़ान भला चिड़िया क्या जाने
बाहर भीतर
इस घर, उस पर
कविता के पंख लगा उड़ने के माने
चिड़िया क्या जाने?

- (क) काव्यांश के कथ्य के सौंदर्य को स्पष्ट कीजिए।
(ख) इन पंक्तियों की भाषागत विशेषताओं की चर्चा कीजिए।
(ग) 'कविता की उड़ान भला चिड़िया क्या जाने' पंक्ति के भावगत सौंदर्य पर अपने विचार प्रकट कीजिए।

अथवा

जन्म से ही वे अपने साथ लाते हैं कपास
पृथ्वी घूमती हुई आती है उनके बेचैन पैरों के पास
जब वे दौड़ते हैं बेसुध
छतों को भी नरम बनाते हुए
दिशाओं को मृदंग की तरह बजाते हुए
जब वे पेंग भरते हुए चले आते हैं
डाल की तरह लचीले वेग से अकसर

छतों के खतरनाक किनारों तक -
उस समय गिरने से बचाता है उन्हें
सिर्फ उनके ही रोमांचित शरीर का संगीत।

- (क) “जन्म.....कपास” पंक्ति में कपास से बच्चों का क्या संबंध है? स्पष्ट कीजिए।
- (ख) “छतों को भी नरम बनाते हुए” - काव्य-पंक्ति का भाव स्पष्ट कीजिए।
- (ग) छतों के खतरनाक किनारों से वे कैसे बच पाते हैं? इस संदर्भ में “डाल की तरह लचीला वेग” कथन का सौन्दर्य स्पष्ट कीजिए।

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

2+2=4

- (क) ‘सहर्ष स्वीकारा है’ कविता किसको व क्यों स्वीकारने की प्रेरणा देती है?
- (ख) ‘लक्ष्मण-मूर्च्छा और राम का विलाप’ काव्यांश के आधार पर भ्रातृशोक में विह्वल राम की दशा को अपने शब्दों में प्रस्तुत कीजिए।
- (ग) ‘छोटा मेरा खेत’ कविता में छोटे चौकोने खेत को ‘कागज का पत्रा’ क्यों कहा गया है?

10. निम्नलिखित गद्यांश को ध्यान से पढ़िए और पूछे गए प्रश्नों के उत्तर दीजिए : 2+2+2+2=8

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

- (i) “हम आज देश के लिए करते क्या है? माँगें हर क्षेत्र में बड़ी-बड़ी है।” - कथन के द्वारा लेखक देशवासियों की किस मानसिकता पर व्यंग्य कर रहा है?
- (ii) देश के नागरिकों के चरित्र में किस गुण का अभाव है? उस अभाव का कारण क्या है?
- (iii) हम किस बात के लिए दूसरों की आलोचना करते हैं? क्या हम वास्तव में आलोचना करने के अधिकारी है?

(iv) नीचे लिखे अंश में निहित अर्थ स्पष्ट कीजिए :

“काले मेघा दल के दल उमड़ते हैं, पानी झमाझम बरसता है, पर गगरी फूटी की फूटी रह जाती है बैल पियासे के पियासे रह जाते हैं।”

अथवा

शिरीष तरु सचमुच पक्के अवधूत की भाँति मेरे मन में ऐसी तरंगें जगा देता है जो ऊपर की ओर उठती रहती हैं। इस चिलकती धूप में इतना सरस वह कैसे बना रहता है? क्या ये बाह्य परिवर्तन - धूप, वर्षा, आँधी, लू - अपने आप में सत्य नहीं है? हमारे देश के ऊपर से जो यह मार-काट, अग्निदाह, लूट-पाट, खून-खच्चर का बवंडर बह गया है, उसके भीतर भी क्या स्थिर रह 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।

- (i) शिरीष के वृक्ष की तुलना अवधूत से क्यों की गई है? यह वृक्ष लेखक में किस प्रकार की भावना जगाता है?
- (ii) चिलकती धूप में भी सरस रहने वाला शिरीष हमें क्या प्रेरणा दे रहा है?
- (iii) गद्यांश में देश के ऊपर से किस बवंडर के गुजरने की ओर संकेत किया गया है?
- (iv) ‘अपने देश का एक बूढ़ा’ - कौन था? उस बूढ़े और शिरीष में समानता का आधार लेखक ने क्या माना है?

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

3+3+3+3=12

- (क) भक्तिन अपना वास्तविक नाम लोगों से क्यों छिपाती है? भक्तिन को यह नाम किसने और क्यों दिया होगा?
- (ख) ‘बाजार दर्शन’ पाठ के आधार पर बताइए कि पैसे का पावर का रस किन दो रूपों में प्राप्त किया जाता है?
- (ग) ‘पहलवान को ढोलक’ कहानी के किस-किस मोड़ पर लुट्टन के जीवन में क्या-क्या परिवर्तन आए?
- (घ) ‘चलीं चैप्लिन यानी हम सब’ के लेखक ने चार्ली का भारतीयकरण किसे कहा और क्यों? गांधी और नेहरू ने भी उनका सान्निध्य क्यों चाहा?
- (ङ) नमक ले जाने के बारे में सफ़िया के मन में उठे द्वंद्व के आधार पर उसकी चारित्रिक विशेषताओं को स्पष्ट कीजिए।

12. निम्नलिखित में से किन्हीं तीन प्रश्नों के उत्तर दीजिए : 3+3+3=9
- (क) क्या पाश्चात्य संस्कृति के प्रभाव को 'सिल्वर वेंडिंग' कहानी की मूल संवेदना कहा जा सकता है? तर्क-सहित उत्तर दीजिए।
- (ख) श्री सौंदलगेकर के अध्यापन की उन विशेषताओं का उल्लेख करें जिन्होंने कविताओं के प्रति 'जूझ' पाठ के लेखक के मन में रुचि जगाई।
- (ग) पुरातत्व के कौन-से चिह्न ऐसे हैं जिनसे यह सिद्ध होता है कि "सिंधु सभ्यता ताकत से शामिल होने की अपेक्षा समझ से अनुशासित सभ्यता थी?"
- (घ) 'डायरी के पन्ने' पाठ के आधार पर बताइए कि ऐन की डायरी उसके सुख-दुख का भावनात्मक दस्तावेज भी है।
13. निम्नलिखित प्रश्नों में से किन्हीं दो के उत्तर दीजिए : 3+3=6
- (क) 'ऐन की डायरी' एक ऐतिहासिक दौर का जीवंत दस्तावेज है, - इस पर अपने विचार प्रकट कीजिए।
- (ख) 'जूझ' कहानी के शीर्षक की सार्थकता पर टिप्पणी लिखिए।
- (ग) क्या 'पीढ़ी के अंतराल' को 'सिल्वर वैडिंग' कहानी की मूल संवेदना कहा सकता है? तर्क-सहित उत्तर दीजिए।
14. 'सिल्वर वैडिंग' के कथानायक यशोधर बाबू एक आदर्श व्यक्तित्व है और नई पीढ़ी द्वारा उनके विचारों को अपनाना ही उचित है - इस कथन के पक्ष या विपक्ष में तर्क दीजिए।

5

अथवा

नदी, कुएँ, स्नानागार और बेजोड़ निकासी-व्यवस्था के आधार पर लेखक सिंधु घाटी सभ्यता को 'जल संस्कृति' कहना चाहता है। लेखक के इस विचार के पक्ष का विपक्ष में अपने तर्क दीजिए।

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. (i) ● धरती मेघों की प्रतीक्षा करती है। 1+1=2 अंक
● वर्षा से धरती का तन-मन पुलकित हो उठता है।
● क्योंकि वर्षा के होने से धरती धन- धान्य से परिपूर्ण हो जाती है।
- (ii) ● राधा कृष्ण की प्रिया थी/राधा उस युवती को कहा है जो अपने 1+1=2 अंक
प्रिय की प्रेयसी है।
● यौवन के उन्माद में/प्रेम के आधिक्य से बेसुध है।/प्रिय की स्मृति में बेसुध खोई है।
- (iii) ● मन के भावों से गीत उमड़ते हैं और भाव भरे गीतों को सुन कर 1+1=2 अंक
मन आह्लादित हो उठता है।
● इस प्रकार मन के भाव और गीत अन्योन्याश्रित हैं।
- (iv) ● पत्थरों में जब भी प्यास/इच्छा उत्पन्न होती है तब-तब प्यार के 2 अंक
झरने फूट पड़ते हैं।
● कठोर मन में जब-जब प्रेम का भाव उमड़ता है तब गीत रूपी झरने फूट पड़ते हैं।
- (v) ● खेतों का लहलहाना/हरे-भरे खेत देखकर गुजरिया का मन प्रसन्नता 2 अंक
से भर जाना।
● मन की प्रसन्नता और संतोष के कारण उसके रूप सौन्दर्य का निखर जाना।
● अपने सुखद भविष्य के सपने को साकार होता देखकर मन प्रसन्नता से भर जाना।।
(किन्हीं दो बिन्दुओं का उल्लेख अपेक्षित)

अथवा

- (i) ● कवि अलबेला पथिक है जो अनवरत आगे बढ़ता जाता है।
● वह विपत्तियों में भी मुस्काता है।
● बाधाओं से विचलित नहीं होता।
● कवि निडर है।
(किन्हीं दो विशेषताओं का उल्लेख)
- (ii) ● जीवन-मार्ग की बाधाओं के प्रतीक हैं।
● जीवन की विषमताओं को दिखाता है। बाधाओं को चुनौती के रूप में स्वीकार करता है।

- (iii) ● जीवन में संघर्ष और चुनौतियों को स्वीकार किया। उनसे डर कर मार्ग नहीं बदला।
 - कठिन मार्ग को छोड़ कर सहज मार्ग को नहीं चुना जो उसकी संघर्षशील प्रवृत्ति को दर्शाता है।
 - (iv) ● परंपराओं और रूढ़ियों की दीवार ही युग की प्राचीर है।
 - संघर्षशील व अपना परि स्वयं खोजने/ निर्माण करने वाले व्यक्ति के लिए रूढ़ियों व परंपराओं की दीवार कोई अर्थ नहीं रखती/ उसे आगे बढ़ने से रोक नहीं पाती।
 - (v) ● मैं बढ़ता अविराम निरंतर तन-मन में उन्माद लिए फिर मुझको क्या डरा सकेंगे ये बादल विद्युत नर्तन।
- 2 (क) ● परंपरागत मूल्य तेजी से बदल रहे हैं और नए मूल्य इतनी तेजी से आ रहे हैं कि इन्हें पहचानना मुश्किल होगा।

या

- आधुनिकता के पथ पर बढ़ते हुए परंपराओं को भी साथ-साथ लेकर 1+1=2 अंक चलेगा।
- यह रूप परिवर्तन आधुनिकता के कारण होगा।
- (ख) ● यह समझा जाता है कि अभी भी भारत मध्यकालीन विचारों, परंपराओं 1+1=2 अंक से प्रभावित है।
 - क्योंकि वह अपने प्राचीन मूल्यों से अभी भी जुड़ा हुआ है और उनसे अलग नहीं हो पाया है।
- (ग) ● भारत का स्वरूप गांधी और विवेकानंद जैसे विचारकों की विचार 1+1=2 अंक धारा को लेकर आगे बढ़ेगा अथवा पूरी तरह पाश्चात्य संस्कृति-सभ्यता को अपनाकर, अमरीका या यूरोप ही बन जाएगा।
 - क्योंकि वह मध्यकालीनता के लांछन से मुक्त होकर आधुनिक कहलाना चाहता है।
- (घ) ● आधुनिकता कोई शाश्वत मूल्य नहीं है, समय के साथ-साथ उसका 2 अंक रूप बदलता रहता है।
 - हर युग के लोग अपने समय की नवीनता/आधुनिकता पर गर्व करते हैं।

- (ड.) • आधुनिकता और परंपरा 2 अंक
 • भारत और आधुनिकता
 इसी प्रकार के किसी अन्य शीर्षक पर भी अंक दिए जाएँ।

(खण्ड – ख)

- 3 निबंध
- भूमिका 1/2+1/2
= 1 अंक
 - विषय वस्तु निरूपण 3 अंक
 - शुद्ध भाषा और प्रभावी प्रस्तुति 1 अंक
(शब्द सीमा पर ध्यान न दिया जाए) कुल 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।) कुल 5 अंक
- 5 पांचों प्रश्नों के संक्षिप्त उत्तर अपेक्षित 1x5= 5 अंक
- 5(क) • छापे खाने का श्रेय जर्मनी के गुटेनबर्ग को जाता है।
- (ख) • छपे हुए शब्दों में स्थायित्व होता है, वे लंबे समय तक सुरक्षित रखे जा सकते हैं।
- लिखित भाषा का विस्तार है।
- (ग) • पत्रकारीय लेखन जल्दी में लिखा गया साहित्य है जो तथ्यों पर आधारित होता है। साहित्यिक सृजनात्मक लेखन कल्पना पर आधारित होता है।
- पत्रकारीय लेखन तात्कालिक और पाठकों की रुचियों, जरूरतों को ध्यान में रखकर लिखा जाता है। साहित्यिक लेखन में लेखक को काफी छूट होती है।
(कोई एक अंतर स्वीकार करें।)
- (घ) • खोजी रिपोर्ट (इंवेस्टिगेटिव रिपोर्ट), इन डेथ रिपोर्ट, विश्लेषणात्मक रिपोर्ट, विवरणात्मक रिपोर्ट।
(किन्हीं दो प्रकारों को स्वीकार करें।)

- ड. • संपादकीय पृष्ठ पर किसी घटना, समस्या या मुद्दे पर अपनी राय प्रकट किया जाना संपादकीय लेखन है जो किसी व्यक्ति विशेष का विचार नहीं होता। इसे उस अखबार की आवाज़ माना जाता है।

6 (किन्हीं तीन क्षेत्रों का नामोल्लेख)

फीचर लेखन

- विषय का प्रतिपादन 2 अंक
 - प्रस्तुति 2 अंक
 - भाषा की शुद्धता 1 अंक
- कुल 5 अंक

(खण्ड—ग)

7 किन्हीं दो की सप्रसंग व्याख्या:

- कवि, कविता 1/2+1/2 अंक
- प्रसंग 1/2 अंक
- उपयुक्त व्याख्या 3 अंक
- शुद्ध भाषा 1/2 अंक

(क) कवि – गोस्वामी तुलसीदास

कविता – लक्ष्मण मूर्च्छा और राम का विलाप
(रामचरितमानस – लंका कांड)

प्रसंग

युद्ध स्थल में मेघनाद ने शक्ति चलाकर लक्ष्मण को मूर्च्छित कर दिया जिसे देख राम विलाप कर रहे हैं। लक्ष्मण के लिए संजीवनी लाने में देरी से राम व्यथित हो कह रह हैं।

व्याख्या बिन्दु

- इस संसार में पुत्र, धन, पत्नी, परिवार बार—बार प्राप्त हो सकते हैं।
- सहोदर की प्राप्ति दुबारा नहीं हो सकती।
- राम कहते हैं, मेरी दशा पंखों के बिना पक्षी, मणि के बिना सर्प तथा सूँड बिना हाथी की तरह है।
- यदि जड़ भाग्य मुझे भाई के बिना जीवित रखेगा तो मेरा जीवन भी ऐसा ही होगा।

(ख) कविता – सहर्ष स्वीकारा है

कवि – गजानन माधव मुक्तिबोध

प्रसंग

कवि की उक्ति माँ के प्रति/प्रिया के प्रति/वृहत्तर जीवन के प्रति वह अपने को जुड़ा पाता है।

व्याख्या बिन्दु

- नामहीन संबंधों की घनिष्ठता
- हृदय के भावों की कविता के माध्यम से अभिव्यक्ति मानो इन भावों का हृदय में असीमित स्रोत है।
- कहीं हृदय में प्रेम का झरना तो नहीं जिसका जल समाप्त ही नहीं होता।
- आसमान का चंद्रमा जिस तरह पृथ्वी को आनंदित करता है उसी तरह तुम्हारा चेहरा मुझे अभिभूत करता है।

(ग) कविता – बात सीधी थी

कवि – कुँवर नारायण

प्रसंग

सही बात के सही शब्द से जुड़ने पर ही उसका अर्थ स्पष्ट होता है। जैसे सही पेंच का सही साँचे में बैठना।

व्याख्या बिन्दु

- सीधा कथ्य भाषा के चक्रव्यूह में फँस कर रह गया।
- भावानुकूल भाषिक प्रयोग का प्रयास।
- बात थी तो बड़ी सरल पर शब्द-जाल में उलझ कर टेढ़ी हो गई।
- उपयुक्त शब्दों में न कह पाने से बात और भी पेचीदा हो गई।

8 किसी एक काव्यांश के तीनों प्रश्न

2+2+2=6 अंक

(क) ● बहुत नीला शंख।

● राख से लीपा हुआ चौका।

● लाल केसर से धुली बहुत काली सिल।

● स्लेट पर लाल खड़िया चॉक।

● नील जल में गौर झिलमिल देह।

(किन्हीं चार उपमानों का उल्लेख अपेक्षित)

1/2x4=2 अंक

- (ख) ● बिंबों एवं प्रतीकों का प्रयोग ।
- सुन्दर शब्द-योजना
 - अनेक उपमानों का प्रयोग
- (ग) ● सूर्योदय के ठीक पहले के पल-पल परिवर्तित प्रकृति के सौन्दर्य का वर्णन
- भोर के सलेटी नीले आकाश में सूर्य की लाली के सौन्दर्य को प्रकट करने हेतु नीले जल में गौर वर्णी देह का सुन्दर बिंब खींचा गया है। जैसे देह पानी में थोड़ी-थोड़ी परिलक्षित होती है वैसे ही नीले आकाश में प्रकाश थोड़ा-थोड़ा अपने होने का आभास देता है।

अथवा

- (क) ● बोल चाल की भाषा विशेषतः क्रिया रूपों में जैसे- रो लेते हैं, रो ले हैं, करे हैं आदि ।
- उर्दू शब्दों का प्रयोग
- (ख) ● कवि ने जीवन की कठिनाइयों को सहजता से स्वीकार कर लिया ।
- उसने किस्मत के साथ एक दोस्ताना और बराबरी का संबंध कायम कर लिया
 - उसे अपनी जिंदगी से कोई शिकायत नहीं ।
- (ग) ● दूसरों को बदनाम करने वालों पर व्यंग्य करते हुए कवि कहता है कि जो दूसरों की बुराइयों को उद्घाटित करते हैं वे स्वयं अपनी ही कमियों को दर्शाते हैं ।
- जो दूसरों में अवगुण ढूँढते हैं वे स्वयं दूध के धुले नहीं हैं वरन वे अपनी ही कमियों/ओछेपन को उजागर करते हैं ।

9. किन्हीं दो प्रश्नों के उत्तर अपेक्षित

2+2=4 अंक

- (क) ● "ऐ विप्लव के वीर!" कवि ने क्रांति वीर को कहा है। बादल को क्रांति वीर माना है ।
- क्योंकि बादलों में अपार शक्ति है वे क्रांति लाने में समर्थ हैं। अपनी शक्ति से ब्रह्मांड को हिला सकते हैं।
- (ख) ● इस पंक्ति के माध्यम से कवि ने टेलीविजन कैमरा तथा दूरदर्शन वालों पर व्यंग्य किया है जो अपने आपको समर्थ मानकर किसी अपाहिज

व्यक्ति की संवेदनाओं से खिलवाड़ करते हैं। उनकी शारीरिक कमी का अहसास दिलाकर उन्हें कुंठित करते हैं। अपनी प्रसिद्धि के लिए दूसरों की भावनाओं को ठेस पहुँचाते हैं।

- (ग) • बच्चे अपने माता-पिता की प्रतीक्षा में नीड़ों से झाँक रहे होंगे क्योंकि उनकी आवश्यकताओं की पूर्ति वे ही करेंगे। कब उनकी माँ आएगी और उन्हें प्यार से दुलारेगी और भोजन देकर उनकी भूख शांत करेगी। बच्चे ऐसी आशाएँ लेकर ही नीड़ों से झाँक रहे होंगे।

10. किसी एक गद्यांश के चारों प्रश्नों के उत्तर अपेक्षित

2x4=8 अंक

(क)

- (i) • अपने स्वामी श्रीराम के प्रति अनन्य एवं पूर्ण समर्पण एवं निष्ठा भाव के कारण।
- (ii) • भक्तिन लेखिका की सेविका थी जो एक गरीब गोपालिका थी।
• क्योंकि उस गरीब माँ की, कोई विशेष पहचान नहीं थी, हनुमान जी की माँ अंजना के समान उसकी कोई पहचान नहीं थी।
- (iii) • लेखिका (महादेवी वर्मा) ने भक्तिन के संदर्भ में कहा है।
• क्योंकि लेखिका के नाम में महा शब्द जिस प्रकार उनके स्वरूप और आकृति के अनुकूल नहीं है। उसी प्रकार भक्तिन का नाम लछमिन उसकी अनुरूप नहीं है। इसी विरोधाभास को दिखाने के लिए।
- (iv) • आशय है कि भक्तिन के भाग्य की रेखाएँ भी सिकुड़ी हुई हैं उसके भाग्य में वैभवशालिता, धन-संपन्नता का अभाव है।

अथवा

(ख)

- (i) • बाजार का रूप मोहक, आकर्षक व मोहजाल में फँसाने वाले पेशेवर इंसान के प्रतीक के रूप में।
- (ii) • बाजार में आग्रहपूर्ण विनम्रता न होकर ग्राहक को अपने आकर्षण व मोहकता से अपनी ओर खींचने की क्षमता।
- (iii) • बाजार में दर्शक को इस प्रकार सम्मोहित करने की शक्ति है कि बिना बुलाए ही ग्राहक में आवश्यकता न होते हुए भी प्रदर्शित वस्तुओं की चाह उत्पन्न हो जाती है। वह 'वस्तु' के प्रति चुपचाप खिंचा चला जाता है।

- (iv) • उसमें असीमित इच्छा और अभाव का बोध जागता है।
- आदमी में अपर्याप्तता, हीनता, अधिक पाने की इच्छा का भाव जागता है।

11 (किन्हीं चार प्रश्नों के उत्तर अपेक्षित)

3+3+3+3=12 अंक

- (क) • इंद्र सेना पर पानी फेंकना, पानी की बर्बादी न होकर पानी का अर्घ्य है जिसे हम कुछ पाने की चाह लेकर चढ़ाते हैं।
- मनुष्य किसी वस्तु को दान में नहीं देगा तो फिर कैसे पाएगा?
- संसार में ऋषि-मुनियों ने दान को सर्वोत्तम बताया है।
- बिना त्याग दान नहीं होता। त्याग-भावना से जो दान दिया जाता है उसी से फल की प्राप्ति होती है।
- जिस प्रकार किसान तीस-चालीस मन गेहूँ की पैदावार के लिए पहले अपने खेत में पाँच-छह सेर अच्छे गेहूँ की बुवाई करता है।

(समग्र उत्तर के आधार पर अंक दिए जाएं)

- (ख) • ढोलक की आवाज़ पूरे गाँव वालों में धैर्य, साहस और स्फूर्ति प्रदान करती थी।
- रात्रि की विभीषिका में सन्नाटे को ललकार कर चुनौती पैदा करती।
- महामारी के समय निस्तेज ग्रामवासियों को संजीवनी प्रदान करती।
- बच्चे जवान और बूढ़ों की आंखों में दंगल का दृश्य पैदा करती : शक्तिहीन शिराओं में बिजली दौड़ाती।
- लोग मृत्यु से नहीं डरते।

(समग्र उत्तर के आधार पर अंक दिए जाएं)

- (ग) • अपने जीवन की विषम परिस्थितियों से उसने जीवन के निम्नतम वर्ग को एवं उसके प्रति अभिजात वर्ग के रवैये को देखा। उसने जाना कि पूँजीवादी एवं सामंतशाही व्यक्तियों पर टिप्पणी केवल बाल-सुलभ हास्य के माध्यम से ही की जा सकती है जो उनकी फिल्मों में दिखाई देता है।
- इस माहौल ने जिंदगी को गहराई से समझने का अवसर दिया और उससे हार न मानकर उस पर हँसना सीखा।

- (घ) • सफिया सारा सामान बाँधने के बाद इस पसोपेश में थी कि वह नमक की पुड़िया कैसे ले जाए। क्योंकि यह गैर कानूनी है।

- पहले उसने पुड़िया हाथ में ले जाने का विचार किया पर तभी लगा कि अगर कस्टम वालों ने न ले जाने दिया तो?
- तो उसके उस वायदे का क्या होगा जो उसने एक सिख महिला से किया था।
- फिर उसने कीनुओं की टोकरी में छिपाकर ले जाने का मन बनाया।
- (ड.) ● शिरीष का वृक्ष आँधी, लू और गरमी की प्रचंडता में भी अवधूत की तरह अविचल रहता है। अवधूत का आत्मबल, देहबल से भी ऊपर होता है। यही स्थिति शिरीष की भी है। यह लोगों के मन में तरंगें उत्पन्न कर देता है।

12 (किन्हीं तीन प्रश्नों के उत्तर अपेक्षित)

3+3+3=9 अंक

- 12(क)** ● यशोधर बाबू एक मर्यादित एवं संस्कार प्रिय व्यक्ति हैं जिनके आदर्श किशन दा थे जो अविवाहित थे। यशोधर बाबू अपने परिवार से भी सामंजस्य नहीं बिठा पाते क्योंकि उनके दृष्टिकोण में आधुनिकता हमारे संस्कारों और मर्यादा को समाप्त कर देती है। वे नई पीढ़ी की नई सोच के विरोधी हैं। उनके बच्चे यशोधर बाबू से असहमत हैं। वे इसलिए असफल हैं क्योंकि वे अब भी किशन दा के संस्कारों से चिपके हुए हैं और समय के साथ उनकी सोच में कोई परिवर्तन नहीं आया।
- (ख)** ● लेखक की पाठशाला में मराठी के मास्टर थे, जो कविता के अच्छे रसिक व मर्मज्ञ थे। उनकी कविता पढ़ाने के अंदाज़ ने लेखक को प्रभावित किया। वह कविता रचने की ओर प्रेरित हुआ। अभी तक वह कवियों को इस लोक से ऊपर का व्यक्ति समझता था। अध्यापक द्वारा इस भ्रांति के निराकरण के उपरांत ही उसके मन में स्वयं कविता रचने का आत्म विश्वास पैदा हुआ और वह अपने वातावरण से जुड़ी चीजों पर तुकबंदी करने लगा।
- (ग)** ● मुअनजो—दड़ो शहर का व्यवस्थित ढाँचा और मकानों की बनावट, वहाँ की सड़कों की बनावट सीधी—सादी थीं। सड़कें चौड़ी थीं। मकानों में भव्यता नहीं थी। अधिकांश मकानों पर सामूहिक अधिकार था। खेती के प्रमाण, दूसरे देशों से व्यापार आदि से पता चलता है कि वह साधन संपन्न सभ्यता थी। हड़प्पा में न राजाओं से जुड़े भव्य राज—प्रासाद मिले हैं, न ही संत महात्माओं की समाधियाँ। मकान सुव्यवस्थित थे। समृद्ध होते हुए भी इसमें भव्यता का आडंबर नहीं।

- 'ऐन की डायरी' में किटी उसकी काल्पनिक अंतरंग सहेली है जिसे ऐन ने अपने जीवन से संबंधित सभी जानकारियाँ दीं – जो अज्ञातवास के दौरान के भय, आतंक, भूख, प्यास, मानवीय संवेदना, प्रेम, घृणा, बढ़ती उम्र की आशाएं, हवाई हमले का डर, पकड़े जाने का डर, किशोर मन की कल्पनाएँ, बाहरी दुनिया से अलग पड़ जाने का दर्द, प्रकृति के प्रति संवेदना, मानसिक-शारीरिक जरूरतें, हँसी-मजाक, युद्ध की पीड़ा और अपने अकेलेपन का वर्णन किया है।

(इनमें से किन्हीं तीन जानकारियों का उल्लेख)

13 (किन्हीं दो प्रश्नों के उत्तर अपेक्षित)

3+3=6 अंक

- (क) ● सिंधु सभ्यता साधन संपन्न थी। यहां भव्यता के स्थान पर कलात्मकता पर बल था, जो लोगों की रुचि व बोध कला से जुड़ा था। नगर योजना रचनात्मक थी। जिनमें चित्रित मनुष्य, वनस्पति, पशु-पक्षियों की छबियाँ, खिलौने, केश-विन्यास, आभूषण आदि कला की सिद्धता व्यक्त करती है जो आम आदमी से जुड़ी है। इनमें सौंदर्य बोध उभरता है। सामाजिक, सांस्कृतिक, गतिविधियों के अनेक केन्द्र उस युग की अवधारणा के परिचायक होने के साथ-साथ वहाँ की सामाजिकता के द्योतक हैं।
- (ख) ● 'जूझ' कहानी में गाँव के एक किशोर का संघर्ष दिखाया गया है जहाँ वह व्यक्तिगत स्तर पर, सामाजिक स्तर पर, विद्यालय के स्तर पर, आर्थिक स्तर पर संघर्ष करता हुआ जूझता हुआ दिखाई देता है। यह कहानी गाँव के यथार्थ जीवन, निम्न मध्यवर्गीय ग्राम्य समाज, लड़ते-जूझते किसान एवं मजदूर वर्ग के जीवन से जूझने की प्रवृत्ति को दर्शाती है।
- (ग) ● यशोधर बाबू की पत्नी अपने बेटों और बेटी के प्रभाव में समय के साथ ढल सकने में सफल हो गई। बच्चों की तरफदारी करने की मातृसुलभ मजबूरी ने उन्हें आधुनिक बना दिया था। नए युग की उपलब्धियों को उन्होंने अपने में समेट लिया। वह संस्कारों से परंपरावादी होते हुए भी अपने परिवार के बीच नई विचारधारा को अपनाकर अपने को नए परिवेश में ढाल लेती है। बेटी की सलाह से अपना खान-पान, परिधान बदल लेती हैं।

- 'ऐन' एक संवेदनशील और अंतर्मुखी लड़की थी। वह भयावह परिस्थितियों से गुजरी है। भय, आतंक, उम्र की तकलीफें, गिरफ्तार होने का भय उसको निरंतर सताता है। उसकी इन 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 समझकर, दूसरों से स्वयं को बेहतर समझती है।
- इसीलिए वह गुड़िया को पत्र लिखते हुए परोक्ष रूप से स्वयं से ही बातें करती है वह जानती है कि जिन बातों को वह कहना चाह रही है उन्हें दूसरे व्यक्ति ठीक ढंग से नहीं समझ पाएँगे।

अथवा

- लेखक गाँव का एक जुझारू व्यक्ति है। जो विपरीत परिस्थितियों में भी पढ़ना चाहता है। दत्ता राव उसकी भावना से सहमत हैं क्योंकि आधुनिक समाज में किसी भी व्यक्ति के जीवन में शिक्षा के महत्व को अस्वीकार नहीं किया जा सकता।
- परंतु लेखक के पिता पढ़ाई-लिखाई की अपेक्षा खेती के काम को अधिक महत्व देते हैं जबकि आधुनिक युग में खेती का महत्व कम होता जा रहा है। अतः यह सिद्ध होता है कि दत्ता जी राव और लेखक का ही रवैया सही था।

प्रश्न-पत्र-संख्या 2/1

हिंदी (केंद्रिक)

1. काव्यांश पर पूछे गए प्रश्नों के उत्तर अपेक्षित : 2+2+2+2+2=10 अंक
 - (क) ● अपनत्व/अपनापन/घनिष्ठ संबंधों का दायरा।
 - जाल की तरह अपनेपन में गांव परिवार आदि को समेट लेने का फैलाव होता है
 - (ख) ● कवि के स्व का पसारा/फैलाव पहले पूर्ण मानव समाज तक विस्तृत था।

- स्वार्थपरता और बदलते मूल्यों के कारण अब उसका स्व संकुचित एवं आत्म केन्द्रित हो गया है।
- क्योंकि अब वह स्वार्थपरक हो गया।
- (ग) ● फूलों पर बैठी पराग समेटती मधुमक्खियों को देखकर कवि को अपने पूर्वजों की याद आती है।
- समस्त मानव समाज को उसकी विविधताओं के बावजूद वे उसे विविध ा पुष्पों से सजे एक उद्यान की तरह देखते हैं।
- (घ) ● उदारता, मानवीयता, अपनत्व सबको स्वीकारने और साथ लेकर चलने की प्रवृत्ति जीवन को सौहार्दपूर्ण तरीके से जीने की ललक (या कोई और बिन्दु)
- (ङ.) ● संबंधों की प्रगाढ़ता और अपनत्व से अलग मानवता व सामाजिक एकता संग्रहालयों में पड़ी वस्तुओं व शिलालेखों पर लिखे सूत्रों की तरह महत्वहीन एवं अप्रासंगिक होकर रह गई है, व्यावहारिक नहीं रही।

अथवा

- (क) ● देश की आध्यात्मिकता, नैतिकता एवं चारित्रिक उच्चता।
- (ख) ● प्राचीन परंपरा को नहीं छोड़ते हुए भी, आधुनिकता को स्वीकार करने की प्रवृत्ति।
- (ग) ● इस देश में आध्यात्मिकता शिखर पर रही है। दार्शनिकों ने आत्मा-परमात्मा के संबंध में चर्चा की है।
- (घ) ● प्रकृति के विभिन्न उपादान (पर्वत, समुद्र, नदियां आदि) देश का सत्कार करते हैं।
- (ङ.) ● इतिहास के विभिन्न कालों में भारत विश्व को शांति की महानता का पाठ पढ़ाता आया है।
- विश्व शांति के लिए गौतम बुद्ध, सम्राट अशोक, महात्मा गांधी ने प्रयास किए।
- (कोई एक)

- 2 (क) गद्यांश पर पूछे गए सभी प्रश्नों के उत्तर अपेक्षित : 2x5 = 10 अंक
- यह स्वाभाविक काल प्रतीत होता है, क्योंकि इस काल में समाज का स्वाभाविक विकास हुआ।
 - आज भी लोग वैदिक काल को आदर्श काल के रूप में देखते हैं।
- (ख) ● बुद्ध ने नारी को भी पुरुष के समकक्ष स्थापित किया और उन्हें भी साधना के द्वारा मोक्ष की अधिकारिणी माना।
- (ग) ● सांसारिक कर्मों को छोड़कर संन्यास धारण करना।
● भिक्षु को गृहस्थ से हीन मानना।
- (घ) ● समाज का सर्वाधिक कर्मठ युवा वर्ग अकर्मण्य होकर समाज पर बोझ बन जाता है।
- (ङ) ● भारत में बौद्ध दर्शन का प्रभाव। आधुनिकता एवं बौद्ध धर्म।
(कोई अन्य उपयुक्त शीर्षक भी स्वीकारें।)
- 3 निबंध कुल 5 अंक
- | | |
|--|-------------|
| भूमिका एवं समापन | 1/2+1/2 अंक |
| विषय वस्तु निरूपण | 3 अंक |
| शुद्ध भाषा एवं प्रभावी प्रस्तुति | 1 अंक |
| (शब्द सीमा पर ज्यादा ध्यान न दिया जाए) | |
- 4 पत्र कुल 5 अंक
- | | |
|---|-------|
| प्रारंभ एवं अंत की औपचारिकताओं के निर्वाह के लिए। | 2 अंक |
| प्रश्नानुरूप विषय वस्तु | 2 अंक |
| शुद्ध भाषा एवं प्रभावी प्रस्तुति | 1 अंक |
- 5 (क) ● अखबारों, पत्र-पत्रिकाओं, पुस्तकों में छपी जनसंचार सामग्री। 1 अंक
- (ख) ● विचारपरक लेखन का एक रूप जो नियमित रूप से समाचार पत्र या पत्रिका में स्थान विशेष पर छपता है। 1 अंक
- (ग) ● संपादकीय पत्र-पत्रिका विशेष का दृष्टिकोण होता है, किसी 1 अंक व्यक्ति विशेष का नहीं।

(घ)	• दैनिक जागरण, दैनिक भास्कर, दैनिक हिन्दुस्तान, नवभारत टाइम्स (या कोई अन्य)	1 अंक
(ङ.)	• अंशकालिक पत्रकार (स्ट्रिंगर) किसी पत्र-पत्रिका में निश्चित मानदेय पर कार्य करने वाला पत्रकार होता है।	1 अंक
6	फीचर लेखन	कुल 5 अंक
	विषय प्रतिपादन	2 अंक
	विषय प्रस्तुति	2 अंक
	भाषा की शुद्धता	1 अंक

खंड-ग

7	किन्हीं दो काव्यांशों की सप्रसंग व्याख्या अपेक्षित है।	2x 5= 10 अंक
	कवि और कविता का नामोल्लेख	1/2+1/2= 1 अंक
	प्रसंग – पूर्वापर संबंध निर्वाह	1/2 अंक
	प्रमुख बिन्दुओं का स्पष्टीकरण	3 अंक
	भाषा की शुद्धता	1/2 अंक

(क) कवि – गोस्वामी तुलसीदास।

कविता – कवितावली।

प्रसंग

इसमें भक्त हृदय के आत्मविश्वास का चित्रण है और प्रतिकूल सामाजिक, सांस्कृतिक परिस्थितियों के प्रति बेपरवाही।

व्याख्या बिन्दु

- संकीर्णता एवं कट्टरता के प्रति विरोध का स्वर।
- जातीय समीकरणों व सामाजिक संबंधों की प्रतिकूलता की चिंता नहीं।
- श्रीराम के प्रति आगाध निष्ठा एवं दास्य भाव की भक्ति।
- माँग कर खाना, मंदिर-मस्जिद में सोना और सांसारिकता से विरक्त होकर फक्कड़पन में रहना।

(ख) कवि – सूर्यकांत त्रिपाठी 'निराला' ।

कविता – बादल–राग ।

प्रसंग

बादल को क्रांति और विप्लव का प्रतीक मान कर उनका आह्वान किया गया है ।

व्याख्या बिन्दु

- प्रकृति की शकल के रूप में बादल से क्रांति के द्वारा शोषण समाप्त कर सर्वहारा वर्ग को नवजीवन प्रदान करने को कहा गया है ।
- वायु रूपी सागर पर बादलों की छाया अस्थिर सुखों पर दुखों की छाया के समान ।
- संसार की दुखी हृदयों पर निष्ठुर क्रांति का फैलाव ।
- क्रांति का प्रतीक बादल प्रचंड गर्मी (शोषण) से पीड़ित समाज को नवीन और आनंद का संदेश देता है ।
- हथियारों व युद्ध सामग्री से भरी युद्ध नौका (रणतरी) की तरह बादल रूपी क्रांति जनसामान्य की आकांक्षाओं को संजोए हुए है ।
- बादलों की घनघोर गर्जना सुन कर पृथ्वी के हृदय में सोए अंकुर नवजीवन प्राप्त करने की और सुखी जीवन बिताने की अभिलाषा से सजग हो जाते हैं ।

(ग) कवि – हरिवंश राय बच्चन ।

कविता – आत्म–परिचय ।

प्रसंग

कवि आत्म परिचय देते हुए दुनिया से अपने द्वंद्वात्मक संबंधों का रहस्य प्रकट कर रहा है ।

व्याख्या बिन्दु

- कवि यौवन की मस्ती में जीवन को आनंद से जी रहा है ।
- इस यौवन की मस्ती में दुख–सुख का मिला–जुला भाव है ।
- सदा साथ रहने वाली प्रिय को स्मृति संयोग के क्षणों में आनंददायक होती है और वियोग की अवस्था में पीड़ा–जनक बन जाती है ।

8 (क) किसी एक काव्यांश के तीनों प्रश्नों के उत्तर अपेक्षित। 2+2+2=6 अंक

- कविता को कल्पना की एक मोह उड़ान माना है।
- चिड़िया की सीमित उड़ान कविता की व्यापक एवं असीम उड़ान को पहचान नहीं पाती।
- रचनात्मक ऊर्जा (कविता) बंधनविहीन होती है। उसकी सीमा में अतीत, वर्तमान और भविष्य सभी कुछ समा जाता है।
(कोई दो बिन्दु)

- (ख) ● सरल सुबोध एवं व्यावहारिक भाषा।
- चिड़िया के माध्यम से कविता के सामर्थ्य का परोक्ष वर्णन।
 - प्रसाद गुण, मुक्त छंद, प्रश्न शैली, लाक्षणिकता, तद्भव प्रधान खड़ी बोली।
(कोई दो बिन्दु)

- (ग) ● चिड़िया की उड़ान सीमित क्षेत्र में होती है।
- कवि जब कल्पना के पंख लगाकर कविता को उड़ाता है तो चिड़िया उसके क्षेत्र का अनुमान नहीं लगा पाती।

अथवा

- (क) ● बालक जन्म से ही कपास के समान कोमल और आकर्षक होते हैं।

- (ख) ● पतंगों को उड़ाने के फेर में बालक जब बेसुध होकर छतों पर दौड़ते हैं तब ऐसा लगता है मानो छत भी कोमल हो गई है।
- नंगे पांव छतों पर दौड़ते हुए बच्चों को छतों की कठोरता का भी एहसास नहीं होता।

- (ग) ● वे पतंग की डोरी और अपने शरीर की लोच के कारण ही गिरने से बचते हैं।
- इनकी चाल की चंचलता व तीव्रता ऐसी प्रतीत होती है मानो झूले पर पैंग बढ़ा रहे हों।

9 (क) (किन्हीं दो का उत्तर अपेक्षित) 2+2+=4 अंक

- कवि ने अपने जीवन की कटु-मधुर स्मृतियों, सुख-दुखपूर्ण परिस्थितियों, व्यक्तित्व की दृढ़ता और खट्टे-मीठे अनुभवों

आदि सबको सहर्ष स्वीकार किया है क्योंकि उसके जीवन में जो कुछ है, वह सब उसके प्रिय को प्यारा है।

- (ख) ● राम अपने भाई लक्ष्मण के मूर्छित होने पर सामान्य जन के समान विलाप कर रहे हैं।
- लक्ष्मण के प्रति राम का प्रेम कई रूपों में उजागर होता है। उन्हें लक्ष्मण के मृदुल स्वभाव अपने प्रति निष्काम निष्ठा आदि की याद आती है।
- भाई के बिना वे अपनी स्थिति पंख बिना पक्षी, मणि बिना सर्प तथा सूँड विहीन गज की भाँति समझते हैं।
(कोई दो बिन्दु)
- (ग) ● दोनों में आकार की समानता के साथ बुआई, अंकुरण, विकसित दशा में भी समानता है।
- जिस प्रकार किसान खेत में बीजारोपण करता है, उसी प्रकार कवि रचना को शब्दों में कागज पर उतारता है।

- 10 (i) किन्हीं एक गद्यांश के चारों प्रश्नों के उत्तर अपेक्षित : 2+2+2+2=8 अंक
- देश के प्रति कर्तव्य पालन का अभाव
- अधिकार के प्रति लड़ते हैं परंतु कर्तव्य पालन से मुँह मोड़ते हैं।
- स्वार्थ ही मूल कारण है।
(किन्हीं दो बिन्दुओं का उल्लेख अपेक्षित)
- (ii) ● देश के नागरिकों में देश-हित की भावना का अभाव क्योंकि स्वार्थ ही एकमात्र लक्ष्य।
- (iii) ● देश में बढ़ते हुए भ्रष्टाचार की आलोचना करते हैं।
- क्योंकि हम भी इसी भ्रष्ट तंत्र का अंग हैं और हमारा आचरण भी भ्रष्ट है।
- (iv) ● हमारे देश में प्रतिवर्ष करोड़ों-अरबों की योजनाएँ बनती हैं लेकिन सामान्य जनता तक पहुंचने से पहले भ्रष्ट अधिकारियों का शिकार बन जाती हैं।
- सारा पैसा भ्रष्ट अधिकारी पहले ही हड़प लेते हैं और इनके लाभार्थी प्यासे ही रह जाते हैं।

अथवा

- (i) ● क्योंकि अवधूत संन्यासी की तरह शिरीष भी सुख-दुख में समभाव रखता है वह किसी भी स्थिति में हार नहीं मानता। उसे किसी से कोई लेना-देना नहीं। वह आठों प्रहर मस्त रहता है।
- शिरीष वृक्ष लेखक के मन में, कष्ट के क्षणों में भी निरंतर आगे बढ़ते रहने का भाव जगाता है।
- (ii) ● चिलकती धूप-जीवन के असह्य कष्टों का प्रतीक है। शिरीष की जीवंतता हमें कठिनाइयों को धैर्यपूर्वक सहने की प्रेरणा देती है।
- (iii) ● लेखक का संकेत देश के बँटवारे के समय हुए नरसंहार, अन्याय, अत्याचार, लूट-खसोट की ओर है। जीवन के आकाश पर भी ये सभी घटनाएं घटित होती हैं।
- (iv) ● बूढ़ा शब्द गांधी जी की ओर संकेत कर रहा है।
- उन्होंने भी शिरीष की तरह कठिनाइयां सह कर संसार के सम्मुख आदर्श प्रस्तुत किए हैं।
- वे भी अवधूत थे – उनके जीवन-मूल्य भी दूसरों के लिए प्रेरणा स्रोत हैं।
- महामारी से ग्रस्त गाँव के अधमरे उपचार विहीन लोगों को ढोलक की थाप से राहत मिलती थी।
- ढोलक उनमें संजीवनी शक्ति भरती थी।
- उनकी शक्ति शून्य रगों में बिजली दौड़ जाती थी।
- दंगल के दृश्य से अभिप्राय पहलवानों के आपस में लड़ने के दृश्य से है।
- इसकी कल्पना मात्र से ही मरणासन्न लोगों में बिजली सी दौड़ जाती थी।
- ढोलक की आवाज में बीमारियों को कम करने की शक्ति नहीं थी।
- ढोलक से संजीवनी शक्ति लेकर लोग मृत्यु को भी निडर होकर स्वीकार कर लेते थे।

- जो व्यक्ति उस आवाज से जितना अधिक प्रभावित होता, मृत्यु से उतना ही कम डरता था।
- 11 किसी एक गद्यांश के चारों प्रश्नों के उत्तर अपेक्षित हैं : 3+3+3+3=12अंक
- (क) ● लक्ष्मी का अर्थ है – धन–दौलत की देवी।
- भक्तिन बहुत ही गरीब और सताई हुई औरत थी इसलिए 'लक्ष्मी' नाम को छिपाती थी।
 - उसे यह नाम उसके माता–पिता ने दिया होगा क्योंकि माता–पिता अपने बच्चों में वह देखना चाहते हैं जो उनमें भी नहीं है।
- (ग) ● माता–पिता की मृत्यु के बाद वह अनाथ हो गया और उसका पालन–पोषण सास ने किया।
- श्याम नगर दंगल में चाँद सिंह को कुश्ती में पछाड़ कर वह राज दरबार का स्थायी पहलवान बना।
 - राजा साहब की मृत्यु के बाद उसे दरबार से हटा दिया गया और वह अपने गाँव लौट आया।
 - पुत्रों की मृत्यु के बाद वह चार–पाँच दिन अकेला रहा और फिर स्वयं भी मर गया।
- (ड.) ● वह भावनाओं को महत्व देती है।
- वह बुद्धि से भी चतुर है।
 - वह चोरी–छिपे काम करना पसंद नहीं करती।
 - वह स्पष्टवादी है और उसमें परिस्थितियों से जूझने का साहस है।
- 12 (किन्हीं तीन प्रश्नों के उत्तर अपेक्षित) 3+3+3=9 अंक
- (क) ● हाँ कहा जा सकता है।
- क्योंकि पाश्चात्य संस्कृति के प्रभाव के कारण पीढ़ी का अंतराल बढ़ता जा रहा है।
 - यशोधर के बच्चे आधुनिकता को अधिक
 - महत्व देते हैं।

- यशोधर बाबू पाश्चात्य सभ्यता से प्रभावित मेहमानों से भी बचना चाहते हैं।
- सिल्वर वैडिंग के समारोह में वे केक काटने से बचना चाहते हैं।
(किन्हीं तीन बिन्दुओं का उल्लेख)

- (ख)
- मराठी पढ़ाते थे।
 - स्वयं कवि थे अतः कविता सुनाते।
 - पढ़ाते समय तल्लीन हो जाते।
 - काव्य पाठ बहुत सरस।
 - लय, गति, ताल का ज्ञान।
 - अनेक कविताएं (अंग्रेजी की भी) कंठस्थ थीं।
 - अभिनय के साथ कविता का भाव ग्रहण कराते।
 - इन्हीं बिन्दुओं के कारण लेखक के मन में काव्य रचना की प्रेरणा प्राप्त हुई।
(किन्हीं तीन बिन्दुओं का उल्लेख)

- (घ)
- ऐन ने अपनी डायरी में अज्ञातवास की यातनाओं का वर्णन किया है।
 - कम उम्र की किशोरी में भावनाओं का वेग बहुत अधिक होता है। उसकी भावनाओं को समझने वाला कोई नहीं।
 - अज्ञातवास की घटनाएं – उसके दिमाग में कुलबुलाती रहती हैं।
 - सुरक्षित स्थान पर पहुंचने की चिंता।
 - समय बिताने के लिए पहेलियां बुझाना, बंद और अंधेरे कमरे में रहना, जिसका पर्दा हटाने की इजाजत नहीं।
 - प्राकृतिक परिवेश से वंचित।
 - प्राकृतिक आनंद लने की भावना का मर जाना।
 - ऐन की डायरी उसके सुख-दुख का भावनात्मक दस्तावेज है।
(किन्हीं तीन बिन्दुओं का उल्लेख)

13 (किन्हीं दो प्रश्नों के उत्तर अपेक्षित)

3+3 = 6 अंक

- (क) • द्वितीय विश्व-युद्ध की विभीषिका का वर्णन है। इस ऐतिहासिक त्रासदी ने संपूर्ण विश्व को प्रभावित किया। जर्मन के नाज़ियों ने यहूदियों पर बहुत अधिक अत्याचार किए। ऐन की डायरी उनका प्रत्यक्ष प्रमाण है जिसमें उनके अज्ञातवास के नारकीय अनुभवों को उजागर किया गया है।
- भूख, गरीबी बीमारी और शारीरिक एवं मानसिक यातनाओं से ज़ख्मी यह समुदाय प्राकृतिक परिवेश से दूर था।
 - डायरी में विश्व की ऐतिहासिक घटनाएं भी अंकित हैं।
(किन्हीं तीन बिन्दुओं का उल्लेख अपेक्षित)
- (ख) • 'जूझ' शब्द का अर्थ संघर्ष है। यह पूरी कथा आत्मकथात्मक शैली में है।
- कथानायक की प्रबल इच्छा-शक्ति और इच्छा पूर्ति के लिए संघर्ष गाथा है।
 - वह पढ़ना चाहता है। पिता खेती कराना चाहते हैं।
 - कथानायक की संघर्ष करने की चारित्रिक विशेषता है। वह संघर्ष कर जीवन को सफल बनाना चाहता है।
 - वह संघर्ष को आदत बनाता है।
 - अपने स्कूल जाने की इच्छा को पूरा करता तथा एक बाल कवि के रूप में सफल होता है।
(किन्हीं तीन बिन्दुओं का उल्लेख अपेक्षित)
- (ग) • यशोधर बाबू और उनके परिवार की सोच में रात-दिन का अंतर है।
- यशोधर बाबू परंपरावादी थे।
 - परिवार नई सोच का समर्थक।
 - यशोधर की दिनचर्या, पहनावा, सोच, कुमाऊँनी परंपरा का अनुसरण।
 - सभी कुछ परंपरावादी था।
 - किंतु पारिवारिक माहौल, बेटों का व्यवहार, पहनावा विचारधारा सभी कुछ नई पद्धति एवं नए जमाने से प्रभावित हैं।

- नई सभ्यता एकल परिवार की स्मर्थक संयुक्त परिवार परेशानियों का कारण।
- नई सभ्यता अधिक धन कमाना चाहती है। पुरानी पीढ़ी के लिए पैसा सब कुछ नहीं।
(किन्हीं तीन बिन्दुओं का उल्लेख अपेक्षित)

14 पक्ष

5 अंक

- क
- सामाजिक जीवन से जुड़ाव संयुक्त परिवार की व्यवस्था, सामर्थ्य के अनुसार खर्च, पारिवारिक संबंधों का ताना-बाना आदि।
 - परंपरागत मूल्यों की दृष्टि से यशोधर बाबू के आदर्श विचारों को अपनाना उचित है।

विपक्ष

- नई पीढ़ी की सोच व्यावहारिक है, आदर्श नहीं।
- एकल परिवार व्यवस्था वर्तमान समय की आवश्यकता।
- पहनावा अर्वाचीन, समय के अनुकूल।
- चूंकि समय परिवर्तित हो चुका है, पुरानी व्यवस्था अक्सर आगे बढ़ने में बाधा डालती है।
(पक्ष अथवा विपक्ष में तर्कसंगत उत्तर अपेक्षित)

अथवा

पक्ष

- इस युग की जल संग्रह एवं जल निकासी की योजना बेजोड़।
- सामूहिक स्नान के लिए बने महाकुंभ
(चालीस फुट लंबा, पच्चीस फुट चौड़ा सात फुट गहरा)
- कुंड के पानी को बाहर आने के लिए पक्की ईंटों से बनी ढंकी हुई नालियां।
- कुंड के पानी से रिसाव रोकने के लिए और बाहरी अशुद्ध पानी को कुंड में आने से रोकने के लिए कुंड के तल में और दीवारों पर ईंटों के बीच चूने और चिरोड़ी के गारे का प्रयोग।
- पानी निकासी का ऐसा सुव्यवस्थित बंदोबस्त अपूर्व।

अथवा

विपक्ष

- इस युग की भवन व्यवस्था बेजोड़ थी।
- सड़कें सुनियोजित थीं।
- हथियार भी उस युग से उन्नत।
- लोग सादगी पसंद थे।
- उपर्युक्त तथ्यों को ध्यान में रखते हुए समाज पोषक सिंधु घाटी की सभ्यता को जल संस्कृति कहना उचित नहीं।
(पक्ष या विपक्ष में तर्कसंगत उत्तर अपेक्षित)

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 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 3 sources.
6. Attach maps with the answer scripts. (Part 'E').

QUESTION PAPER CODE 61/1/1

Part A

Answer all the questions given below:

1. Give any two features of Harappan writing. 2
2. Why do thousands of devotees visit dargahs of Muslim saints? 2
3. Give any two features of colonial cities after 1850 in India. 2
4. Name the book written by Albiruni. Explain briefly the method adopted by him for writing the book. 2
5. Mention any two rumours spread by the people regarding the miraculous powers of Gandhiji. 2

Part B

Section I

Answer any three of the following questions:

6. Describe the various stages through which Mahabharata was compiled in the 20th century. 5

7. Explain how access to property sharpened social differences between men and women in ancient times. 5
8. Explain briefly the teachings of Buddha. 5
9. “Buddhist literature needs to be studied to understand the sculpture at Sanchi and other places.” Justify the statement with examples. 5

Section II

Answer any two of the following questions:

10. Describe the various efforts made by scholars to reconstruct the history of the city and the empire from the ruins of Hampi upto the 20th century. 5
11. Explain why *Ain-I-Akbari* remains an extraordinary document of its times even today. 5
12. Assess the importance of the painted images in Mughal manuscripts. 5

Section III

Answer any three of the following questions:

13. Critically examine the Deccan Riots Commission’s report. 5
14. Describe how the British celebrated those, who they believed, saved the English and repressed the rebels during the Revolt of 1857. 5
15. “The relationship between Pakistan and India has been shaped by the legacy of partition.” Give arguments in favour or against the statement. 5
16. Explain how the Constituent Assembly reflected the diversity of the people of India and their opinions. 5

Part C

17. Explain the role of women in the agrarian society in Mughal India. 8

Or

Explain the importance of the ‘Sacred Centre’ in Vijayanagara with special emphasis on Gopurams and Mandapas. 5+ 3=8

18. Explain three different kinds of sources through which we come to know about Gandhiji. Give any two problems faced while interpreting them. 6+2=8

Or

Explain why hill stations were a distinctive feature of colonial urban development.

8

Part D
Source Based Questions

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

19. In praise of Samudragupta

[This is an excerpt from the Prayaga Prashasti]

He was without an antagonist on earth; he, by the overflowing of the multitude of (his) many good qualities adorned by hundreds of good actions, has wiped off the fame of other kings with the soles of (his) feet; (he is) Purusha (the Supreme Being), being the cause of the prosperity of the good and the destruction of the bad (he is) incomprehensible; (he is) one whose tender heart can be captured only by devotion and humility; (he is) possessed of compassion; (he is) the giver of many hundred thousands of cows; (his) mind has received ceremonial initiation for the uplift of the miserable, the poor, the forlorn and the suffering; (he is) resplendent and embodied kindness to mankind; (he is) equal to (the gods) Kubera (the god of wealth), Varuna (the god of the ocean), Indra (the god of rains) and Yama (the god of death)...

- (i) What is a Prashasti ? Who wrote the above Prashasti ?
- (ii) Give any four qualities of the rulers as mentioned in this Prashasti.
- (iii) Why did rulers identify themselves with a variety of deities?
- (iv) Name two other sources for studying about the Guptas.

2+2+2+2=8

Or

Deadman Lane

Deadman Lane is a narrow alley, varying from 3 to 6 feet in width....At the point where the lane turns westward, part of a skull and the bones of the thorax and upper arm of an adult were discovered, all in very friable condition, at a depth of 4 ft 2 in. The body lay on its back diagonally across the lane. Fifteen inches to the west were a few fragments of a tiny skull. It is to these remains that the lane owes its name.

(From John Marshall, Mohenjodaro and the Indus Civilisation, 1931)

Sixteen skeletons of people with the ornaments that they were wearing, when they died, were found from the same part of Mohenjodaro in 1925.

- (i) Why is the Lane called Deadman Lane?
- (ii) What did some scholars and archaeologists conclude from this information?
- (iii) Who was John Marshall and how did Marshall tend to excavate?
- (iv) Why are earlier interpretations sometimes reversed?

2+2+3+ 1 =8

20. “I believe separate electorates will be suicidal to the minorities”

During the debate on 27 August 1947. Govind Ballabh Pant said:

I believe separate electorates will be suicidal to the minorities and will do them tremendous harm. If they are isolated for ever, they can never convert themselves into a majority and the feeling of frustration will cripple them even from the very beginning. What is it that you desire and what is our ultimate objective? Do the minorities always want to remain as minorities or do they ever expect to form an integral part of a great nation and as such to guide and control its destinies? If they do, can they ever achieve that aspiration and that ideal if they are isolated from the rest of the community? I think it would be extremely dangerous for them if they were segregated from the rest of the community and kept aloof in an air-tight compartment where they would have to rely on others even for the air they breathe ... The minorities if they are returned by separate electorates can never have any effective voice.

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- (i) What are separate electorates?
- (ii) Why were some Muslims, like Begam Aizaz Rasul, against it ?
- (iii) Why did G.B. Pant feel separate electorates would be suicidal for the minorities?
- (iv) Do you think that seats should be reserved for Muslims and other minorities in educational institutions? Give one argument for or against it.

2+2+2+2=8

Or

The Muslim League resolution of 1940

The League’s resolution of 1940 demanded:

That geographically contiguous units are demarcated into regions, which should be so constituted, with such territorial readjustments as may be necessary, that the areas in which the Muslims are numerically in a majority as in the north-western and eastern zones of India should be grouped to constitute “Independent States”, in which the constituent units shall be autonomous and sovereign.

- (i) Mention three things that this resolution wanted?
- (ii) Did this resolution mention about partition or creation of Pakistan?
- (iii) What did the poet Mohammad Iqbal visualize?
- (iv) Could the Cabinet Mission’s idea of a loose confederation help to avoid partition? Give reasons for your answer.

3+1+2+2=8

21. A church in Khambat

[This is an excerpt from a farman (imperial order) issued by Akbar in 1598] Whereas it reached our eminent and holy notice that the padris (fathers) of the Holy Society of Jesus wish to build a house of prayer (church) in the city of Kambayat (Khambat, in Gujarat); therefore an exalted mandate ... is being issued, ... that the dignitaries of the city of Kambayat should in no case stand in their way but should allow them to build a church so that they may engage themselves in their own worship. It is necessary that the order of the Emperor should be obeyed in every way.

- (i) What did the padris want to do ?
- (ii) How did Akbar ensure that their desire was fulfilled?
- (iii) Who guided the Muslim rulers?
- (iv) How was the situation complicated in the subcontinent and how did the rulers adopt to this situation.?

1 +2+2+3=8

Or

The bird leaves its nest

[This is an excerpt from the Rihla]

My departure from Tangier, my birthplace, took place on Thursday I set out alone, having neither fellow-traveller nor caravan whose party I might join, but swayed by an overmastering impulse within me and a desire long-cherished in my bosom to visit these illustrious sanctuaries. So I braced my resolution to quit all my dear ones, female and male, and forsook my home as birds forsake their nests ... My age at that time was twenty-two years.

Ibn Battuta returned home in 1354, about 30 years after he had set out.

- (i) What was Ibn Battuta's desire that made him leave home?
- (ii) Where did he travel before and after coming to India?
- (iii) Why did he find travelling arduous in India?
- (iv) What did he write about Indian cities?

1+2+2+3=8

Part E

- 22.** On the given political outline map of India, mark and name any five Harappan sites.

5

Or

On the given political outline map of India, mark and name any three territories and two cities under British control in 1857.

- 23.** On the given political outline map of India, five centres of Indian National Movement have been marked as 1 to 5. Identify them and write their names on the lines drawn near them.

5

Note: The following questions are **only for the Blind candidates in lieu of the map questions (Q. 22 and 23).**

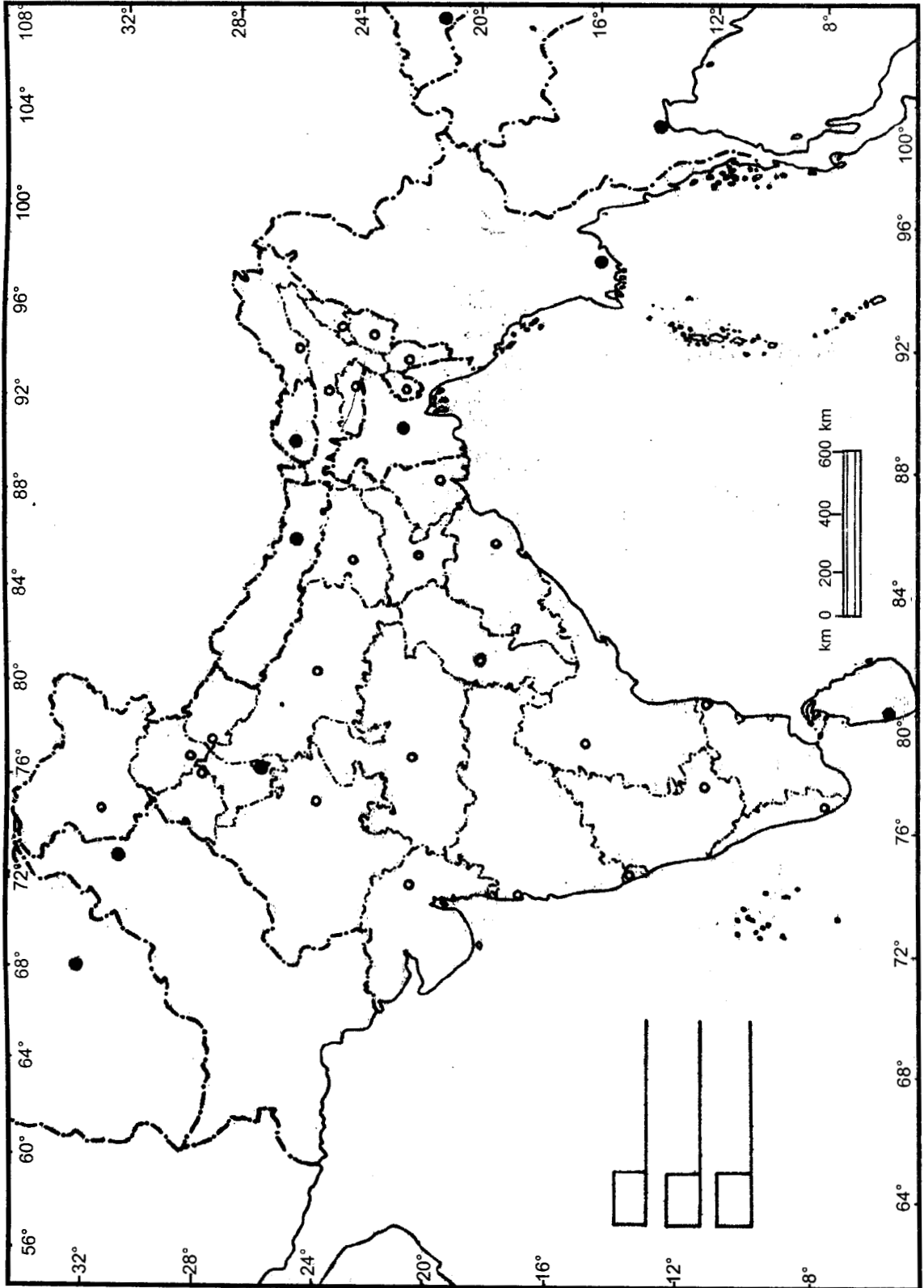
22. Name any five Harappan sites or any three territories and two cities under British control in 1857. 5
23. Mention any five centres of Indian National Movement. 5

INDIA AND ADJACENT COUNTRIES

POLITICAL (Showing States)

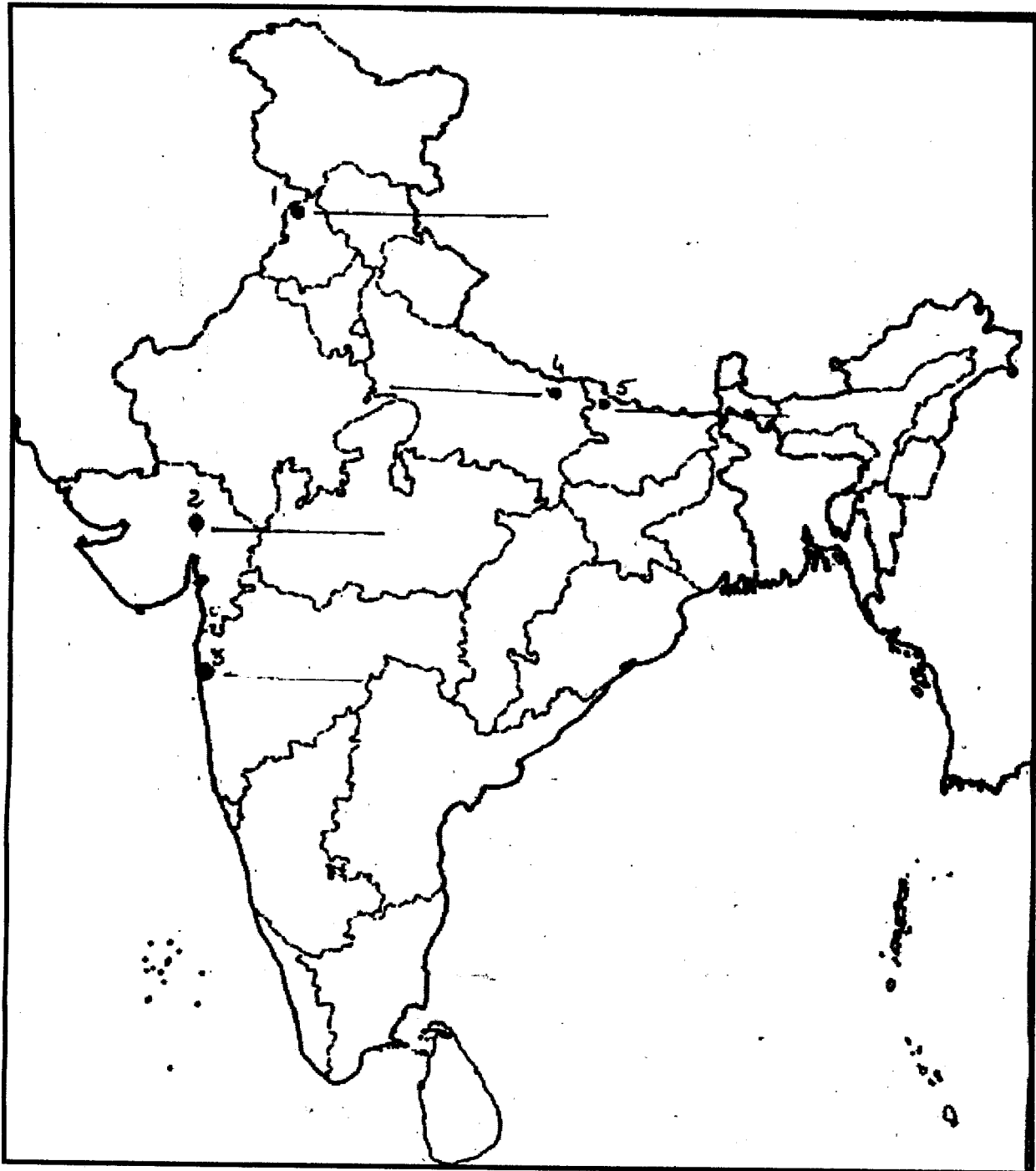
For Q. No. 22

भारत राजनैतिक (प्रादेशिक सीमाएं दर्शित) और पड़ोसी देश



For Q. No. 23

Outline Map of India (Political)



QUESTION PAPER CODE 61/1

PART A

Answer all the questions given below.

1. Mention any two ways in which the inscriptions of land grants help us to understand rural society in ancient times. 2
2. Name the book written by Ibn Battuta. What was his observation about female slaves in the subcontinent? 2
3. State the significance of Gandhiji's speech at Banaras Hindu University. 2
4. Mention any two reasons why travel accounts of foreigners are important for studying medieval times. 2
5. Mention any two characteristic features of the "middle classes" in the new colonial cities under the British. 2

PART B
SECTION I

Answer any three of the following questions.

6. "Historians find it particularly a difficult task to understand a text as complex as the Mahabharata." - Justify this statement. 5
7. Describe the position of the untouchables in ancient society.
8. Explain what happened to the Amaravati Stupa and why. 4+1=5
9. Explain the importance of new questions and debates that began from the sixth century BCE regarding Vedic traditions and practices of sacrifices. 5

SECTION II

Answer any: two of the following questions.

10. Describe the results of India's overseas trade under the Mughals. 5
11. Explain how the people of Vijayanagara obtained water for their needs. 5
12. Assess the role played by women in the Mughal imperial household. 5

SECTION III

Answer any three of the following questions.

13. Describe the position of the 'jotedars' at the end of the eighteenth century. 5
14. "Visual images and literature as much as the writing of history have helped in keeping alive the memory of the Revolt of 1857." - Assess this statement. 4+1=5
15. Critically examine the importance of oral history in studying an event such as the Partition of India. 5
16. Explain the problems raised in the Constituent Assembly about the tribals. What did they want for them? 4+1=5

PART C

17. Who were the forest dwellers? Explain how their lives changed in the sixteenth and seventeenth centuries. 2+6=8

OR

Explain the importance of the Royal Centre in Vijayanagara with a special focus on its important structures. 8

18. Explain the main events of the Dandi March. What is its significance in the history of the Indian National Movement? 5+3=8

OR

Taking the example of Bombay (Mumbai), explain how the imperial vision of the British was realized through town planning. 8

PART D

(Source Based Questions)

19. The Poor Peasant

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

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

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

- (i) What were the problems about cultivating the land, according to Bernier?
- (ii) Why did the peasantry abandon the land?
- (iii) Explain the reasons given by Bernier for the exploitation of the peasants.
- (iv) How did his observations influence thinkers in Europe? Explain.

2+2+2+2=8

OR

Reverence for the Jogi

[Here is an excerpt from a letter written by Aurangzeb to a Jogi in 1661- 62.]

The possessor of the sublime station, Shiv Murat, Guru Anand Nath Jio!

May your Reverence remain in peace and happiness ever under the protection of Sri Shiv Jio!

.... A piece of cloth for the cloak and a sum of twenty five rupees which have been sent as an offering will reach (Your Reverence)... Your Reverence may write to us whenever there is any service which can be rendered by us.

- (i) Who is the deity the Saint or Jogi worships? How do you know it ?
- (ii) How does Aurangzeb show his respect to him?
- (iii) Explain briefly the five principles of Islam.
- (iv) How did these. universal practices accommodate regional influences in India? Give two examples.

2+2+2+2=8

20. Much later, in 1947, RE.M. Wheeler, then Director-General of the ASI, tried to correlate this archaeological evidence with that of the Rigveda, the earliest known text in the subcontinent. He wrote:

The *Rigveda* mentions *pur*, meaning rampart, fort or stronghold. Indra, the Aryan war-god is called *puramdara*, the fort-destroyer.

Where are - or were - these citadels? It has in the past been supposed that they were mythical... The recent excavation of Harappa may be thought to have changed the picture. Here we have a highly evolved civilisation of essentially non-Aryan type, now known to have employed massive fortifications ... What destroyed this firmly settled civilisation ? Climatic, economic or political deterioration may have weakened it, but its ultimate extinction is more likely to have been completed by deliberate and large-scale destruction. It. may be no mere chance. that at a late period of Mohenjodaro men, women, and children, appear to have been massacred there. On circumstantial evidence, Indra stands accused.

From RE.M. WHEELER, "Harappa 1946", *Ancient India*, 1947.

- (i) What did the Rigveda mention about pur?
- (ii) According to Wheeler what did excavations show?
- (iii) What do you conclude about the destruction of this civilization and why?
- (iv) Who was RE.M. Wheeler?

2+2+3+1=8

OR

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) List the jobs done by the officers of the state.
- (ii) Give any three features of the Mauryan administration under Asoka.
- (iii) To what extent does this extract help us to understand about the Mauryan Empire? Explain.
- (iv) What are some of the other sources for studying this Empire? Give four of them.

2+3+1+2=8

OR

21. "Without a shot being fired"

This is what Moon wrote:

For over twenty-four hours riotous mobs were allowed to rage through this, great commercial city unchallenged and unchecked. The finest bazaars were burnt to the ground without a shot being fired to disperse the incendiaries (i.e. those who stirred up conflict). The ... District Magistrate marched his (large police) force into the city and marched it out again without making any effective use of it at all ...

- (i) To which event does this source refer to? Describe what the mobs were doing.
- (ii) Why did Amritsar become the scene of bloodshed later in 1947?
- (iii) What was the attitude of the soldiers and policemen towards the mob?
- (iv) Give one example to show how Gandhiji tried to bring about communal harmony.

2+3+2+1=8

OR

[Excerpt from what Jawaharlal Nehru said in his famous speech of 13 December 1946 :]

“We say that it is our firm and solemn resolve to have an independent sovereign republic. India is bound to be sovereign, it is bound to be independent, and it is bound to be a republic.....Now some friends have raised the question: “Why have you not put the word ‘democratic’ here ?” Obviously we are aiming for democracy and nothing less than democracy. What form of democracy, what shape it might take is another matter.....? The democracies of the present day, many of them in Europe and elsewhere, have played a great part in the world’s progress ... We are not going just to copy, I hope, a certain democratic procedure or an institution or an institution of a so-called democratic country. We may improve upon it. In any event whatever system of government we may establish here must fit in with the temper of our people and be acceptable to them ... We stand for democracy. It will be for this House to determine what shape to give to that democracy, the fullest democracy, I hope....”

- (i) What were the three basic features of the Constitution, Nehru was referring to ?
- (ii) Why was he against India copying the constitutions of other countries?
- (iii) Why did he refer to the past and to the American and French Revolutions in the earlier part of the speech?
- (iv) Name the document that Nehru introduced on 13 December, 1946. Give anyone guarantee it gave to the citizens of India.

1+3+2+2=8

PART E

22. On the given political outline map of **India** (on page 13) mark and name Mysore, Bidar, Goa, Delhi, Ajmer.

5

OR

On the given political outline map of India (on page 13) mark and name the following:

- (i) The city where the massacre took place in 1919.
 - (ii) Two places, one in Bihar and one in Gujarat, where Gandhiji’s earliest movements took place.
 - (iii) The place where the Salt March ended.
 - (iv) The city where the Congress passed the Quit India Resolution.
23. On the given political outline map of **India** (on page 15) three major Rock Edicts and two Pillar Inscriptions have been marked for you as 1 to 5 with a line for each. Identify them and write the places where they were found.

Note: The following questions are only for the Blind Candidates in lieu of the map questions (Q. No. 22 and 23).

22. Give the importance of the following during medieval times, in one sentence each only.
Goa, Chandragiri, Vijayanagara, Bijapur; Ajmer. 5

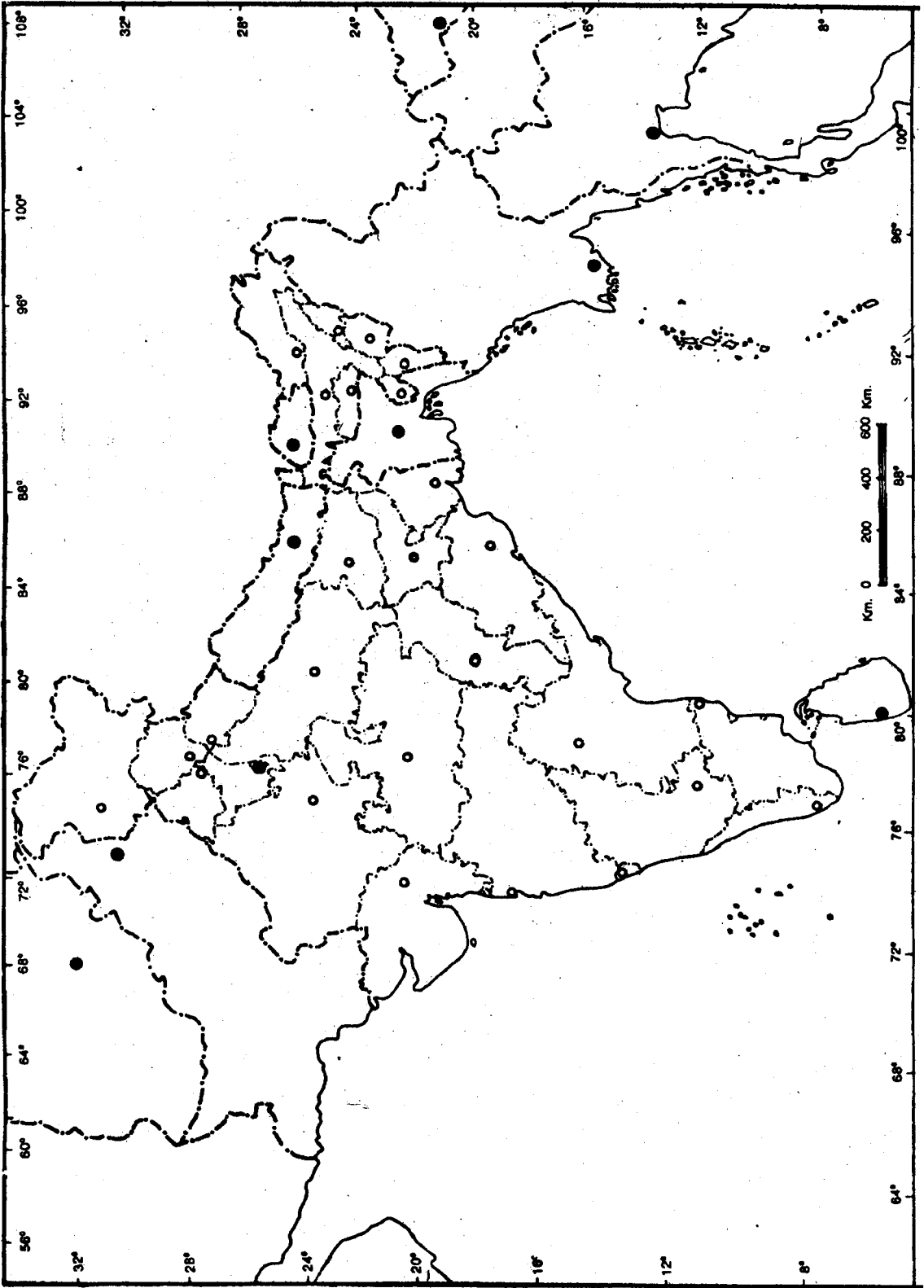
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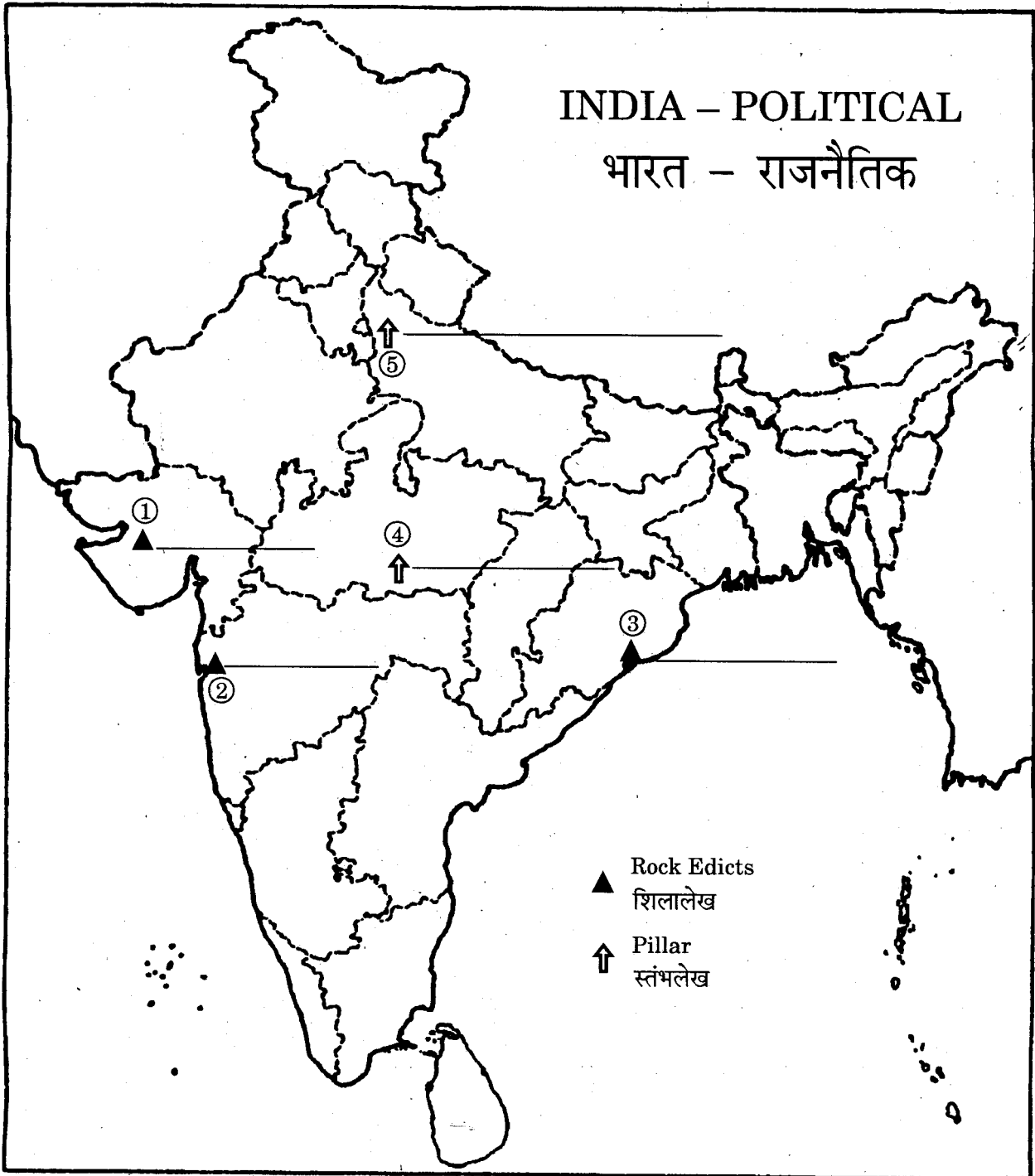
Name the following:

- (i) The city where the massacre took place in 1919.
 - (ii) Two places, one in Bihar and one in Gujarat, where Gandhiji's earliest movements took place.
 - (iii) The place where the Salt March ended.
 - (iv) The city where the Congress passed the Quit India Resolution.
23. Name any three places of Major Rock Edicts and two Pillar Inscriptions of the Mauryan period. 5

भारत
राजनैतिक (प्रादेशिक सीमाएँ दर्शित)
और पड़ोसी देश

INDIA POLITICAL (Showing States)
AND ADJACENT COUNTRIES





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. Some of the questions may relate to higher order thinking ability. These, questions will be indicated to you separately. These questions are to be evaluated carefully & the students' understanding/analytical ability may be judged. Details of questions on HOT are given below.*
11. 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.
12. A full scale of marks 0-100 has to be used. Please do not hesitate to award full marks if the answer deserves it.

* Details of question on higher Order Thinking/ability

	61/1/1
	9
	12
	13
	15
Total marks	<hr style="width: 100%;"/> 20 <hr style="width: 100%;"/>

EXPECTED ANSWERS/VALUE POINTS

Q1 Part A

Give any two features of Harappan writing.

Ans.

- Harappan seals usually have a line of writing – has name & title of the owner.
- Most inscriptions are short, the longest containing about 26 signs.
- Not alphabetical-has too many signs-has about 375 to 400 signs.
- Was probably written from right to left as wide gaps seen on the right and cramping on left.
- Writing found on copper tools, jars, seals, terracotta tablets etc.
- Scholars suggest that motifs (Animals) conveyed some meaning.

(Any two to be explained)

Pg. 15 Bk-I

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

- Not all inscriptions deciphered or translated
- Not everything that we think important was recorded
- Joys and sorrows of daily existence not recorded usually, only grand events recorded
- Written from the perspective of those who commissioned them

(Any two to be explained)

Pg. 48

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

Q2 Why do thousands of devotees visit *dargahs* of Muslim saints?

Ans.

Visit of devotees to dargahs –

- For spiritual grace.
- Austerity and piety of the saints, greatness of spiritual powers and scholarship.
- Patronage of royal visitors.
- Would intercede with God to improve material and spiritual life.
- Belief in their miraculous power.

(Explain any Two)

pg 155,159 Bk II

1+1=2

Q3 Give any two features of colonial cities after 1850 in India.

Ans.

Features of colonial cities-

- Separate quarters for Indians and Europeans, labelled as Black Town and White Town, civil lines, cantonments.

- Mills were set up in these – beginning of industrial development.
- Because of railways close links established between countryside and towns.
- New kinds of offices, banking establishments etc.
- New kind of places— bungalows, parade grounds, church.
- Creation of public places – parks, theatres etc.
- Emergence of new groups
- New architecture – through town planning.
- There were ports
- There were fortified cities.
- They were provided many services.
- New modes of transport available.
- A new urban culture developed.
- Provided employment to the people.
- Any other relevant point

(Explain any two points)

Pg. 324,325-9,Bk III

1 +1=2

Q4 Name the book written by Al-Biruni. Explain briefly the method adopted by him for writing the book.

Ans.

Albiruni-

- Book-Kitab-ul-Hind
- Method—— distinctive structure—began with a question, followed by description and conclusion with comparisons.
- Geometric – Precise and predictable because of his mathematical orientation.
- He divided the book into many distinct subject based chapters.

(Any one)

Pg 117 Bk 11

1+1=2

Q5 Mention any two rumours spread by the people regarding the miraculous powers of Gandhiji.

Ans.

Gandhiji and rumours:

- Story of his miraculous powers
- Sent by the king to redress problems of framers
- Powers to overrule officers

- He was superior to the English King
- Stories of dire consequences for opposing him – Opponents' houses or crops falling apart.
- Those who criticized or opposed him were punished or were unlucky.
- Examples given by students may be given credit
- All these made them feel he was their saviour – who would rescue them and restore dignity.

(Any two points)

Pg. 353, 354 Book III

2

Q6 Part B Section I

Describe the various stages through which Mahabharata was compiled in the 20th century.

Ans.

Various stages through which Mahabharata was compiled in the 20th century –

- Project began under Sukthankar-1919 a team tried to prepare a critical edition – took 47 years to complete.
- Collection of manuscript written in Sanskrit and then in different scripts.
- Then compared verses from each.
- They then selected those that appeared common.
- Published these in several volumes – 13,000 pages.
- Common elements in the Sanskrit versions found.
- Enormous regional variations.
- These variations appeared in footnotes – more than half of the 13,000 pages devoted to these.
- Earlier importance given to Sanskrit texts. Later to works from Pali, Prakrit, Tamil.
- These texts also questioned the Sanskrit texts while accepting them as authoritative.

(To be assessed as a whole)

Pg.54 Bk-I

5

Q7 Explain how access to property sharpened social differences between men and women in ancient times.

Ans.

Access to property sharpened social differences –

- Social positions determined by access to resources.

- There were different ways in which men and women could acquire wealth – men could acquire better types of resources while women through gifts.
- Story from Mahabharata tells how Draupadi could be treated as property.
- Manusmriti – paternal estate to be divided among sons.
- Women got stridhana.
- Warned against hoarding family property etc without husband’s permission.
- Though Prabhavati was wealthy, land, cattle etc controlled by men.
- These created social differences.

(to be assessed as a whole)

Pg. 68 Bk I

Q8 Explain briefly the teachings of Buddha.

Ans.

Basic teachings of Buddhist philosophy —

- World is transient & constantly changing.
- Also soulless as there is nothing eternal.
- Life is full of sufferings.
- Desire - cause for all sufferings.
- Sufferings can be ended following middle path or Eight fold path.
- Silent about the existence of God.
- Social world as creation of humans rather than divine origin.
- Advised humaneness and to be ethical.
- Individual efforts to transform social relations.
- Individual agency and righteous action would help reach nibbana – end of the cycle of suffering.

(To be assessed as a whole)

Pg.91 Bk-I

5

*Q9 “Buddhist literature needs to be studied to understand the sculpture at Sanchi and other places.” Justify the statement with examples.

Ans.

Buddhist literature needs to be studied to understand the sculpture at Sanchi and other places :

- 1) To understand sculpture that may seem like a rural scene, one needs to know the story- for example Vessantara Jataka
- 2) Art historians read hagiographies of Buddha to understand sculpture – symbols of worship-Buddha’s presence shown through symbols

- 3) The empty seat meant meditation
- 4) Wheel- first sermon of the Buddha
- 5) These symbols stand for certain events in his life. They help historians to understand literary traditions.
- 6) Others such as Shalabhanjika- a woman whose touch caused trees to flowers
- 7) Animal depictions – jatakas depicted animals, also to create lively scenes
- 8) Woman surrounded by elephants-identified as Maya, Buddha’s mother.
- 9) Serpents lead some art historians to believe Sanchi as center of serpent worship. This was before they were familiar with Buddhist literature-only looking at images.

(Explain any three examples)

Pg.99-100 Bk-I

5

PART B Section II

Q10 Describe the various efforts made by scholars to reconstruct the history of the city and the empire from the ruins of Hampi upto the 20th century.

Ans-

Various efforts in the discovery of Hampi——

- Ruins of Hampi brought to light in 1800 by Mackenzie, an employee of English East India Company, prepared the first survey map of the site.
- Much of the initial information gathered by him was based on the memories of priests at temples.
- Photographers recorded the monuments.
- Epigraphists collected inscriptions found in temples.
- Accounts of foreign travellers collated.
- Also of literature in regional languages.
- Much useful information on laws and customs gathered.
- All these put together to reconstruct history.

(Assess as a whole)

Pg 170-171 BK II

5

Q11 Explain why Ain-i-Akbari remains an extraordinary document of its times even today.

Contents of the five books of Ain-i-Akbari-

- It gives a detailed description of the organization of the court, army and administration
- It was part of history writing project commissioned by Akbar (Akbarnama)
- There is an elaborate description of Akbar’s Govt.

- Elaborate description of the Subas or provinces of the empire.
- The information has been collected and compiled systematically.
- It helped Akbar to govern his Empire efficiently.
- The manuscript was revised 5 times and facts were cross checked to minimize the errors.
- Hence it is an important document till today.
- (if the child has given the names of the books and description full credit should be given.)

(To be explained as a whole)

Pg218-219 Bk II

5

*Q12 Assess the importance of the painted images in Mughal manuscripts.

Ans-

The importance of the painted images in Mughal manuscripts-

- Chronicles narrated events — blank spaces left on pages for artists to execute paintings.
- Images described an event in a visual form.
- Paintings not only enhanced the beauty of a book but were believed to have special powers of communicating ideas about king's powers which the written medium could not convey.
- Abul Fazl said – it was a magical art – power to make inanimate objects look as if they had life.
- Paintings were miniatures.
- They could be mounted and passed around for viewing.
- They portrayed the Emperor, his court & the people.
- Hunting scenes, court scenes, marriage scenes, building construction, battle sieges and life of ordinary people depicted.
- Some of the manuscripts had 150 full or double page paintings.
- Gave employment to hundreds of painters from all over the world.
- Got recognition and awards.
- Important painters/artists were Abdus Samad and Mir Sayyid Ali.

(Any five points)

Pg 228 – 230 BK II

5

*Q13 Critically examine the Deccan Riots Commission's report.

Ans.

Deccan Riots Commission's report:

- Govt. Of India put pressure on the Bombay Govt. to set up an enquiry commission to investigate the cause of riots in Deccan
- The commission produced a report in 1878 – presented to the British Parliament.
- It provided range of sources for studying the riots.
- The commission held enquiries in the places where the riots spread, recorded statements of riot eyewitnesses etc.
- Collected statistical data, prices & interest rates in different regions.
- Collated reports sent by collectors of districts.
- However it is important to remember that these sources were official ones and reflect official concerns & interpretations.
- The commission was asked to find out if the high revenue demand was the cause of the riot – the commission said it was not the cause of peasant anger.
- Blame put on moneylenders
- The govt.'s persistent reluctance to admit a mistake often seen in colonial records
- Official reports like Deccan Riots Report to be studied along with other sources- newspaper, unofficial accounts, legal records etc. to carefully come to conclusion.

(Analyse as a whole (-) positive and negative points to be shown- to be assessed as a whole)

Pg 285 Bk III

5

Q14 Describe how the British celebrated those, who they believed, saved the English and repressed the rebels during the Revolt of 1857.

Ans.

British celebrated those, who they believed, saved the English and repressed the rebels during the Revolt of 1857.

- British pictures offer a variety of images of the Revolt.
- Some commemorate British heroes who saved English & repressed rebels.
- Examples – Relief of Lucknow – story of survival, heroic resistance, ultimate triumph of British power.
- Barker's painting celebrates moments of British reentry into Lucknow projecting heroes in the middle ground and accentuates the suffering of the dead lying around.

- These images reassuring to British public.
- Showed British as victors.
- The Rebels were blown from Guns and Gallows and these images were circulated through Journals.
- The Rebels were shown as violent in paintings.
Painting showing repression in ‘Memoriam’, Execution of Mutineers in Peshwar etc.

(To be assessed as a whole)

Pg 307 – 8 BK III

5

*Q15 “The relationship between Pakistan and India has been shaped by the legacy of partition”. Give argument in favour or against the statement.

Ans.

Yes, I agree-

- Perception of communities on both side have been structured by the conflicting memories of those momentous times.
- India haters in Pakistan and Pakistan haters in India are product of partition.
- Many believe the loyalties of Indian Muslims lie with Pakistan- many other stereotypes prevail—Muslims are cruel, bigoted, unclean, descendants of invaders, while Hindus are pure liberal etc.
- In Pakistan similarly many Pakistanis believe Hindus are dark, polytheists, vegetarian, cowardly etc.
- Some of the stereotypes were there before partition but it strengthened these beliefs.
- Voices of hatred continue till now.
- Partition generated hatred, memories identities etc that continue to shape the history of both the people.
- Stories of partition are recalled to divide groups and communities.
- These define sharp boundaries between communities’ interests creating further mistrust.
- Partition has made India into secular state and Pakistan into an Islamic state.
- The forces representing them in their respective countries dominate the foreign affairs, policies etc.
- After partition communal riots have taken place causing destruction in both the countries
- Kashmir Issue

(any other relevant point)

Pg. 382 BK III

No, I do not agree –

- Under the debris of violence, & pain of partition we have history of enormous help, humanity and harmony between communities.
- Many narratives such as Abdul Latif are testimony to this– stories of how people helped each other, stories of caring sharing etc
- Opening of new opportunities and triumph over trauma.
- Story of Kushdeva Singh, his warm reception at Karachi in 1949
- Partition is a distant memory for the generation of the 21st century. So they do not harbour hatred for each other in both India & Pakistan . They look at each other as they do at any other country
- Many common cultural, linguistic similarities lead to better bonding
- Warmth shown by ordinary people in the streets.
- Many recent examples show this –cultural exchanges, cricket matches, student visits, musical programmes, govt. efforts – bus, train and plane services
- Many attempts by both to negotiate difficult issues
(any other relevant point) Pg. 399 BK III part of it

Q16 Explain how the Constituent Assembly reflected the diversity of the people of India and their opinions.

Ans -

Constituent Assembly reflected the diversity of the people of India and their opinions:

- There were representatives from Congress party and from princely states.
- There were wide ranges of views even from the Congress itself – atheists, secularists.
- Anglo Indian member, socialists in thinking, defenders of landlords were also represented
- Different voices for Hindi agitation
- Different voices for reservations for SC, ST, minorities in the Constituent Assembly.
- Different opinion on status of Women, tribes etc.
- Independent members nominated from different castes & religious groups.
- Representation of women ensured.
- Law experts.

Intense debate reflected diversity of opinions -

- Debates, deliberations of the Constituent Assembly and arguments reported in newspapers & proposals publicly debated.

- Criticism and counter arguments shaped the outcome of the debates.
- Public asked for submissions – hundreds of responses, many conflicting with each other.
- All these opinions to be taken into account.
- Examples – All India Varnashrama *swarajya sangh*, low caste groups demanded end of ill treatment.
- Reservation of separate seats on the basis of their population.
- Religious groups asked for safeguards.
- Linguistic minorities for redistribution of provinces on linguistic basis.
- Teacher’s Guild & Central Jewish Board – adequate representation.

(Any five points)

Pg 407 – 8 BK III

5

PART C

Q17 Explain the role of women in the agrarian society in Mughal India.

Ans.

Role of women in the agrarian society in Mughal India:

- Women worked shoulder to shoulder in fields with men-women sowed, weeded, threshed, winnowed the harvest.
- Gendered segregation not possible as entire household had to work.
- Yet certain biological functions did not allow freedom to women – women not allowed to touch plough during menstruation.
- Artisan tasks done by women – kneading, pottery, embroidery etc.
- More commercialized the product, demand on women labour more.
- Considered an important resource- child bearers
- Yet mortality high among them – shortage of wives led to concept of bride-price rather than dowry
- Remarriage considered legitimate for divorced and widowed women
- Fear of losing control over them was great- kept under strict control by male members
- Could inflict draconian punishments for infidelity
- Women could send petitions to village panchayats for redressal – their names excluded from petitions
- Landed gentry- women inherited property- participated in land market.
- Women Zamindars known- free to sell or mortgage

(To be assessed as a whole)

Pg. 206,207 Bk-II

8

OR

The Sacred centre :-

- The very choice of the site of Vijayanagara was inspired by the existence of the shrines of Virupaksha and Pampa Devi.
- Vijayanagara kings claimed to rule on behalf of the god Virupaksha.
- All royal orders were signed “Shri Virupaksha” in Karnataka script.
- Rulers indicated their close links with the gods by using the “Hindu Suratrana”.
- Royal portrait sculpture was now displayed in temples. Kings visited the temple along with his important nayakas
- Functioned as centres of learning and as social, economic and religious centres.

Gopuram and mandapas :-

- Royal gopurams were structures of immense scale which might have been a mark of imperial authority e.g. Raya Gopuram.
- Gopuram or royal gateways often dwarfed the towers on the central shrines.
- The presence of a temple was signaled from a great distance.
- They reminded the power of the kings

Mandapas :-

- Mandapas or pavilions and long pillared corridors often ran around the shrines within the temple complex.
- These halls were used for variety of purposes
- For celebrating marriage of deities
- Images of Gods kept, programmes of special dance, music and drama were held there.

Page 184 Bk II

4 + 4 = 8

Q18 Explain three different kinds of sources through which we come to know about Gandhiji. Give any two problems faced while interpreting them.

Ans.

Different kinds of sources through which we come to know about Gandhiji :

- Public voice – speeches allow people to hear the public voice of an individual
- Private letters- though private- written with a view to be published sometimes
- Gandhiji’s journal- Harijan
- Nehru edited a collection of letters written to him
- Autobiography of Gandhiji’s ‘My Experiment with Truth’ is a testimony

- Government records- Reports on Dandi March- fortnightly reports prepared by Home Department.
- Newspapers in India – English & regional languages – reported on his activities, what ordinary people thought of him on various happenings and events
- Newspapers published in England, gave a different perspective.

(Explain any three)

Pg.367-373 Bk.III

Problems of interpretations:

- Every statement cannot be accepted literally as representing what was happening.
- Fears & anxieties of officials reflected – anxious about movements & their success.
- Each of the sources reflect personal biases, experiences etc.
- Any other relevant point

(Any two)

Pg.367-373 Bk III

6+2=8

OR

Explain why hill stations were a distinctive feature of colonial urban development.

Ans.

Hill stations were a distinctive feature of colonial urban development:

- Initial founding connected to needs of British army- Simla during Gurkha War etc.
- Hill stations- strategic places for troops, guarding frontiers & launching campaigns.
- The cool climate an added advantage- they developed as cantonments and sanitariums – keep away from epidemics etc.
- They were seen similar to climates of Europe, attracted visitors.
- Practice for viceroys to move to hill stations in summer
- Later shifted capitals to Simla in 1864-also official residence of commander-in-chief of Indian army.
- Tried to create their homes- buildings in European style.
- Individual villas, cottages in garden settings in European style.
- Anglican Church & educational institutions represented British ideals.
- Recreational activities similar to cultural traditions of British
- Introduction of railways made hill stations accessible to many including Indians
- Upper & middle class Indians wanted closer proximity to ruling British elite

- Important for colonial economy –tea, coffee plantations
- No longer exclusive racial enclaves for Europeans

(To be assessed as a whole)

Pg.327-328 Bk III

8

Q19 **Deadman Lane**

Deadman Lane is a narrow alley, varying from 3 to 6 feet in width... At the point where the lane turns westward, part of a skull and the bones of the thorax and upper arm of an adult were discovered, all in very friable condition, at a depth of 4ft 2 in. The body lay on its back diagonally across the lane. Fifteen inches to the west were a few fragments of a tiny skull. It is to these remains that the lane owes its name.

[From John Marshall, Mohenjodaro and the Indus Civilisation, 1931]

Sixteen skeletons of people with the ornaments that they were wearing, when they died, were found from the same part of Mohenjodaro in 1925.

1. Why is the Lane called Deadman Lane?

Ans.

- Where the lane turns west, part of a skull bones of thorax and upper arm of an adult were found all in friable condition.
- 15 inches to the west were a few fragments of a tiny skull.
- 16 skeletons found later from same part of Mohenjodaro

(Two points)

2. What did some scholars and archaeologists conclude from this information?

Ans.

- That men, women, children were massacred
- That there was deliberate and large scale destruction

(Two points)

3. Who was John Marshall and how did Marshall tend to excavate?

Ans.

- John Marshall was the Director General of ASI and announced the discovery of this new civilization in 1924.
- He tended to excavate along horizontal units measured, uniformly throughout the mound, ignoring stratigraphy of the site.
- Thus artifacts recovered from the same unit grouped together-as a result valuable information was lost .

(Three points)

4. Why are earlier interpretations sometimes reversed?

Ans.

Often new excavations give better and clearer picture of the site – new artifacts, inscriptions change the earlier interpretation.

Often new interpretations are given as new people look at old artifact- a new careful- re-examination of data may reverse earlier interpretations.

(One point)

Pg. 18-20 Bk -I 2+2+3+1=8

Or

[This is an excerpt from the Prayaga Prashasti]

He was without an antagonist on earth; he, by the overflowing of the multitude of(his) many good qualities adorned by hundreds of good action, has wiped off the fame of other kings with the soles of(his) feet; (he is) Purusha(the Supreme Being), being the cause of the prosperity of the good and the destruction of the bad(he is) incomprehensible;(he is)one whose tender heart can be captured only by devotion and humility; (he is) possessed of compassion; (he is) the giver of many hundred thousands of cows; (his) mind has received ceremonial initiation for the uplift of cows; (his) mind has received ceremonial initiation for the uplift of the miserable, the poor, the forlorn and the suffering; (he is) resplendent and embodied kindness to mankind;(he is) equal to (the gods) Kubera(the god of wealth), Varuna(the god of the ocean), Indra(the god of rains) and Yama(the god of death)...

What is a Prashasti? Who wrote this Prashasti?

Ans.

- They are poems or writings in praise of a ruler. Written by court poets or patrons.
- Prayaga Prashasti was written by Harishena.

Give any four qualities of the ruler as mentioned in this Prashasti.

Ans.

- Possessed compassion, giver of cows, quality to uplift the poor, is resplendent, kind wealthy, equal to other gods, defeated many other rulers, Purusha, the supreme being, destroyed bad and promoted good.

(Any four)

Why did rulers identify themselves with a variety of deities?

Ans.

- To impress the Samantas and other rulers who might defeat them
- Samantas provided military support & homage- they could overthrow the king- did not want to be reduced to subordinate place

- To claim high status they identified with gods
- They adopted many titles to consider themselves godlike
(any two points)

Name two other sources for studying about the Guptas.

Ans.

- Coins, sculptures, literature, plays, Allahabad Inscriptions.
(Any two points)

Pg. 37 Bk-I 2+2+3+1=8

Q20 The Muslim League resolution of 1940

The League's resolution of 1940 demanded:

That geography contiguous units are demarcated into regions, which should be so constituted, with such territorial readjustments as may be necessary, that the areas in which the Muslims are numerically in a majority as in the north-western and eastern zones of India should be grouped to constitute "Independent States", in which the constituent units shall be autonomous and sovereign.

1. Mention three things that this resolution wanted?

Ans.

The three things that this resolution wanted

- Geographically contiguous regions to be grouped into regions.
- Numerically majority areas of Muslims should be constituted into independent States.
- Constituent states shall be autonomous and sovereign.

(Three points – 3 marks)

2. Did this resolution mention partition or Pakistan?

Ans.

No, it does not mention a separate land called Pakistan – only autonomy for Muslim majority areas.

(One point – one mark)

3. What did the poet Mohammad Iqbal visualize?

- Origins of Pakistan demand have been traced to him.
- In his address in 1930 he spoke of a need for a "North-west Indian Muslim state".
- Not visualizing a new country but only a reorganization of a Muslim majority area- an autonomous state within a Muslim majority areas-an autonomous state within a single loosely structured Indian Federation.

(Any one point)

4. Would the Cabinet Mission idea of a loose confederation have helped avoid partition? Give reasons

Ans.

- Yes, it would have kept India into a single unit with weak center and groups of provinces with autonomy.
- Would have worked if all parties agreed to one and same interpretation of the proposals.
- Any other relevant point.

(Any one point—2 marks)

Or for the same answer the other opinion

- No, it would not have worked—the proposals could be interpreted differently—too many differences between Congress and Muslim League.
- Muslim League wanted grouping to be compulsory with sections B and C developing into strong entities that could have broken away later.
- Congress wanted grouping to be optional.
- No one was satisfied with the explanation of the Mission

Any other relevant point

(Any one point—2marks)

Pg 386-9B1,III

Or

“I believe separate electorates will be suicidal to the minorities”

During the debate on 27 August 1947, Govind Ballabh Pant said:

I believe separate electorates will be suicidal to the minorities and will do them tremendous harm. If they are isolated for ever, they can never convert themselves into a majority and the feeling of frustration will cripple them even from the very beginning. What is it that you desire and what is our ultimate objective? Do the minorities always want to remain as minorities or do they ever expect to form an integral part of a great nation and as such to guide and control its destinies? If they do, can they ever achieve that aspiration and that ideal if they are isolated from the rest of the community? I think it would be extremely dangerous for them if they were segregated from the rest of the community and kept aloof in an air-tight compartment where they would have to rely on others even for the air they breathe... The minorities if they are returned by separate electorates can never have any effective voice.

Q1. What are Separate Electorates?

Ans. Separate constituencies for minorities.

Q2. Why were some Muslims, like Begam Aizaz Rasul, against it?

Ans. Separate Electorates, self destructive.

Q3. Why did G.B. Pant feel separate electorates would be suicidal for the minorities?

Ans.

- They will be isolated for ever.
- Frustration will cripple them.
- They will always remain minorities from the rest of the communities.
- They can never have any effective voice.

Q4. Do you think that seats should be reserved for Muslims and other minorities in educational institutions? Give one argument for or against it.

Ans. Credit may be given to any logical or coherent argument in favour or against the statement.

Q21 **The bird leaves its nest**

[This is an excerpt from the Rihla]

My departure from Tangier, my birthplace, took place on Thursday... I set out alone, having neither fellow-traveller... nor caravan whose party I might join, but swayed by an overmastering impulse within me and a desire long – cherished in my bosom to visit these illustrious sanctuaries. So I braced my resolution to quit all my dear ones, female and male, and forsook my home as birds forsake their nests... My age at that time was twenty-two years. Ibn Battuta returned home in 1354, about 30 years after he had set out.

1. What was Ibn Battuta's desire that made him leave home?

Ans.

- He had a long cherished desire and impulse to visit illustrious sanctuaries.

(One point)

2. Where all did he travel before and after coming to India?

Ans.

- He visited Mecca, Syria, Iraq, Persia, Oman, East
- Africa, west Asia, Central Asia. before coming to India.
- After India to Maldives, Sri Lanka, Sumatra, China

(At least two from each)

3. Why did he find travelling arduous in India?

Ans.

- Distances were very long and journeys took many days.
- Travelling insecure – robbers attacked him several times.

- Even travelling by caravans was not safe – caravans were attacked and many travellers killed.
- Those survived were badly wounded.
- It could be very lonely for an individual.

(Any two points)

4. What did he write about Indian cities?

Ans.

- Full of opportunities for who had the drive, resources and skills.
- They were densely populated, prosperous,—had crowded streets, bright and colourful markets stocked with variety of goods.
- Bazaars were not only for economic activities but also for cultural and social.
- Bazaars had temples and mosques – space for music, dance etc.

(Any three points)

Pg 118-120,126-8 1+2+2+3=8

Or

A church in Khambat

[This is an excerpt from a farman(imperial order) issued by Akbar in 1598] Whereas it reached our eminent and holy notice that the padries(fathers) of the Holy Society of Jesus wish to build a house of prayer(church) in the city of Kambayat(Khambat, in Gujarat); therefore an exalted mandate... is being issued,... that the dignitaries of the city of Kambayat should in no case stand in their way but should allow them to build a church so that they may engage themselves in their own worship. It is necessary that the order of the Emperor should be obeyed in every way.

1) What did the padres want to do?

Ans.

- They wanted to build a church in Khambat
- (One point)

2) How did Akbar ensure that their desire was fulfilled?

- Akbar issued an order – mandate.
- No dignitary should put any obstacles for this.
- Should allow them to build the church so that they could worship there.
- The order had to be obeyed
- (Assess as a whole)

3) Who guided the Muslim rulers?

- Muslim rulers were guided by the ulama and they had to rule according to the sharia laws.

4) How was the situation complicated in the subcontinent and how did the rulers adopt to this situation?

- There were many people who did not follow Islam.
- There were groups then known as Zimmis – protected people-Jews, Christians, Hindus who lived under Muslim rulership. They paid a tax, called Jizya.
- The rulers followed a flexible policy towards these.
- They, like Akbar and Aurangzeb, gave land endowments, granted tax exemptions to their religious institutions.
- Expressed respect to non-Muslim religious leaders

(to be assessed as a whole)

Pg 148-150Bk II 1+2+2+3=8

PARTE

Q22 On the given political outline map of India, mark and name any five Harappan sites.

Ans. See attached maps-2&3

OR

On the given political outline map of India, mark and name any three territories and two cities under British control in 1857

Ans. Map attached

For Blind Candidates

Name any five Harappan sites or any three territories and two cities under British control in 1857

Ans.

Five Harappan sites- Harappa, Banawali, Kalibangan, Balakat, Rakhigadi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanudaro, Kot Diji

(Any five)

Or

Any three provinces & two cities under British control in 1857.

Provinces- Punjab, Sindh, Berar, Bengal,, Bihar, Orissa, Awadh.

(Any three)

Cities—Bombay, Madaras, Ft. St David, Masulipatnam, Surat, Calcutta, Dacca, Chittagong, Patna, Benaras, Allahabad, Lucknow & Delhi.

(Any two)

Q23 On the given political outline map of India, five centres of Indian National Movement have been marked as 1 to 5. identify them and write their names on the lines drawn near them.

5

Ans. Map attached

For Blind Candidates

Mention any five centres of Indian National Movement.

Ans.

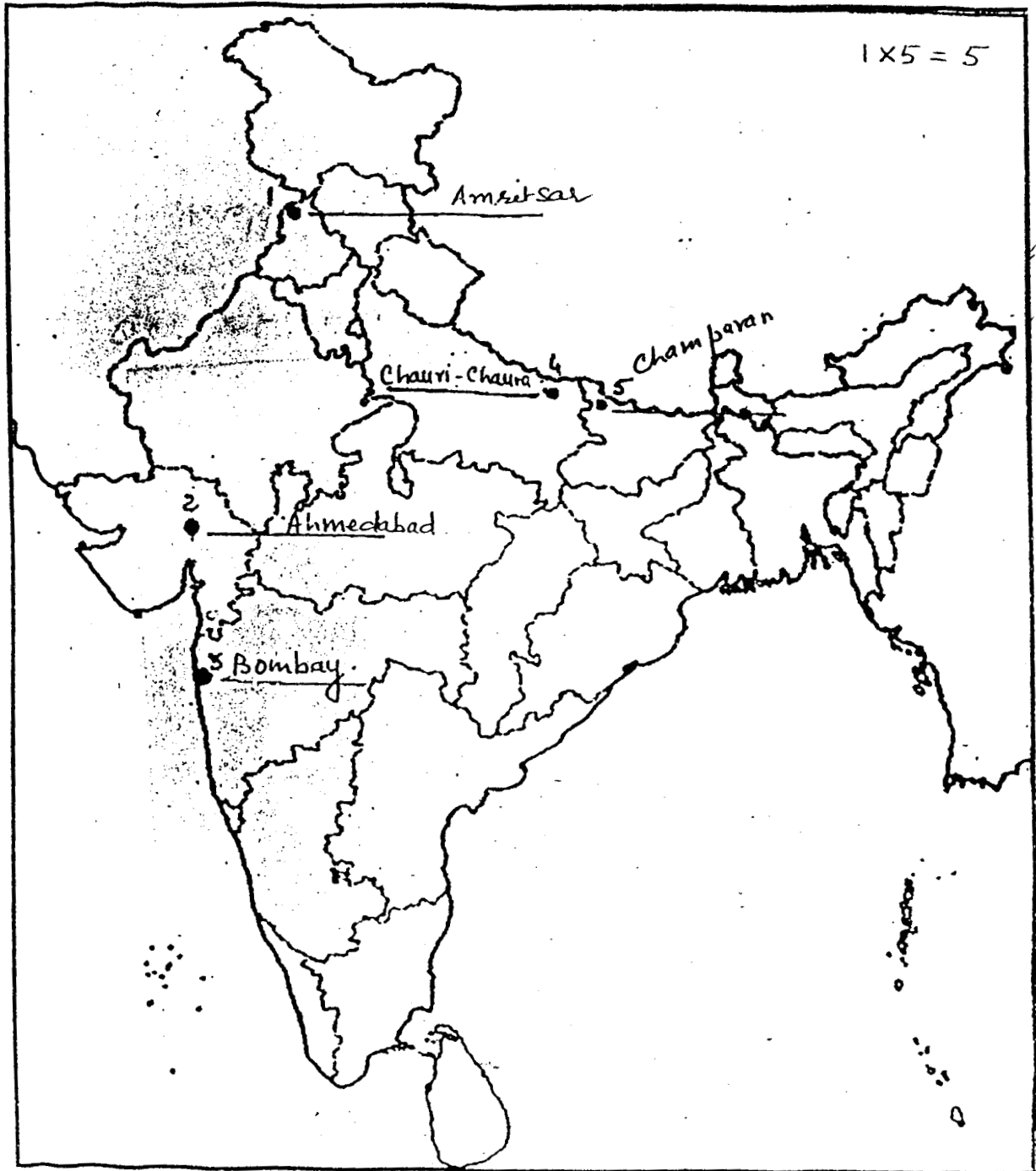
Five centres of Indian National Movement.

- 1) Delhi
- 2) Bombay
- 3) Calcutta
- 4) Madras
- 5) Ahmedabad
- 6) Chauri-chaura
- 7) Amritsar
- 8) Lahore or Any other city

Q. No. 22.

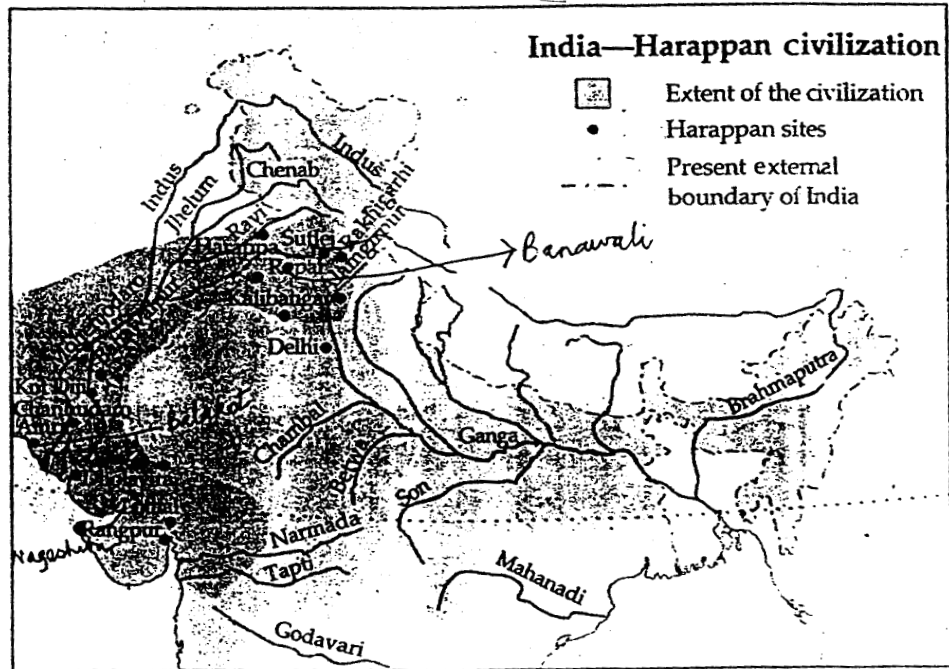
For Q. No. 22

Outline Map of India (Political)



Harappan sites

Q 22



1. Harappa
2. Banawali
3. Kalibangan
4. Balakot, Rakhegadi
5. Dholavira
6. Nageshwar
7. Lothal
8. Mohenjodaro
9. Chanudaro
9. Kotdiji

Any three Provinces and two cities under British ^{control} in 1857. —
 Provinces:— Punjab, Sindh, Berar, Bengal, Bihar, Orissa, Awadha
 cities:— Bombay, Madras, Feroz Dared, Manipal, Surat, Calcutta, Dacca (Any Three)
 Chhagan Patna Banaras Allahabad, Lucknow (Any Two)

3+2=5



Three Territories and two cities under British Control in 1857

Territories under the British Control in 1857

Territories (Provinces) Punjab, Sindh, Berar, Bengal, Bihar, Orissa, Awadh. (Among Three Territories)

Two cities under British Control in 1857

Cities: - 1. Bombay, Madras, Ft St. David, Masulipatnam, Surat, Calcutta, Dacca, Chittagong, Patna, Benares, Allahabad and Lucknow (Among two cities) -

3+2 = 5

QUESTION PAPER CODE 61/1

EXPECTED ANSWERS/VALUE POINTS

Q1. Part-A

(1+1 = 2

Mention any two ways in which the inscriptions of land grants help us to understand rural society in ancient times.

marks)

Ans:- The inscriptions of land grants give us an idea of rural populations –

- A range of produce which the Brahminas, peasants and others were expected to provide to the king.
- They would have to obey the new lord of the village & perhaps pay him all the dues.
- There were regional variations in the sizes of land donated and the rights given to donees.
- These grants provide some insight into the relationship between the cultivators and the state.

Any other relevant point.

Page – 40 (Book – I)

Q4 Mention any two reasons why travel accounts of foreigners are important for studying medieval times.

Ans:-

Two reasons are:-

- They were more attentive to everyday activities and practices which Indians would ignore.
- These are the most descriptive sources.
- They provide indirect evidence of economic, political and social conditions of their time.

Page-116 (Book-II)

Q2 Name the book written by Ibn Battuta. What was his observation about female slaves in the subcontinent?

(1+1 = 2

marks)

Ans:-

1. 'Rihla'
2. His observations:

- Some female slaves were experts in music and dance.
- Most of them were captured in raids and expeditions.
- Were also employed to keep watch on nobles
- The price of female slave (for domestic labour) was very low.
- Most families kept at least one or two of them.

Page – 118 and 135 (Book – II)

(Any one point)

Q3 State the significance of Gandhiji’s speech at Banaras Hindu University.

(1+1 = 2

Ans:- In February 1916, the speech was made

marks)

- Gandhiji charged the Indian elite with a lack of concern for the labouring poor.
- According to Gandhiji Indian nationalism was an elite phenomenon, a creation of lawyers and doctors and landlords.
- Worried about the contrast between the rich and the poor
- He felt no salvation unless the farmers (common men) were allowed the fruits of their labour. Salvation of India lay in the farmers.

Page – 348 & 349 (Book – III)

(Any 2 points)

Q4 Mention any two reasons why travel accounts of foreigners are important for studying medieval times.

Ans:-

Two reasons are:-

- They were more attentive to everyday activities and practices which Indians would ignore.
- These are the most descriptive sources.
- They provide indirect evidence of economic, political and social conditions of their time.
- Varied subjects from different types of travellers.
- Often compared places they visited and brought a new perspective, gave a social reality.
- They didn’t have to please the Indian rulers. So their accounts offer critical observations.

Page-116 (Book-II)

Q5 Mention any two characteristic features of the “middle classes” in the new colonial cities under the British (1+1 = 2 marks)

Ans:-

- Migration to the big cities.
- Composition of clerks, teachers, lawyers, doctors, engineers and accountants increased.
- New social groups emerged.
- Educated people could put forward their opinions on society and government.
- A new public sphere of debate and discussion emerged.
- Social customs, norms and practices came to be questioned.
- Middleclass women sought to express themselves through the medium of journals, autobiographies and books.
- Many people resented these attempts to change traditional patriarchal norms.

Page – 329 (Book – III)

(Any two points)

*Q6 Part-B

Assess as a

Section-I

whole = 5

“Historians find it particularly a difficult task to understand a text as complex as the Mahabharata.” – Justify this statement. marks

Ans:

- The Mahabharata is a colossal epic running into over 100,000 verses with depictions of a wide range of social categories and situations. It was composed over a period of about 1000 years (c.500 BCE onwards)
- Enormous regional variations were evident in which the text had been transmitted over the centuries.
- One of the most ambitious projects of scholarships began in 1919, under the leadership of VS Sukthankar, who with his team initiated the task of preparing a critical edition of the MAHABHARTA.
- It meant collecting Sanskrit manuscripts of the text, written in a variety of scripts from different parts of the country.
- Had to study the narrative part as well as the didactic part – The division is not water tight. Was there a real war or only a memory of an actual conflict?
- Who wrote the text? There are several answers – as it was written over a period of time it also reflects different values as new states were established.

- Archaeology does not corroborate the descriptions given in the text - for example Hastinapura – is it the same that is mentioned in the text? Five occupational levels – show houses of mud bricks & burnt bricks. – the description in text – was it added afterwards or was it the imagination of the poet?
- To interpret Draupadi’s marriage - polyandry – different explanations given
- It is a dynamic text – with an on going process of dialogue between communities & people & who wrote the texts.

Page – 53, 72-77(Book – I)

Q7 Describe the position of the untouchables in ancient society. Any 5 Points

- The Brahmanas developed a sharp social divide by classifying certain social categories as “UNTOUCHABLE” (5x1 = 5 Marks)
- Untouchables were those people who indulged in particularly “POLLUTING” activities such as – handling corpses & dead animals.
- These people were called CHANDALAS and were placed at the very bottom of the social hierarchy.
- The Manusmriti laid down the duties of the Chandalas
 - They lived outside the cities / villages
 - They used discarded utensils.
 - They wore clothes of the dead
 - They wore ornaments of iron.
 - They could not walk about in villages and cities at night.
 - Had to dispose of the bodies of destitutes.
 - They served as executioners.
- Chinese Buddhist monk Fa XIAN (C. fifth century CE) wrote that “untouchables” had to sound a clapper in the streets, so that people could avoid seeing them. Another Chinese pilgrim (Xuan Zang) (c. 7th cent) observed that executioners and scavengers were forced to live outside the city.

Page 65-66 (Book – I)

Q8 Explain what happened to the Amaravati Stupa and why. Assess as a

Ans:- whole=4 marks

- In 1796, a local Raja who wanted to build a temple stumbled upon the ruins of the Stupa of Amravati. He decided to use the stone & thought there might be some treasure. Hence he dug up the Stupa. For the reasons give 1 mark
- Some years later a British official named Colin Mackenzie visited the site. = 5 marks

Although he found several pieces of sculpture and made detailed drawings of them, but these reports were never published.

- In 1854, Walter Elliot, the Commissioner of Guntur (A.P.) visited Amravati and collected several sculpture panels and took them away to Madras. He discovered the remains of the Western gateway.
- By 1850s, some of the slabs from Amravati had begun to be taken to different places to the Asiatic Society of Bengal at Calcutta, to the India office in Madras and some even to London.
- One of the few men who had a different point of view was an archaeologist named H.H. Cole. He believed that the originals should remain where they had been found. Unfortunately Cole did not succeed in convincing the authorities about Amravati .
- Why?

Perhaps Amravati was discovered before scholars understood the value of the finds and realized how critical it was to preserve things where they had been found instead of removing them from the site. Consequently that MAHACHAITYA at Amravati is now just an insignificant little mound totally denuded of its former glory.

Page – 98 (Book – I)

Q9 Explain the importance of new questions and debates that began from the sixth century BCE regarding Vedic traditions and practices of sacrifices.

Assess as a whole = 5 marks

Ans:-

- Many ideas found in Upanishads (C.6th cent. onwards) show that gradually people started questioning the vedic traditions. Many questions such as meaning of life after death, rebirth and significance of sacrificial practices came up.
- Buddhist texts mention as many as 64 sects or schools of thought. If a philosopher succeeded in convincing one of his rivals, the followers of the latter became his disciples. So support for any particular sect could grow and shrink over time.
- Many of these teachers, including Mahavira and Buddha questioned the authority of the Vedas and practice of sacrifices, suggesting that men & women could strive to attain liberation from the trials and tribulations of worldly existence.
- Through convincing arguments rival sect could be won over.
- These new thoughts helped a great deal in the propagation and expansion of Jainism & Buddhism.
- Any other relevant point.

Page – 84 (Book – I)

Q10. Section-II

Describe the results of India's overseas trade under the Mughals

Assess as a whole = 5 marks

Ans:-

Or Any 5 points

- This trade brought in silver bullion into Asia.
- A large part of that bullion gravitated towards India.
- Commodity composition expanded
- Stability in the availability of metal currency especially silver Rupya in India.
- Expansion of minting of coins and the circulation of money in the economy.
- Made the Mughal state extract taxes and revenues in cash.
- Voyages of discovery led to expansion of Asia's trade with Europe.
- Resulted in greater geographical diversity in India's overseas trade.

= 5 marks

Page – 215 and 216 (Book – II) (any other relevant point)

Q11 Explain how the people of Vijayanagara obtained water for their needs.

Assess as a whole

Ans:-

= 5 marks

- Natural basin formed by river Tungabhadra.
- A number of streams flow down to the river from the rocky outcrops.
- Embankments were built to create reservoirs.
- Arrangements were made to store rainwater i.e. Kamalapuram tank for irrigation and "royal centre".
- Most prominent waterworks can be seen in the ruins of Hiriya canal which irrigated the cultivated valley that separated the "sacred center" from the "Urban Core"

Page – 177 (Book – II)

***Q12** Assess the role played by women in the Mughal imperial household.

Assess as a whole

Ans:-

= 5 marks

- A distinction was maintained between royal wives (begums) and other wives (aghas).
- The begums received a higher status.
- The concubines (aghas or the lesser agha) occupied the lowest position and received monthly allowance in cash.

- Love and motherhood played important role in elevating the status of such women.
- Male and female slaves used to perform tasks from the most mundane to those requiring skill, tact and intelligence.
- After Noor Jahan, Mughal queens and princesses began to control financial resources.
- Control over resources enabled important women of the Mughal household to commission buildings and gardens.
- All women received monthly allowances and gifts.
- Slave eunuchs moved between internal and external life as guards, servants and agents.
- Many were learned and interested in literature.

Page – 242 to 243 (Book – II)

Q13 Section-III

Assess as a whole

Describe the position of the 'jotedars' at the end of the eighteenth century.

= 5 marks

Ans:-

- Within the villages, the power of jotedar was more effective than that of Zamindars.
- Jotedars were located in the villages and exercised direct control over a considerable section of poor villagers.
- Controlled local trade and money lending.
- They fiercely resisted efforts by Zamindars to increase the "Jama" of the village, prevented Zamindari officials from executing their duties, mobilized ryots who were dependent on them and deliberately delayed payments of revenue to the Zamindars.
- Jotedars were most powerful in North Bengal, although rich peasants and village headmen were emerging as commanding figures in other parts of Bengal as well.
- In some places they were called "haoladars" elsewhere they were known as "gantidars" or "mandals".
- Their rise inevitably weakened Zamindari authority. They often bought estates of zamindars when they were auctioned.

Page – 261(Book – III)

(Any five points)

*Q14 “Visual images and literature as much as the writing of history have helped in keeping alive the memory of the Revolt of 1857.” Assess this statement. Assess as a whole = 5 marks

Ans:-

- Art and Literature- leaders of the Revolt were presented as heroes leading the country into battle, rousing the people to indignation.
- Heroic poems written about Rani of Jhansi- who fought for the freedom of her motherland.
- She was represented as a man chasing the enemy – poem such as ‘Khoob lari mardani woh to Jhansi wali rani thi’.
- She is portrayed in battle armour– symbol of determination.
- The British circulated through Baker’s painting- Relief of Lucknow.
- Artists expressed & shaped sentiments in Britain through visual representations of the suffering of British women & children.
- Also we see heroic women like - Miss Wheeler
- Cartoons published in newspapers-Punch-female figure of justice- she is trampling sepoys under her feet.
- Many of them demanded revenge – images of brutal executions circulated in popular journals.
- The images shaped thinking & attitudes both in India & Britain.
- Any other relevant point

Page-307 & 313 (Book-III)

(Any four points)

*Q15 Critically examine the importance of oral history in studying an event such as the Partition of India. Any 5 points (5x1 = 5 Marks)

Ans:-

- Oral narratives, memories, dairies, family histories, first hand written accounts – all these help us understand the trials and tribulations of ordinary people during the partition of the country. or Assess as a whole
- Millions of people viewed Partition in terms of the sufferings and the challenges of the times. For them, it was no mere constitutional division or just the party politics of the Muslim League, Congress and others. For them it meant unexpected alterations in life as it unfolded between 1946 and 1950 and beyond requiring psychological, emotional and social adjustments.

- One of the strengths of oral source is that it helps us grasp experiences and memories in detail.
- It enables historians to write richly textured, vivid accounts of what happened to people during events such as partition.
- It is impossible to extract this kind of information from government documents.
- In the case of Partition, government reports and files as well as the personal writings of the high level functionaries throw ample light on negotiations between the British and the major political parties about the future of India or on the rehabilitation of refugees.
- They tell us little, however, about the day to day experiences of those affected by the government's decision.
- Oral history also allows historians to broaden the boundaries of their discipline by rescuing from oblivion the lived experiences of the poor and the powerless.
- Thus, moving beyond the actions of the well off, the oral history of Partition has succeeded in exploring the experiences of those men and women, whose existence has hitherto been ignored.

Critically examine:

- Yet skepticism prevails over it (-) data lacks concreteness, precise chronology.
- Generalisations difficult-micro evidence-one witness is no witness.
- Small individual experiences irrelevant to unfolding of history—concerned with tangential issues of people's personal problems.
- Oral data on partition not easily available
- Protagonists may not want to give interviews.
- Problems of memory- oral historian has to shift the actual experiences from constructed memories.

Page – 400 & 401 (Book – III)

Q16 Explain the problems raised in the Constituent Assembly about the tribals. What did they want for them?

(4+1=5
Marks)

Ans:-

- According to NG Ranga and Jaipal Singh if there is any group of Indian people that has been shabbily treated is the tribal people. They have been disgracefully treated and neglected for thousands of years.

- Whole history of tribals is one of continuous exploitation and dispossession by the non-aboriginals of India punctuated by rebellions and disorder.
- There was a need to protect the tribes and ensure conditions that could help them come up to the level of general population.
- They had been dispossessed of the land they had settled, deprived of their forests and pastures and forced to move in search of new homes.
- Perceiving them as primitive and backward, the rest of society had turned away from them. He made a moving plea for breaking the emotional and physical distance that separated the tribals from rest of society.
- They were not a numerical minority but needed protection.

Demands:

- Reservation of seats in the legislature to allow tribals to represent themselves.
- Breaking of emotional and physical distance between tribals and others.

Page 420- 421 Book III

Q17 Part-C

2+6 = 8

Who were the forest dwellers? Explain how their lives changed in the sixteenth and seventeenth centuries.

marks

OR

Explain the importance of the Royal Centre in Vijayanagara with a special focus on its important structures.

Ans:-

A

- Termed 'Jangli' in contemporary texts
- They were those whose livelihood came from the gathering of forest produce, hunting and shifting agriculture
- Seasonal activities and mobility were their distinctive features

B

- The state levied 'peshkash' of elephants on forest people.
- Commercial agriculture had a great impact on the lives of forest dwellers.
- Forest products were also becoming major items of exports which affected their lives (products such as gum, lac etc.).
- Elephants were also captured and sold which changed their lives.

- Trade involved exchange of commodities through barter which was affecting their lives.
- Social factors also changed their lives. Tribes had their chieftains like the big men of village community. 1+2 = 2
6x1 = 6
- Many tribal chiefs had become zamindars. Some even became kings = 8 marks
- Transition from tribal to monarchical system also changed their lives.
- War (i.e. tribal wars) were a common occurrence which affected their lives.
- New cultural influences began to penetrate into forests which changed their lives Assess as a whole 8 marks
- Sufi saints played a major role in the slow acceptance of Islam among them.

Page – 208 to 211 (Book – II)

OR

- Royal centres were located in South-western part of the empire.
- It included 60 temples.
- About 30 buildings complexes identified as palaces
- Patronage of deities important to legitimise the rule.
- Some temples were located in the royal centres.
- Royal center surrounded by a line of fortification within which each set of major building surrounded by own high walls.
- This indicated the special position of the Royal center & how well fortified it was. It was also separated from other parts of the urban core.
- Names given on basis of form & function of building.
- King's palace-two platforms- audience hall & mahanavami dibba.
- Mahanavami dibba— massive platform- rituals associated with it- Dusehra.
- Ceremonies- worship or image, sacrifice of buffaloes & other animals etc.
- Ritual presentations before king – by chief nayakas & subordinate kings.
- Symbolic meanings-inspection of army in grand ceremony.
- The structure an enigma— however the rituals meant to overawe the subordinate kings & nayakas.
- Other buildings— Lotus Mahal, may be a council chamber.
- Temples in royal center- most spectacular- Hazra Rama Temple- meant for the royal family.

- Many building destroyed during wars, palatial structures continued to be built.
Page 178-183, Book II

Q18 Explain the main events of the Dandi March. What is its significance in the history of the Indian National Movement?

OR

Taking the example of Bombay (Mumbai), explain how the imperial vision of the British was realized through town planning.

Ans:-

EVENTS:

- Soon after the observance of the Independence Day,(1930) Mahatma Gandhi announced the march to break one of the most widely disliked laws in British India
- The state monopoly over salt, an indispensable commodity, was deeply unpopular
- Gandhiji challenged the British Raj by breaking it.
- Advance notice was given to the Viceroy Lord Irwin for march.
- On 12th March 1930, Gandhiji began walking from his ashram at Sabarmati towards the ocean.
- Meanwhile parallel salt marches were conducted in other parts of the country.
- Numerous other protests were also launched.
- Workers in factories went on strikes and lawyers boycotted British courts.
- 60,000 Indians arrested.

SIGNIFICANCE:

- Police officials were deputed to monitor Gandhiji's movements.
- The speeches he gave at the villages en-route, he called upon local officials to renounce government employment and join the freedom struggle.
- Mahatma Gandhi was brought to the world attention.
- The March was widely covered by the European and American Press.
- It was the first national activity in which women participated in large numbers.
- Perhaps most significantly, it was the Salt March which forced upon the British the realization that their Raj would not last forever, and they would have to devolve some power to the Indians.

- By leading the March Gandhiji hoped to mobilize a wider discontent against the British rule.

5+3 = 8
marks

Series of Round Table Conferences in

- London took place
- In 1935 a new government of India act promised some form of representative government.
- Gandhiji became the great inspiration to many.

Page – 356 to 361 (Book – III)

OR

- One way of realizing the Imperial vision was through town planning, the other was through embellishing cities with monumental buildings
- Initially Bombay consisted of seven islands. Afterwards islands were joined to create more space and gradually fused into one big city
- American Civil War and demand of cotton from India helped in the growth of Bombay as a city.
- Bombay's economy grew, need to expand railways and shipping and develop the administrative structure felt.
- Construction of many new buildings
- Architectural style was usually European.
- The import of European styles reflected the imperial vision in various ways.
 - **First**, it expressed the British desire to create a familiar landscape in an alien country and thus to feel at home in the colony
 - **Second**, the British felt that European styles would best symbolize their superiority, authority and power.
 - **Third**, they thought that buildings that looked European would mark out the difference and distance between the colonial masters and their Indian subjects.
- Initially these buildings were at odds with the traditional Indian buildings. Gradually Indians too got used to European architecture and made it their own.
- British adopted some Indian styles to suit their needs
- For public buildings three broad architectural styles were used –
 - First, neo-classical
 - Second, neo-Gothic
 - Third, hybrid architectural style.

Assess as a
whole=8marks

Page – 338 to 340 (Book – III)

Q19 PART-D

The Poor Peasant

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

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

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

- (i) What were the problems about cultivating the land, according to Bernier?
- (ii) Why did the peasantry abandon the land?
- (iii) Explain the reason given by Bernier for the exploitation of the peasants.
- (iv) How did his observation influence thinkers in Europe? Explain.

OR

Reverence for the Jogi

Here is an excerpt from a letter written by Aurangzeb to a Jogi in 1661-62

The possessor of the sublime station, Shiv murat, Guru Anand Nath Jio!

May your Reverence remain in peace and happiness ever under the protection of Sri Shiv Jio!

.....A peace of cloth for the cloak and a sum of twenty five rupees which have been sent as an offering will reach (Your Reverence). Your Reverence may write to us whenever there is any service which can be rendered by us.

- (i) Who is the deity the Saint or Jogi worships? How do you know it?
- (ii) How does Aurangzeb show his respect to him?
- (iii) Explain briefly the five principles of Islam.
- (iv) How did these universal practices accommodate regional influences in India? Give two examples.

Ans:-

- (i) ● Barren mountains, badly cultivated and thinly populated land.
- A considerable land portion remained untilled for want of labourers
- (ii) ● Consequence of bad treatment of the masters
- When incapable of discharging the demands of their rapacious lords, when the peasants were deprived of their land.
- (iii) ● The absence of private property in land
- The absence of 'improving landlords' who could maintain land led to the ruination of agriculture and oppression of the peasantry.
- Landholders could not pass on their land to their children.
- (iv) ● His description of Mughal India served as a warning to those who did not recognize the 'merits' of private property. Hence it made the European thinkers write and discuss about this system and view the problem with a whole new approach keeping in mind the experiences and writings of Bernier about Medieval India.
- Montesquieu – developed the idea of oriental despotism—rulers had absolute powers to subjugate their subjects to keep them poor.
- Every one except king & nobles barely managed to survive.
- Marx argued—All surplus appropriated by state in India before colonialism
- Emergence of society composed of numerous autonomous village communities.
- Autonomy respected as long as flow of surplus continued.

Page – 122, 130 & 131 (Book – II)

OR

- (i) ● Lord Shiva
- From the statement and epithet used sri Shiv Jio 'Shiv Murat'
- (ii) ● By addressing him respectfully
- By sending a piece of cloth for the cloak and twenty five rupees as an offering to him
- By promising him help whenever he wanted.
- (iii) ● There is one God – "Allah' and Prophet Mohd. is his messenger (shahada)
- Offering prayers 5 times a day (namaz / salat)

- Giving alms (zakat)
 - Fasting during Ramzan (sawm)
 - Performing pilgrimage to Mecca (hajj)
 - (iv) ● Local customary practices & traditions adopted & incorporated 2+2+2+2 = 8
 - Khojahs developed new modes of communication through indigenous marks
literary genres such as ginan, devotional poems in regional languages.
 - Arab Muslim traders who settled along the Malabar coast (Kerala) adopted local language, Malayalam—local customs such as matriliney & matrilocal residence.
 - Architecture of mosques—likes shikara like roof adopted
- Page – 150 to 151 (Book – II)

Q20 Much later, in 1947, R.E.M. Wheeler, then Director General of the ASI, tried to correlate this archeological evidence with that of the Rigveda, the earliest known text in the subcontinent. He wrote :

The Rigveda mentions pur, meaning rampart, fort or stronghold. Indra, the Aryan war-god is called puramdara, the fort-destroyer.

Where are –or were – these citadels? It has in the past been supposed that they were mythical.. the recent excavation of Harappa may be thought to have changed the picture. Here we have a highly evolved civilization of essentially non-Aryan type, now known to have employed massive fortifications... What destroyed this firmly settled civilization? Climatic, economic or political deterioration may have weakened it, but its ultimate extinction is more likely to have been completed by deliberate and large-scale destruction. It may be no mere chance that at a late period of Mohenjodaro men, women, and children, appear to have been massacred there. On circumstantial evidence, Indra stands accused.

From R.E.M. Wheeler, “Harappa 1946”, Ancient India, 1947.

- (i) What did the Rigveda mention about pur?
- (ii) According to Wheeler what did excavations show?
- (iii) What do you conclude about the destruction of this civilization and why?
- (iv) Who was R.E.M. Wheeler?

OR

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 every one 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) List the jobs done by the officers of the state.
- (ii) Give any three features of the Mauryan administration under Asoka.
- (iii) To what extent does this extract help us to understand about the Mauryan Empire? Explain.
- (iv) What are some of the other sources for studying this Empire? Give four of them.

Ans:-

- I** ● The Rigveda mentions 'PUR' meaning rampart, fort or stronghold.
- II** ● The excavations according to Wheeler showed –
 - a highly evolved and firmly settled civilization
 - It had massive fortifications
 - In a late period in Mohenjodaro, massacres appear to have been caused
- III** ● Climatic, economic or political deterioration
 - Deliberate and large scale destruction
 - Massacre of people
- IV** ● He was the then Director General of the Archaeological Survey of India (in 1944)
Page-18, 21 (Book-I)

OR

- (i) ● Superintend the rivers
 - Measure the land
 - Inspect the sluices
 - Charge of the huntsmen
 - Power of rewarding or punishing the huntsmen
 - Tax collection

- Superintend the occupations connected with land
 - Superintend the occupations of woodcutters, carpenters, blacksmiths and miners.
- (ii)
- There were five major political centres in the empire – The Capital Patliputra, Taxila, Ujjayini, Tosali and Sivarnagiri
 - The empire was too large and no uniform administrative system was possible.
 - Administrative control was strongest in areas around the capital and the provincial centres, which were carefully chosen.
 - Communication along both land and riverine routes was vital.
 - Megasthenese mentions a committee with six sub-committees for coordinating military activities.
 - Asoka also tried to hold his empire together by propagating ‘Dhamma’
 - Communication through edicts.
- (iii)
- Well developed system of administration
 - Highly evolved system of irrigation & officers to supervise it
 - System of taxation & its collection
- (iv)
- Archaeological finds e.g. sculptures
 - Contemporary works e.g. account of Megasthenes and Arthshastra
 - Later Buddhist, Jaina and Puranic literature
 - Inscriptions of Asoka on rocks & pillars
- 2+3+1+2 =
8 marks
- Page – 32 to 34 (Book – I)

Q21 “Without a shot being fired”

This is what Moon wrote:

For over twenty-four hours riotous mobs were allowed to rage through this great commercial city unchallenged and unchecked. The finest bazaars were burnt to the ground without a shot being fired to disperse the incendiaries (i.e., those who stirred up conflict). The District Magistrate marched his (large police) force into the city and marched it out again without making any effective use of it all. . . .

- (i) To which event does this source refer to? Describe what the mobs were doing.
- (ii) Why did Amritsar become the scene of bloodshed later in 1947.

- (iii) What was the attitude of soldiers and policemen towards the mob?
- (iv) Give one example to show how Gandhiji tried to bring about communal harmony.

OR

Excerpt from what Jawaharlal Nehru said in his famous speech of 13 December 1946:

“We say that it is our firm and solemn resolve to have an independent sovereign republic. India is bound to be sovereign, it is bound to be independent, and it is bound to be a republic. Now some friends have raised the question: “Why have you not put the word ‘democratic’ here ?” Obviously we are aiming for democracy and nothing less than democracy. What form of democracy, what shape it might take is another matter? The democracies of the present day, many of them in Europe and elsewhere, have played the great part in the world’s progress. . . . ,we are not going just to copy, I hope a certain democratic procedure or an institution of a so-called democratic country. We may improve upon it. In any event whatever system of government we may establish here must fit in with the temper of our people and be acceptable to them . . . We stand for democracy. It will be for this House to determine what shape to give to that democracy, the fullest democracy, I hope. . . .”

- (i) What were the three basic features of the Constitution, Nehru was referring to?
- (ii) Why was he against India copying the constitutions of other countries?
- (iii) Why did he refer to the past and to the American and French Revolution in the earlier part of the speech?
- (iv) Name the document that Nehru introduced on 13 December, 1946. Give any one guarantee it gave to the citizens of India

Ans:-

- (i)
 - This source refers to the collapse of the institutions of governance from March 1947 onwards in Amritsar; Partition of India
 - Great commercial city –unchallenged and unchecked mob was allowed to rage the great city
 - The finest bazaars were burnt to the ground without a shot being fired to disperse the incendiaries
- (ii)
 - Amritsar district became the scene of bloodshed later when there was complete breakdown of authority in the city
 - British officials did not know how to handle the situation

- They were unwilling to take decisions.
 - When panic stricken people appealed for help, they were asked to contact Mahatma Gandhi, Patel and Jinnah etc.
 - (iii) ● Behaved in a Partition manner
 - Large police force marched but did not use force.
 - Problems were compounded because Indian soldiers and policemen came to act as Hindus, Muslims or Sikhs
 - (iv) ● He moved from villages of Noakhali in East Bengal to the villages of Bihar & riot-torn slums of Calcutta & Delhi. 2+3+2+1=
 - He persuaded Muslims in East Bengal to guarantee the safety of Hindus 8 marks
- Page – 392 to 393 (Book – III)

OR

- (i) ● Sovereign, Independent and Republic
- (ii) ● He did not want ideas to be mechanically borrowed & blindly copied in India.
- He desired to learn from others experiments and even improve upon them.
- The system of govt. established here must fit in with the temper of the Indian people.
- Should be acceptable to the people.
- The house should decide what shape to give to this democracy after deliberations.
- (iii) ● In referring to the American and French revolutions, Nehru was locating the history of constitution– making in India within a longer history of struggle for liberty and freedom
- The momentous nature of Indian project was emphasized by linking it to revolutionary moments in the past. specially to France and America.
- France being the first nation state appeared on the map of Europe and taught the lesson of freedom and democracy.
- To be inspired by the French Revolution of 1789 and the American war of independence (1776) 1+3+2+2 =
- (iv) ● “Objectives Resolution” in the Constituent Assembly 8 marks
- Resolution that outlined the defining ideals of the Constitution of independent India and provided the framework within which the work of the constitution making was to proceed
- Guarantee for a democratic and sovereign republic

Page – 411 to 413 (Book – III)

Q22 PARTE

On the given political outline map of India (on page 13) mark and name Mysore, Bidar, Goa, Delhi, Ajmer.

OR

On the given political outline map of India (on page 13) mark and name the following:

- (i) The city where the massacre took place in 1919.
- (ii) Two places, one in Bihar and one in Gujarat, where Gandhiji's earliest movements took place.
- (iii) The place where the Salt March ended. (5x1 = 5 Marks)
- (iv) The city where the Congress passed the Quit India Resolution. (5x1 = 5 Marks)

Ans:-

- Amritsar (Jallianwala Bagh)
- Bihar – Champaran
- Gujarat – Ahmedabad
- Dandi
- Bombay

Page – 174 & 214 (Book – II)

Q23 On the given political outline map of **India**(on page 15) three major Rock Edicts and two Pillar Inscriptions have been marked for you as 1 to 5 with a line for each. Identify them and write the places where they were found. (5x1 = 5 Marks)

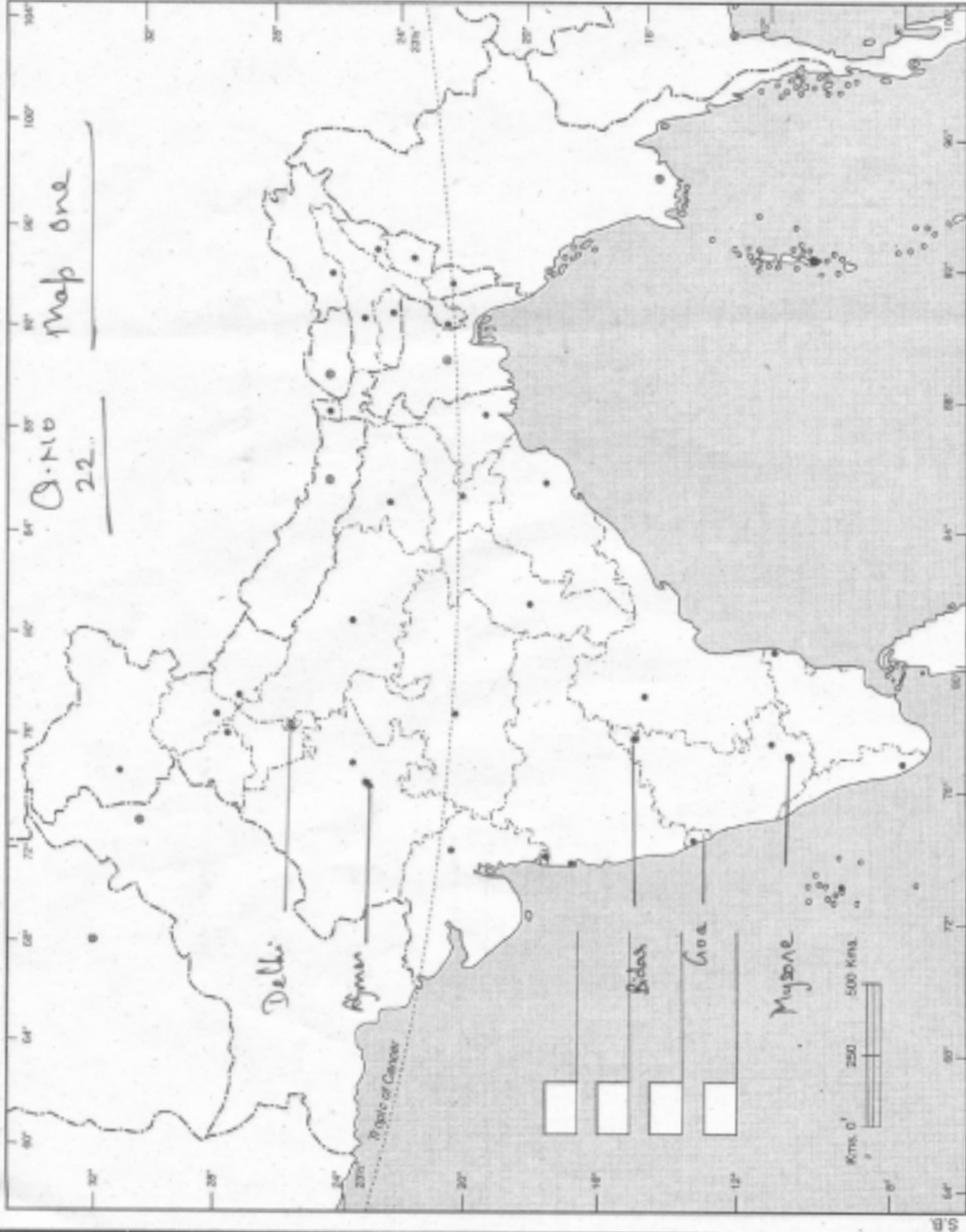
Ans:-

- Girnar
- Sopara
- Shishupalgarh
- Sanchi
- Meerut

Page – 33 (Book – I)

INDIA - POLITICAL AND ADJACENT COUNTRIES

भारत - राजनैतिक और पड़ोसी देश

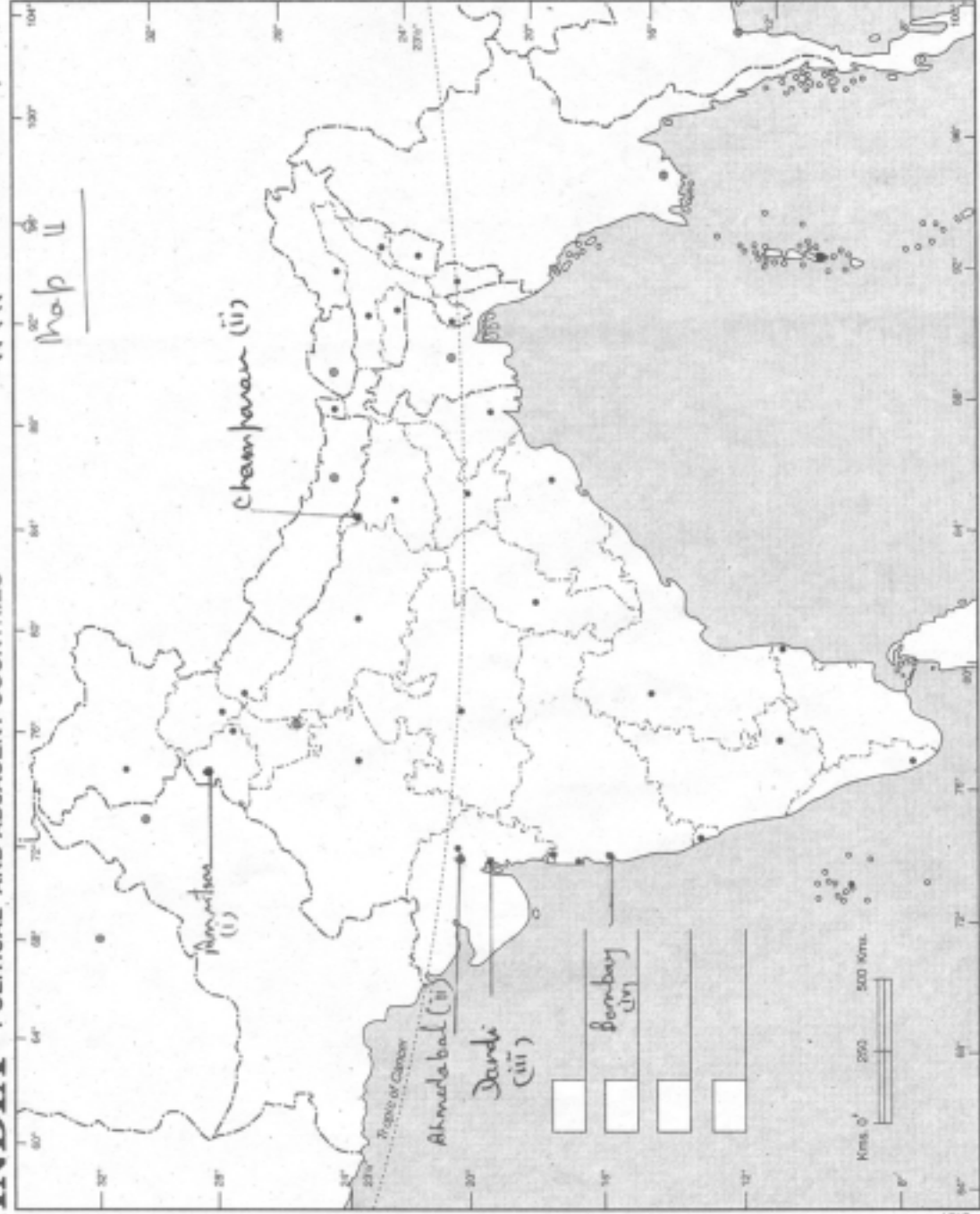


1. Based upon Survey of India Map with the permission of the Surveyor General of India.
2. The territory of India added to the sea to a distance of three nautical miles measured from the appropriate baselines.
3. The territorial waters between 'Uttar Pradesh & Uttaranchal', 'Bihar & Jharkhand', 'Madhya Pradesh & Chhattisgarh' have not been verified by the Government concerned.
4. The boundaries of the States of Andhra Pradesh, Karnataka, Kerala, Madhya Pradesh, Madhesh, Maharashtra, Orissa, Punjab, Rajasthan, Uttar Pradesh, West Bengal, Jammu and Kashmir, and the Union Territories of Chandernagore, Pondicherry, Jammu and Kashmir, and the State of Jammu and Kashmir are shown as they were on 1st January 1956.
5. The administrative headquarters of Chandernagore, Mysore and Pondicherry are at Chandernagore, Mysore and Pondicherry respectively.
6. The administrative headquarters of Chandernagore, Mysore and Pondicherry are at Chandernagore, Mysore and Pondicherry respectively.
7. The administrative headquarters of Chandernagore, Mysore and Pondicherry are at Chandernagore, Mysore and Pondicherry respectively.
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18. The administrative headquarters of Chandernagore, Mysore and Pondicherry are at Chandernagore, Mysore and Pondicherry respectively.
19. The administrative headquarters of Chandernagore, Mysore and Pondicherry are at Chandernagore, Mysore and Pondicherry respectively.
20. The administrative headquarters of Chandernagore, Mysore and Pondicherry are at Chandernagore, Mysore and Pondicherry respectively.

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INDIA - POLITICAL AND ADJACENT COUNTRIES

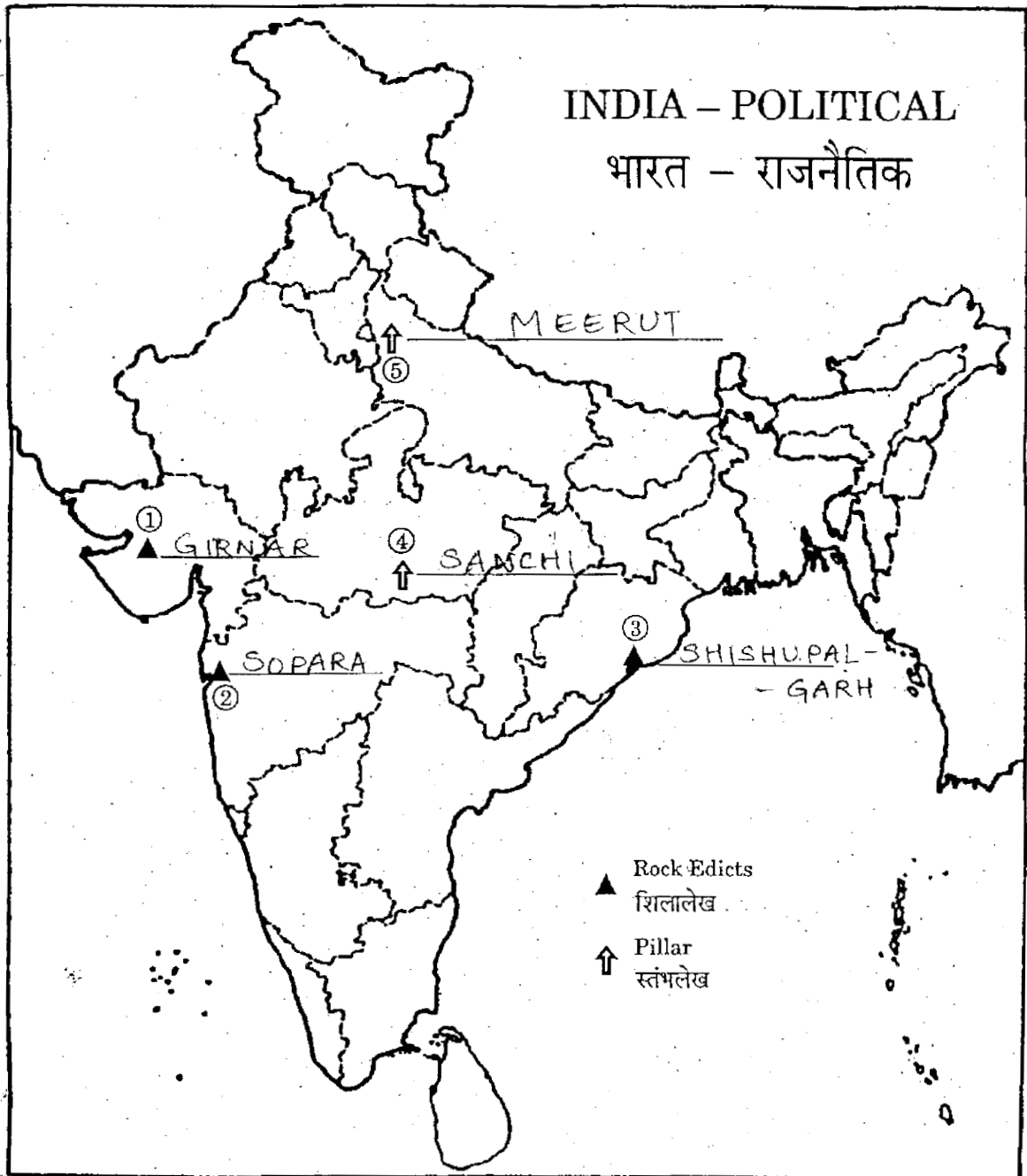
भारत - राजनैतिक और पड़ोसी देश



1. Based upon Survey of India Map with the permission of the Surveyor General of India.
 2. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate baselines.
 3. The maritime boundary between India, Pakistan & Bangladesh is a subject of dispute. The maritime boundary between India, Pakistan & Bangladesh is a subject of dispute. The maritime boundary between India, Pakistan & Bangladesh is a subject of dispute.
 4. The boundary between India and China is a subject of dispute. The boundary between India and China is a subject of dispute. The boundary between India and China is a subject of dispute.
 5. The boundary between India and Nepal is a subject of dispute. The boundary between India and Nepal is a subject of dispute. The boundary between India and Nepal is a subject of dispute.
 6. The administrative headquarters of Chandigarh, Mysore and Punjab are at Chandigarh.

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Q.23
Set I



Page - 33 (Book - I)

Q22 For Blind Candidates Only

Give the importance of the following during medieval times, in one sentence each only.

Goa, Chandragiri, Vijayanagara, Bijapur, Ajmer

Ans:-

OR

Name the following:

- (i) The city where the massacre took place in 1919.
- (ii) Two places, one in Bihar and one in Gujarat, where Gandhiji's earliest movements took place.
- (iii) The place where the Salt March ended.
- (iv) The city where the Congress passed the Quit India Resolution.

Ans:-

Goa – Portuguese settlement

Chandragiri – Capital of Aravidu dynasty

Vijayanagara- Main seat of Vijayanagara Empire

Bijapur – Main seat of Bijapur Kingdom

Ajmer – Known for the Dargah of Sufi Saint Salim Chisti

(5 x 1 = 5

Marks)

OR

Ans:-

- Amritsar (Jallianwala Bagh)
- Bihar – Champaran
- Gujarat – Ahmedabad
- Dandi
- Bombay

Page – 174 & 214 (Book – II)

Q23 Name any three places of Major Rock Edicts and two Pillar Inscriptions of the Mauryan period.

Ans:-

- Girnar
- Sopara
- Shishupalgarh
- Sanchi
- Meerut

Page – 33 (Book – I)

(5 x 1 = 5

Marks)

POLITICAL SCIENCE

Time allowed : 3 hours

Maximum Marks : 100

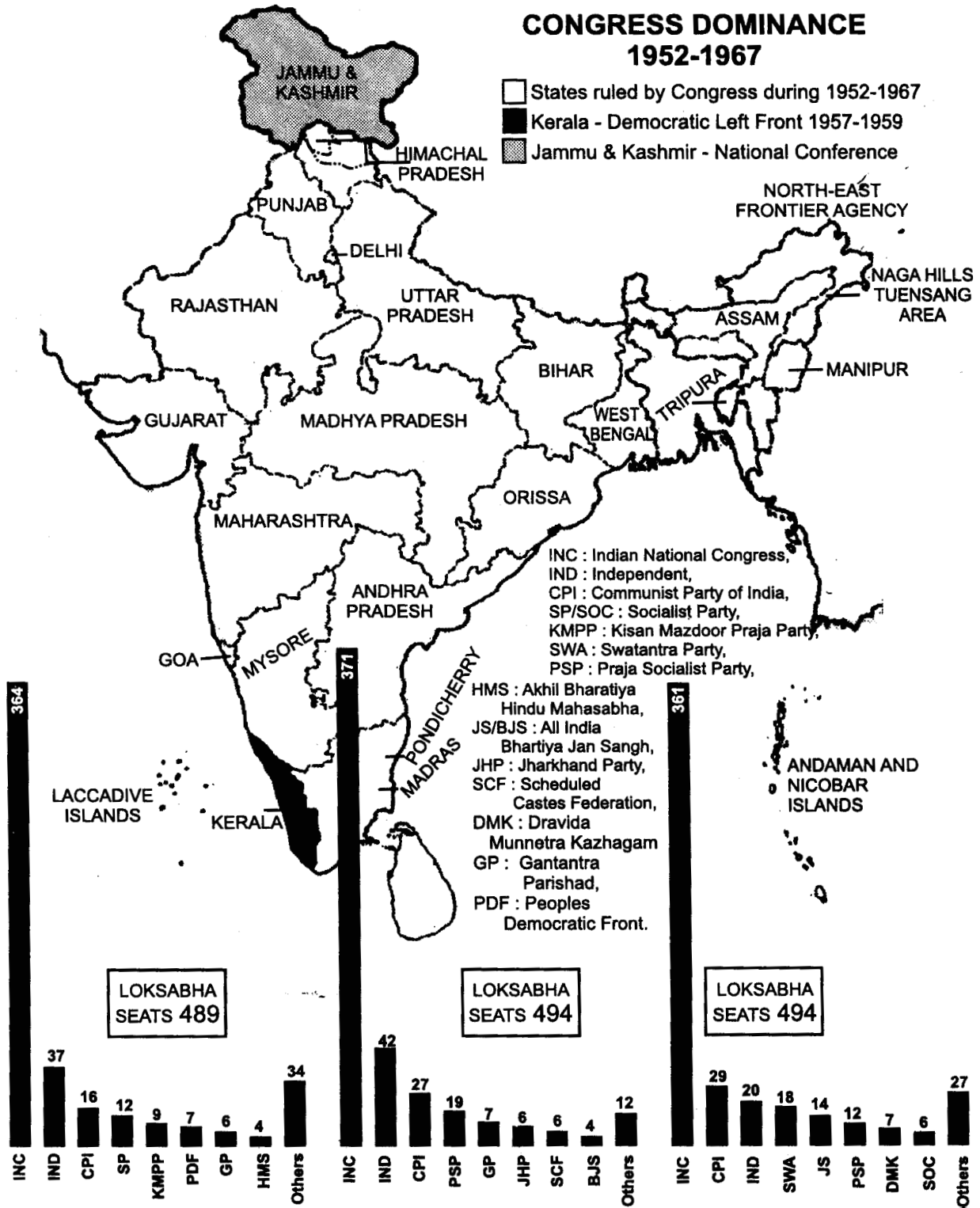
GENERAL INSTRUCTIONS :

- (i) *All questions are compulsory.*
- (ii) *Question numbers 1 - 10 are of 1 marks each. The answers to these questions should not exceed 20 words each.*
- (iii) *Question numbers 11 - 20 are of 2 marks each. The answers to these questions should not exceed 40 words each.*
- (iv) *Question numbers 21 - 30 are of 4 marks each. The answers to these questions should not exceed 100 words each.*
- (v) *Question numbers 31 - 35 are of 6 marks each. The answers to these questions should not exceed 150 words each.*

QUESTION PAPER CODE 59/1/1

1. Fill in the blanks:
Cuban Missiles Crisis was on account of.....placed in Cuba by..... 1
2. As a result of 'shock-therapy,' to which economic system, each state of the Soviet bloc was gradually to be absorbed? 1
3. Correct the following statement and re-write : 1
In the U.N. Security Council, the five permanent members are:
China, U.S.A, Russia, Australia, U.K.
4. How did N.T.P. (Non-Proliferation Treaty) not seek to abolish' nuclear weapons and was discriminatory? 1
5. Name the international agency relating to environmental programme. 1
6. What is meant by social safety nets? 1
7. Give the names of two provinces which were also divided during the partition of India. 1

8. Study the given map and identify which 'was the second largest party in Lok Sabha in the first three general elections.



Note: The following question is for **Blind ,Candidates only** in lieu of Q. No.8:

In 1952, 1957 and 1962 General Elections which political party achieved second place in two successive elections.

1

9. Correct the following statement and re-write :

Chipko Movement in India emerged to support certain issues raised by some political parties.

1

10. Since 1989 until the elections of 2004 which party has been gaining strength in Lok Sabha ?

1

11. Name one pact of Eastern alliances and three pacts of Western alliances during cold war era.

2

12. What do ASEAN and FTA stand for?

13. Mention any two basic concerns about the reforms related to the processes and restructuring of the U.N.O.

2

14. Mention any four components of traditional security.

2

15. What are global commons? List any two examples.

2

16. Define cultural heterogenisation.

2

17. Mahatma Gandhi said on 14th August, 1947, “Tomorrow will be a day of rejoicing as well as mourning”.

According to Mahatma Gandhi, why would 15th August, 1947 (tomorrow) be a day of rejoicing as well as mourning?

2

18. Study the cartoon and answer the following questions:



- (i) What does this cartoon refer to ?
- (ii) What is the difference between coalition in a party and coalition of parties? 2
- Note:** The following question is **for Blind Candidates** only in lieu of Q. No. 18:
 What is meant by coalition government? When was the coalition government formed for the first time at the centre? 1+1 =2
19. State any two Directive Principles of State Policy relating to foreign affairs. 2
20. What does N.F.P. stand for? How was fish workers' life threatened in a big way? 2
21. Why were most of the non-aligned countries categorised as LDC - Least Developed Countries? 4
22. Explain briefly the hegemony of the U.S. as a hard power. 4
23. Mention any four common features of European Union. 4
24. Describe any four criteria that have been proposed for new permanent and non-permanent members of the Security Council. 4
25. What were the outcomes of Rio Summit? 4
26. Describe briefly any four problems faced in the process of partition of India. 4
27. What do the following relate to ? 4
- (a) Jai lawan, Jai Kissan
- (b) Gharibi Hatao
- (c) Indira Hatao
- (d) Grand Alliance
28. How does political leadership of a nation affect its foreign policy? Explain with the help of any two examples from India's foreign policy. 4
29. Describe any four circumstances for proclamation of emergency in 1975. 4
30. Who were Dalit Panthers? What did they stand for? 4

31. What was India's response to on-going cold war? Which interest of India did non-alignment serve? 6

Or

India's relations with Russia are an important aspect of India's foreign policy. How was it of great benefit to India?

32. Examine India-U.S. relations. 6

Or

Analyse the basis of projection of China to overtake the U.S. as the world's largest economy by 2040.

33. What were the main considerations for bringing princely states with Indian Union? Who played the historic role in this task?

Or

What was Green Revolution? Examine any two positive and two negative consequences of Green Revolution.

34. What does the term 'Syndicate' mean in the context of the Congress Party of the sixties? What role did the Syndicate play in the Congress Party? 6

Or

'Governments that are perceived to be anti-democratic are severely punished by the voters' ? Explain this statement with reference to emergency period 1975-77.

35. How do public or social movements in India, strengthen democracy? What are their limitations? 6

Or

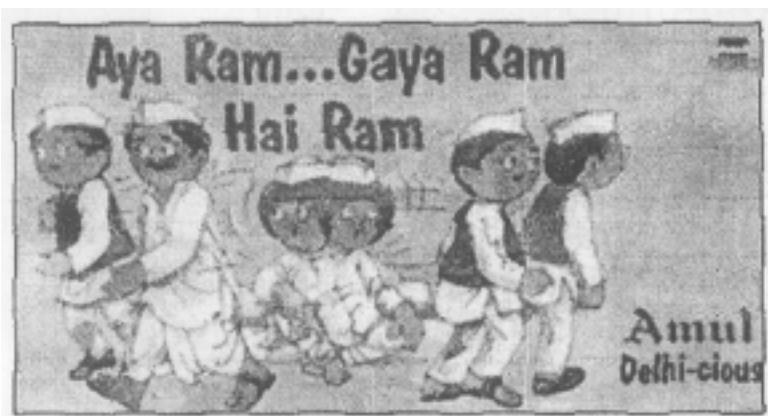
'Assam Movement was a combination of cultural pride and economic backwardness.' Justify the statement.

QUESTION PAPER CODE 59/1

1. Fill in the blanks in the following:
Cold War was a competition between and.....backed by their allies. 1
2. On which ideology was the Soviet political system based? 1

3. Correct the following statement and rewrite: 1
 “The present Secretary-General of the United Nations is Ban Ki Moon, the first African to hold the post.”
4. What did BWC (Biological Weapons Convention), 1972 decide? 1
5. Why are India and China exempt from Kyoto Protocol? 1
6. What is globalisation ? 1
7. Why did the leaders of the national movement cherish the ideal of a secular nation? Give anyone reason. 1
8. Where and when did the Communist Party come to power in the world for the first time through democratic elections ? 1
9. Correct the following statement and rewrite: 1
 “Goa was not merged with Maharashtra as the Central Government did not want it.”
10. What was Chipko Movement ? 1
11. Mention any two negative effects of Shock Therapy. 2
12. What was the 9/11 event? What was the US response to it 2
13. Give any two reasons why veto power of the permanent members of Security Council cannot be abolished. 2
14. Mention any four threats, except war, to human security. 2
15. How have technological advancement and recognition of inter-connectedness affected globalisation ?
16. Who are indigenous people? What institutions do they follow? 2

17.

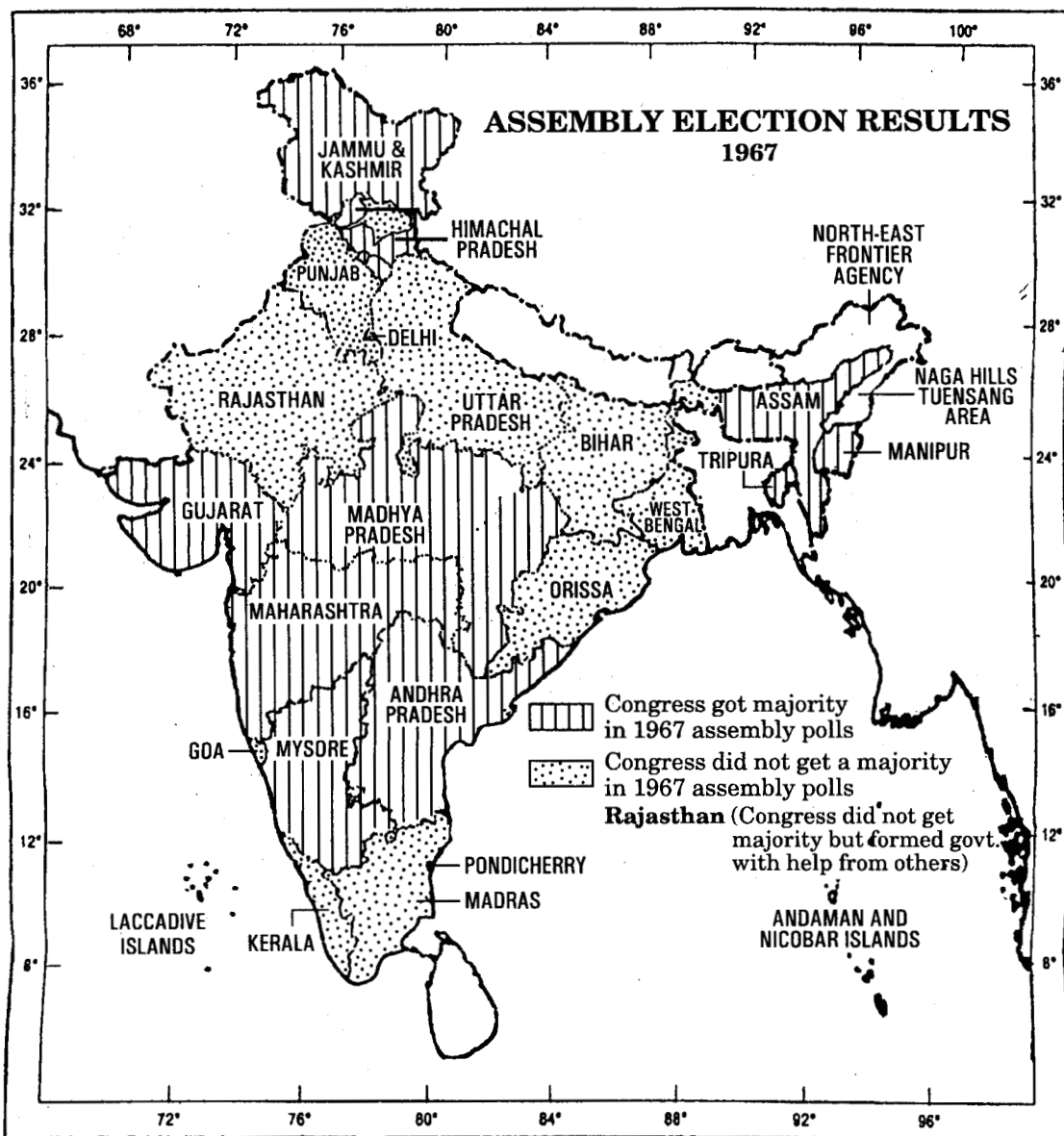


- (a) To which year does the cartoon refer?
 (b) Name the person for whom this comment 'Aya Ram Gaya Ram' was made. 2

The following question is for Blind Candidates only in lieu of Q. No. 17.

- (a) The incident related to 'Aya Ram Gaya Ram' refers to which year?
 (b) Name the person for whom the comment 'Aya Ram Gaya Ram' was made. 2

18. Study the map given regarding Assembly Election results, 1967 and answer the following question: 1/2x4



In which four states of the country, did the Congress not get a majority in the state legislatures?

- The following question is for Blind Candidates only in lieu of Q. No. 18,**
Mention any four states of India wherein Congress got majority in the General Elections of 1967. 2
19. Sardar Patel in a letter to princely rulers in 1947 said, “I hope the Indian states shall realise fully that if we do not co-operate and work together in general interest, anarchy, and chaos will overwhelm us all, great and small, and lead us to total ruin”.
Answer the following questions:
(a) What general interest has been referred to ?
(b) What situation would lead to total ruin? 1+1
20. State any two Directive Principles of State Policy relating to foreign policy. 1+1
21. Economic preponderance of the US is inseparable from the structural power. Describe. 4
22. Mention any four realities that have changed the world politics after the Cold War. 4
23. Why did the super-powers in the Cold War era need allies? 4
24. Mention any four common features of European Union. 4
25. Describe any four issues relating to environmental degradation. 4
26. Why is the decade of sixties labelled as a ‘dangerous’ decade? 4
27. During the early years of independence, despite the fact that the opposition parties had a token representation they played a crucial role in maintaining the democratic character of the system. How? 4
28. What was Narmada Bachao Andolan ? What was the criticism against it ? 2+2
29. How does the political leadership of a nation affect its foreign policy ? Briefly explain with the help of two examples from India’s foreign policy. 2+2
30. Describe any four circumstances for the proclamation of emergency in India in 1975. 4
31. How did the New International Economic Order come into being? What reforms were proposed by UNCTAD in its report in 1972 ? 4

OR

‘India and the USSR enjoyed a special relationship during the Cold War, which led critics to say that:India was a part of the Soviet Camp.’ Do you agree? Support your answer with any two arguments.

32. Are there any limitations on the hegemony of the US ? Explain briefly. 6

OR

How has the European Union risen to being a super-national organisation? What are its limitations?

33. What were the consequences of the partition of India in 1947? 6

OR

Explain how the General Elections of 1952 in India were a landmark in the history of democracy all over the world.

34. What were the factors which led to the popularity of Indira Gandhi’s government in the early 1970s ? 6

OR

“Governments that seem to be unstable and quarrelsome are severely punished by the voters.” Explain with reference to Janata Party rule.

35. Explain how the Indian government has been pursuing the path of democratic negotiation to solve the Kashmir issue. 6

OR

“After the elections in 1989, an era of coalition started in which political parties are not aligning or re-aligning on the basis of ideologies.” Explain.

MARKING SCHEME- POLITICAL SCIENCE

General Instructions

1. Please examine each part of the question carefully and allocate the marks allotted for the parts as given in the marking scheme. TOTAL MARKS FOR ANY ANSWER MAY BE PUT IN A CIRCLE ON THE LEFT SIDE WHERE THE ANSWER ENDS.
2. The answers given in the marking scheme are suggested answers. The content is thus indicative. The candidates may express the content in various forms . But, for the standardization of evaluation it is advisable to follow the marking scheme suggested here on the basis of expected content. However, full credit be given if any other relevant and correct definitions / points / answers are given by the candidate.
3. Wherever only three or a “given” number of examples/factors/points are expected and first two/three or expected number should be read. The rest are irrelevant and need neither be examined nor any credit be given for the same.
4. There should be no effort at “ moderation” of the marks by the evaluating teachers. The actual total marks obtained by the candidate are of no concern to the evaluators.
5. Some of the questions relate to higher order thinking ability. These questions have been indicated with an asterisk. These questions are to be valuated 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

1. Nuclear Missiles or Missiles or nuclear weapons and Khrushchev /USSR/Russia. $\frac{1}{2} + \frac{1}{2}$
2. Western Economic System/Capitalism. 1
3. France in place of Australia. 1
4. NPT seeks to limit the non-nuclear countries to acquire nuclear power, but did not have any check on the existing nuclear powers. It, hence was discriminatory in nature. $\frac{1}{2} + \frac{1}{2}$
5. UNEP (United Nations Environmental Programme) 1
- *6. Safeguards to minimise the negative effects prevalent in society. 1
7. Punjab and Bengal $\frac{1}{2} + \frac{1}{2} = 1$
8. CPI 1
9. Chipko Movement in India emerged to support certain issues raised by popular movements/villagers of (Uttranchal/Uttrakhand). 1

OR

(any other relevant sentence conveying the essence of the statement.)

10. B. J. P. (Bhartiya Janta Party). 1
11. Eastern :- Warsaw Pact
Western :- NATO, CENTO, SEATO. $\frac{1}{2} \times 4 = 2$
12. ASEAN stands for Association of South East Asian Nations.
FTA stands for Free Trade Area. $1 + 1 = 2$
13. Main concerns are;- $1 + 1$
 - i) The Security Council does not represent contemporary political realities.
 - ii) It is dominated by a few powers.
 - iii) It lacks equitable representation.

(Any two)

14. Deterrence, Defence, Balance of power, Alliance building. $\frac{1}{2} \times 4 = 2$
15. Global commons are those resources which are not owned by any one nation but are shared by global community. $1 + \frac{1}{2} + \frac{1}{2} = 2$
 For example: Earth's atmosphere, Antarctica, the Ocean floor and Outer space
 (Any two)
16. Phenomenon of each culture becoming different and distinct as a result of globalisation. 2
17. i) Rejoicing because of independence of India.
 ii) Mourning due to partition which resulted in loss of life and property. $1 + 1 = 2$
- *18. i) It refers to coalition in parties. $1 + 1 = 2$
 ii) Members of a political party broadly representing diversity in terms of classes, castes, religions, languages and various interests is 'Coalition in a party'. On the other hand, when no party is able to capture majority in legislature, some parties form an alliance to form the government. It is called coalition of parties.
18. For Blind Candidates only $1 + 1 = 2$
 a) In the absence of a clear majority won by a single political party, two or more than two political parties join hands to form a government.
 b) 1989-under the Prime Ministership of P.M. V.P. Singh.
19. Directive Principles of State Policy relating to foreign policy: $1 + 1$
 a) To promote international peace and security.
 b) To maintain just and honourable relations between nations.
 c) To foster respect for International Law and treaty obligations in the dealings of organized people with one another.
 d) To encourage settlement of international disputes by arbitration.
 (Any two)
20. NFF : National Fish-workers Forum $1 + 1$
 Allowing mechanized trawlers and technologies like bottom trawling threatened the livelihood of fishermen.
21. Most of the non-aligned countries were categorised as LDC – Least Developed Countries as 1×4

- i) most of them were economically backward.
- ii) people were facing poverty.
- iii) there was no sustained development.
- iv) most of them were dependent upon the developed countries including former colonial powers.
22. The hegemony of US as a hard power is due to :- 2 + 2
- overwhelming superiority of its military power.
 - the US spends more on its military capability than the next 12 powers combined spend.
 - the military dominance is also due to qualitative and technological excellence.
- (Any two)
23. Common features: 1 x 4
- i) Common foreign policy.
- ii) Has its own flag.
- iii) Has its own currency.
- iv) Has its own anthem.
24. 1 x 4
1. Should be a major economic power.
 2. Should be a major military power.
 3. Should have contributed substantially to the U.N..
 4. Should be a big nation in terms of population.
 5. Should have respect for democracy and Human Rights.
 6. Should be able to make the Security Council more representative of the world's diversity in terms of geography, economic system and culture.
- (Any four)
25. Outcomes of Rio Summit:- 2 + 2
1. Created awareness about the protection and conservation of environment.
 2. Global partnership to conserve, protect and restore the health and integrity of the earth eco system.
 3. Common but differentiated responsibilities regarding global environment degradation.
 4. The developed countries acknowledged the responsibility for sustainable development.
- (Any two)

26. 1) There was no single belt of muslim majority in British India. 1 x 4
- 2) Two areas of concentration of muslims were wide apart – one in the West and the other in the East.
- 3) Not all muslim majority areas wanted to be a part of Pakistan.
- 4) The muslim majority provinces – Punjab and Bengal had certain very large areas where non muslims were in majority.
- 5) The minorities on both sides of border had problems who became easy targets of attack.
- (Any four)
27. a) Lal Bahadur Shastri. 1 + 1 + 1 + 1
- b) Indira Gandhi.
- c) Opposition parties such as ‘syndicate’.
- d) Grand – Alliance is the, alliance formed by all major non-Communist and non-Congress parties.
28. Political leadership does have an effect on the foreign policy of a nation as is evident from the following examples : 2 + 2
- i) India adopted policy of Non alignment due to Pt. Nehru.
- ii) Indira Gandhi supported the cause of independence of Bangla Desh.
- iii) 20 years treaty of peace and friendship with USSR during Indira Gandhi’s Prime-ministership.
- iv) Shimla Agreement between Indira and Bhutto.
- v) Sr. Manmohan Singh – Indo-US Nuclear deal
- (Any two)
29. 1. All round increase in prices of commodities. 1 x 4
2. Industrial growth was low which led to unemployment on a large scale.
3. Agitations in Bihar and Gujrat against price rise and corruption in high places.
4. Series of bandhs, gharos and strikes were organised which caused law and order problems.
5. Railway strike of 1974.
6. Conflict with judiciary.
7. Declaration of election of Indira Gandhi null and void by Allahabad High Court.
- (Any four)

30. Dalit Panthers was a militant organization of Dalit youth of Maharashtra. 1 + 3

Aims:

- i) Effective implementation of reservation.
- ii) To achieve social justice.
- iii) To destroy the caste system.
- iv) To build an organization of oppressed sections.
- v) To provide a platform for Dalit educated youth to use their creativity.

(Any three)

31. India's response was two fold- 1½ + 1½

- i) It stayed away from both the alliances.
- ii) It raised its voice against the newly decolonized countries becoming part of these alliances.
- i) NAM enabled India to take international decisions independently in her own interest rather than in the interests of super powers. 1½ + 1½
- ii) India was often able to balance one super power against the other.
- iii) Played an active role by intervening in the world affairs and played a leading role.

(Any two)

Or

- The public sector undertakings got aid from USSR. 6
- Heavy Industries like steel plant were established with USSR's help and technical know-how.
- USSR supported India on Kashmir issue in UN.
- USSR used its Veto power in favour of India.
- India received Military hardware from USSR.
- The Soviet Union and India agreed to jointly produce the military equipment.
- Indian films became popular in USSR.

(Any two)

- *32
- India's relation with US faced ups and downs, 1½ x 4 = 6
 - During Cold War, US did not have cordial relations with India because of our friendship with USSR.
 - America's support to Pakistan also affected the relations adversely.
 - America supported Pakistan on Kashmir issue.

- During Bangladesh War, US sent its Seventh Fleet to threaten India.
- After disintegration of USSR and liberalization of its economy by India, relations started to improve.
- At present, thousands of engineers, doctors and other trained personnel are working in different spheres in U.S.A..
- Export of software to America has reached nearly 65% of the total.
- India and USA have joined hands to fight against international terrorism after 9\11.
- Indo-US nuclear deal is in the offing.

(Any four)

Or

- Fastest growing economy.
- End of political isolation in 1972.
- Modernization in agriculture, industry, science and technology.
- Open door policy in 1978.
- Privatisation of agriculture and industry.
- Special economic zone.
- Exponential growth in rural economy.
- Phenomenal rise in foreign trade.

On the basis of the above mentioned points, it can be said that the growing economic power of China has surpassed even the most developed nations of the world. It is being projected that China shall overtake the US, as the world's largest economy by 2040.

33. Considerations:-

5 + 1 = 6

- People of Princely States wanted to be part of Indian Union.
- Government of India was ready to give autonomy to some regions and thus was flexible in her approach. 5
- In the backdrop of partition, consideration of integration and consolidation of territorial boundaries assumed supreme importance. 1
- In the above task the historic role was played by the 'Iron Man' i.e. Sardar Patel.

OR

As a result of a new strategy adopted by Government of India, in order to ensure food sufficiency it introduced:

- high yielding variety seeds.
- fertilizers.
- pesticides.
- better irrigation facilities.
- guarantee to buy the produce of the farmers at fixed price, as a result.

the production of food grains increased. This was called green revolution in India.

Positive consequences :-

- Rise in wheat production.
- Raised availability of food in the country.

Negative consequences:-

- Only upper class and rich peasants and land-lords were benefitted.
- It increased polarization between classes and regions.

2 + 2 + 2 = 6

*34 Syndicate was the informal name given to a group of Congress leaders who were in control of the party organization. It was led by K. Kamraj.

2

Role:-

- Lal Bahadur Shastri and later Indira Gandhi owed their position to the support received from the Syndicate.
- The Syndicate had initially a decisive role in the formation of first Council of Ministers under Indira Gandhi.
- Syndicate was also actively involved in the policy formulation and its implementation.
- After split in Congress, the leaders of Syndicate stayed with the Congress (O), who later lost their power and prestige in 1971 due to powerful emergence of Indira Gandhi.
- The Syndicate nominated N. Sanjeeva Reddy, a party candidate for the elections of President of India against the wishes of Indira Gandhi, the then P.M..
(Assess as a whole)

4

2 + 4 = 6

Or

Indira Gandhi's government took the following anti- democratic steps during emergency:-

6

- Excessive use of Preventive Detention Act.
- Misa.
- Censorship of press.
- Abuse of official power on a large scale.
- Extra constitutional power centers were dominating.
- Over enthusiasm to control population growth.
- Arbitrary arrests, torture of the opposition.

Due to these excesses and undemocratic steps, the voters uprooted the ruling party which was in power at the Centre since independence. The wrath of the people penalized the Congress to such an extent that they could win only one seat in northern India and the deposits of most of the senior leaders were lost.

(Assess as a whole)

35. The public or social movements in India-

- made the people aware of their rights.
- educated the people and brought awareness about various significant issues.
- active participation of the people mobilized by these movements went a long way to strengthen the democracy.
- reduced the possibility of social conflicts.
- ensured effective representation of diverse groups and their demands.
- represented new social groups whose economic and social grievances were not redressed.

Limitations:-

4 + 2

1. Focus on a single issue.
2. Normally represented only one section of society.
3. Due to weaker relation between movements and political parties, some times a vacuum was created in politics.

(Any two)

Or

- Assam Movement is the expression of cultural pride and economic backwardness.
- Regarding illegal Bengali Muslims, the Assamees felt that they would reduce them to minority unless the infiltrators are deported from their home-land. They also took it as a danger to their culture.
- There was wide spread poverty and unemployment inspite of rich natural resources like oil, tea and coal.
- It was felt that natural resources of Assam were being drained out without any benefit to the local people.

In 1979, the All Assam Students Union (AASU), not affiliated to any political party, led a movement to emphasise upon the cultural and economic problems of Assam. As a result of this movement, Asom Gana Parishad (AGP) the new political party, came to power in 1985. People voted for them to get their aspiration fulfilled and build a 'Golden Assam'.

QUESTION PAPER CODE 59/1

EXPECTED ANSWERS/VALUE POINTS

1. U.S.S.R. and U.S.A. ½, ½
 2. Socialist. 1
 3. The Present Secretary - General of the United Nations is Ban ki Moon, the first Korean to hold the post. 1
 - *4. BWC (Biological Weapons Convention), 1972 banned the production and possession of Biological weapons. 1
 - *5. Exempted because of insignificant contribution to global warming, due to their industrialisation. 1
- OR
- Insignificant emission of greenhouse gases due to industrialization.
6. Globalization is worldwide interconnectedness (flow of trade, capital, ideas among people across the border). 1
 7. To treat people of all religions equally i.e. no discrimination on the basis of religion. 1
 8. Kerela. If a Candidate mentions USSR he/she be given credit. 1
 9. Goa was not merged with Maharashtra as the people of Goa expressed their views through an 'opinion poll'. 1
 10. Chipko Andolan began in two or three villages of Utrakhnad (now Utranchal) when the Forest department refused permission to the villagers to fell ash trees. The department, however, allowed the same patch of land to a sports manufacturer for commercial use. The struggle soon spread around. The villagers insisted that no forest exploiting contracts should be given to outsiders. Women of the area actively participated in this agitation. 1
 11.
 - Value of Ruble declined. 1 x 2
 - The collective farm system disintegrated.
 - The old trading structure broke down.
 - The old system of social welfare was destroyed.

(Any two)

12. Attack on North and South Towers of W.T.O. and Pentagon building on 11th Sep. 2001 by terrorists. 1 +1
U.S. responded through Global War on terror i.e. Operation Enduring Freedom.
13. i) Permanent members are unlikely to agree. 1 +1
ii) Great powers would lose interest in the world body.
iii) Without these the Security Council would be ineffective. (Any two)
14. Hunger, disease, natural disasters, genocide, terrorism. ½ x 4
(Any four)
- *15. The technological advancement and recognition of interconnectedness have resulted in flow of commodities, capital, trade, ideas and people across the borders. 2
16. The descendents of people who inhabited the present territory of a country at the time when persons of different culture or ethnic origin arrived there from other parts of the world. 1 + 1
They follow the institutions inconformity with their particular social, economic and cultural customs and traditions.
- *17. This cartoon refers to the year 1967. 1 + 1
It was used for Gaya Lal, an MLA in Haryana, who changed party thrice within a fortnight.
18. Punjab, Himachal Pardesh, Delhi, Uttar Pardesh, Rajasthan, Bihar, West Bengal, Orissa, Kerala And Tamil Nadu . ½ x 4
(Any four)
- For Blind Candidates:**
Madhya Pradesh, Gujrat, Andhra Pradesh, Assam, Jammu and Kashmir.
(Any four)
19. The general interest here refers to people of India at large. 1 + 1 = 2
If the princely states did not accede to India, that would be disastrous both for India as well as the states.
20. The state shall endeavour to :- 1 + 1
a) promote international peace and security.
b) maintain just and honourable relations between nations.

- c) foster respect for International Law and treaty obligations in the dealings of organized people with one another.
- d) encourage settlement of international disputes by arbitration.
- (Any two)
- *21. U.S. Hegemony is reflected 1 x 4
- i) in all sectors of world economy and world technology.
 - ii) share in the world economy - 28%
 - iii) share in the world trade - 15%
 - iv) figures among top three in every sector of world economy.
22. - End of Cold War confrontations. 4
- Sole supremacy of the U.S.
 - Capitalist economy as most dominant economic system internationally.
 - Institutions like World Bank, IMF (International Monetary Fund) became powerful advisors.
 - Liberal democracy emerged as the best way to organize political life.
- (Any four)
23. i) Vital resources - oil and minerals 4
- ii) Territories of allies could be used as places for launching their weapons.
 - iii) Their locations could be used for spying each other.
 - iv) Economic support from allies for military expenses.
24. • European Union's Flag. 1 x 4
- European Union's Anthem.
 - European Union Currency – Euro.
 - Common foreign and security policy.
25. - No extension of cultivable area. 1 x 4
- Losing fertility.
 - Over – grazing.
 - Water - shortage.
 - Natural forests - deforestation.
 - Decline in total Ozone.
 - Coastal pollution.
- (Any four)

- *26. ● Doubts about democratic succession after Nehru's death, - Lal Bahadur Shastri's era. 4
- Economic implications of war with China.
 - Failed monsoons, drought and serious food crisis.
 - War with Pakistan in 1965.
 - Death of Lal Bahadur Shastri.
 - Crisis of leadership - peaceful transition of power – Indra Gandhi's era - conflict with Syndicate.
 - Decline in agricultural production, serious food shortage, depletion of foreign exchange, drop in industrial production, devaluation, price rise, unemployment.
 - Bandhs and strikes.
- (Any four)
27. ● sustained and often principled criticism of the policies and practices of the Congress. 4
- Kept ruling party under check.
 - Change of balance of power within Congress.
 - Prevented the Congress from being undemocratic.
 - Mutual respect for each other among political parties and their leadership.
- (Any four)
28. A movement to save Narmada from negative effects of Sardar Sarovar Project in Gujrat and Narmada Sagar Project in Madhya Pradesh; questioned the nature of on-going developmental projects in the country.
- 245 villages were expected to be submerged and required relocation of two and a half lakh people.
 - demand for cost-benefit analysis including social costs (resettlement of project affected people, loss of the means of their livelihood and culture, depletion of ecological resources).
- NBA demanded role of local communities.
- National Rehabilitation Police, 2004 of the government a great achievement.
- Supreme Court's verdict with a nod to government to go ahead with development projects 4
- The movement side-lined the impact of Sardar Sarovar Project on the development of the region.
29. Political leadership affects the foreign policy of a nation because of its strong belief regarding some particular issue related to foreign affairs. 4

- Jawahar Lal Nehru - Non-alignment.
 Lal Bahadur Shastri - Indo-Pakistan War.
 Indra Gandhi - Bangla Desh War.
 - 20 years Treaty of Friendship with USSR.
 - Shimla Agreement.
 Atal Bihari Vajpayee - Nuclear Test.
 - Confidence building measures with Pakistan.
 - Bus service between India and Pakistan.
 Man Mohan Singh - Indo-U.S. Nuclear Deal.

(Any two)

30. 1. All round increase in prices of commodities.
 2. Industrial growth was low which led to unemployment on a large scale.
 3. Agitations in Bihar and Gujrat against price rise and corruption in high places.
 4. Series of bandhs, geharos and strikes were organised which caused law and order problems.
 5. Railway strike of 1974.
 6. Conflict with judiciary.
 7. Declaration of election of Indira Gandhi null and void by Allahabad High Court. 4

- 31 New International Economic Order came into existence to develop economically the LDCs- Least Developed Countries and lift their people out of poverty. 2 + 4

UNCTAD (United Nation's Conference on Trade and Development) proposed a reform of global trading system so as to :-

- (1) give the LDCs control over their natural resources exploited by the developed western countries.
 (2) obtain access to western markets so that LDCs could sell their products and, therefore, make trade more beneficial for the poor countries.
 (3) reduced cost of technology from the western countries.
 (4) provide the LDCs with a greater role in international economic institutions.

By late 1980's the NIEO initiative faded because of stiff opposition from the developed countries.

Or

India's relations with Russia are an important aspect of India's foreign policy. India and Russia enjoyed a special multi-dimensional relationship.

1+1+1+1+2

Economic assistance to Indian public sector, special assistance for steel plants and machinery plants.

- accepted Indian currency for trade.

Political :- supported India on Kashmir issue in U.N. and during war in 1971.

Military: India received military hardware from Russia

- entered into several agreements with Russia allowing India to produce military equipment

India stands to benefit from its relationship due to the support on Kashmir, arms supplies, sharing information on terrorism, balancing relations with China. Russia also benefited from this relationship on different issues.

32. • It now appears that certain constraints are slowly beginning to operate after 9/11. 6
- Open nature of American society.
 - American mass media imposes or promotes a particular perspective from time to time on domestic public opinion of the U.S.
 - Role of NATO (North Atlantic Treaty Organization) The allies of the USA, contribute to moderate the exercise of U.S. hegemony
- (To be evaluated as a whole) 6

Or

Rise of the European Union as a super national organization: Collapse of the Soviet block, creation of European Parliament, common foreign and security policies, the adoption of a single currency.

Economically – world’s biggest economy larger than that of U.S. Euro’s possible threat to U.S. dollar; largest GDP and share in world trade – three time larger than that of U.S.; important economic role in W.T.O.

Politically- Two of its members- Britain and France are permanent members of U.N. . Its use of diplomacy, economic investments negotiations with other countries have been quite effective .

Militarily combined forces of E.U. seem to be largest in the world. E.U. members- France and U.K. have nuclear arsenals;

Second most important source of space and communication technology.

Limitations :- Clash pertaining to foreign relation and defence policies of the members.

Euro- Skepticism in Europe about EU’s intertegrationist agenda.

Opposition to Maastricht Treaty and adoption of EU.

*33. A brief account of partition :

Largest most abrupt, unplanned and tragic transfer of population.

6

Ruthless killings loss of property, in the name of religion.

Forced to leave homes and immense sufferings.

Division of government. properties, assets, administrative apparatus, furniture etc.

Pakistan became a Muslim state, while India- a secular state.

(To be assessed as a whole.)

Or

Election Commission set up in 1950. It was not easy to hold a free and fair elections.

6

Experiment of Universal Adult Franchise at a very large scale in the world.

17 crores voters.

Test of democracy of poor and illiterate masses.

Preparation for election was a mammoth exercise.

Trained over a lakh officers for polling.

The effort made was successful. More than 50% voters used their franchise.

Critics all over the world silenced over the grand achievement which was a landmark in history.

(To be evaluated as a whole)

34. • Running government with minority after split in Congress, with support of CPI and DMK.

6

• Implementation of land reforms and land ceiling laws.

• Positive programme with slogan “Garibi Hatao”.

• Generation of a sharing base among the disadvantaged especially landless labourers, dalits, minorities, women and unemployed.

• Massive majority in Lok Sabha election in 1971.

• East Pakistan crisis- Indo-Pak war.

• Historical surrender by Pakistan Army and creation of Bangladesh.

• Emergence as a strong nationalist leader with successive election victories at centre and in States.

• Indira Gandhi assumed a position of un-precedented political authority.

6

Or

Janta Party formed with opposition parties, leaders within Congress who were opposed to emergency; joined under the leadership of Jaya Parkash Narayan.

Janta Party won 330 seats in Lok Sabha in 1977 with its allies, Janta Party itself won 295 seats.

In north India, it was a massive electoral victory for Janta Party.

Janta Party was non-cohesive, stiff competition for Prime Minister-ship among Morarji Desai, Charan Singh and Jagjiwan Ram.

Lacked direction, leadership and a common programme, no fundamental change in policy.

Morarji lost majority in 18 months as a result of split in Janta Party.

Charan Singh's government could remain in power for just four months.

Fresh general elections in January, 1980.

Indira Gandhi Congress won 353 seats.

Experience of 1977-79 taught a lesson in relation to the democratic politics-governments that are seen to be unstable and quarrelsome are punished by the voters.

(To be evaluated as a whole)

35. A brief description of Kashmir problem. Kashmir a princely state, wanted to remain independent. Tribal attack from Pakistan on Kashmir in 1947 led the ruler Hari Singh to seek help from India. Acceded to India formally and with an agreement that after the situation normalizes the views of the people would be ascertained about their future. The infiltrators were driven back. The territory under the occupation of Pakistan was named as Azad Kashmir.

6

It has two dimensions

External - Pakistan has always claimed that Kashmir valley should be a part of Pakistan. Since 1947 Kashmir has remained a major issue of conflict. Armed attack in J. and K. by Pakistan in 1965. The people of valley did not help Pakistan, Counter-offensive on Punjab border of West Pakistan. Tashkent Agreement between Lal Bahadur Shastri + Ayub Khan. Simla Agreement between Zulfikar Ali Bhutto and Indira Gandhi. Cross border militancy and terrorist activities. Dialogue between President Mushraff and Indian leaders.

Internal

- Started negotiations with various separatist groups.
- Providing extra facilities to local Kashmiris.
- Holding elections to elect their representatives.
- Talks with rulers of Pakistan to end terrorism.
- Assess the demands of the people, and to resolve them speedily.

(Any four)

Or

Parties have not been aligning or realigning on the basis of ideologies. National Front was an alliance of Janta Dal and other regional parties- some of them even diametrically opposite to each other.

6

The regional parties played a major role in aligning or realigning in the subsequent years.

Examples:-

National Front led by Janta Party - supported by Congress (Nov. 1990- June 1991)

Congress supported by AIADMK and some smaller parties (June 1991 to 1996)

United Front Government with Congress support

June 1996-March, 1998)

National Democratic Alliance (N.D.A.)

(March,1998, May, 2004)

United Progressive Alliance (U.P.A.) since 2004.

(To be evaluated as a whole)

GEOGRAPHY

Time allowed : 3 hours

Maximum Marks : 70

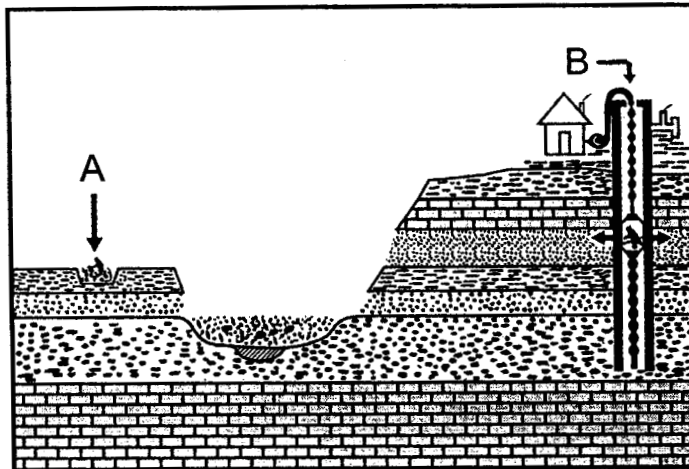
GENERAL INSTRUCTIONS :

- (i) *There are 26 questions in all.*
- (ii) *All questions are compulsory.*
- (iii) *Marks for each question are indicated against it.*
- (iv) *Question numbers 1 to 10 are very short answer questions carrying 1 mark each. Answer to each of these questions should not exceed 20 words.*
- (v) *Question numbers 11 to 20 are short answer questions carrying 3 marks each. Answer to each of these questions should not exceed 80 words.*
- (vi) *Question numbers 21 to 25 are long answer questions of 5 marks each. Answer to each of these questions should not exceed 150 words.*
- (vii) *Question number 26 is related to identification or locating and labelling of geographical features on maps.*
- (viii) *Outline maps of the World and India provided to you must be attached within your answer book.*
- (ix) *Use of templates or stencils for drawing outline maps is allowed.*

QUESTION PAPER CODE 64/1/1

- | | | |
|----|--|---------------------------------|
| 1. | Which country has the lowest sex ratio in the world? What is its sex ratio? | $\frac{1}{2} + \frac{1}{2} = 1$ |
| 2. | Name the country which has the highest human development index. | 1 |
| 3. | Name the country where practically every farmer is a member of a cooperative society. | 1 |
| 4. | Which stream of migration is dominated by male migrants in India? | 1 |
| 5. | What is the rank of India in human development index among the countries of the world in 2005? | 1 |
| 6. | What is the meaning of human settlement? | 1 |

7. Which are the two main types of iron ore found in India? 1/2+1/2=1
8. What was the main aim behind establishing 'Border Road Organisation' in India? 1
9. Name the biggest sea-port of India. 1
10. What is the main reason of degradation of the quality of water in India? 1
11. State the six approaches of human geography. 6x1/2=3
12. Explain with example any three geographical factors which influence the distribution of population in the world. 3x1=3
13. Study the diagram given below and answer the questions that follow: 1+2=3



(13.1) Two types of mining are shown as A and B. Identify them and give the correct name of each.

(13.2) State two characteristics of each type of mining.

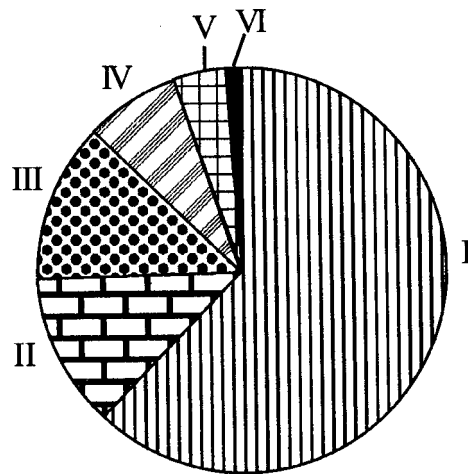
Note: The following question is for the **BLIND CANDIDATES** only, in lieu of Q. No.13.

What are the two types of mining? Give two characteristics of each.

14. Explain three characteristics of modern large scale manufacturing in the world. 3x1 =3
15. Compare the features of rural and urban marketing centres of the world in three points. 3x1 =3
16. Which are the three groups of Indian population according to their economic status? Explain main characteristic of each group. 1 1/2+1 1/2=3

17. Study the diagram carefully and answer the questions that follow:

1+1+1=3



Class-wise distribution of urban population (%) of India, 2001

(17.1) Into how many classes are urban centres classified by the Census of India?

(17.2) Which class of urban centres has the largest urban population?

(17.3) Which class of urban centres has the lowest urban population?

Note: The following question is for the **BLIND CANDIDATES** only, in lieu of Q.No.17.

1+1+1=3

(17.1) Into how many classes are urban centres classified by the Census of India?

(17.2) Which class of urban centres has the largest urban population?

(17.3) Which class of urban centres has the lowest urban population?

18. Why is irrigation necessary in India? Explain any three reasons.

3x1=3

19. Why is conservation of minerals essential in India? How can we conserve them?
Explain in two points.

1+2=3

20. State any two major sources of air pollution in India? How is air pollution harmful to human health? Explain.

1+2=3

21. Define the term 'Transport.' Describe any four features of highways of North America.

1+4=5

22. Analyse the five bases of international trade.

5x1=5

23. Explain any five factors which affect the location of rural settlements in the world.

5x1=5

24. Describe any five major problems of Indian agriculture.

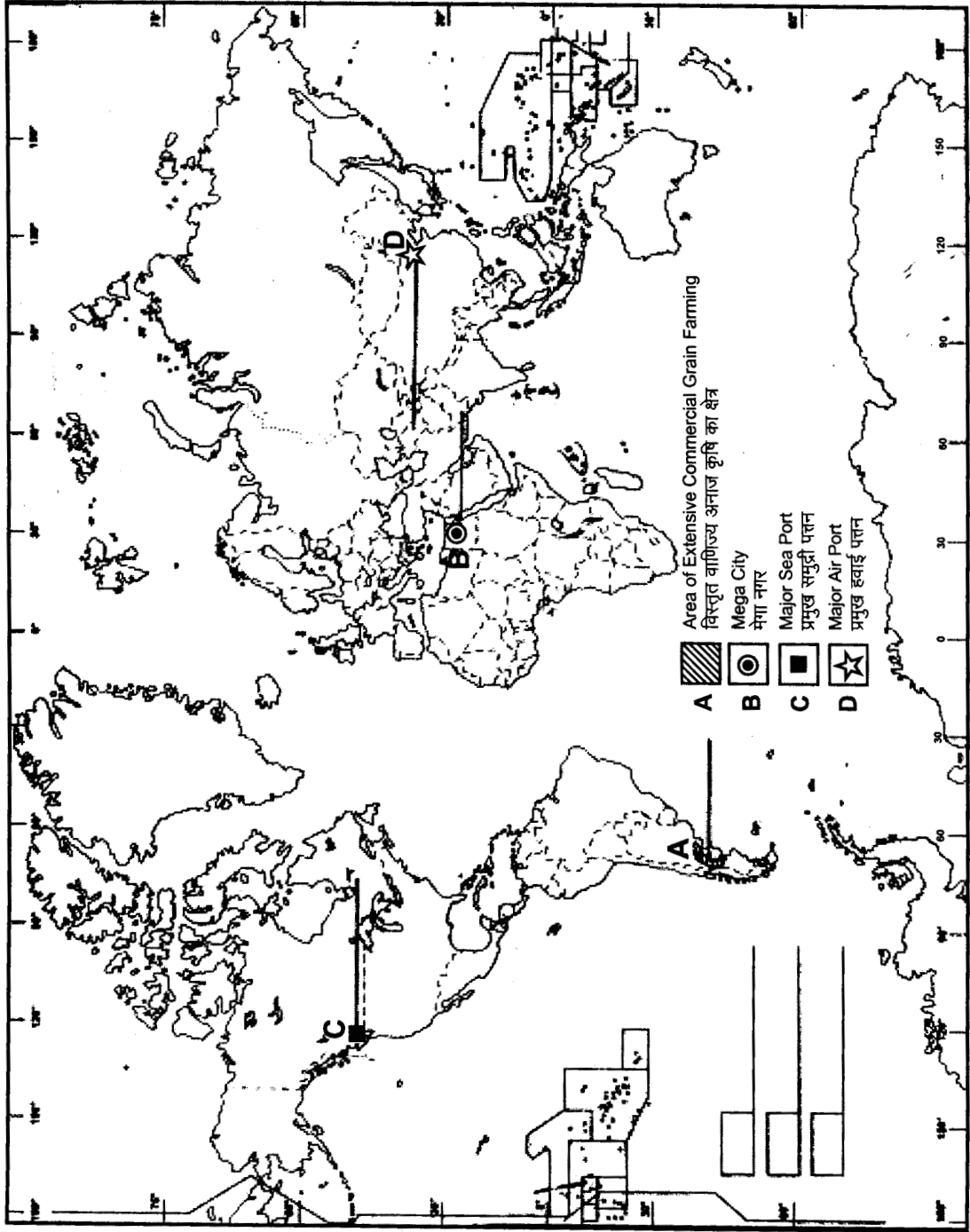
5x1=5

25. Describe any five features of changing patterns of the composition of India's import. 5x1=5
26. (26.1) In the given political outline map of the world four features are shown as A, B, C. and D. Identify them with the help of the map legend and write their correct names on the lines marked on the map. 4x½=2
- (26.2) On the given political outline map of India provided to you, locate and label the following with appropriate symbols: 3x1=3
- (i) The state having lowest literacy rate in India;
 - (ii) The easternmost international airport;
 - (iii) The software technology park in Gujarat State.
- Note:** The following question is for the BLIND CANDIDATES only, in lieu of Q.No.26. 5x1=5
- (26.1) Name the mega city of Egypt.
- (26.2) Name the most famous international airport of China.
- (26.3) Which state of India has the lowest literacy rate?
- (26.4) Which is the easternmost international airport of India ?
- (26.5) Name the software technology park located in Gujarat State.

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WORLD Political संसार राजनैतिक

For Q. No. 26.1

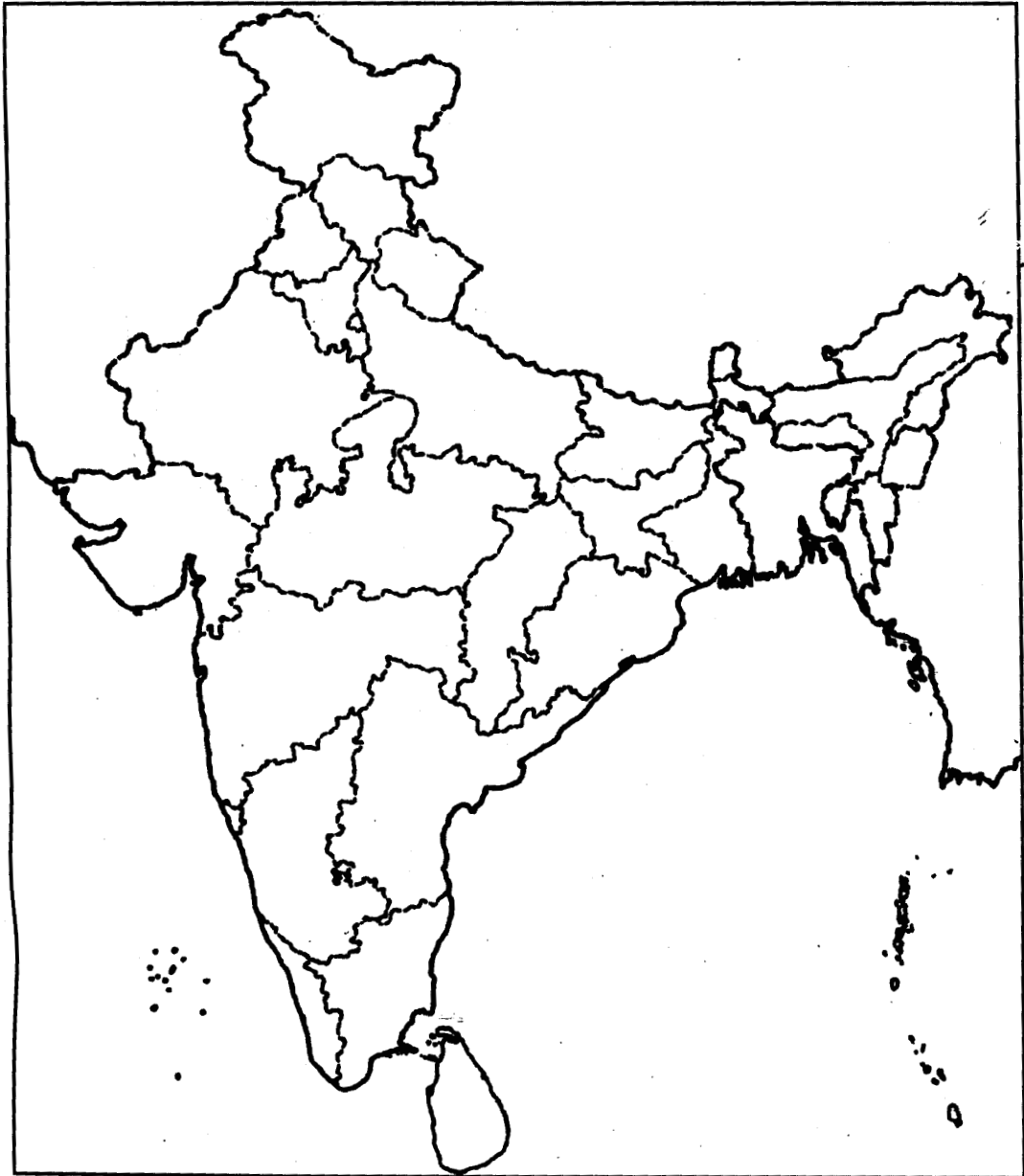


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INDIA Political

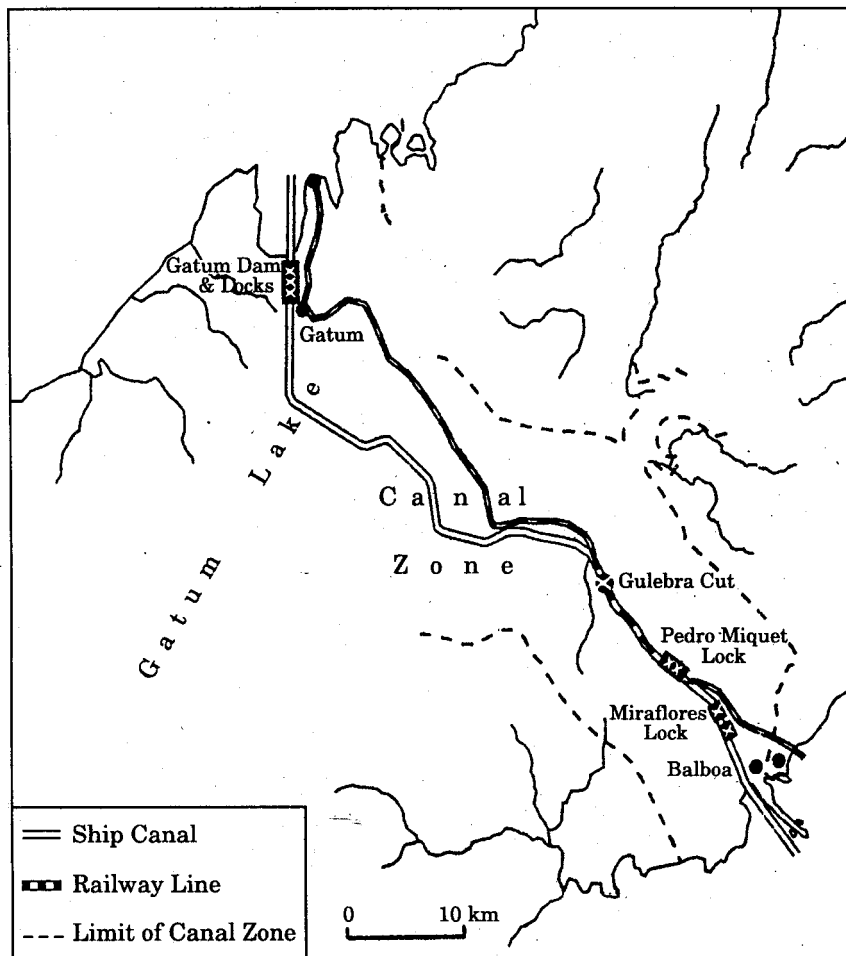
For Q. No. 26.2

भारत राजनैतिक



QUESTION PAPER CODE 64/1

1. Define the term 'Growth of population'. 1
2. Which age group of population indicates the largest working population? 1
3. Name the two activities on which the earliest human beings depended for their sustenance. $\frac{1}{2} + \frac{1}{2} = 1$
4. Classify industries into two groups on the basis of metallic minerals. $\frac{1}{2} + \frac{1}{2} = 1$
5. Which is the famous petroleum pipeline of U.S.A. ? 1
6. Name the international organisation dealing with the global rules of trade between nations. 1
7. What is the meaning of 'rural settlement'? 1
8. Name the river valley where Gondwana coal-fields of India are located. 1
9. Name the biggest seaport of India. 1
10. Which are the two polluted stretches of river Ganga in Uttar Pradesh and Bihar? $\frac{1}{2} + \frac{1}{2} = 1$
11. What is the new concept of Griffith Taylor in the field of human geography? Describe this new concept with examples. $1+2=3$
12. Explain the three main areas of measuring human development. $3 \times 1 = 3$
13. On the basis of ownership classify industries of the world into three groups. Explain the main feature of each group. $1\frac{1}{2} + 1\frac{1}{2} = 3$
14. Study the map given below and answer the questions that follow: $3 \times 1 = 3$



- (14.1) Name the famous shipping canal shown in the map.
- (14.2) Which two oceans are connected by this shipping canal?
- (14.3) Name the terminal ports of this shipping canal

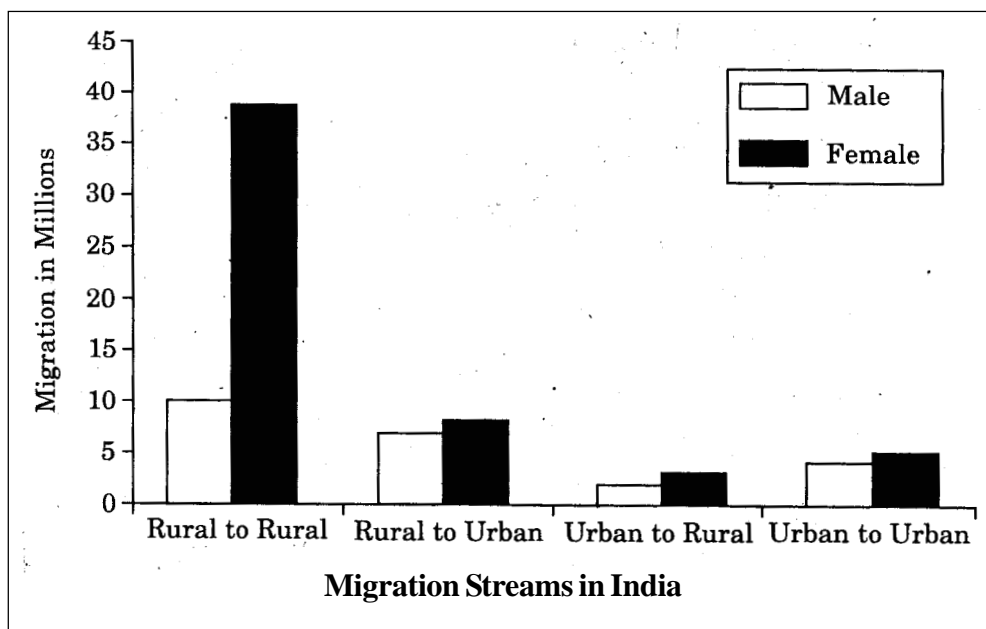
Note: The following question is for the Blind Candidates only in lieu of Q. No. 14.

Name the two major shipping canals of the world. Write two main characteristics of each.

1+2=3

15. Distinguish between clustered and dispersed rural settlements of India by stating three points of distinction of each. 3x1=3
16. Explain any three major problems related to water in India. 3x1=3
17. Explain any three factors which have helped in the development of Hugli industrial region. 3x1=3
18. What are the three categories of Indian Railways on the basis of width of the track? Write main feature of each category. 1½ + 1½ = 3

19. Explain, with examples, the changing pattern of the composition of India's exports. 3
20. Explain, with examples, any three major problems associated with urban waste disposal in India. 3x1=3
21. What is subsistence agriculture? Name its two categories. State three main features of each category. 1+1+1½+1½=5
22. Why are ports called gateways of international trade? Explain any three facilities provided by them. 2+3=5
23. Name the five types of urban settlements in the world. Write one main feature of each type. 2½+2½=5
24. Study the diagram given below and answer the questions that follow: 2+1+2=5



- (24.1) Which are the four streams of migration in India?
- (24.2) What is the common feature shown among all the migration streams?
- (24.3) In which stream is the number of female migrants the highest? Give the main reason for it.

Note: The following question is for the **Blind Candidates** only in lieu of Q. No. 24.

What is migration? Which are the four streams of migration in India? Write main feature of each.

1+2+2=5

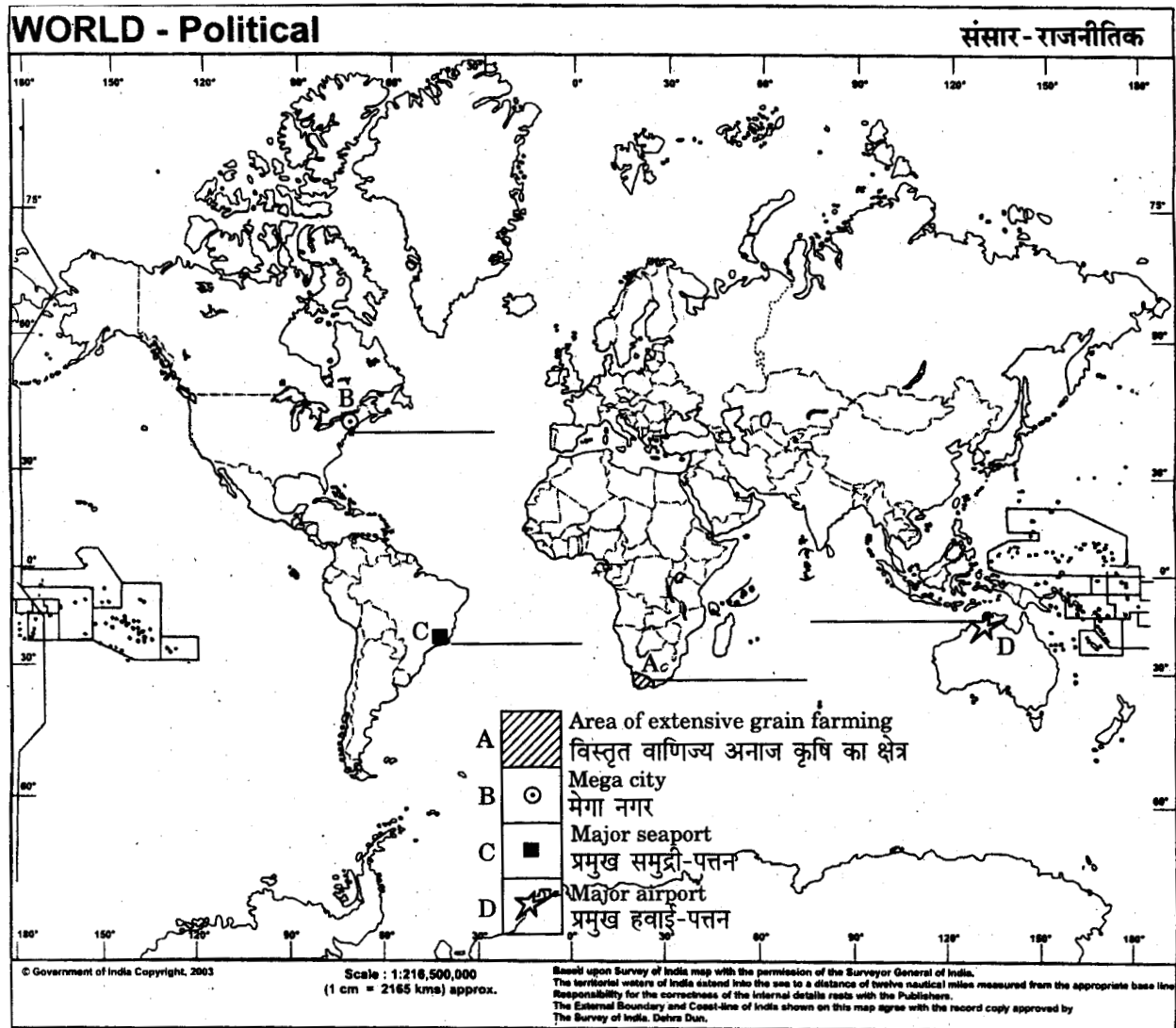
25. Describe five main points of the Integrated Tribal Development Project implemented in Bharmaur region. 5x1=5
26. (26.1) In the given political outline map of the **World** (on page 9), four features are shown as A, B, C and D. Identify them with the help of the map legend and write their correct names on the lines marked on the map. 4x½=2
- (26.2) On the given political outline map of **India** (on page 11) provided to you, locate and label the following with appropriate symbols: 3x1=3
- (i) The state having the highest density of population
 - (ii) The southernmost international airport
 - (iii) The software technology park of Andhra Pradesh

Note: The following question is for the Blind Candidates only in lieu of Q. No. 26.

- (26.1) Name the major airport of North Australia.
- (26.2) Name any major seaport located on the western coast of North America.
- (26.3) Which state of India has the highest density of population?
- (26.4) Name the southernmost international airport of India.
- (26.5) Which is the software technology park of Andhra Pradesh?

For question no. 26.1

प्रश्न सं. 26.1 के लिए

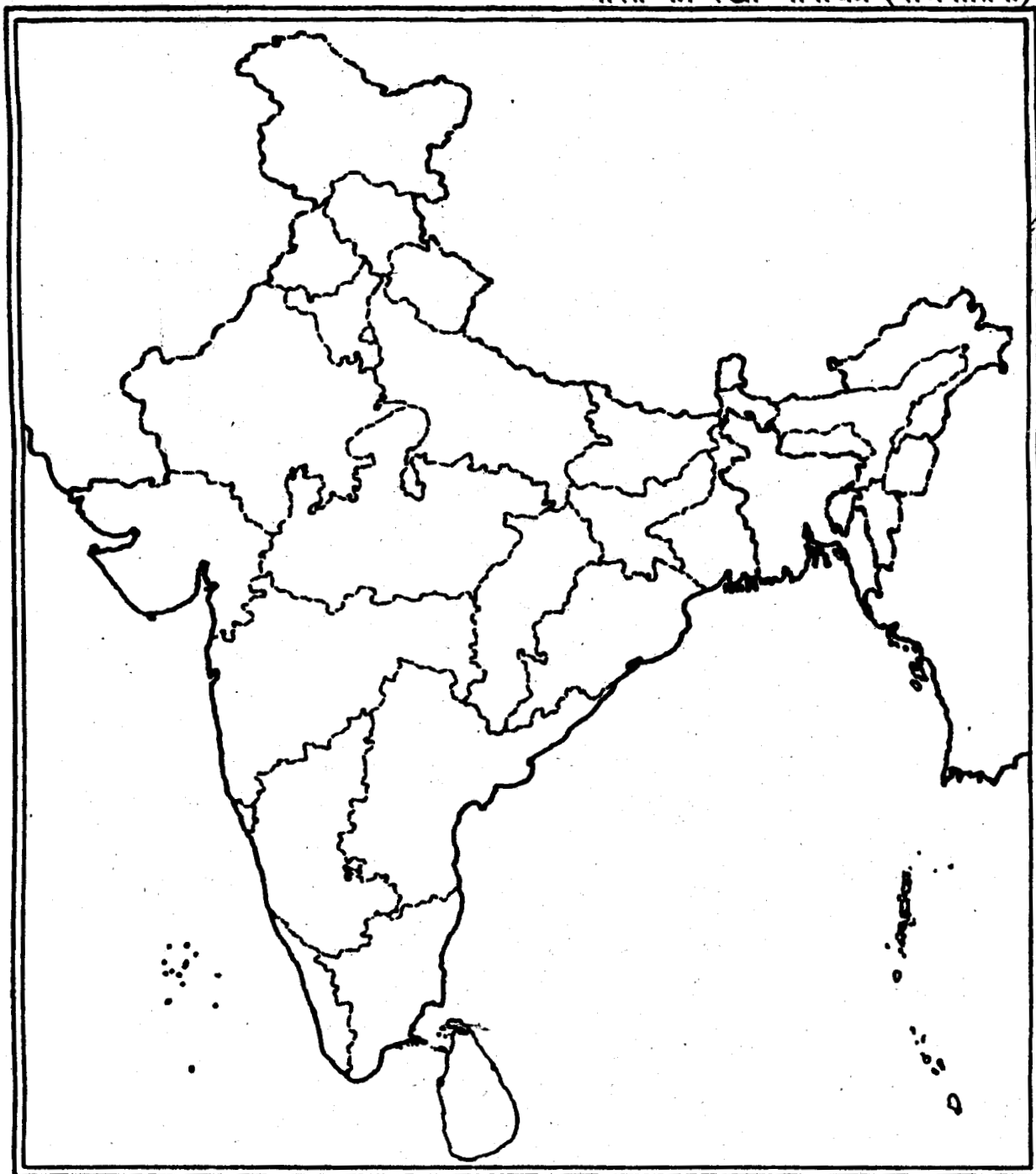


For question no. 26.2

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 points given in the marking scheme have suggestive answers. If a student has given any other answer which is different from the one given in the marking scheme, but conveys the meaning correctly, such answer should be given due weightage.
2. Evaluation is to be done as per instructions provided in the marking scheme. Marking Scheme should be strictly adhered to and religiously followed.
3. 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 within a circle just below the serial number of the question.
4. If a question does not have any parts, marks be awarded in the left hand margin below the question S.No. and circled.
5. A full scale of marks 0 - 70 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 language mistakes.

SPECIFIC INSTRUCTIONS:

1. The Marking scheme carries only suggested value points for the answers. These are only Guidelines and do not constitute the complete answer. The students can have their own, expression and if the expression is correct, the marks will be awarded accordingly.
2. Some of the questions may relate to higher order thinking ability. Serial number of these questions have been indicated by star marks (*). The answer of these, questions are to be evaluated carefully and the student's understanding/analytical ability judged.

QUESTION PAPER CODE 64/1/1
EXPECTED ANSWERS/VALUE POINTS

1. (a) U.A.E has the lowest sex ratio in the world. (1/2 mark)
(b) Its sex ratio is 468 females per thousand males. (1/2 mark)
(T.B. I Page 18) 1
2. Country having the highest Human Development Index is: **Norway**
(T.B. I, Page 28) 1
3. Country where practically every farmer is a member of a cooperative society is:
Denmark
(T.B. I, Page 41) 1
4. Stream of migration dominated by male migrants in India is : **from rural to urban**
(T.B. II, Page, 17) 1
5. Rank of India in HDI is: 126/127
(T.B.I. Page 28, T.B. II, Page 25) 1
6. **Human settlement** means cluster of dwellings of any type or size where human beings live.
(T.B. II, Page 32) 1
7. The two main types of iron ore found in India are :
(i) Haematite
(ii) Magnetite (1/2 mark each),
(T.B II, Page 74) 1/2+1/2 = 1
8. The main aim behind establishing **Border Road Organisation** in India was
(i) To accelerate economic development of the border areas.
(ii) To strengthen defence preparedness of the border areas
(iii) Construction of roads in strategic areas
(iv) Undertakes snow clearance in high altitude areas
(any one point)
(T.B. II, Page 115) 1

9. The biggest seaport of India is Mumbai
(T.B. II, Page 131) 1
10. **The main reason of degradation of the quality of water in India is :**
(i) Indiscriminate use of water by increasing population and industrial expansion. 1
(ii) Any other relevant point
(T.B. II, Page 135)
11. Six approaches of human geography are:-
(i) Exploration and description
(ii) Regional analysis
(iii) Areal differentiation
(iv) Spatial organization
(v) Emergence of humanistic, radical and behavioural schools
(vi) Post modernism in geography
(½mark for each point, 6x½ = 3)
(T.B. I, Page 5)
12. Geographical Factors are :
(i) Availability of water,
(ii) Landforms,
(iii) Climate,
(iv) Soils,
(v) Any other relevant point.
(Explanation of any three points with examples, 1 mark each) 3x1 = 3
(T.B. I, Page 9 and 10)
- 13.* (13.1) **Types of Mining**
(i) A: - Open- cast Mining
or Strip Mining or Surface Mining
(ii) B : - Shaft Mining
or Underground Mining (½+½=1 mark)
- (13.2)(a) **Characteristics of Open - cast Mining**
(i) Easiest and cheapest way of mining minerals,
(ii) Cost of safety precautions and equipments is relatively low,
(iii) Output is large and rapid.

(b) **Characteristics of Shaft Mining**

- (i) Vertical shafts and horizontal galleries are made
- (ii) Minerals are extracted and transported to the surface through these passages
- (iii) This mining method is very risky
- (iv) It requires lifts, drills, haulage vehicles, ventilation system for safety and efficient movement of people and material
- (v) Any other relevant point

(Any two points from each: 1+1 = 2 marks)

(T.B. I, Page 42)

1+2 = 3

For Blind Candidates in lieu of Q13

Answer is same as given in (13.1) and (13.2)

14. **Three characteristics of Modern Large Scale Manufacturing are :-**

- (i) Specialisation of skills/ methods of production,
- (ii) Mechanisation,
- (iii) Technological innovation,
- (iv) Organisational structure and stratification.

(Explanation of any three points, 1 mark each)

(T.B. I, Page 46)

3x1 = 3

15.*

Rural Marketing Centres	Urban Marketing Centres
(i) Caters to the nearby settlements,	(i) Provides widely specialized urban services,
(ii) They serve as trading centres of the most rudimentary types,	(ii) They provide ordinary as well as specialized goods and services,
(iii) Personal and professional services are not well developed.	(iii) Urban centres offer manufactured goods,
(iv) They can only fulfil local rural needs,	(iv) Provide professional services like teachers, lawyers, doctors, etc.
(v) Any other relevant point.	(v) Any other relevant point.
(Any three features, ½ mark each = 1½ marks)	(Any three features, ½ mark each, 1½ marks)
T.B. I, Page 57	

3x1 = 3

16. (a) **Three groups of Indian Population according to economic status are :**

- (i) Main workers
- (ii) Marginal workers
- (iii) Non workers

(½ mark each, 3 x ½ = 1½ marks)

(b) **Main characteristics of each group**

- (i) **Main worker** is a person who works for at least 183 days in a year
- (ii) **Marginal worker** is a person who works for less than 183 days in a year
- (iii) **Non worker** 61% of the population is of non- workers

(½ mark for each. 3x½ = 1½ marks)

(T.B. II, Page 11)

1½+1½ = 3

17.* (17.1) Urban centres are classified into six classes,

(17.2) Class I has the largest urban population,

(17.3) Class VI has the lowest urban population.

(Each question is of 1 mark)

(T.B II, Page. 36)

1+1+1 = 3

For Blind Candidates in lieu of Q.1-7

(Same answer as given in 17.1, 17.2 and 17.3)

18.* **Reasons for the necessity of irrigation in India**

- (i) Spatio - temporal (region and time) variability in rainfall in the country,
- (ii) Large tracts of the country are deficient in rainfall and are drought prone,
- (iii) Unreliability of monsoons,
- (iv) Certain crops like rice and sugarcane need more water,
- (v) To increase production of crops and productivity of land,
- (vi) High yielding varieties of crops require regular water supply, .
- (vii) Multiple cropping is possible with the help of irrigation,
- (viii) Any other relevant point

(Any three reasons with explanation, 1 mark each)

3x1 = 3

(T.B. II, Page 64)

- 19 (a) **Reasons for the conservation of mineral resources :**
- (i) Traditional methods of mining generate enormous quantity of wastes,.
 - (ii) It is an exhaustible resource,
 - (iii) Economic development depends on minerals,
 - (iv) Urgent need to conserve minerals for future generations.
- (Any one point, 1 mark)
- (b) **Methods of conservation of mineral resources:**
- (i) Improving mining technology,
 - (ii) Recycling of metals,
 - (iii) Use of substitutes for scarce metals,
 - (iv) Export of minerals must be reduced,
 - (v) Inexhaustible energy resources should be developed,
 - (vi) Any other relevant point.
- (Explanation of any two points, 2 marks) 1+2=3
(T.B. II, Page 83)
20. (a) **Major sources of air pollution are:**
- Combustion of coal, petrol and diesel, industrial processes, solid waste disposal, sewage disposal
- (Any two points, $\frac{1}{2}+\frac{1}{2}=1$ mark)
- (b) **Effect of air pollution on human health**
- (i) It causes various diseases related to respiratory, nervous and circulatory systems,.
 - (ii) Any other relevant point. 1+2=3
- (2 marks)
(T.B. II, Page 137)
21. (a) **Transport** is a service or facility for the carriage of persons and goods from one place to the other using humans ,animals and different kinds of vehicles.
(1 mark)
- (b) **Features of highways of North America**
- (i) Highway density is high, about 0.65 km per sq.km,
 - (ii) Every place is within 20km distance from a highway.
 - (iii) East and west coastal cities are well connected by highways,
 - (iv) Canadian cities are linked with those of Mexico,
 - (v) Any other relevant point.
- (Any four points, $4 \times 1=4$ marks) 1+4=5
(T.B. I, page 68)

22. **Bases of international trade:**

- (i) Difference in national resources,
- (ii) Population factors,
- (iii) Stage of economic development,
- (iv) Extent of foreign investment,
- (v) Transport,
- (vi) Any other relevant point.

(Explanation of any five points, 1 mark each)

(T.B. I, Page 83)

5x1 = 5

23. **Factors affecting the location of rural settlements in the world are:-**

- (i) Water supply,
- (ii) Land,
- (iii) Upland,
- (iv) Building material,
- (v) Defence,
- (vi) Any other relevant point.

(Explanation of any five factors, 1 mark each)

(T.B. I, Page 92 and 93)

5x1 = 5

24. **Major problems of Indian agriculture are:-**

- (i) Dependence on erratic monsoons,
- (ii) Low productivity,
- (iii) Constraints of financial resources and indebtedness,
- (iv) Lack of land reforms,
- (v) Small farm size and fragmentation of landholdings,.
- (vi) Lack of commercialization,
- (vii) Vast under-employment,
- (viii) Degradation of cultivable land.
- (ix) Any other relevant point.

(Description of any five points, 1 mark each)

(T.B. - II, Page 56 to 58)

5x1=5

25.* **Features of changing patterns of the composition of India's import are :**

- (i) Foodgrain was the major item of import during 1950's and 1960's,
- (ii) Import of food grain was discontinued after 1970's.,
- (iii) Fertilizers and petroleum dominated in our imports,
- (iv) Machinery and equipment, special steel, edible oil and chemicals became the major items of import,
- (v) Capital goods like transport equipment also became the major items of import,
- (vi) Pearls semi precious stones, gold and silver etc. also were the major items of import.
- (vii) Any other relevant point

(Description of any five points, 1 mark each)

5x1=5

(T.B. II, Page 126 - 127)

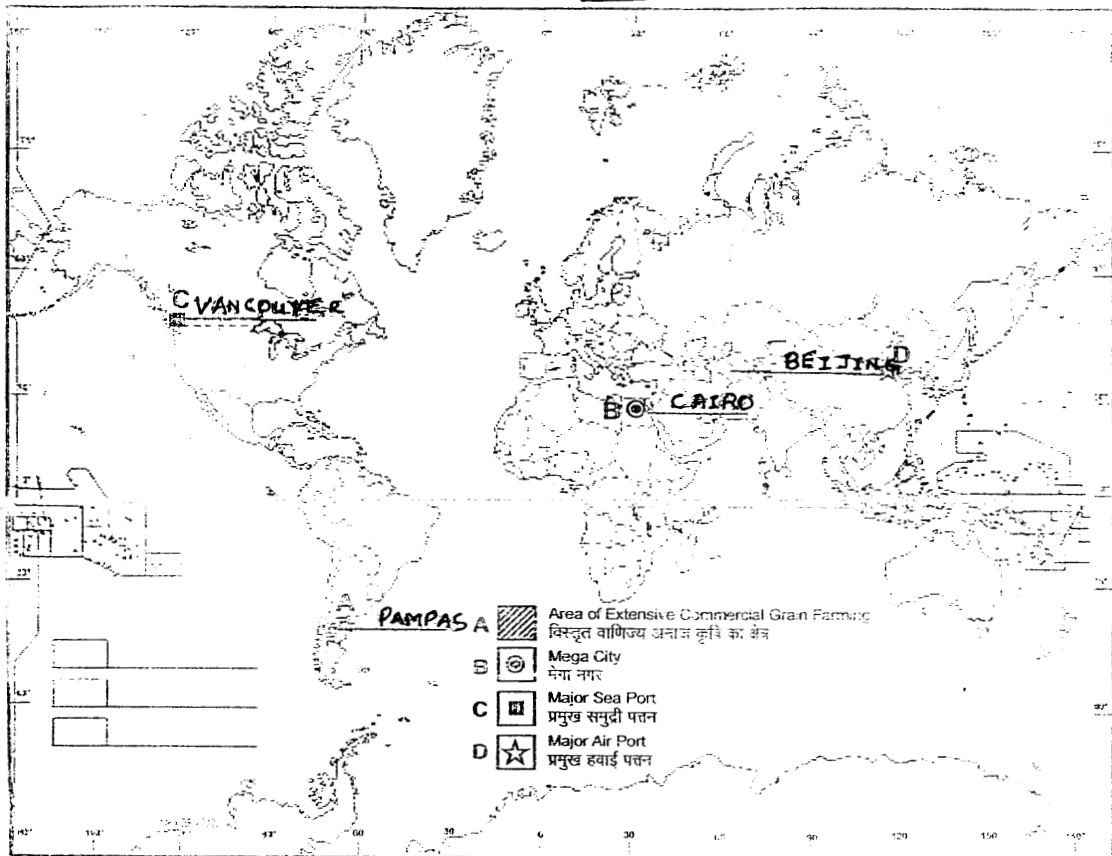
26. 26.1 Answer is given below on the world map:

(½ mark for each item)

4x½=2

Ans. for Q.No. 26.1

World Map



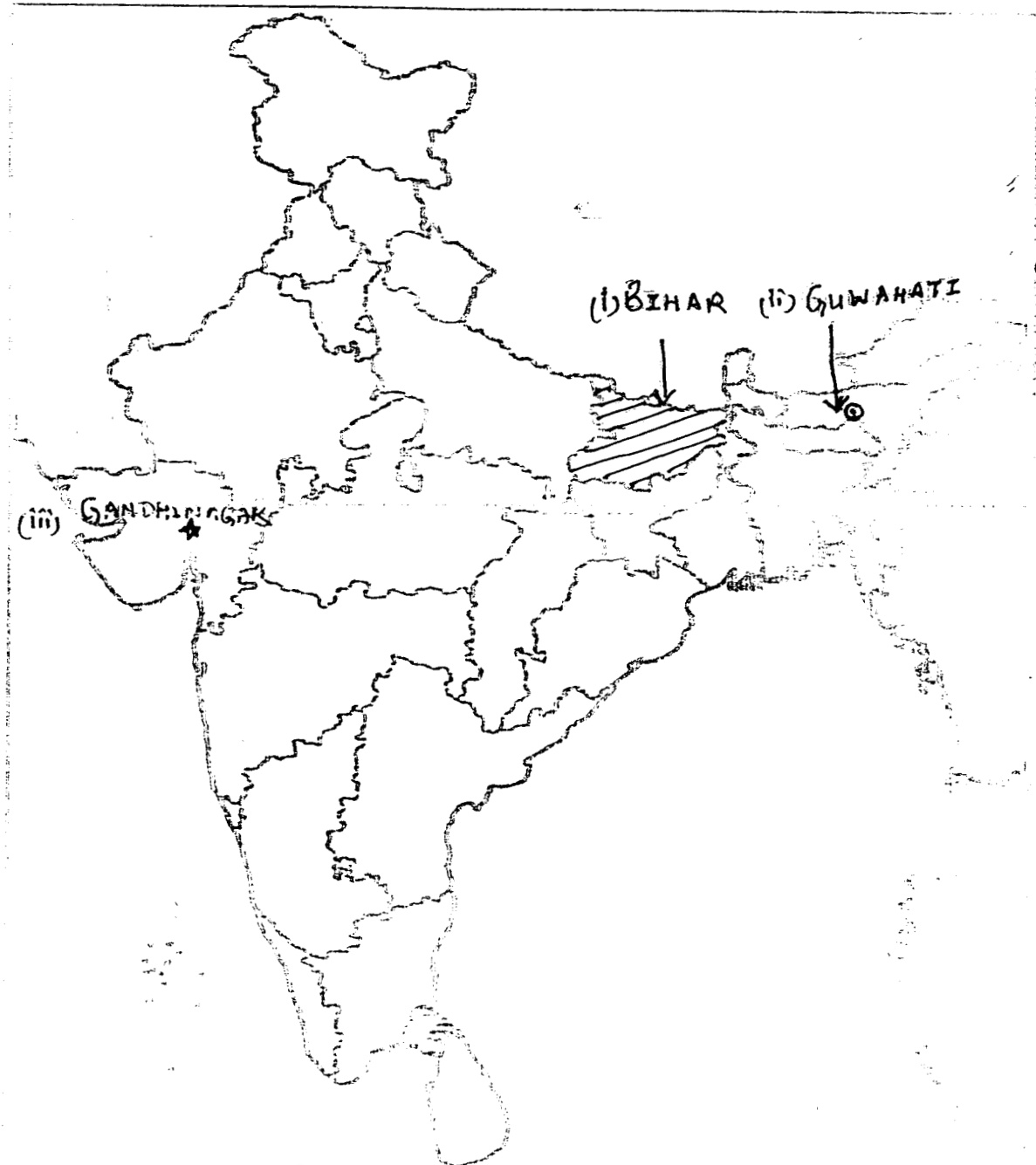
(26.2) Answer is given below on the map of India :

(1 mark for each item)

3x1=3

Ans. for Q.No. 26.2

India Political



For Blind candidates in lieu of Q26

(26.1) Cairo

(26.2) Beijing

(26.3) Bihar

(26.4) Guwahati

(26.5) Gandhinagar

(1 mark for each item)

5x1=5

QUESTION PAPER CODE 64/1
EXPECTED ANSWERS/VALUE POINTS

- 1 Growth of population is the change in the number of people living in a particular area between two points of time 1
- OR**
- It refers to the change in number of inhabitants of a territory during a specific period of time
- (T.B.I, Page 10)
- 2 Age group of largest working population is 15- 59 years. 1
- (T.B.I, Page 18)
- 3 Two activities of earliest human beings – (i) hunting and (ii) gathering $\frac{1}{2} + \frac{1}{2} = 1$
- (T.B. 1, Page 31)
- 4 Industry based on metallic minerals
- (i) Ferrous (ii) Non-ferrous $\frac{1}{2} + \frac{1}{2} = 1$
- (T.B.I, Page 48)
- 5 Pipeline of USA – “Big inch” 1
- (T.B.I, Page 78)
- 6 International organization for global rules of Trade- World Trade Organization or WTO 1
- (T.B. I, Page 86)

- 7 Rural settlement – most closely and directly related to land / based on primary economic activities. 1
(T.B II, Page 32)
- 8 Gondwana coalfields – Damodar Valley 1
(T.B II, Page 78)
- 9 The biggest seaport of India : Mumbai. 1
(T.B II, Page 131)
- 10 Two polluted stretches of river Ganga :
(i) in U.P. – Kanpur to Varanasi
(ii) in Bihar – Varanasi to Patna
or $\frac{1}{2} + \frac{1}{2} = 1$
(i) in UP – downstream of Kanpur.
(ii) in Bihar – downstream of Varanasi
(T.B. II Page 136)
- 11 New concept of Griffith Taylor in the field of Human Geography:
Neodeterminism or stop and go determinism. (1 mark)
1. Neither is there a situation of absolute necessity nor is there a condition of absolute freedom.
2. Human beings can conquer nature by obeying it.
3. Possibilities can be created within the limits which do not damage environment.
4. Attempts to bring about a balance between environmental determinism and possibilism.
5. Example of traffic lights – red, amber (orange) and green
6. Any other relevant point
(Description of any two points, 1 + 1 = 2 marks) 1+2=3
(T.B. I Page 4)
- 12.* Areas of measuring human development :
1. Health
2. Education
3. Access to resources.
(Explanation of above three points, 1 mark each.) 3x1 = 3
T.B. I, Page 26

13 Classification of industries on the basis of ownership.

1. Public sector
2. Private sector
3. Joint sector

($\frac{1}{2}$ mark each, $3 \times \frac{1}{2} = 1\frac{1}{2}$ marks)

Public Sector : Owned and managed by government

Private Sector : Owned by individual investors / managed by private organisations.

Joint sector : Managed by joint stock companies / private and public sectors together establish and manage the industries.

($\frac{1}{2}$ mark each, $3 \times \frac{1}{2} = 1\frac{1}{2}$ marks) $1\frac{1}{2} + 1\frac{1}{2} = 3$

T.B. I, Page 51

14* 14.1 The Panama Canal (1 mark)

14.2 Atlantic Ocean and Pacific Ocean ($\frac{1}{2} + \frac{1}{2} = 1$ mark)

14.3 Colon and . Panama City / Panama ($\frac{1}{2} + \frac{1}{2} = 1$ mark)

T.B. I, Page 75

$3 \times 1 = 3$

For Blind Candidates only

I The Panama Canal

II The Suez Canal ($\frac{1}{2} + \frac{1}{2} = 1$ mark)

Characteristics :-

I The Panama Canal -

- i) Connects Atlantic ocean and Pacific ocean
- ii) 72 kms long
- iii) It has lock system
- iv) It shortens the distance between New York and San Francisco
- v) Constructed by US government
- vi) Any other relevant point

(Any two points, $\frac{1}{2} + \frac{1}{2} = 1$ mark)

II The Suez Canal

- i) Connects Red Sea and Mediterranean Sea.
- ii) About 160 kms long.
- iii) A sea level canal without locks
- iv) Constructed in 1869 in Egypt

- v) Terminal ports are Port Said and Port Suez
- vi) Reduces distance between Europe and S.E.Asia
- vii) Any other relevant point

(Any two points, $\frac{1}{2} + \frac{1}{2} = 1$ mark) 1+1+1 = 3

T.B. I, Page 74-75

15	<p><u>Clustered rural settlements</u></p> <ol style="list-style-type: none"> 1. A compact or closely built up area of houses. 2. Found in fertile alluvial plains. 3. People live in compact settlements for security/ defence reasons. 4. Scarcity of water resource in deserts results in compact settlements for optimum utilization of available water. 5. Fertile plains/ river valleys.eg.in U.P, Punjab etc. 6. Any other relevant point of difference. <p>Any three points of difference/ distinction 1 mark each</p> <p>TB II, Page 33 –34.</p>	<p><u>Dispersed rural settlements.</u></p> <ol style="list-style-type: none"> 1. Isolated settlement in the form of isolated huts. 2. Found in remote jungles or on small hills. 3. Dispersion of settlement is often caused by fragmented nature of terrain. 4. Poor land resource base results in dispersed settlements. 5. Forested and mountainous areas eg. in Utranchal, Meghalaya etc. 6. Any other relevant point of difference.
----	--	--

3x1 = 3

16 Problems related to water in India :

1. Decrease in per capita availability of water due to increase in population.
2. Availability of usable water is decreasing because of pollution.
3. Uneven distribution of water resources
4. Wastage of water.
5. Increasing demand of water in various sectors.
6. Any other relevant point.

(Explanation of any three points, one mark each)

3 x 1 = 3

T.B. II, Page 65

17* Hugli Industrial Region :

1. Port facilities at Kolkata
2. Good transport network (roads and railways).
3. Development of tea plantations in North East (Assam)
4. Processing of indigo and jute.
5. Availability of minerals (eg Iron ore) in Chotta Nagpur Plateau
6. Availability of power resources (eg coal) in Damodar Valley.
7. Cheap labour available
8. British Capital available because Kolkata was capital of British India.
9. Any other relevant point.

(Explanation of any three factors, 1 mark each)

(Note : If the student writes the above points under the heading of historical, geographical, economic and political factors – full credit may be given)

T.B.II, Page 100

3x1 = 3

18 Three categories of Indian Railways on basis of width of track

- i) Broad gauge
 - ii) Metre gauge
 - iii) Narrow gauge
- (3 x 1/2 = 1 1/2 marks)

Main features :

Broad gauge :

- (i) Width 1.676 m/ 1.6m;
- (ii) Total length 46,807 km;
- iii) Carrying capacity is high for passengers and goods;
- (iv) 74.14% of total length of rail route in India;
- (v) Fastest;
- (vi) Any other relevant point.

Metre gauge :

- (i) Width 1 m.;
- (ii) Total length 13,290 km,
- (iii) 21.02% of total route length ;
- (iv) Any other relevant point.

Narrow gauge :

- (i) Width 0.762 m or 0.610 m.;
 - ii) 4.94% of total route length ;
 - (iii) 3124 km total length ;
 - (iv) Generally confined to hilly areas ;
 - (v) Any other relevant point.
- (Any one feature for each category, $\frac{1}{2}$ mark each $3 \times \frac{1}{2} = 1\frac{1}{2}$ marks)

T.B. II, Page 119

$1\frac{1}{2} + 1\frac{1}{2} = 3$

19* Changing pattern of composition of India's exports

- 1. Share of agriculture and allied products has declined.
- 2. Share of petroleum and crude products and other commodities has increased.
- 3. Share of ore minerals and manufactured goods have largely remained constant.
- 4. Increase in floricultural products, fresh fruits, sugar, etc.
- 5. Increase in export of marine related products.
- 6. Engineering goods have shown significant growth.
- 7. Gems & Jewellery contribute a larger share of foreign trade.
- 8. Any other relevant point

(Any three points, 1 mark each)

$3 \times 1 = 3$

T.B. II, Page 126

20 Major problems of urban waste disposal in India.

- 1. Enormous growth in quantity of wastes generated from various sources.
- 2. Inadequate waste collection facilities .
- 3. Inadequate facilities for disposal of collected waste matter.
- 4. Solid waste causes health hazard.
- 5. Dumping of industrial waste in rivers causes water pollution.
- 6. Untreated wastes ferment slowly and release toxic gases to the atmosphere.
- 7. Any other relevant point.

(Any three points, 1 mark each.)

T.B. II Pg 138-140

$3 \times 1 = 3$

- 21 Subsistence agriculture is one in which the farming areas consume all, or nearly so, of the products locally grown. (1 mark)

Two categories of subsistence agriculture are :

- (i) Primitive subsistence agriculture
- (ii) Intensive subsistence agriculture (½ + ½ = 1 mark)

Main features :-

Primitive subsistence agriculture

- (1) Also known as shifting cultivation or slash and burn agriculture
- (2) Widely practiced by many tribes in the tropics, especially in Africa, South East Asia.
- (3) Vegetation is cleared by fire and the ashes add to the fertility of the soil.
- (4) Cultivated patches are very small.
- (5) Cultivation is done with very primitive tools such as sticks and hoes.
- (6) After 3 to 5 years when the fertility of soil is lost the farmer shifts to another part of the forest.
- (7) Known by different names in different parts of tropical region such as jhuming in North eastern states of India, milpa in central America and Mexico and Ladang in Indonesia and Malaysia.
- (8) Any other relevant point.
(Any three points, ½ mark each, 3x ½ = 1½ marks)

Intensive subsistence agriculture

- (1) Largely found in densely populated regions of Monsoon Asia.
- (2) Dominance of rice and wheat
- (3) Small land holdings
- (4) Use of family manual labour
- (5) Limited use of machinery
- (6) High yield per unit area
- (7) Low per labour productivity
- (8) Any other relevant point
Any three points, ½ mark each, 3 x ½ = 1½ marks)

T.B. I, Page 35, 36, 37

1+1+1½+1½ =5

- 22 Ports are called gateways of international trade because cargoes and travellers pass from one part of the world to another through these ports. (2 marks)

The facilities provided by ports are:

- (1) Docking
 - (2) Loading, unloading
 - (3) Storage facilities
 - (4) Maintain navigable channels
 - (5) Arrange tugs and barges
 - (6) Labour services
 - (7) Managerial services
 - (8) Any other relevant point
- (Any three points, $3 \times 1 = 3$ marks)

T.B. I, Page 88

$2 + 3 = 5$

- 23 Types of urban settlements in the world :

- (1) Town
 - (2) City
 - (3) Conurbation
 - (4) Megalopolis
 - (5) Million city
- ($\frac{1}{2}$ mark each, $5 \times \frac{1}{2} = 2 \frac{1}{2}$ marks)

Features :

- (1) Towns perform - Special functions such as
 - (i) Manufacturing
 - (ii) Retail
 - (iii) Wholesale trade
 - (iv) Professional services

(Any one point, $\frac{1}{2}$ mark)
- (2) City-
 - (i) Leading town
 - (ii) Much larger than towns
 - (iii) Greater number of economic functions
 - (iv) Have transport terminals / major financial institutions / regional administrative offices.

(Any one point, $\frac{1}{2}$ mark each)

- (3) Conurbation
- (i) large area of urban development resulting from merging of originally separate towns or cities.
 - (ii) Examples Greater London, Manchester, Chicago and Tokyo
(Any one point, ½ mark)
- (4) Megalopolis
- (i) Signifies Super metropolitan region extending as union of conurbations.
 - (ii) Cities together with their suburbs with a population of more than 10 million people.
 - (iii) Example Washington
(Any one point, ½ mark)
- (5) Million City -
- (i) Population of more than one million.
 - (ii) Number of these cities is increasing
 - (iii) London was the first city to reach the million mark followed by Paris and New York .
 - (iv) The rate of increase in these cities has been three fold in every three decades – around 160 in 1975 to around 438 in 2005.

Any other relevant point

(Any one point, ½ mark)

T.B. I, Page 98 and 99

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

24* Four streams of migration in India-

- (24.1) (1) Rural to Rural
(2) Rural to Urban
(3) Urban to Rural
(4) Urban to Urban

(½ mark each, $4 \times \frac{1}{2} = 2$ marks)

(24.2) Females dominance in all the streams. (1 mark)

(24.3) In Rural to Rural stream female migrants are more because of marriage.

(1 + 1 = 2 marks)

(24.4) T.B. II, Page 17

$2 + 1 + 2 = 5$

For Blind Candidates –

Definition : - change of place of residence for a long period of time is called migration.

(1mark)

Four streams of migration :-

- (i) Rural to rural
- (ii) Rural to urban
- (iii) Urban to urban
- (iv) Urban to rural

(½ mark each, $4 \times \frac{1}{2} = 2$ marks)

(One feature of each stream of migration, ½ mark each, $4 \times \frac{1}{2} = 2$ marks) $1 + 2 + 2 = 5$

25* Integrated Tribal Development Programme in Bharmaur Region

- (i) Improving the quality of life of the Gaddis and narrowing the gap in level of development between Bharmaur and other areas of H.P.
- (ii) Development of Transport and communications – roads.
- (iii) Development of agriculture and allied activities.
- (iv) Potable water made available
- (v) Opening of schools
- (vi) Health facilities being made available
- (vii) Availability of electricity
- (viii) Any other relevant point

(Description of any five points one mark each.)

$5 \times 1 = 5$

T.B. II, Page 106

26 (26.1) Answer is given on the world map.

(½ mark for each item)

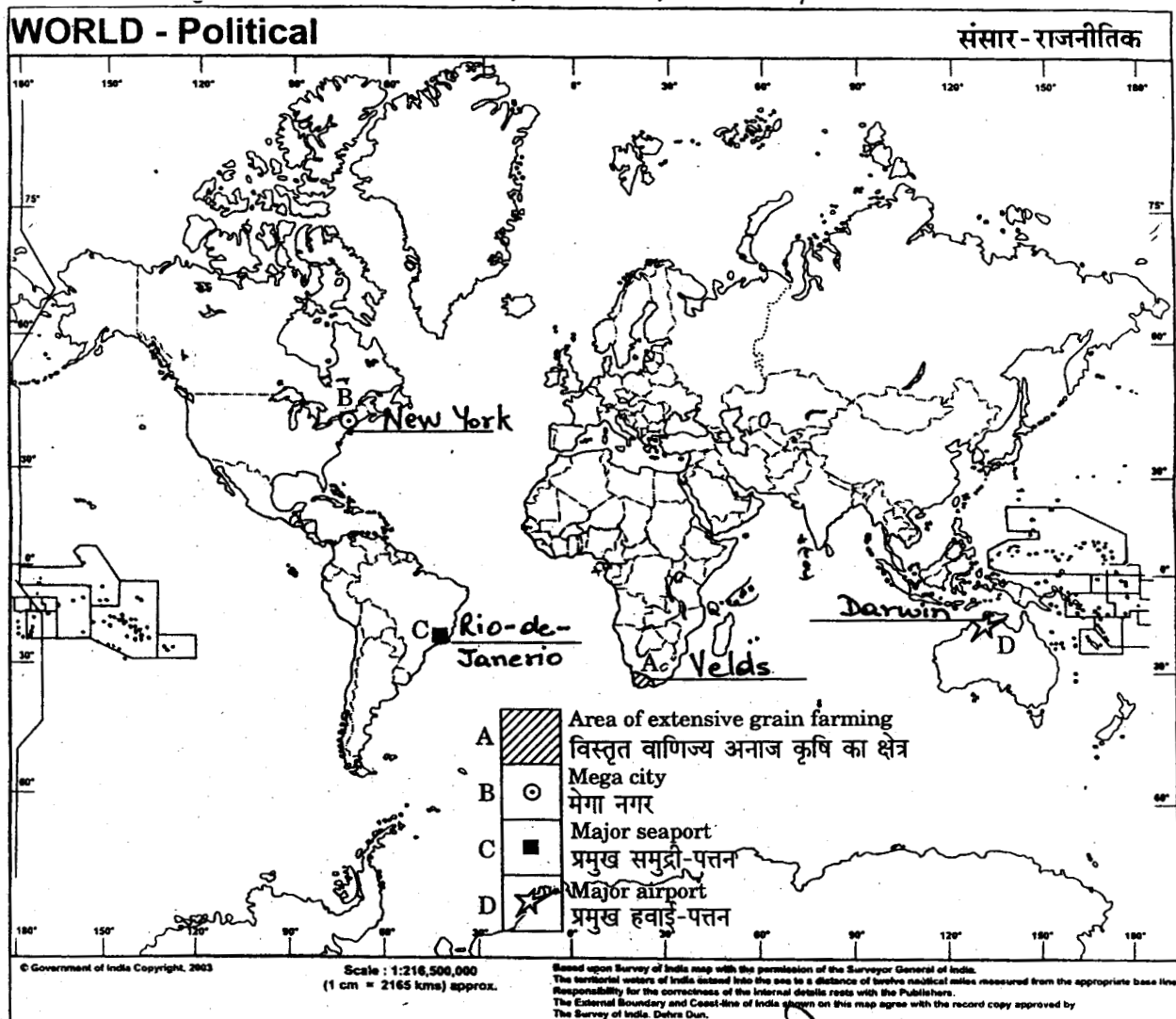
$4 \times \frac{1}{2} = 2$

(26.1) Answer is given on the map of India.

(1 mark for each item)

$3 \times 1 = 3$

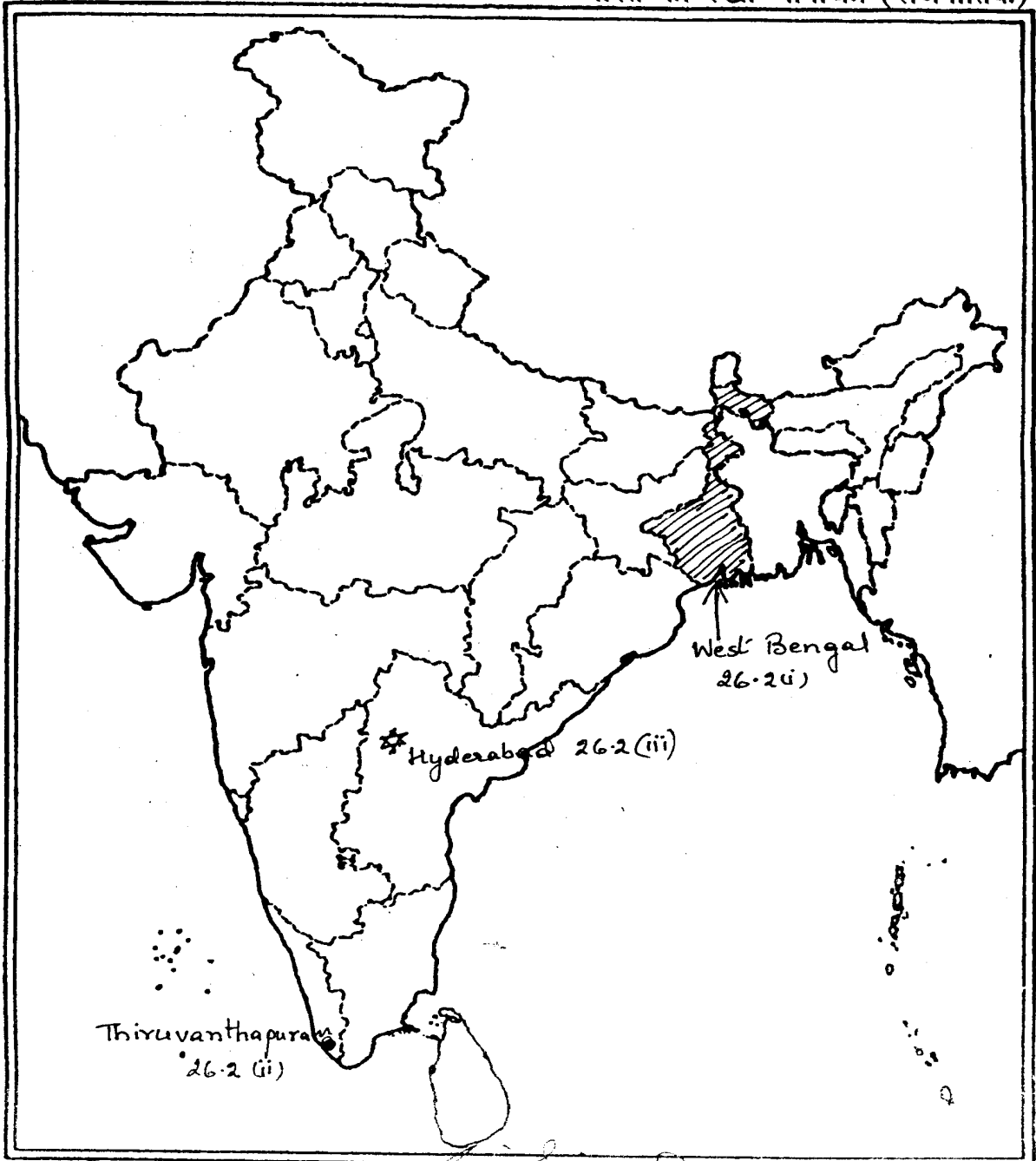
Ans. for questions no. 26.1



Ans. for questions no. 26.2

Outline Map of India (Political)

भारत का रेखा-मानचित्र (राजनीतिक)



For Blind Candidates

- (26.1) Darwin
- (26.2) San Francisco / Vancouver
- (26.3) West Bengal
- (26.4) Thiruvanthapuram
- (26.5) Hyderabad

5x1=5

5x1=5

PSYCHOLOGY (Theory)

Time allowed : 3 hours

Maximum Marks : 70

GENERAL INSTRUCTIONS :

- (i) *All questions are compulsory.*
- (ii) *Marks for each question are indicated against it.*
- (iii) *Answers should be brief and to the point.*
- (iv) *Part A has 10 Learning Checks carrying one marks each. You are required to answer them as directed.*
- (v) *Question 11 to 16 in Part B are Very short Answer type questions carrying 2 marks each. Answer to each question should not exceed 30 words.*
- (vi) *Question 17 to 20 in Part C are short Answer type questions-I carrying 3 marks each. Answer to each question should not exceed 60 words.*
- (vii) *Question 21 to 26 in Part-D are Short Answer Type questions-II carrying 4 marks each. Answer to each question should not exceed 100 words.*
- (viii) *Question 27 to 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. Howard Gardner's theory of intelligence is known as : 1
 - (a) Theory of Primary Mental Abilities
 - (b) Theory of Multiple Intelligences
 - (c) Triachic theory
 - (d) Two factor theory

2. Attributes of a person that make him different from others is referred to as.....
identity. 1

3. A dynamic situation specific reaction to stress is known as..... 1

4. People unable to prevent themselves from repeatedly carrying out a set of actions are affected by : 1
- (a) Manic-depressive disorder
 - (b) Panic disorder
 - (c) Somatoform disorders
 - (d) Obsessive compulsive disorder
5. Repeated association of undesired response with an aversive consequence refers to : 1
- (a) Positive reinforcement
 - (b) Aversive conditioning
 - (c) Negative reinforcement
 - (d) Modelling
6. Making inferences about personal qualities of people on meeting them is called: 1
- (a) Social cognition
 - (b) Pro-social behaviour
 - (c) Impression formation
 - (d) Social facilitation
7. The term which refers to one's own group is called..... 1
8. Forceful destructive behaviour towards another person or object is described as 1
9. Participant observation involves becoming an active member of the setting where observation takes place. True/False 1
10. Intrapersonal communication refers to the communication that takes place between two or more persons. True/False 1

PART-B

11. What is a psychological test? 2
12. Explain contextual intelligence. 2
13. Explain the concept of stress. 2

14. Explain the term anorexia nervosa. 2
15. What is 'unconditional positive regard' . 2
16. What is personal space? 2

PART-C

17. Explain regression giving examples. 3
18. Describe the role of biological factors in abnormal behaviour. 3
19. What is attribution? Explain fundamental attribution error with the help of an example. 3

Or

Explain pro-social behaviour. State two factors which influence pro-social behaviour.

20. What is aggression? Explain two strategies for reducing aggression. 3

PART-D

21. Describe the process of counselling. 4

Or

How does understanding of body language help in effective communication?

22. Describe verbal, non-verbal and performance tests. 4
23. Describe any four techniques that can help people manage stress in life. 4
24. Explain the factors that influence impression formation. 4
25. How is behaviour therapy used to treat phobia? 4
26. Explain the term 'dissociation.' Discuss anyone form of dissociative disorder. 4

PART-E

27. Distinguish between type and trait approaches to personality. Give suitable examples. 6

Or

State the techniques of assessing personality. Explain briefly any two projective techniques with examples.

28. States any four reasons of inter group conflicts. Explain anyone strategy for resolving conflicts. 6

Or

What do you understand by 'group'? Differentiate between groups and teams.

QUESTION PAPER CODE 63

Part - A

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- (a) Theory of Primary Mental Abilities
 - (b) Theory of Multiple Intelligences
 - (c) Triachic theory
 - (d) Two factor theory
2. Attributes of a person that make him different from others is referred to as..... identity. 1
3. A dynamic situation specific reaction to stress is known as..... 1
4. People unable to prevent themselves from repeatedly carrying out a set of actions are affected by : 1
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7. The term which refers to one's own group is called..... 1
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9. Participant observation involves becoming an active member of the setting where observation takes place. True/False 1
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PART-B

11. What is a psychological test? 2
12. Explain contextual intelligence. 2
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15. What is 'unconditional positive regard'. 2
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24. Explain the factors that influence impression formation. 4
25. How is behaviour therapy used to treat phobia? 4
26. Explain the term 'dissociation.' Discuss any one form of dissociative disorder. 4

PART-E

27. Distinguish between type and trait approaches to personality. Give suitable examples. 6

Or

State the techniques of assessing personality. Explain briefly any two projective techniques with examples.

28. States any four reasons of inter-group? Differentiate between groups and teams. 6

Or

What do you understand by 'group'? Differentiate between groups and teams.

Marking Scheme - Psychology

General Instructions :

1. The marking scheme is a guideline. Any relevant and appropriate information other than that given in the marking scheme may be marked correct.
2. Marks are not normally deducted for spelling errors but if the answer obliterates the right concept, marks may be deducted accordingly.
3. If a student has attempted both parts of a choice 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.

QUESTION PAPER CODE 63/1 EXPECTED ANSWERS/VALUE POINTS

PART - A

- | | | |
|----|----------|---|
| 1. | (b) | 1 |
| 2. | Personal | 1 |
| 3. | Coping | 1 |
| 4. | (d) | 1 |
| 5. | (b) | 1 |
| 6. | (c) | 1 |

- | | | |
|-----|----------|---|
| 7. | In-group | 1 |
| 8. | Violence | 1 |
| 9. | True | 1 |
| 10. | False | 1 |

PART - B

- | | | |
|-----|--|-------|
| 11. | Definition
Psychological test is an objective & standardized measure of an individual's mental or behavioral characteristics. 'If the words standardized and objective are mentioned, 1 mark is awarded.
- Purpose of clinical diagnosis, guidance, personnel selection, placement & training. | 1+1=2 |
|-----|--|-------|

Or

Any relevant explanation.

- | | | |
|-----|--|---|
| 12. | Robert Sternberg - Triarchic Theory | 2 |
| - | Practical Intelligence; ability to deal with environmental demands faced on a daily basis; street-smart, business sense. | 1 |
| - | Easily adapt to present environment or select a more favourable environment, or modify their environment to fit their needs. | 1 |
| - | Marks not to be deducted for not writing Sternberg's or his theory's name. | |

- | | | |
|-----|--|---|
| 13. | Definition (pattern of responses an organism makes to stimulus event that disturbs the equilibrium and exceeds the person's ability to cope. | 2 |
| - | Explanation of eustress, distress | |

OR

- | | | |
|---|-------------------------------|---|
| - | Origin of the word and strain | |
| - | Reference to appraisal. | 2 |
- Definition and any 1 of these points or any 2 points.

- | | | |
|-----|--|-------|
| 14. | Eating disorder | 3 |
| | Distorted body image of being over-weight. | ½ |
| | Symptoms refusing to eat, exercising compulsively, refusing to eat in front of others, may lose large amounts of weight, even starve to death. | ½ |
| | (Any two - Symptoms-mark should be given.) | ½x2=1 |

15. An attitude of acceptance & respect on the part of an observer, no matter what the other person says or does 1 2

OR

Any relevant explanation. 1

16. Comfortable physical space one generally likes to maintain around oneself. 1 2

Or

Any other relevant explanation. 1

PART - C

17. Defence mechanism, given by Freud. It takes a person back to an earlier stage. ½ 3

OR

Display behavior typical of less mature state of development.

OR

Going back to good-old-golden days.

OR

Freud's theory of psycho-sexual development - fixation leads to regression. 1½

Examples: Older children reverting to bed wetting, thumb sucking; adult's crying. ½+½

(Any 2 examples)

18. Faulty genes (genetic factors) 3

● Endocrine imbalances 1

● Malnutrition 1

● Injuries 1

● Neurotransmitter

Explanation of any 3

19. When we assign a cause to a person's behavior 3

OR

- Definition on pg. 200 (explaining our own or others behavior by pointing out the causes.) 1

- Tendency to attribute internal causes more than external causes for behavior. 1

- Any relevant example. 1

OR (choice)

3

- Definition
- Characteristics

Factors

- Natural tendency
- Learning
- Cultural factors
- Diffusion of responsibility
- Empathy
- Mood
- Social norms



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

(Any two factors with brief explanation)

20. Refers to any behavior by one person that is Intended to cause harm to another person.

1 3

- Not to encourage or reward aggression
- Modeling
- Implementing social justice & equality
- Positive attitude towards peace
- Self awareness

2

PART - D

21. As the process of counseling is not clearly stated in the book, appropriate marks are to be awarded if a students explains the concept of counseling and states it features.

4

OR

Body language is composed of all those messages that people exchange besides words.

1

- Gestures
- Postures
- Eye contact
- Clothing style
- Body movement

1

- Example
- Congruency / harmony between past communication & present communication between verbal and non-verbal.

1

1

22.	Intelligence test / name of any two test -	1	4
	Verbal Test - Instructions through language (make use of language)	1	
	Non-Verbal - definition	1	
	Performance - instructions through language; question and answer manipulation of object culture fair / culture biased.	1	
23.	<ul style="list-style-type: none"> ● Relaxation techniques - deep breathing; starts from lower part of the body & progresses up to the facial muscles. ● Meditation - sequence of learned techniques for refocusing of attention on an object or figure. ● Biofeedback - three stages: <ul style="list-style-type: none"> - Developing an awareness of the particular physiological response (heart beat). - Learning ways of controlling that physiological response. - Transferring that control into the conditions of everyday life. ● Creative visualization - subjective experience that uses imagery & imagination. ● Cognitive behavioral techniques - stress inoculation. 	1x4	4
	Three main phases		
	Stress reduction, applications & follow through.		
	<ul style="list-style-type: none"> ● Exercise - provides an active outlet for physiological arousal experienced in response to stress. 		
	(Brief explanation of any four points).		
24.	Introduction	$\frac{1}{2}$	4
	Nature of information available Social schema	$\frac{1}{2} \times 7 = 3\frac{1}{2}$	
	Personality characteristics		
	Situational factors		
	<ul style="list-style-type: none"> ● Primacy effect ● Recency ● Halo 		
25.	Systematic desensitization	$\frac{1}{2} + \frac{1}{2} + \frac{1}{2}$	4
	+ Wolpe		
	+ principle of reciprocal inhibition		

interview		
prepares hierarchy of anxiety - provoking stimuli relaxation	2½	
asks the client to think about least anxiety provoking situation.		
26. Viewed as severance of the connections between ideas and emotions. Dissociation involves feelings of unreality, estrangement, depersonalization & sometimes loss or shift of identity. (these terms must be used in any explanation).	2	4
Any one–	2	
Dissociative amnesia		
Dissociative fugue		
Dissociative identity disorder / multiple personality		
Depersonalization		
(explanation of anyone of these).		

PART - E

27. Type approach		6
● Broad behavior patterns put together constitute or type	2	
Trait approach		
● Specific psychological attributes along which intend to differ in consistent and stable ways. Names & brief explanation of any two type theories. and any two trait theories.	2+2=4	

OR

Self report		
Psychometric tests	1x3=3	
Behavioral analysis		
Projective techniques		
(no explanation is provided for psychometric test)		
Rorschach inkblot test		
Rosenzweig's picture - frustration study	1½x2=3	
Draw a person test		
Sentence completion test		
28. ● Lack of communication & faulty communication	1x4=4	6
● Relative deprivation		
● One party / group is better than the other		
● Feeling that other gr. does not respect the norms of my group		

- Retaliation
 - Biased perception
 - Perceived inequity
 - Aggression and completion.
- (brief explanation of any four).

Introduction of superordinate goals 2
 Altering perception
 Redrawing group boundaries
 Negotiations
 Increasing intergroup contacts
 Structural solutions
 Respect for other group's norms
 (Explanation of anyone)

OR

A group may be defined as an organized system of two or more individuals, who 2
 are interacting and inter-dependent, who have common motives, have a set of role
 relationships among its members, and have norms that regulate the behavior of its
 members. (or any other suitable definition).

Characteristics 2

- Social unit
- Common motives & goals
- Interdependence
- Structured by a set of roles & norms
- Interaction with one another, directly or indirectly
- Satisfy a need through their joint association.

Differentiate between groups & teams 2

- In groups, performance is dependent on contributions of individual members. In teams, both individual contributions and teamwork matter.
- In group, leader or whoever is heading the group holds. However in teams, although there is a leader, members hold themselves responsible.

**QUESTION PAPER CODE 63
 EXPECTED ANSWERS/VALUE POINTS**

PART - A

- | | | |
|----|----------|---|
| 1. | (b) | 1 |
| 2. | Personal | 1 |

- | | | |
|-----|----------|---|
| 3. | Coping | 1 |
| 4. | (d) | 1 |
| 5. | (b) | 1 |
| 6. | (c) | 1 |
| 7. | In-group | 1 |
| 8. | Violence | 1 |
| 9. | True | 1 |
| 10. | False | 1 |

PART - B

- | | | |
|-----|--|-------|
| 11. | Definition
Psychological test is an objective & standardized measure of an individual's mental or behavioral characteristics. 'If the words standardized and objective are mentioned, 1 mark is awarded.
- Purpose of clinical diagnosis, guidance, personnel selection, placement & training. | 1+1=2 |
|-----|--|-------|

Or

Any relevant explanation.

- | | | |
|-----|--|---|
| 12. | Robert Sternberg - Triarchic Theory | 2 |
| - | Practical Intelligence; ability to deal with environmental demands faced on a daily basis; street-smart, business sense. | 1 |
| - | Easily adapt to present environment or select a more favourable environment, or modify their environment to fit their needs. | 1 |
| - | Marks not to be deducted for not writing Sternberg's or his theory's name. | |

- | | | |
|-----|--|---|
| 13. | Definition (pattern of responses an organism makes to stimulus event that disturbs the equilibrium and exceeds the person's ability to cope. | 2 |
| - | Explanation of eustress, distress | |

OR

- | | | |
|---|-------------------------------|---|
| - | Origin of the word and strain | |
| - | Reference to appraisal. | 2 |

Definition and any 1 of these points or any 2 points.

14. Eating disorder 3
 Distorted body image of being over-weight. ½
 Symptoms refusing to eat, exercising compulsively, refusing to eat in front of others, ½
 may lose large amounts of weight, even starve to death. ½x2=1
 (Any two - Symptoms-mark should be given.)

15. An attitude of acceptance & respect on the part of an observer, no matter what the other person says or does 1 2
OR
 Any relevant explanation. 1

16. Comfortable physical space one generally likes to maintain around oneself. 1 2
Or
 Any other relevant explanation. 1

PART - C

17. Defence mechanism, given by Freud. It takes a person back to an earlier stage. ½ 3
OR
 Display behavior typical of less mature state of development.
OR
 Going back to good-old-golden days.
OR
 Freud's theory of psycho-sexual development - fixation leads to regression. 1½
 Examples: Older children reverting to bed wetting, thumb sucking; adult's crying. ½+½
 (Any 2 examples)

18. Faulty genes (genetic factors) 3
 ● Endocrine imbalances 1
 ● Malnutrition 1
 ● Injuries 1
 ● Neurotransmitter
 Explanation of any 3

19. When we assign a cause to a person's behavior 3

OR

- Definition on pg. 200 (explaining our own or others behavior by pointing out the causes.) 1
- Tendency to attribute internal causes more than external causes for behavior. 1
- Any relevant example. 1

OR (choice)

3

- Definition
- Characteristics

Factors

- Natural tendency
- Learning
- Cultural factors
- Diffusion of responsibility
- Empathy
- Mood
- Social norms



1/2x2=1

(Any two factors with brief explanation)

20. Refers to any behavior by one person that is Intended to cause harm to another person. 1 3
- Not to encourage or reward aggression
 - Modeling
 - Implementing social justice & equality 2
 - Positive attitude towards peace
 - Self awareness

PART - D

21. As the process of counseling is not clearly stated in the book, appropriate marks are to be awarded if a students explains the concept of counseling and states it features. 4

OR

Body language is composed of all those messages that people exchange besides words. 1

- Gestures 1
- Postures
- Eye contact

	● Clothing style		
	● Body movement		
	- Example		1
	- Congruency / harmony between past communication & present communication between verbal and non-verbal.		1
22.	Intelligence test / name of any two test -		1 4
	Verbal Test - Instructions through language (make use of language)		1
	Non-Verbal - definition		1
	Performance - instructions through language; question and answer manipulation of object culture fair / culture biased.		1
23.	● Relaxation techniques - deep breathing; starts from lower part of the body & progresses up to the facial muscles.		1x4 4
	● Meditation - sequence of learned techniques for refocusing of attention on an object or figure.		
	● Biofeedback - three stages:		
	- Developing an awareness of the particular physiological response (heart beat).		
	- Learning ways of controlling that physiological response.		
	- Transferring that control into the conditions of everyday life.		
	● Creative visualization - subjective experience that uses imagery & imagination.		
	● Cognitive behavioral techniques - stress inoculation.		
	Three main phases		
	Stress reduction, applications & follow through.		
	● Exercise - provides an active outlet for physiological arousal experienced in response to stress.		
	(Brief explanation of any four points).		
24.	Introduction		1/2 4
	Nature of information available Social schema		1/2x7=3 1/2
	Personality characteristics		
	Situational factors		
	● Primacy effect		
	● Recency		
	● Halo		

25.	Systematic desensitization + Wolpe + principle of reciprocal inhibition interview prepares hierarchy of anxiety - provoking stimuli relaxation asks the client to think about least anxiety provoking situation.	1/2+1/2+1/2 2 1/2	4
26.	Viewed as severance of the connections between ideas and emotions. Dissociation involves feelings of unreality, estrangement, depersonalization & sometimes loss or shift of identity. (these terms must be used in any explanation). Any one— Dissociative amnesia Dissociative fugue Dissociative identity disorder / multiple personality Depersonalization (explanation of anyone of these).	2 2	4

PART - E

27.	Type approach ● Broad behavior patterns put together constitute or type Trait approach ● Specific psychological attributes along which intend to differ in consistent and stable ways. Names & brief explanation of any two type theories. and any two trait theories.	 2 2+2=4	6
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OR

Self report	
Psychometric tests	1x3=3
Behavioral analysis	
Projective techniques	
(no explanation is provided for psychometric test)	
Rorschach inkblot test	
Rosenzweig's picture - frustration study	1 1/2x2=3
Draw a person test	
Sentence completion test	

28. ● Lack of communication & faulty communication 1x4=4 6
- Relative deprivation
 - One party / group is better than the other
 - Feeling that other gr. does not respect the norms of my group
 - Retaliation
 - Biased perception
 - Perceived inequity
 - Aggression and completion.
- (brief explanation of any four).

Introduction of superordinate goals 2

Altering perception

Redrawing group boundaries

Negotiations

Increasing intergroup contacts

Structural solutions

Respect for other group's norms

(Explanation of anyone)

OR

A group may be defined as an organized system of two or more individuals, who 2
 are interacting and inter-dependent, who have common motives, have a set of role
 relationships among its members, and have norms that regulate the behavior of its
 members. (or any other suitable definition).

Characteristics

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- Structured by a set of roles & norms
- Interaction with one another, directly or indirectly
- Satisfy a need through their joint association.

Differentiate between groups & teams 2

- In groups, performance is dependent on contributions of individual members. In teams, both individual contributions and teamwork matter.
- In group, leader or whoever is heading the group holds. However in teams, although there is a leader, members hold themselves responsible.

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, to be answered in about 30 words.*
- (iv) *Question Nos. 16–25 are of 4 marks each, to be answered in about 75-80 words.*
- (v) *Question Nos. 26–29 are of 6 marks each, to be answered in about 200 words.*
- (vi) *Question Nos. 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. Large landowners managed to evade the land ceiling laws through 'Benami Transfer', which refer to 2
2. One of major differences in the western and Indian patterns of industrialisation is..... 2
3. 'Globalisation' affects us all but it affects us differently because 2
4. The phrase 'Laissez Faire' refers to 2
5. A 'Knowledge Economy' is one in which 2
6. The non-agricultural activities and occupations that are a part of rural society include 2
7. The terms 'scientific management' or 'Taylorism' refer to methods of 2
8. Two significant features of 'ascriptive' identity are 2
9. Two examples of a Dalit social movement are 2
10. Two demands from workers that led to the Bombay Textile Strike were 2

11. The 'Jajmani System' can be defined as 2
12. The New Social Movements are different from Old Social Movements because... . 2
13. The difference between law and justice is that 2
14. The changes that have happened in the Indian industry as a result of globalisation include..... 2
15. Media acts as the Watchdog of Democracy because 2
16. Define sex ratio. Give two reasons for the decline in the sex ratio in India. 4
17. Explain 'commodification' with the help of suitable examples. 4
- Or**
- Explain the term 'status symbol' by giving suitable examples.
18. Explain two key principles of social stratification. 4
19. 'Sanskritisation as a concept has been critiqued at different levels.' Elaborate upon any two points of criticism. 4
20. Write an essay on 'circulation of labour' 4
21. What are the three phases of demographic transition? When does a 'population explosion' occur? 4
22. How is globalisation a threat to indigenous craft and knowledge systems? Explain with suitable examples. 4
- Or**
- With globalisation there emerged a new 'international division of labour' Discuss with suitable examples.
23. Explain 'Ecological Movement' with special reference to 'Chipko Movement.' 4
24. Sociologists have identified three major aspects of change in colonial India as modes of communication; forms of organisation; and the nature of ideas. Elaborate on anyone of these aspects. 4
25. Explain the role of social reformers in uplifting the status of women in India. 4

26. Trace the changes seen in the field of Print Media and Radio due to globalisation. 6
27. Define 'Panchayati Raj'. What are the powers and responsibilities of Panchayats? 6
28. Explain the structural changes seen in the period of colonialism. 6

Or

What is 'industrialisation'? How did British industrialisation lead to 'deindustrialisation' and 'urbanisation' in India.

29. Explain the most commonly cited defining features of caste. 6
30. Read the given passage and answer the following questions : 6

Historically, states have tried to establish and enhance their political legitimacy through nation-building strategies. They sought to secure the loyalty and obedience of their citizens through policies of assimilation or integration. Attaining these objectives was not easy, especially in a context of cultural diversity where citizens, in addition to their identifications with their country, might also feel a strong sense of identity with their community-ethnic, religious, linguistic and so on.

Most states feared that the recognition of such difference would lead to social fragmentation and prevent the creation of a harmonious society. In short, such identity politics was considered a threat to state unity. In addition, accommodating these differences is politically challenging, so many states have resorted to either suppressing these diverse identities or ignoring them on the political domain.

Source: Adapted from UNDP Human Development Report 2004, Ch. 3, feature 3.1

- i. Why do most states fear cultural diversity ?
- ii. How have the states resolved, the political challenges of community identity ?
- iii. In your opinion which type of policy is best in this regard - those based on assimilation, on integration, or other kinds? Give reasons for your answer.

QUESTION PAPER CODE 62/1

1. The 'Invisible Hand' according to Adam Smith is 2
2. In Colonial India, the new technologies which speeded up the various forms of communication, were 2
3. By the term 'Soap Opera' we mean 2

4.	An 'Absentee Landlord' is	2
5.	'Sanskritisation' refers to	2
6.	'Replacement level' of population growth refers to	2
7.	'Direct Democracy' is different from 'Representative Democracy' because	2
8.	Two basic features of Capitalism are	2
9.	Two ways in which managers make workers produce more are	2
10.	Two drawbacks of 'Contract Farming' are	2
11.	A Political Party can be defined as	2
12.	'Globalisation of Culture' refers to	2
13.	An example of a 'Counter-Movement' is	2
14.	The 'Commanding Heights of the Economy' which were taken over by the Government after Independence, involved	2
15.	Two reasons for the amazing growth of Indian language newspapers are	2
16.	'73rd and 74th Amendments are big steps in enfranchising women.' Comment.	4
17.	What is the importance of Civil Society Organisations ?	4
18.	What role did cities play in the economic systems of empires?	4
19.	'The mass media is a part of our everyday life.' Comment with suitable examples.	4
20.	What are some common features central to the public perception of 'differently abled' people all over the world?	4
21.	What changes has Westernisation brought about in Indian society?	4
22.	Define the term 'Minority'. Why do religious and cultural minorities need special protection?	4

23. How can tribes be classified on the basis of their 'permanent' traits? 4

OR

How can the family be divided on the basis of 'residence' and 'inheritance' ?

24. "'Home-based' work is an important part of the economy." Explain with reference to the 'Bidi industry'. 4

OR

What are some of the consequences of increasing mechanisation for workers? Discuss with examples.

25. Explain the initiatives taken by the Government to address caste and tribe discrimination. 4

26. What are the changes globalisation has brought about in the International Political environment? 6

OR

In what ways does globalisation affect culture? What impact has it had on women ?

27. Explain the Malthusian theory of population growth. 6

28. Explain three different ways in which the Indian economy changed after the advent of colonialism. 6

29. What were the adverse effects of the 'Green Revolution' ? 6

30. Read the given passage and answer the following questions: 6

Speech by Ankush Kale, who was born in a Pardhi community, at a public meeting

The Pardhis are very skilful hunters. Yet society recognises us only as criminals... Our community has to undergo police torture under the charge of theft. Wherever there is a theft in the village, it is we who got arrested. The police exploit our womenfolk and we have to witness their humiliation. Society tries to keep us at a distance because we are called thieves. But have people ever tried to give us a thought? Why do our people steal? It is this society that is responsible for turning us into thieves. They never employ us because we are Pardhis.

Source: *Sharmila Rege, Writing Caste/Writing Gender: Narrating dalit women's testimonies (Zubaan / Kali, New Delhi, 2006).*

- (i) What kind of treatment are the Pardhis given by society? Why does the writer object to this?
- (ii) Is it true that women of tribal communities are more vulnerable? Why do you think this is the case?
- (iii) Discrimination and prejudice of the sort faced by the Pardhis can often result in the emergence of social movements. Discuss any example of such a social movement that you know about.

SOCIOLOGY

General Instructions

1. Examiners should go through the marking scheme carefully before commencing evaluation
2. Examiners should look for the relevant contextual points in every answer especially for those questions which are general in nature.
3. For Q. No.27 There is a seeming error in printing.
“In colonialism Period” is extra and not relevant in the question. However any child who attempts to connect Panchayat to the colonialism period may be considered and marked for relevant points.
4. Passage q(No.30) should not be treated as purely comprehension question. The passage is meant to indicate the context within which the question may be answered.
5. In Q.20: “Essay” and in Q.22 “Discuss” are to be interpreted as “Explain” and the context marked accordingly.

QUESTION PAPER CODE 62/1 EXPECTED ANSWERS/VALUE POINTS

1. Benami Transfers

Benami Transfers refers to division of land among relatives & servants by the landowners to escape from having their surplus land taken over by the state under the land ceiling Act. (This allowed them to retain control over their land.)

2

2. Difference between western and Indian patterns of industrialisation

In western pattern of Industrialization majority of people are in the service sector, while in India majority are in agriculture sector.

OR

In western pattern majority are formally employed and getting regular salaries. Whereas in India very few are in regular salary employment.

2

3. Different effects of Globalisation -

- For some it may mean new opportunity & for others the loss of livelihood.

- Example of silk spinners, rag pickers, gum collectors, agriculture or industry, change in the status of women or any other suitable example. (ANY ONE) 2
4. Laissez Faire
Laissez Faire is a French phrase which means ‘leave alone’ or ‘let it be’ or “non interference of Govt in the economy. 2
5. Knowledge Economy
A knowledge economy is one in which much of the workforce is involved not in the physical production or distribution of material goods but in their design, development, technology, marketing, sale & service. Eg. It can range from the neighborhood catering to large organizations (to host professional meets & even family events like weddings). 2
6. The non-agricultural activities include:
A large number of artisans such as potters, carpenters, weavers, ironsmiths, goldsmiths or other specialists & craft persons as story tellers, astrologers, priests, water distributors & oil pressers, doctors & Hakims. They were part & parcel of village economy. 2
(ANY TWO)
7. The term “Scientific management” or “Taylorism” refers to
- All work was broken down into its smallest repetitive elements & divided between workers.
 - Workers were timed with the help of stopwatches to fulfil a certain target everyday
 - Introduction of assembly line & each worker sat along a conveyer belt & assembled only one part of the final product.
- (ANY ONE) 2
8. Two features of ascriptive identity are -
- They are determined by birth & do not involve any choice, like caste in Hindus
 - They are universal as everyone has a mother tongue, a mother land, a family faith, etc.
 - Cannot be easily changed
- (ANY TWO) 1+1
9. Two examples of Dalit social movements are -
- Satnami movement of Chamars in eastern MP.

- Adi Dharma Movement in Punjab
 - Mahar Movement in Maharashtra
 - Satya Shodhak Movement
 - SNDP Movement (ANY TWO) 1+1
10. Two demands of the workers in the Bombay Mill Strike were -
- Better Wages
 - Right to form their own union. 1+1
11. Jajmani System
- Non – market exchange of produce, goods & services within the Indian Village/ (North), without the use of money, based on the caste system & customary practices is Jajmani System. 2
- OR**
- A socio economic exchange system between the Jajman (Patron) & the service provider
12. Difference between New Social Movements and Old Social Movements are -
- Old Social Movement functioned within the frame of political parties (e.g.) Trade Unions or Indian National Congress led Indian National Movement whereas new social movement were not about changing the distribution of power in society but about quality of life such as clean environment
 - Role of political parties was central in old where as new social movements are non party political formations in order to put pressure on the state from outside.
 - Old social movements focused on Reorganization of power relations as a central goal whereas new social movements involved quality of life issues .
 - Old Social Movements were restricted to certain regions/nations whereas new social movements are often international in scope. (ANY ONE) 2
13. The difference between Law and Justice is -
- The essence of law is its force & the essence of justice is fairness.
 - Law carries the means to coerce or force obedience & power through state whereas justice is obtained through courts/hierarchy of authorities. (ANY ONE) 2
14. Effect of Globalisation on Indian Industry -
- Foreign products are now easily available in Indian shops.

- Disinvestment – Govt. to sell its shares to public sector companies.
 - Private companies are encouraged to invest in sectors earlier reserved for government.
 - Some companies may shut down due to competition.
- (ANY ONE) 2
15. Media acts as the Watchdog of Democracy because -
- Media was seen as a means to inform the people of the various developmental activities.
 - It also fights against oppressive social practices like untouchability, child marriage, ostracism of widows, beliefs of witchcraft.
 - Formulates public opinion.
 - Provides a platform for voicing grievances.
- (ANY ONE) 2
16. Sex ratio refers to the number of females per 1000 males in a given area at a specified time period. 2
- Reasons for the decline in the sex ratio:
- Ill-treatment of girls due to perceived burden of hypergamy, dowry etc.
 - Preference for male child
 - Increased risk of death in childbirth that only women face
 - Severe neglect of girl babies in infancy leading to higher death rates. 1+1
 - Sex specific abortions that prevent girl babies from being born.
 - Female infanticide – killing of girl babies due to religious believes. (Any two)
17. Commodification occurs, when things (objects, services, products etc.) that were earlier not traded in the market begin to be traded and become commodities.
- For e.g.
- Labour or skills become things that can be bought & sold. Private institutes offer courses in personality development, spoken English, to teach students cultural & social skills whereas earlier good manners & etiquette were imparted through family.

- There is a controversy about the sale of kidneys by the poor to cater to rich patients who need kidney transplant. Human organs should not become commodities.
 - Marriages were arranged by families earlier but now there are professional marriage bureaus & websites that help people to find brides & grooms for a fee.
- (Any two) 2+2

OR

Status Symbol

Often the goods that people own, buy & use are not just functional/useful but are seen as reflecting their status in society. Max Weber coined the term status symbol to describe this relationship.

For example, Among the middle class in India today, the brand of cell phone or the model of car that one owns are important indicators of socio- economic status. The classes & status groups are differentiated on the basis of their lifestyles. It includes the way you decorate your home, way you dress, leisure activities etc. or any other suitable example.

2+2

18. The key principles of social stratification are –

- Social stratification is a characteristic of society, not simply a function of individual differences
- Social stratification persists over generations
- Social stratification is supported by patterns of belief or ideology.

(EXPLAIN ANY TWO) 2+2

19. The different levels of critique of Sanskritisation

- It has been criticized for exaggerating social mobility or scope of lower caste to move up the social ladder. It does not lead to structural change but only positional change of some individuals.
- The ideology of Sanskritisation accepts the ways of the upper caste as superior & that of the lower caste as inferior. The desire to imitate the upper caste is seen as natural & desirable.
- It seems to justify the model that rests on inequality & exclusion. It appears to suggest that to believe in pollution & purity of groups of people is justifiable.
- Since Sanskritisation results in the adoption of upper caste rites & rituals , it leads to practices of secluding girls & women adopting dowry practices instead of bride – price & practicing caste discrimination
- It results in erosion of “lower caste/Dalit” culture & society.

(Any Two) 2+2

20. Circulation of labour is –

- There was demand for seasonal agricultural labour in prosperous agricultural regions.
- The higher wages of these regions attracted the labour from less developed region.
- Migrant labour mainly come from drought prone areas and less productive regions. They were referred to as “footloose labour”.
- They were preferred over the “local working class”, since they were cheaper and could be easily exploited.
- This caused the local landless labourers to move to other areas in search of livelihood.

(ANY FOUR)

1+1+1+1

21. The Theory of Demographic Transition states -

- First stage – high birth rate & high death rate leads to low growth rate in underdeveloped society.
- Second stage – high birth rate and low death rate leads to high growth rate – Transitional stage. (From backward to advance stage)
- Third stage – both birth rate & death rate are low leading to low growth rate in developed society.
- The “population explosion” occurs in the second stage because death rate is brought down relatively quickly through advanced methods of disease control, public health etc. e.g. less developed countries like India where death rate has been reduced but birth rate has not been brought down to the same extent.

1+1+1+1

22. Threats to indigenous crafts and knowledge systems are -

- unable to compete with power looms, traditional craft of weaving are dying out.
- Traditional knowledge systems in the field of medicine & agriculture were effected by global companies.e.g. tulsi, haladi , rudraksh etc. These are threatened by global pharmaceutical and agri-business firms.
- Theatre traditions dying out eg. decline of textile industries in Mumbai led to many theatre groups becoming defunct.
- Availability of machine made items leads to decline of traditional occupations.

1+1+1+1

OR

The new international division of labour is -

- A new international division of labour has emerged in which more & more

routine manufacturing production & employment is done in the Third World cities.

- Countries where labour was cheap became production centres – outsourcing.
- E.g. Nike Shoes founder Phil Knight imported shoes from Japan – company grew into a MNC a TNC. As the cost increased, production shifted to Thailand & Indonesia then to India. If even cheap labour becomes available then they may move else where, or any other suitable example.
- Instead of mass production of goods at centralised location, it has moved to a system of flexible production at dispersed locations.

1+1+1+1

23. Ecological Movement – Chipko Movement

- Chipko Movement started in the Himalayan foothills; to stop exploitation / depletion of forests and consequent environmental degradation.
- Villagers rallied together to save the forests when contractors came to cut down the trees
- Large number of women stepped forward to hug the trees to prevent their being felled as their source of subsistence was at stake. (They relied on the forests for firewood, fodder & daily necessities.)
- The movement focused on the economy, ecology and political representation.

1+1+1+1

24. The three major aspects of change in Colonial India were -

i) **Modes of Communication –**

- New technologies speeded up various forms of communications.
- The printing press, telegraph, microphone; movement of people and goods through steam ships and railways helped quick movement of ideas.
- Within India social reformers from Punjab and Bengal exchanged ideas with reformers from Madras and Maharashtra. Some of them went to other countries.
- Christian Missionaries reached remote corners of present day Nagaland, Mizoram and Meghalaya.

1+1+1+1

OR

ii) **Forms of Organisation -**

- Modern social organizations like Brahma Samaj in Bengal and Arya Samaj in Punjab were setup.

- The All India Muslim Ladies Conference was formed in 1914. Indian reformers debated not just in public meeting but through public medias like newspapers and journals.
- Translations of writing of social reformers from one Indian language to another took place.
- Contributions of eminent social reformers. 1+1+1+1

iii) Nature of Ideas -

- New ideas of liberalism and freedom, of home making and marriage, of self conscious pride in culture and tradition and new roles of mothers and daughters emerged.
 - Value of education became very important. It was seen as very crucial for a nation to become modern but also retain its ancient heritage.
 - The idea of female education was debated intensely. The attempts to justify female education were made by recourse to both modern and traditional ideas.
 - Critical questioning of orthodox beliefs, practices and social evils prevailing in Indian Society e.g. polygamy, sati etc.
- (4 MARKS FOR ANY ONE ASPECT) 1+1+1+1

25. The role of social reformers in the upliftment of women

- Raja Ram Mohan Roy – Anti Sati Campaign, started Brahma Samaj
 - Ranade – led Widow Remarriage Movement in Bombay Presidency
 - Jyotiba Phule – attacked Caste & Gender Discrimination, opened first school for women in Pune.
 - Sir Sayed Ahmed Khan – efforts to reform Muslim society, wanted girls to be educated
 - Dayanand Saraswati – stood for women education.
 - Ishwar Chandra Vidyasagar - Widow – remarriage , against child marriage
- (ANY FOUR) 1+1+1+1

26. Changes due to Globalisation -

Print Media

- Amazing growth in the circulation of newspaper specially in the Indian language newspaper because of rise in no. of literate people.
- Advanced printing technologies, fully automated work, reduced prices, brought out editions from multiple centres.

- Inclusion of “local” news/events, needs etc.
 - New marketing strategies increased sales of colourful supplements, glossy finish etc.
- (ANY THREE) 1+1+1

Radio

- Led to opening up of Govt controlled broadcasting system.
 - Variety of programmes like sports, cultural, informative became popular among masses.
 - FM radio stations aim at providing entertainment programmes round the clock.
 - Radio is now used as an active medium of communication to inspire the youth – shown in the two films Rang De Basanti & Lage Raho Munna Bhai.
 - Increased potential of privately owned channels & community owned Radio stations.
- (ANY THREE) 1+1+1

27. **Panchayati Raj translates literally to Governance by five individuals.**

- Emphasis on grass root level functioning of Democracy.
 - Local self governance.
 - Decentralisation of power system.
 - Three –tier system.
- (ANY OF THE ABOVE) 2

Powers & Responsibilities of Panchayats

- To prepare plans & schemes for economic development.
 - To promote schemes that will enhance social justice.
 - To levy, collect and appropriate taxes , duties, tolls & fees
 - Helps in devolution of governmental responsibilities especially that of finances to local authorities
 - Social welfare responsibilities.
 - Settlement of village disputes.
 - Construction of amenities required in the village e.g. roads, schools etc.
- (ANY FOUR) 4

28. **Structural changes seen in the Colonial period -**

- The major changes were brought about by Industrialisation and Urbanisation.
- Emergence of machine based production led to the decline of indigenous modes of production.

- This led to decline of old cities and towns and emergence of new cities
 - Capitalism became the dominant economic system.
 - Changes in agriculture , such as crop patterns etc.
 - Changes in education
 - Changes in mobility of people
- (ANY SIX) 1+1+1+1+1

OR

Industrialization refers to the emergence of machine based production based on the use of inanimate power resources like steam or electricity.

British Industrialization led to de – industrialization and Urbanisation - 2

- Decline in old urban centres
- Traditional exports of cotton & silk manufacturers from India declined
- Decline of cities such as Surat and Masulipatnam were seen.
- Coastal cities like Bombay , Madras and Kolkota grew.
- New social groups emerged – due to changes in land system, English education etc.
- Initially industrialization led to more people moving into agriculture however new job oppourtunities attracted them to Urban centres.

(ANY FOUR) 1+1+1+1

29. Features of the Caste -

- Determined by birth
- Strict rules of marriage – endogamous.
- Rules about food and food sharing
- Arranged in a hierarchy of rank & status
- Sub – division within themselves – segemental organization.
- Traditionally linked to occupations

(EXPLANATIONS OF ALL POINTS)

(1 mark for Each point)

30. **PASSAGE** – (all questions carry two marks each)

(1) States fear cultural diversity because –

- It would lead to fragmentation.
- Over-emphasis on community identity over State / Country.
- Many variations are seen as divisive forces.
- Cultural diversity is politically challenging.

(ANY TWO) 1+1

- (2) The States have resolved it by –
- Suppressing the diverse identities-assimilation
 - Ignoring them on the political domain-integration
 - Nation- building strategies. (ANY TWO) 1+1
- (3) The best policy will aim at –
- Promoting National Identity without suppressing community identity.
 - Accepting the political challenge of recognizing and encouraging cultural diversity 1+1

(Any other answer given by the student with logical justification should be considered provided students are able to highlight weakness of an exclusively assimilation / integration perspective)

**QUESTION PAPER CODE 62
EXPECTED ANSWERS/VALUE POINTS**

1. The invisible hand according to Adan Smith refers to
 - Unseen force at work
 - Convert the good of each individual to what is good for society 2
2. New technologies in Colonial India were
 - Printing Press
 - Microphone
 - Telegraph
 - Steamship and Railways (ANY TWO)
3. Soap opera is a television or radio serial that deals with the daily lives of a group of characters.It is serialized and continuous. 2
4. An absentee landlord - 2
 - Is not directly involved in agricultural activities other than claiming rent.
 - Lives away from agricultural land – in towns or cities
5. Sanskritisation refers to the ‘low’ caste or tribe imitating the customs, rituals, beliefs, practices, ideology, life style of high caste. 2
6. Replacement level of population refers to the growth rate that is just enough for the new generations to replace the old one. 2

7. ● Direct Democracy is different from Representative Democracy because in Direct Democracy all citizens participate in making decisions whereas in the latter, citizens elect officials to make decisions. 2
- Direct democracy is practical with relatively small population whereas Representative Democracy is more effective with large population.
8. Two basic features of Capitalism are 1+1
- means of production are privately owned
- Profit oriented system
9. Two ways by which workers are made to produce more – 1+1
- Extending the working hours
- Increasing the productivity within a given time period.
10. Two drawbacks of Contract farming – 1+1
- Greater insecurity as farmers become dependent on companies
- Agricultural Land is diverted from food grain production to export oriented production
- Caters primarily to production of “elite items”
- requires high doses of fertilizers and pesticides which is not economically sustainable
- Disengages many people from the production process
- (ANY TWO)
11. A political party is an organisation established with an aim of achieving governmental power and using that power to pursue a specific programme. 2
12. Globalisation of culture” refers to the mixing of global culture with the local culture. It is a strategy adopted by foreign firms while dealing with local traditions.

OR

Globalisation of culture refers to greater contact and interaction between the cultures of the world.

13. An example of counter movement is- 2
- campaign against widow re-marriage
- defending the practice of sati
- condemning the education for girls.
- suppression of peasant and dalit movements (ANY ONE)

14. The ‘commanding Heights of the Economy ‘ which were taken over by the Government after Independence involved - 1+1
- Defence
 - Transport and communication
 - Power
 - Mining (ANY TWO)
15. Two reasons for the growth of Indian language newspapers are –
- Rise in the number of literate people
 - To cater to the different needs of readers
 - Adoption of advanced technologies
 - Marketing strategies (contact, door to door etc.) (ANY TWO)
16. 73rd and 74th Amendments are big steps in enfranchising women – 1+1+1+1
- It ensured reservation of one third of seats for women in all elected offices both in rural and urban areas (Municipality and Panchayats)
 - Seats were reserved for SC/ST women
 - Active participation of women in the political processes
 - It bestowed on them the decision making powers.
17. The importance of Civil Society Organisation are – 1+1+1+1
- Civil society refers to non-state and non-market part of public domain concerned with social issues.
 - Civil society regulations try to influence the “State” and make demands on it.
 - They seek support for a variety of causes through collective efforts.
 - They are not state controlled and non-profit making organisations e.g. trade union, religious organisation etc.
18. The role of cities in the economic systems of empires were – 1+1+1+1
- Concrete expressions of global capitalism
 - Coastal cities were a link between Britain and Colonised India.
 - Facilitated export and import
 - Military establishments for Defence purposes
19. Contribution of mass media in our everyday life are – 1+1+1+1
- Radio, T.V., newspaper, phones etc are strongly influencing daily life patterns.
 - Service providers are easily contacted/available

- It generates social interaction (discussion of serials news etc)
 - Fast connectivity to remote, distant, far flung areas
 - Entertainment
 - Knowledge & learning
 - (Any other relevant example) (ANY FOUR)
20. The common features of public perception regarding differently abled are- 1+1+1+1
- It is taken to be biological rather than social
 - It is presumed that all problems are a result of the different ability (disability)
 - The disabled person is seen as a “victim”
 - It is linked with the individual’s self –perception
 - Disability suggests that disabled are in need of help (ANY FOUR)
21. Changes due to westernization- 1+1+1+1
- Affects different levels: Technology, culture, institutions, ideologies or values.
 - Led to emergence of progressive Indian thinkers and reformers.
 - Impact on the life style and way of thinking (dress, food, habits etc.)
 - Influenced Indian art and literature.
 - Resulted in cultural conflicts including conflict between generations.
 - Opening up of new opportunities with western education. (ANY FOUR)
22. **“Minority”** 2+2
- A group of people who because of distinct physical and cultural characteristics find themselves as relatively disadvantaged groups.
- Religious and cultural minorities need special protection because-
- Of their relatively small number and the demographic dominance of the majority
 - They feel politically vulnerable because they can be outvoted
 - Of psychological fear of losing their distinctive identity
23. **Classification of tribes on the basis of their “ permanent traits”**
- Permanent traits include region, language, physical characteristics and size. 1+1+1+1
- **On the basis of regions**
- Majority live in “Middle India” (Gujarat, Rajasthan, West Bengal, Orissa, M.P, Jharkhand, Chhattisgarh, Maharashtra and A.P) with highest concentration in the North Eastern States.

- **Language-** Tribals are categorized into four categories- Indo Aryan , Dravidian, Anstric and Tibeto- Burman
- **Physical Characteristics-** classified as Negrito, Australoid, Mongloid , Dravidian and Aryan.
- **Size-** The biggest tribes are Gonds, Bhils, Santhals, Oraons , Meenas, Bodos and Mundas

Total population in India is 8.2% according to 2001 census.

OR

Classification of Family on the basis of “ Residence” and “ Inheritance”

I. On the basis of residence

- **MATRILOCAL-** where newly married couple stays with the woman’s parents
- **PATRILOCAL-** couple lives with the man’s parents

2+2

II. On the basis of inheritance

- **MATRILINEAL-** In which property passes on from mother to daughter
- **PATRILINEAL-** Societies in which property is passed on from father to son

24. **“ Home –based work”**

Home- based work mainly involves women and children which includes manufacturer of lace, zari, carpets, aggarbatti , bidis etc.

1+1+1+1

- In the bidi industry, villagers pluck TENDU leaves sell it to the forest department which auctions it to bidi factory owners.
- The contractors take leaves from the factory owners and supply tobacco and leaves to home-based workers.
- These workers (mainly women and children) roll the bidis, fill tobacco and tie it with the thread.
- Contractor picks up the bidis from the workers and sells it to the manufacturer from where it is passed on to the shops

OR

Increasing mechanization allows to produce more in less time because they work with the help of more sophisticated and powerful machines. But increasing mechanization can also:

1+1+1+1

- Make workers redundant or unemployed because industry needs fewer workers;
- Speed up work to make it more tiring and intense for workers;

- Make workers lose control over the work process because machines control workers rather than the other way around.
- EXAMPLE In Maruti Udyog Ltd., where the production has increased but the number of permanent jobs has gone down.

The outsourcing and just-in-time keeps cost low but workers feel the stress.

25. Initiatives taken by the govt. to address caste and tribe discrimination

1) **Reservation of seats**

2+2

- In state and central legislatures, educational institutions and in public sector companies.
- In many other developmental programmes of the govt., schedule castes and scheduled tribes are given preference.

2) **Laws have been passed to end , prohibit and punish caste discrimination**

- Caste Disability Removal Act 1850
- Constitution Amendment Act 2005
- Scheduled castes and Scheduled Tribes Act of 1989 (Prevention of Atrocities Act 1989)
- Or any other Act

26. **Changes in the International Political environment due to globalization**

- I. The major political change was seen with the collapse of socialistic world. The liberalization policy reflected the political vision of free enterprise which is critical of state regulation and state subsidie.
- II. Growth of international and regional mechanism for political collaboration eg. European Union, South Asian Regional conference (SARC) etc.
- III. The rise of international governmental organization (IGOS)ex. WTO and international non-governmental organizations (INGOs) ex. Greenpeace, The Red Cross etc

OR

Effect of globalization on culture(and its impact on women)

- India has an open approach to cultural influences but also exhibits fear that local cultures would be overtaken by globalization
- Changes are seen in clothes, style, music , films, languages and body language etc.
- Intermixing of the global with local cultures led to homogenization of culture-“Glocalisation of culture”

- Eg. Cartoon network translated in Indian language; Mc Donald becoming vegetarian during Navratri
- Globalisation has sometimes led to unjust practices against women
Eg. Defending undemocratic and discriminating practices against women in the name of cultural identity.
- Women's issues in one country can receive support from other countries/ International organizations.
Eg. UNIFEM, UNICEF supports girl child programmes.

6

27. Malthusian Theory of Population

- Human Population tends to grow at a much faster rate than the means of subsistence
- Population grows in geometric progression while agricultural production can only grow in arithmetic progression
- Population can be controlled through PREVENTIVE CHECKS (postponing marriage , celibacy etc.)and POSITIVE CHECKS (famines, droughts etc.)

2+2+2

28. Change in Indian economy after the advent of colonialism

The advent of colonialism in India led to major upheavals in the economy causing disruptions in production, trade and agriculture

2+2+2

- Demise of handloom Industry due to flooding of the markets with cheap manufactured textiles.
- India-major supplier of finished/manufactured goods before colonialism became a source of raw material after colonialism
- Emergence of new communities which took advantage of new opportunities– good example of Marwaris
[elaborate on the above mentioned points]

29. Adverse effects of Green Revolution

- It was primarily the medium and large farmers who were able to benefit from the new technology; small farmers did not benefit
- Increasing inequalities in rural society
- The displacement of the service caste groups.
- It was a process of differentiation- rich grew richer, poor grew poorer

- In market oriented cultivation-especially where the single crop is grown, a fall in prices or a bad crop can lead to financial ruin for farmers
- The worsening of regional inequalities

6

(All points to be explained)

30. **Passage**

- I. Pardhis have to undergo police torture and often get arrested in case of any theft. The writer objects to this as Pardhis are skilful hunters and not criminals
- II. Women of tribal communities are more vulnerable because-
 - They belong to oppressed communities where the men folk themselves are unable to protect them.
 - People in power, including the police, exploit them.
- III. Any example from the book (of social movements born out of the experience of discrimination/prejudice)including-
 - Women's movements
 - Dalit movements
 - Tribal movements
 - Freedom struggle (discrimination by British) etc.

2+2+2

(Discuss/elaborate on any one of them)

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. How much energy and protein is provided daily by the supplementary food given to the pregnant women under the Integrated Child Development Services Scheme? 1
2. Name any one common adulterant that is found in mustard oil and give its ill effect on health. 1
3. Give two advantages of using nylon fabric for making clothes. 1
4. How does our occupation influence our selection of clothes? 1
5. Which emotion will one year old Sudha show on not finding her mother near her? 1
6. Which mark should Anita look for on a rice bag to ensure that she buys good quality rice? 1
7. Show Radha the format in which she should record her daily household expenditure. 1
8. Briefly explain any two ways by which knowledge and skills acquired in Home Science can help in supplementing the family income. 2
9. List four common characteristics of infectious diseases. 2
10. Name four types of stains. Give one example of each type.
11. How will you detect the presence of iron filings and artificial colour in tea leaves? 2

12. During delivery what kind of problems can lead to physical and mental disability in children? 2
13. What is the meaning of 'money income' and 'psychic income'? Give one example of each. 2
14. List two special needs of disabled children. What should be done to meet these needs? 2
15. Give four advantages of buying products having a certification mark of the Bureau of Indian Standards. 2
16. Briefly explain giving two reasons 'why is it important to keep household accounts?' 2
17. Abha is a young girl who is suffering from whooping cough. What methods will you use for prevention of this disease? 2
18. What is a balanced meal? Explain with a suitable example. 3
19. To prevent food borne infections, enumerate six precautions that should be taken by food handlers about cleanliness while cooking and serving food. 3
20. Explain any three factors which influence the selection of clothes for an individual. 3
21. Describe three points that should be kept in mind while selecting an appropriate method of investment. 3
22. Give the importance of safe drinking water on good health of individuals. 3
23. Why is substitute care needed for the child? Explain with any three reasons. 3
24. What is the importance of emphasis in design of clothing? Explain with two examples. 3
25. Prashant wants to buy a good readymade shirt. Give six points you will tell him to consider before making this purchase. 3
26. Akshay wants to make investments that would also help him get some tax benefits. Suggest any two methods of such investment and also state two reasons each for making the choice. 3
27. Describe any four factors which influence language development in children. 4

- | | | |
|------------|--|---|
| 28. | Enumerate four rights and four responsibilities of a consumer. | 4 |
| 29. | Differentiate between soaps and detergents used for washing clothes. | 4 |
| 30. | Suggest a suitable lunch menu for a lactating mother. Give reasons for your selection of the menu. | 4 |

QUESTION PAPER CODE 69/1

- | | | |
|------------|--|---|
| 1. | Give the target group of the Integrated Child Development Services scheme. | 1 |
| 2. | Kesari dal is used as an adulterant in which foodstuff? Give its one ill-effect on health. | 1 |
| 3. | List two advantages of using silk fabric for making clothes. | 1 |
| 4. | How do our clothes help us to develop self-confidence? | 1 |
| 5. | Which emotion will one-year-old Anuj show if he is put in a new and unfamiliar situation? | 1 |
| 6. | Prepare a format to record the daily household expenditure of your family. | 1 |
| 7. | Name and give the full form of the mark Sunita should look for on a jam bottle to ensure that she buys a good quality product. | 1 |
| 8. | Briefly explain any two ways by which knowledge and skills acquired in child care can help in supplementing the family income. | 2 |
| 9. | Give the meaning of 'natural' and 'acquired' immunity. | 2 |
| 10. | Present the cleansing action of a good fabric washing soap. | 2 |
| 11. | List any four characteristics of safe drinking water. | 2 |
| 12. | During the foetal stage, what kind of problems can lead to physical and mental disability in children? | 2 |
| 13. | Enumerate any four needs of supplementing family income. | 2 |
| 14. | Briefly describe two needs of socially disadvantaged children. What role should the government play in meeting these needs? | 2 |

15. When would you describe an advertisement of a product as 'misleading' ? Explain with a suitable example. 2
16. Differentiate between real direct income and real indirect income. 2
17. Sameer is a 'preschooler who is suffering from diarrhoea. What methods will you use for the care and management of his disease? 2
18. Describe any three factors affecting meal planning for families. 3
19. Explain 'filtration' as a method for making water safe for drinking. 3
20. Which attributes of an individual should be kept in mind while deciding the colours for making clothes? 3
21. Give any three basic objectives of investing in life insurance policies. 3
22. Explain with suitable examples the three conditions under which the food is considered to be adulterated. 3
23. Describe any three points that you will consider while selecting a suitable creche for your child. 3
24. Present the importance of balance in design of clothing with the help of two examples. 3
25. Ramesh wants to buy a good readymade trouser. Give six points you will tell him to consider before making this purchase. 3
26. Yogita wants to save money in a post office savings bank. Tell her about two suitable schemes that will help her earn an interest on her money. 3
27. Elaborate the role of different family members in the process of socialization of children. 4
28. Describe any four rights of the consumer according to the Consumer Protection Act, 1986. 4
29. Explain any four precautions you will take while storing your cotton clothes in winters. 4
30. Suggest a suitable tiffin menu for a preschool child. Give reasons for your selection of the menu. 4

Marking Scheme — Home Science

IMPORTANT NOTE:

TWO QUESTIONS— NO 12 AND 27 HAVE BEEN DELETED AS THEY WERE OUT OF COURSE.(6 MARKS HAVE BEEN ADJUSTED IN THE FOLLOWING QUESTIONS.

1. *Q NO 7 NOW IS FOR 3 MARKS TOTAL INSTEAD OF 1*
2. *Q 10 IS FOR 4 MARKS INSTEAD OF 2*
3. *Q 13 IS FOR 3 MARKS INSTEAD OF 2*
4. *Q 26 IS FOR 4 MARKS INSTEAD OF 3*

QUESTION PAPER CODE 69/1 EXPECTED ANSWERS/VALUE POINTS

Q1 Pregnant women-

- i. Energy-300 kcal
- ii. Protein -15 gms.

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

Q2. Mustard Oil- Adulterant is argemone oil/any other -

$\frac{1}{2}$ mark

Ill effects-

- i. Dropsy
- ii. Gastro intestinal disturbance.
- iii. Rashes, irregular fever
- iv. Oedema/swelling face /hands/limbs
- v. Effect on eyesight

(any one symptom)

$\frac{1}{2}$ mark (1/2 +1/2) = 1

Q3 Nylon- (i) Cheap (ii) Easy to Maintain (iii) Durable/strongest

- (iv) Easy to wash (v) Quick drying (vi) No ironing required
(vii) Suitable for winters (viii) not affected by alkalis/ moth/fungus
(ix) light weight

Any two $\frac{1}{2} \times 2 = 1$ mark

Q4 Some occupations have uniforms. Others too though may not have a uniform, but dress according to requirements, ease, comfort etc.

(Give two examples) $\frac{1}{2} \times 2 = 1$ mark

Q5 show Fear

1 mark

Q6 AGMARK on rice bag

1 mark

Q7 IMPORTANT NOTE: 2 MARKS SHIFTED FROM Q NO. 12

(1+2 =3)

Format

S. No.	Day/date	Item purchased	Quantity	Rate	Amount Spent
					Total

$\frac{1}{2} \times 6 = 3$ marks

Q8 NOTE: Mention skill and application/vocation

- child development skill—open crèche/ counsellor, any other.
- cooking skills- dietician, caterer, any other
- home management—interior decorator, florist, any other.
- tailoring/textiles – open boutique, designers, embroiderer ,any other)

$\frac{1}{2}$ mark each for skill $\frac{1}{2} \times 2 = 1$

$\frac{1}{2}$ mark each for application $\frac{1}{2} \times 2 = 1$ (1+1)=2marks

Q9 Infectious diseases –

- fever,
- fatigue,
- loss of appetite,
- indigestion/vomiting,
- cold and cough/drowsiness
- loose motions (any four)

OR

NOTE:: IF NAME OF DISEASE GIVEN ALONG WITH ITS SYMPTOMS. MARKS TO BE GIVEN

OR

- host
- carrier
- causing agent
- vaccine

$\frac{1}{2} \times 4 = 2$ marks

Q10 NOTE: 2 MARKS ADDED IN THIS QUESTION

TOTAL 4 MARKS

Stains- (1) Animal- blood etc

(2) vegetable-fruits, tea, coffee, etc

(3) Grease-ghee etc

(4) Dye-other colours

(5) Mineral-rust etc (any FOUR)

1x4=4 marks

Q11 Iron filings- pass a magnet-iron fillings will get stuck to it. **Artificial colour-**place on a moistened blotting paper- it will turn brown-1 mark each

1x2=2 marks

Q12 OUT OF SYLLABUS

(2 marks adjusted in Q7)

Q13 IMPORTANT NOTE : QUESTION IS FOR 3 MARKS

(1 mark each for definition and ½ mark each for example)

Money Income- consists of flow of all income obtained in the form of currency.

Example: salary/ bonus. Interest, rent any other) any one e.g.- ½ mark

Psychic income— refers to satisfaction obtained from use of money and real income.

Example: bargain and buy at 50 % of price/ or get good use of car owned., Any other

Any one , ½ mark (1½ + 1 ½) =3 marks

Q14. Special needs of disabled:

Needs	What should be done
Stimulation –	organize special activities./ any other
Acceptance	Make him interact with people/ sensitize family and others., any other
Mobility	Ramps/lifts/user friendly toilets, fence all danger zones any other
Special assistance/ education	Hearing aid/ magnifying lens, embossed maps, wheels chair.

(ANY TWO- needs and any ONE suggestion for each to meet these needs)

(½ mark for need ½ for Suggestion)

(½ mark each) ½ x 4=2 marks

Q15. Advantages- (i) Quality assurance (ii) ensures health,

(iii) ensures safety (iv) value for money

(v) provides satisfaction to consumer (vi) any other

any four ½ x4=2 marks

Q16. Reasons-

- i. avoids wasteful expenditure
- ii. know availability of money
- iii. serves as guide to current and future expenses
- iv. can avoid being cheated by comparing prices.
- v. to maintain balance between income and expenditure
- vi. any other

(any 2, 1 mark each)

(1x 2)=2

Q17. i. Give DPT immunization to other young children

- ii. Isolate
- iii. Disinfect soiled articles.
- iv. Give light food
- v. Any other.

Any two (1 mark each) =2 marks

Q18. Definition: Balanced meal is a meal which contains foods from 5 food groups and provide all nutrients in required amounts.

Example of a balanced meal-

**$\frac{1}{2}$ mark for definition + 2 $\frac{1}{2}$ mark for each food group
(cereal , pulse, vegetable, milk and fruit.) planned in the meal) $\frac{1}{2} + 2 \frac{1}{2} = 3$**

Q19. Hygiene while cooking	hygiene while serving
Do not use stale /rotten food	Do not serve in dirty utensils
Do not use dirty utensils, knives, chopping board etc.	Do not dip hands in water glass
Do not under cook	Do not keep food for long period
Do not cook food while suffering from any infectious disease/cold	Do not leave cooked food uncovered
Any other	Any other

(Any six $\frac{1}{2}$ mark each) $\frac{1}{2} \times 6 = 3$ marks

- Q20. i.** purpose / occasion
- ii. availability of money / cost
 - iii. climate
 - iv. fashion
 - v. occupation / activity

- vi. age
- vii. Comfort
- viii. Any other.

(any three with one line explanation)

1 mark each (1 x 3) = 3 marks

- Q21.**
- i. safety / security
 - ii. investor's capacity to invest / purchasing power
 - iii. higher rate of interest
 - iv. incentive
 - v. liquidity
 - vi. Accessibility
 - vii. Period of investment
 - viii. Tax benefit

(any three with one line explanation)

1 mark each (1 x 3) = 3 marks

- Q22.**
- i. prevents water borne infections like diarrhoea , cholera, jaundice,
 - ii. prevents kidney stones
 - iii. worms
 - iv. any other

[ANY THREE]

1 mark each (1 x 3) = 3 marks

Q23. In the absence of parents to meet the following needs:

- i. Meet child's basic needs- to be fed, change clothes/ nappies made to sleep, toilet training.
- ii. Safety- prevents from falls, cuts, burns, electric shocks, medical care
- iii. Stimulation-provide suitable toys, keep engaged in activities
- iv. Companionship- need someone to play with, talk to .

(any three points) 1 mark each (½ mark for point and ½ for explanation)

(1 x 3)= 3 marks

Q24. Importance of Emphasis— makes the design look attractive/ brings focus on that area

1 mark

1. Example— embroidery around neckline-
2. Example- yellow belt on black suit- / contrasting colours brings focus on this area
3. Example . repetition of colours-yellow salwar and dupata on yellow and red flowers-emphasis is on yellow colour,
4. Any other.

Any two examples-1 mark each (1+1+1)=3 marks

- Q25.** i. Design — according to fashion, structural lines should harmonise with decorative design, any other
- ii. Seams- uniform, stitches continuous /even stitched with matching and strong thread, any other.
- iii. Collars- reinforced, stitched with matching and strong thread, flat on bodice, any other.
- iv. Sleeves- under arms reinforced with double thread, stitched with matching and strong thread, cuffs-placket front over back, ,any other
- v. Placket- buttons aligned with button hole, stitched with matching and strong print aligned on both sides,.
- vi. Size / good fit
- vii. Easy to wash/wash at home
- viii. Durable- fabric with high thread count,
- ix. Label- size, care washing and instructions given
- x. Any other

any six (½ x 6) =3 marks

Q26. (MARKS CHANGED FROM 3 TO 4 MARKS)

Tax benefit investments-	REASONS
Post office time deposit scheme	Interest tax free No limit for investment Simple
National savings certificate (NSC)	No limit of investment Loan High interest 8%
Units	High rate of interest, No limit on investment, Can take loan against unit, Dividends tax free
Public provident fund (PPF)	8% / high interest, interest tax free, Premature withdrawal, loan,
Provident fund (PF)	8.5% / high interest,,loan, safe,any other
Bonds	Safe,interest tax free, high interest
LIC	Family secured, easy installments, any other
Fixed deposit in bank only if invest 1 lakh for 5 years	High interest, loan, safe, any other

[(Any two schemes) 1 mark for each scheme and 1 mark for two reasons for each scheme)

(2x 2)=4 marks

Q27. OUT OF COURSE(4 Marks adjusted)

Q28. Rights to –

- i. safety
- ii. be heard
- iii. be informed
- iv. choose
- v. redressal
- vi. consumer education

ANY FOUR (½ mark x 4) = 2 marks

Responsibilities:

- i. Use product as per instructions
- ii. Buy from reputed shops/ brands/ standardized products
- iii. Report malpractices
- iv. Choose wisely/ take bills
- v. Seek redressal
- vi. Any other

any four (½ x4) =2 (2+2)=4) marks

Q 29. Soaps	Detergents
Made from fats and alkalis	Based on petrochemicals derived from mineral oils and reacted with sulphuric acid
Does not readily dissolve in cold water/ Cleansing action -does not form foam in cold water	Readily dissolve in cold water / Cleansing action -forms foam In cold water
Cheap	Comparatively expensive
Cannot easily penetrate into fabric soiled with grease and dirt	breaks surface tension of water and easily penetrate between fabric and dirt
clothes become grey and stiff due to scum formation	Make clothes white soft and fluffy
Combine with calcium and magnesium salts of hard water and get wasted	Do not combine with calcium and magnesium salts of hard water, hence do not get wasted.
Bio- degradable	Non- bio-degradable
Any other	Any other

Any four differences 1 mark each

1x4=4

Q30. Lunch menu for lactating mother- balanced according to her requirements

Ensure meal rich in protein, calcium, folic acid, vitamin A, vitamin C

[2 marks for plan]

[2 marks for reasons 2+2=4]

QUESTION PAPER CODE 69/1

EXPECTED ANSWERS/VALUE POINTS

Q1 Target Group –

- (1) 0-6 year old children (2) Pregnant women /Lactating
(3) 11-18 yrs of Adolescent girls (4) 15-45 year old women

[any two- 1/2 mark each x 2 =1]

Q2 Kesari dal- Channa dal./ Arhar dal / besan

Illeffect-Lathyrism- Paralysis of lower limbs

[1/2 x 2 = 1 mark]

Q3 Advantages of using silk- (i) natural lusture

- (ii) keeps the wearer warm (iii) dyes well (iv) good draping qualities
(v) retains shape vi)Any other

any two (1/2 * 2) = 1 mark

Q4 Develop self confidence- if Clothes are clean, well tailored, attractive, according to occasion, fashion.

any two (1/2 * 2) = 1 mark

Q5 Anuj will show the emotion of **FEAR**

1 mark

Q6 IMPORTANT NOTE: 2 MARKS ADDED IN THIS QUESTION FROM QNO 12)

Format:

S. No.	Day/date	Item purchased	Quantity	Rate	Amount Spent
					Total

NOTE: 2 MARKS FROM Q.NO. 12 ADJUSTED IN Q.NO.6)

TOTAL 3 MARKS 1/2 MARK FOR EACH COLUMN.(1/2 X 6 = 3)

Q7 FPO Mark, / Fruit products order

1 Mark

Q8 Supplement family income by opening crèches, nursery schools, working in crèche/ nursery school, non- government organizations, as counsellors , any other

Any two 1 MARK EACH (1 x 2 = 2)

Q9 Natural Immunity- present at birth(inherent ability) **1 Mark**

Acquired Immunity-achieved by actually having the disease/ or vaccination

1 Mark

(1+1) = 2 Marks

Q10 Soaps make the penetration of water into fabric easier. The dirt on fabric consists of grease and dust particles . Soap emulsifies the grease thus loosening the grease-borne dirt, with the removal of grease even the dust particles loosen. Hence the fabric is made free from grease and dust.

2 Mark

Q11 Characteristics- (1) Colourless(2) Odourless (3) Tasteless (4) Should not have Suspended particles (5) neutral PH 6) Any other

Any four (1/2 x 4) = 2 marks

Q12. OUT OF SYLLABUS 2 MARKS ADJUSTED IN QUESTION NO 6

Q13 Needs- (1) Inflation (2) to fulfill goals (3) to improve standard of living

(4) for expanding stage of family large (5) for safe future etc (6) Any other

Any four x 1/2 mark each= 2 marks

Q14 Needs-

- i. Basic needs and amenities like food, clothes, home, toilets, electricity, water supply etc.
- ii. acceptance from the people around
- iii. Hygiene and Sanitation
- iv. Equal opportunities
- v. Education
- vi. Rehabilitation
- vii. Vocational training.
- viii. Any other

i-viii- **Any two, 1/2 Mark each**

1/2x2 = 1 Mark

ROLE of Government –

- ix. Ensure regular water/ electricity supply
- x. Provide clean toilets and surroundings
- xi. Universal education for all- provide special assistance
- xii. Provide Employment / give vocational training
- xiii. Rehabilitate

ix-xiii- **any two , 1/2 mark each** **1/2 x2=1**

(1+1=2) Total=2 Mark

Q15 Misleading advertisement-

- i. Exaggerate
- ii. Plays with psyche of consumer
- iii. Carry fabulous prizes to promote sales
- iv. Carry total guarantee but nothing is done in case of fault
- v. Any other

ANY ONE EXAMPLE (1 Mark)

WITH EXPLANATION (1 MARK)

(1+1)=2marks

Q16 REAL DIRECT INCOME- flow of goods and services which are available to the family without the use of money. **1 Mark**

REAL INDIRECT INCOME- flow of goods and services, which are available to a family with the use of money or in exchange of goods. **1 Mark**

(1+1)=2)

Q17 Diarrhoea- (1) provide ORS and other liquids frequently

(2) give soft/ low fibre / bland foods

(3) give fresh food (5) keep the food covered

(6) give clean potable water (7) maintain hygiene

2 points x 1 mark each = 2 marks

Q18 Factors effecting Meal Planning – (1) Size of family (2) composition of family (3) food cost (4) Availability of food stuffs (5) season (6) any other (ANY 3)

(any 3 factors with one line explanation) (1x3=3)

Q19 Filtration- (1) Four pitcher method(2) small water filters on taps (tap filters)

(3) Domestic water filters with clay or porcelain candles

(4) Electric filter (ANY OTHER)

Any one method with explanation = 3 marks

Q20 Attributes- (1) Complexion of person (2) Age of person (3) Sex of person

(4) body build/ Size (short/fat/ tall/ stout / thin) Any 3 points

1 mark each (1 x 3) = 3 marks

Q21 Objectives- (1) to provide security to family (2) to make saving mandatory

(3) to take loans (4) get Tax rebate

any THREE x 1 mark each = 3 marks

Q22 Adulteration- (1) Adding similar cheap substances + example

(2) Removing useful components + example

(3) Adding harmful substances + example

(4) Any other

Any three, 1 mark each (1/2 for adulteration 1/2 for example)

1x3=3

Q23 Points- (1) Near the residence (2) safety (fenced, safe toys)

(3) has trained staff (4) not very expensive

(5) clean well ventilated (6) medical/ first Aid facilities

(7) Material for recreation (8) (ANY OTHER)

Any 3 points x 1 mark each = 3 marks

Q24 Balance is important as it provides stability, harmony and attraction. **1 mark**

Examples –

(i) symmetrical design on both sides

(ii) A big motif on one side and two small motifs on other side

(iii) Any other suitable example

2 mark

(1+2=3) total=3 marks

Q 25. READY MADE TROUSER/PANT-

i. Seams- uniform, stitches continuous /even stitched with matching and strong thread, any other.

ii. Pocket—deep, matching with main fabric, reinforced with double thread, any other

iii. Hems—even, stitched with matching and strong thread, stitches not visible from right side, enough allowance , any other

iv. Zip- base of zip matching, slide smoothly, stitched with strong and matching thread, any other

v. Size / good fit

vi. Easy to wash/wash at home

vii. Durable- fabric with high thread count,

viii. Label- size, care and washing instructions given

ix. Any other

any six (1/2 x 6)

=3 marks

Q26

Post office time deposits	Interest tax free No limit for investment Simple Tax rebate
---------------------------	--

National savings certificate(NSC)	No limit Loan High 8% interest Tax rebate
Monthly income scheme	High interest(8%) 6 years period Premature withdrawal allowed
(2) Post office savings account	3.5% interest Interest tax free, Minimum balnce required is Rs. 50/-
Kissan vikas patra(KVP)	Premature withdrawal allowed 8% interest/ high interest No limit of investment
Any other	Any other

(i) Any two schemes $\frac{1}{2} \times 2 = 1$

(ii) Any two features of each scheme $1 \times 2 = 2$

Total=3 marks

Q27 Socialization – process learning the norms of the society and behave accordingly.

Role of family members- Parents, siblings, grandparents, uncle,Aunt and cousins

- (i) parents- role models, disciplining, teach manners, inculcate sense of right and wrong, behave according to norms set by society.
- (ii) Siblings-sharing, cooperation
- (iii) Grandparents- moral values, religious and cultural values
- (iv) Cousins- Tolerance, sharing
- (v) Uncle/Aunt- values, sharing

Any Four (1x 4) = 4 marks

- Q28 Rights to**
- (i) Safety
 - (ii) be heard
 - (iii) be informed
 - (iv) choose
 - (v) seek redressal
 - (vi) consumer education

Any four rights with one line explanation 1 mark each

= 4 marks

Q29 COTTON CLOTHES-

- (i) Clothes should be clean
- (ii) Remove starch

- (iii) Ensure no dampness- as produces odour and increases insect infestation,
 - (iv) close buttons, fasteners before storing
 - (v) box should be clean and dry
 - (vi) Remove pin, if any
- any four 1 mark each (1x4=4)**

Q30 Tiffin Menu-

Reason for selection – Balanced/ Energy dense/ attractive/ finger foods/ not very spicy/ colourful, any other

2 marks for plan and 2 marks for reason (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. अधोलिखितम् अनुच्छेदं पठित्वा प्रश्नानाम् उत्तराणि संस्कृतेन लिखत :

प्रायशः सर्वासाम् विद्यानां साहित्ये तस्य लेखकस्य मनोभावानां विचाराणां वा प्रकृतं चित्रणं भवति । तच्च पृथिव्यां जायमानस्य तत्प्राणिनः एव मानसिकानुभूतयः भवन्ति । साहित्यस्य परिभाषा या समालोचकैः कृता सा विद्यते 'हितेन सह वर्तते' इति साहित्यम् । कामं विद्यते मानवेतरप्राणिष्वपि विचारशक्तिः स्वभावान् प्रकाशयितुं तथापि भाषाया अभावे ते स्वभावनाः न प्रकटयन्ति मूकत्वमेव तत्र कारणम् । मानवेषु तु प्रकृतेः दर्शनात् परोपकारस्य भावना जागर्ति, कस्यापि शारीरिकीं पीडामवलोक्य कारुण्यमुद्भवति, यद्वस्तु स परिश्रमेणापि लब्धुं न शक्नोति, तत्प्रति तस्यौदासीन्यं जायते । एवमेव दयादादिकारणात् समागतानां वेदनानां चित्रणं कर्तुं या भावनाः उदयन्ति तासां प्रकाशनार्थं कविः स्वरचनासु स्वानुभवान् द्योतयति । वर्तते एतत् सर्वं साहित्यानुजीवनं, तत् साहित्यस्य स्वरूपम् अपि कथ्यते ।

प्रश्नाः

(अ) एकपदेन उत्तरत ।

(i) साहित्ये विचाराणां कीदृशं चित्रणं भवति?

(ii) साहित्यस्य परिभाषा कैः कृता?

- (iii) कस्या अभावे मानवेतरप्राणिनः भावनाः न प्रकटयन्ति ।
- (iv) कविः स्वरचनासु कान् द्योतयति? 1/2x4=2
- (आ) पूर्णवाक्येन उत्तरत ।
- (i) मानवस्य औदासीन्यं कदा जायते?
- (ii) कासां प्रकाशनार्थं कविः स्वानुभवान् द्योतयति? 1x2=2
- (इ) यथानिर्देशम् उत्तरम् ।
- (i) 'पृथिव्यां जायमानस्य प्राणिनः' अत्र विशेष्यं किम्?
- (ii) 'परोपकारस्य भावना जागर्ति' अत्र कर्तृपदं किम्?
- (iii) 'लीयन्ते' अस्याः क्रियाया अनुलोमपदं किम्?
- (iv) 'तत्प्रति तस्यौदासीन्यं भवति' अत्र 'तस्य'। इति सर्वनामपदं कस्मै प्रयुक्तम्? 1x4=4
- (ई) उपरिलिखितस्य गद्यांशस्य समुचितं शीर्षकं लिखत । 2

खण्डः ख

संस्कृत रचनात्मक कार्य

15

2. मैट्रोयानं द्रष्टुं निमन्त्रणार्थं मित्रं प्रति लिखिते पत्रे मञ्जूषातः पदानि चित्वा रिक्तस्थानपूर्तिं कुरुत ।

दिल्लीतः ।

प्रिय सखे स्निग्ध!

सस्नेहं नमः ।

भवान् विगतवर्षे यदा मम गृहम् (1) ----- तदा रेलसंस्थानाद् मम निवासपर्यन्तं
 (2) ----- बहूनि कष्टानि (3) ----- विलम्बेन च प्राप्तवान् ।
 (4) ----- तु भारतस्य राजधान्यां बहुषु (5) ----- एतादृशी
 यातायातव्यवस्था (6) ----- जाता यत् पञ्चदशनिमिषैः, एव यात्रिणः
 (7) ----- स्थानात् अन्यत् स्थानं प्राप्नुवन्ति । एतत् सर्वं (8) -----
 जातम्, मैट्रोयानेन । अनेन कृता यात्रा न केवलं शीघ्रप्राप्तिका परं (9) ----- अपि ।
 अतः अस्मिन् एव ग्रीष्मावकाशे भवान् मम निवासं समागच्छेत् । पितृभ्यां सादरं नमः, अनुजायै
 च शुभाशिषः ।

तव (10) ----- सखा -----,

याज्ञिकः ।

मञ्जूषा

साम्प्रतम्, एकस्मात्, अभिन्नः, मार्गः, स्थानेषु, अन्वभवत्,
सुकरा, सरलम्, आनन्दप्रदा, समागतः।

½x10=5

3. मञ्जूषाप्रदत्तशब्दसूचीसाहाय्येन लघुकथांशं पूरयित्वा पुनः लिखतः

एकदा ----- सिद्धार्थः भ्रमणार्थम् उद्यानं प्राप्तवान्। सहसा स कस्यापि क्रन्दनमश्रुणोत्।
एकः ----- च तस्य समीपे पृथिव्यां पतितः। तम् ----- सिद्धार्थः
करुणापूर्णोऽभवत्। स हंसस्य देहाद् ----- शरं निर्गमयितुमैच्छत् -----
देवदत्तः तत्र समागत्य प्रोवाच - “भो सिद्धार्थ! एष हंसः मया हतः -----
मह्यम् एषः।” सिद्धार्थः प्रत्यवदत् न - ----- इमं हंसम्। यतो हि रक्षकोऽहमेतस्य।
परस्परं विवदमानौ तौ ----- सम्प्राप्तौ। राजा सर्वं कथानकं श्रुत्वा समादिदेश,
यस्य----- हंसः प्राप्स्यति उड्डीय, तस्यैव भविष्यति। हंसस्तु -----
एव समुपगतः। उक्तं हि ‘श्रेयसि केन न तृप्यते?’

मञ्जूषा

अवलोक्य, दीयताम्, सिद्धार्थम्, राजकुमारः, हंसः, यावत्, दास्यामि,
सविधे, न्यायालयम्, तावत्।

½x10=5

4. अधोलिखितं कमप्येकं विषयमाश्रित्य पञ्चवाक्येषु संस्कृतेन एकम् अनुच्छेदं लिखतः
प्राचीदिशा, वायुयानम्, मम पुस्तकम्।

खण्डः ग

अनुप्रयुक्त - व्याकरणम्

30

5. अधोलिखितेषु वाक्येषु रेखाङ्कितपदेषु सन्धिच्छेदं कुरुतः

- (i) रमणीयोऽयम्
(ii) तन्नूनम्
(iii) सर्वकार्यार्थकुशलः
(iv) चक्षुषो विषयः
(v) नोच्छिद्यन्ते
(vi) यद्यस्ति

1x6=6

6. अधोलिखितवाक्येषु रेखाङ्कितपदानां विग्रहाः लेखनीयाः।

- (i) स किंसखा साधु न शास्ति योऽधिपम्।
- (ii) चारुदत्तस्य गेहे अहोरात्रम् दिवसान् अनयम्।
- (iii) चक्रवर्ती खेचरचक्रस्य।
- (iv) निरुद्धचेष्टस्य मे बन्धनमिव राज्यम्।
- (v) सूत्रधारः सर्वव्यवहारस्य।
- (vi) स्वयमनभियुक्तानां राज्ञामेते दोषा भवन्ति।

1x6=6

7. अधोलिखितवाक्येषु कोष्ठकान्तर्गतप्रकृतिप्रत्ययौ योजयित्वा रिक्तस्थानानि पूरयतः

- (i) अष्टावक्रः जनकस्य सभां (प्र + विश् + क्त्वा/ल्यप्) ----- ज्ञानगर्वितान् पण्डितान् अपश्यत्।
- (ii) साधोः शीलं सर्वत्र (वन्द् + अनीयर्) ----- भवति।
- (iii) नश्वरे संसारे (रम् + क्तिन्) ----- मा भवतु।
- (iv) वृषलः मां (दृश् + तुमुन्) ----- इच्छति।
- (v) यथा (आ + दिश् + क्त) ----- चन्दनवारिणा भूमिं शीघ्रं सिञ्चन्तु।
- (vi) (मत्स्यजीव + इन्) ----- मत्स्यसंक्षयं करिष्यन्ति।
- (vii) (पितामह + ठक्) ----- एतत् सरः त्यक्तुं युज्यते।
- (viii) (भग + मतुप्) ----- बुद्धं प्रति भक्तिभावं दर्शयन्ति।

1x8=8

8. अधोलिखितेषु वाक्येषु कर्तृक्रियापदयोः अन्वितिः क्रियताम्:

- (i) वेदा एतस्य वन्दिनः/वन्दी।
- (ii) अये सिंहासनम् अध्यास्ते/अध्यासाते वृषलः।
- (iii) तौ/ते विद्वांसः कुलक्षयं न पश्यन्ति।
- (iv) प्रासादोऽपि अत्रैव वर्तते/वर्तन्ते।
- (v) कृतप्रयत्नावपि गृहे न जीवति/जीवतः

1x5=5

अथवा

अधोदत्तेषु वाक्येषु विशेष्यैः सह मञ्जूषाया विशेषणपदानि योजयतः

- (i) भवद्भिः एव प्रोत्साह्य ----- वृषलः।
- (ii) अहं ----- भास्वन्तं पश्यामि।

- (iii) ----- मत्स्यजीविभिः उक्तम् ।
 (iv) विरम विरम ----- दुर्व्यसनात् ।
 (v) न खल्वहं ----- श्रियमनुशोचामि ।

1x5=5

मञ्जूषा
 अस्मात्, कोपितः, नष्टाम्, गच्छद्भिः, उदेष्यन्तम् ।

9. अधोदत्तेषु वाक्येषु कोष्ठकपदैः सह उपयुक्तविभक्तिं प्रयुज्य रिक्तस्थानानि पूरयत :

- (i) ----- विना ओषधीनाम् अस्तित्वं समाप्तं भविष्यति । (सूर्य)
 (ii) अये ----- अध्यास्ते वृषलः (सिंहासन)
 (iii) जीवने ----- विना सफलता न लभ्यते । (दूरदृष्टि)
 (iv) यथा चतुर्भिः ----- परीक्ष्यते । (कनक)
 (v) निष्क्रान्तौ ----- सह । (परिजन)

1x5=5

खण्डः घ

पठितांश- अवबोधनम्

35

10. अधोलिखितं गद्यांशं नाट्यांशं पद्यांशं च पठित्वा तदाधारितान् प्रश्नान् संस्कृतेन उत्तरत :

(I) गद्यांशः

अथ तत् समाकर्ण्य उच्चैः विहस्य यद्भविष्यः उवाच-अहो भवद्भ्यां न सम्यक् मन्त्रितम् इति । किं वाङ्मात्रेणापि पितृपैतामहिकम् एतत् सरः त्यक्तुं युज्यते? आयुः क्षयोऽस्ति चेद् अन्यत्र गतानामपि मृत्युः भविष्यति एव । उक्तं च-

अरक्षितं तिष्ठति दैवरक्षितं

सुरक्षितं दैवहतं विनश्यति ।

जीवत्यनाथोऽपि वने विसर्जितः

कृतप्रयत्नोऽपि गृहे न जीवति ।।

प्रश्नाः

(अ) एकपदेन उत्तरत ।

- (i) भवद्भ्यां कीदृक् न मन्त्रितम्?
 (ii) अरक्षितं कीदृशं तिष्ठति?

½x2=1

- (आ) पूर्णवाक्येन उत्तरत ।
आयुःक्षये किं भविष्यति? 1
- (इ) यथानिर्देशम् उत्तरत ।
(क) (i) उचितमित्यर्थे किं पदं प्रयुक्तमत्र?
(ii) वने विसर्जितः अनाथः अत्र विशेषणं किम्? ½x2=1
- (ख) 'भवद्भ्यां न सम्यक् मन्त्रितम्' अत्र भवद्भ्याम् इति सर्वनामपदं काभ्यां प्रयुक्तम् । 1
- (ग) 'उवाच' अस्य क्रियापदं किम्? 1

(II) नाट्यांशः

नटी - (प्रविश्य) आर्य! इयमस्मि । आर्य! दिष्ट्या खलु आगतोऽसि ।

सूत्रधारः - आर्य! किम् अस्त्यस्माकं गेहे प्रातराशः?

नटी - अस्ति । घृतं गुडं दधितण्डुलाश्च सर्वमस्ति ।

सूत्रधारः - चिरंजीव! एवं शोभनानां भोजनानां दात्री भव । आर्ये किमिदं सर्वम् अस्माकं गेहे अस्ति?

नटी - नहि नहि, अन्तरापणे ।

(अ) एकपदेन उत्तरत ।

(i) गेहे कः अस्ति?

(ii) का भोजनदात्री भवतु? ½x2=1

(आ) पूर्णवाक्येन उत्तरत ।

नटीकथनानुसारं सूत्रधारस्य गृहे किम् किमस्ति? 1

(इ) यथानिर्देशम् उत्तरत ।

(क) (i) 'शोभनानां भोजनानाम्' अत्र विशेषणं किम्?

(ii) 'ओदनानि' अस्य समानपदं किमत्र प्रयुक्तम्? ½x2=1

(ख) 'अस्माकं' गेहे अस्ति' अत्र अस्माकमिति सर्वनामपदं केभ्यः प्रयुक्तम्? 1

(ग) 'आर्य! इयम् अस्मि' अत्र कर्तृपदं किम्? 1

(III) पद्यांशः

अनन्तरत्नप्रभवस्य यस्य

हिमं न सौभाग्यविलोपि जातम् ।

एको हि दोषो गुणसन्निपाते
निमज्जतीन्दोः किरणेष्विवाङ्कः ॥

प्रश्नाः

(अ) एकपदेन उत्तरत ।

(i) कः अनन्तरत्नप्रभवः अस्ति?

(ii) गुणसन्निपाते कः निमज्जति?

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

(आ) पूर्णवाक्येन उत्तरत ।

हिमं कस्य सौभाग्यं न विलुम्पति?

2

(इ) यथानिर्देशम् उत्तरत ।

(i) 'सौन्दर्यम्' अस्यार्थे किं पदं प्रयुक्तम्?

(ii) 'किरणेषु अङ्कः निमज्जति अत्र कर्तृपदं' किम्?

(iii) 'अन्त' अस्य किं विलोमपदमत्र?

(iv) 'यस्य सौभाग्यविलोपि' अत्र यस्य इति सर्वनामपदं कस्मै प्रयुक्तम्?

$\frac{1}{2} \times 4 = 2$

11. अधोदत्तं श्लोकद्वयं पठित्वा यथानिर्देशमुत्तरत ।

(i) तृणानि भूमिरुदकं वाक्चतुर्थी च सूनृता ।

एतान्यपि सतां गेहे नोच्छिद्यन्ते कदाचन ॥

अस्य श्लोकस्य सन्दर्भग्रन्थं लेखकं च लिखत ।

1+1=2

(ii) अशक्तैर्बलिनः शत्रोः कर्तव्यं प्रपलायनम् ।

आश्रितव्योऽथवा दुर्गः नान्या तेषां गतिर्भवेत् ॥

इमं श्लोकं कः कं प्रति कथयति?

1+1=2

12. अत्र प्रदत्तभावार्थत्रये शुद्धभावार्थचयनं कृत्वा लिखत ।

(i) लोभश्चेदगुणेन किम्?

भावार्थाः

(i) मनुष्ये लोभे आगते अन्यैः अवगुणैः किम्?

(ii) मनुष्ये लुब्धे सति सर्वे गुणा आयान्ति ।

(iii) मानवः लोभं प्राप्य सन्तुष्टो भवति ।

(ii) भवन्ति मायाविषु ये न मायिनः ।

भावार्थाः

- (i) ये सत्सु कपटिनः भवन्ति ।
(ii) ये छलिषु छलिनः न भवन्ति ।
(iii) ये सर्वथा, प्रसीदन्ति ।

2+2=4

अथवा

अधोदत्तस्य श्लोकस्य भावार्थं मञ्जूषापदैः पूरयित्वा लिखत :

शिक्षा क्षयं गच्छति कालपर्यया-

त्सुबद्धमूला निपतन्ति पादपाः ।

जलं जलस्थानगतं च शुष्यति

हुतं च दत्तं च सदैव तिष्ठति ॥

भावार्थः

कालः परिवर्तते तेन सह ----- शनैः शनैः ----- भवति, स्थिरमूलयुक्ताः
----- अपि छिन्ना भूत्वा ----- । जलस्य गन्तव्यं स्थानम् अपि समयेन
----- भविष्यति, परं यत्किमपि ----- दीयते यत् च -----
हविष्यरूपेण दीयते एते ----- तिष्ठतः ।

मञ्जूषा

विस्मृता, सततम्, विद्या, नश्यन्ति, हुतं, जलहीनम्, वृक्षाः, दानरूपेण ।

½+8=4

13. अधोलिखितश्लोकद्वयस्य प्रदत्तान्वये रिक्तस्थानपूर्तिं कृत्वा पुनः लिखत :

- (i) विद्यमाना गतिः येषामन्यत्रापि सुखावहा ।
ते न पश्यन्ति विद्वांसो देहभङ्गं कुलक्षयम् ॥

अन्वयः

येषाम् अन्यत्र अपि ----- सुखावहा गतिः ते -----
देहभङ्गं ----- न ----- ।

- (ii) वदनं-प्रसादसदनम् सदयं हृदयं सुधामुचो वाचः ।
करणं परोपकरणं येषां केषां न ते वन्द्याः ॥

अन्वयः

येषाम् वदनम् ----- हृदयम् ----- वाचः सुधामुचः
करणं----- ते केषाम् न ----- ।

½+8=4

14. स्तम्भद्वये अधः प्रदत्तवाक्यानां सार्थकं संयोजनं कृत्वा क्रमेण लिखतः

- | क स्तम्भ | ख स्तम्भ |
|------------------------------------|-------------------------------------|
| 1. तद् रात्रावपि गम्यताम् | (i) अपयशो यद्यस्ति किं मृत्युना । |
| 2. सद्विद्या यदि किं धनैः | (ii) किञ्चित् निकटं सरः । |
| 3. शिक्षा क्षयं गच्छति कालपर्ययात् | (iii) भवन्ति मायाविषु ये न मायिनः । |
| 4. व्रजन्ति ते मूढधियः पराभवम् | (iv) सुबद्धमूला निपतन्ति पादपाः । |

1x4=4

15. अधोलिखितपङ्क्तिषु रेखांकितपदानां प्रसङ्गानुसारम् अर्थं चित्वा लिखतः

- (i) सत्येन पन्थाः विततो देवयानः ।
(क) मार्गः (ख) विदुषां मार्गः (ग) क्रमयुक्तः ।
- (ii) इतः शिष्यैः आनीतानां दर्भाणां स्तूपः ।
(क) स्तुतिः (ख) स्तम्भः (ग) समूहः ।
- (iii) लद्दाखे आस्तुतः नीलाकाशः छत्रवत् प्रतीयते ।
(क) विस्तृतः (ख) आस्तरणम् (ग) आश्रितः ।
- (iv) किन्तु खलु संविधा विहिता न वा ।
(क) संविधानम् (ख) भोजनव्यवस्था (ग) उपायः ।

1x4=4

खण्डः घ

सामान्यः संस्कृतसाहित्यपरिचयः

10

16. अधोलिखितानां कवीनां देशकालकृतीनां यथानिर्देशं नामानि लिखतः

कवयः

- | | | | |
|-------------------------|---|------|---|
| (i) आर्यभटः | } | देशः | 3 |
| (ii) भवभूतिः | | | |
| (iii) बाणभट्टः | | | |
| (i) वराहमिहिरः | } | कालः | 3 |
| (ii) भासः | | | |
| (iii) अम्बिकादत्तव्यासः | | | |

(i) सुश्रुतः	}	काचिदेका कृतिः	4
(ii) भारविः			
(iii) विष्णुशर्मा			
(iv) कौटिल्यः			

अथवा

- (अ) अधः मञ्जूषायां प्रदत्तशब्दैः रिक्तस्थानपूर्तिं कुरुतः ½x10=5
- (i) छन्दोमयी रचना उच्यते द्वौ तस्य भेदौ खण्डकाव्यं च ।
- (ii) अभिनयः मुख्यं तत्त्वम् अस्ति तस्य आदौ भवति ।
- (iii) कवीनां निकषं । तस्य भेदद्वयम् आख्यायिका च ।
- (iv) रूपकस्य भेदाः सन्ति, तस्य प्रमुखो नाटकम् ।
- (v) प्रकरणे अङ्काः भवन्ति, धीरललितः तस्य भवति ।

मञ्जूषा महाकाव्यम्, गद्यम्, दश, नायकः, भेदः, दश, कथा, नाटकस्य, नान्दी, पद्यम् ।

- (आ) संस्कृतपद्यस्य पञ्च विशेषताः संस्कृतेन लिखत । 5

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खण्ड क

अपठितांश - अवबोधनम्

10

1. अधेलिखितम् गद्यांशं पठित्वा प्रश्नानाम् उत्तराणि संस्कृतेन लिखतः

एकदा एकः संन्यासी राज्ञो जनकस्य सभां प्राप्य राजानम् अपृच्छत् - “कथं भवान् ऐश्वर्येण सुरासुन्दरीभिः च परिवृतः स्वात्मानम् आत्मज्ञानिनं कथयति ।” सविस्मयं राजोवाच ----- “प्रश्नस्यास्योत्तरं प्राप्स्यते भवद्भिः रात्रौ राजसभायामेव ।” रात्रौ राजसभायां नृत्यांगनाभिः परिवृतः राजा संन्यासिने तैलपूर्णं पात्रं दत्त्वा सभायाः सप्त परिक्रमाः कर्तुमादिदेश, अवदत् च ----- “नहि कोऽपि तैलबिन्दुः पात्राद् बहिः स्वलितव्यः, अन्यथा ग्रीवा तव छेत्स्यते सैनिकैः ।” संन्यासी तु भयत्रस्तः चेतसि व्यचारयत् ----- “कथं मया राजा पृष्टः?” परं प्रारभत तदैव परिक्रान्तुं सभाम् । नृत्यांगनानां सौदर्यं दर्शं दर्शं सैनिकाः सानन्दमनृत्यन्, अगायन्, तथापि संन्यासी परिक्रमाः समाप्तवान् ।

ततो राजोवाच ----- “संन्यासिन्! किं त्वचा दृष्टं सभायाम्?” संन्यासी प्रत्यवदत्
----- “मृत्युचक्रेणावृतः न किमपि दृष्टवानहं तैलपात्रादन्यत्।” राजा तु सप्रज्ञानं
संन्यासिनमबोधयत् ----- “ध्यानमग्नेन जनेन न किंचिद् अवलोक्यते लक्ष्यादन्यत्। अतोऽहमपि
ऐश्वर्याक्रान्तोऽपि सदैव परमात्मानमेव चिन्तयामि सततम्। अतो जनाः कथयन्ति मां विदेहम्।”

प्रश्नाः

- (अ) एकपदेन उत्तरत। 1/2x4=2
- (i) जनाः कं विदेहं कथयन्ति?
- (ii) संन्यासिनः ग्रीवा कैः छेत्स्यते?
- (iii) संन्यासी काः समाप्तवान्?
- (iv) केनावृतः संन्यासी तैलपात्रादन्यत् न दृष्टवान्?
- (आ) पूर्णवाक्येन उत्तरत। 1x2=2
- (i) संन्यासिना प्रश्नस्योत्तरं कुत्र प्राप्स्यते?
- (ii) ध्यानमग्नेन जनेन किमवलोक्यते?
- (इ) यथानिर्देशम् उत्तरत। 1x4=4
- (i) ‘अन्यथा ग्रीवा तव छेत्स्यते’ अत्र ‘तव’ सर्वनामपदं कस्मै प्रयुक्तम्?
- (ii) ‘सैनिकाः सानन्दमनृत्यन्’ अत्र कर्तृपदं किम्?
- (iii) ‘अनावृतः’ अस्य किं विलोमपदमत्र?
- (iv) ‘मनसि’ अस्य समानार्थकं किं पदमत्र?
- (ई) अस्य गद्यांशस्य समुचितं शीर्षकं संस्कृतेन लिखत। 2

खण्डः ख

संस्कृतेन रचनात्मककार्यम्

15

2. अध्यापकप्रवेशपरीक्षादात्रे स्वानुजाय लिखिते पत्रे मञ्जूषातः पदानि चित्वा रिक्तस्थानपूर्तिं कुरुत। 1/2x10=5
कानपुरतः।

प्रिय अनुज सौरभ!

शुभाशिषः।

गतसप्ताहे तव पत्रं प्राप्तवान् अहम्। त्वया तत्र स्वकीयः (i) -----
प्रकटीकृतः यत् त्वम् (ii) ----- परीक्षामुत्तीर्य अध्यापकः भवितुमिच्छसि।
एतदर्थं (iii) ----- प्रवेशपरीक्षां दास्यति वार्षिक्याः
(iv) ----- पश्चात्। मयाऽत्र कथ्यते यत् भवता पूर्वं तावत् परीक्षा एषा

सप्रयत्नेन (v) ----- । यतो हि सर्वे पन्थानः (vi) -----
 भविष्यति द्वादशीपरीक्षानन्तरम् एव । नाहं तवोत्साहं न्यूनीकरोमि । देशेऽस्माकं सर्वप्रथमं ग्रामेषु
 (vii) ----- प्रदेया । अतः भवान् प्रथमं प्राथमिकाध्यापको भवितुं (viii)
 ----- । यद्यस्माकं ग्रामीणाः शिक्षिताः भविष्यन्ति तर्हि शीघ्रं करिष्यति
 उन्नतिं देशः ।

स्वप्राध्यापकेभ्यः मम प्रणामाञ्जलिः देया, विशेषतः (ix) ----- ।

शुभाशंसुः तव,

(x) -----,

हिमांशुः ।

मञ्जूषा

यतताम्, छात्रावासाध्यक्षाय, अभिलाषः, भवान्, समुत्तीर्या, शिक्षा, द्वादशीम्,
 परीक्षायाः, अग्रजः, उद्घटिताः ।

3. मञ्जूषा-प्रदत्त-शब्दसूचीसाहाय्येन लघुकथांशं पूरयित्वा पुनः लिखत ।

½x10=5

प्रकृतिं (i) ----- मानवः चिरन्तनकालादेव (ii) -----
 अस्ति । एतदर्थं स्वबौद्धिकनेत्राभ्यां स सुबहून् (iii) ----- आविरकरोत् ।
 विज्ञानमेवास्तेऽत्र मुख्यो (iv) ----- । विज्ञानस्य आविष्काराणामग्रे बहवः (v)
 ----- वैज्ञानिकाः अपि लज्जानम्रमुखाः (vi) ----- । साम्प्रतिके
 युगे तु मानवः कृत्रिमं वरुणं (vii) ----- उद्यतो वर्तते । वातानुकूलनयन्त्ररूपे (viii)
 ----- करबद्धो दृश्यते । विज्ञानासुरसमक्षे तु मातुरुदराद् (ix) -----
 उत्पन्नेन नरेण (x) ----- शीघ्रमेव । कथञ्चित् एतद् प्रलयस्य दृश्यं तु न ।

मञ्जूषा

भविष्यते, हेतुः, जेतुकामः, पूर्वे, प्रयासरतः, आविष्कारान्, सञ्जाताः,
 मरुत्, निर्मातुम्, विनैव ।

4. अधोलिखितं कमप्येकं विषयमवलम्ब्य पञ्चवाक्येषु संस्कृतेन एकम् अनुच्छेदं लिखत :
 मैट्रोयानम्, मम जननी, संस्कृतभाषा ।

1x5=5

खण्डःग

अनुप्रयुक्तव्याकरणम्

30

5. अधोलिखितेषु वाक्येषु रेखाङ्कितपदेषु सन्धिविच्छेदं कुरुतः

1x6=6

(i) अङ्गीकरोति उत्तरं दक्षिणं चायनम् ।

(ii) तन्न युक्तं साम्प्रतं क्षणमप्यत्र अवस्थातुम् ।

- (iii) अहो राजते कीदृशीयं हिमानी ।
- (iv) शुचि मनो यद्यस्ति तीर्थेन किम्?
- (v) मां दहति नष्टधनश्चियो मे ।
- (vi) प्राचीनश्च श्वेतस्तूपः ।
6. अधोलिखितेषु वाक्येषु रेखाङ्कितपदानां विग्रहा लेख्याः 1x6=6
- (i) अहिंसया च भूतात्मा मनः सत्येन शुध्यति ।
- (ii) चक्रवर्ती खेचरचक्रस्य ।
- (iii) एतानि चित्राणि पर्वतारोहणस्य सन्ति ।
- (iv) कौटिल्यः रसायनज्ञः अपि आसीत् ।
- (v) चन्दनवारिणा भूमिं शीघ्रं सिञ्चन्तु ।
- (vi) व्रजन्ति ते मूढधियः पराभवम् ।
7. अधोलिखितेषु वाक्येषु कोष्ठकान्तर्गतप्रकृतिं प्रत्ययं च योजयित्वा रिक्तस्थानानि पूरयत : 1x8=8
- (i) एनम् एव ----- भवति । (आ + श्चि + क्त्वा)
- (ii) अहो! राजधिराजमन्त्रिणो ----- । (वि + भू + क्तिन्)
- (iii) किमर्थं वयम् ----- । (आ + हे + क्त)
- (iv) अत एव ----- इच्छामि । (श्रु + तुमुन्)
- (v) तिष्ठ तिष्ठ न ----- । (गम् + तव्यत्)
- (vi) नेपथ्ये ----- काव्यपाठं कुरुतः । (वेताल + ठक्)
- (vii) ----- बुद्धं प्रति भक्तिभावं दर्शयन्ति । (भग + मतुप्)
- (viii) ----- यद्यस्ति । (पिशुन + तल्)
8. अधोलिखितेषु वाक्येषु कर्तृक्रियापदयोः अन्वितिं कुरुत : 1x5=5
- (i) व्रजति/व्रजन्ति ----- ते मूढधियः पराभवम् ।
- (ii) मैत्रेयः इत एव ----- आगच्छति/आगच्छन्ति ।
- (iii) भवान् क्षणमात्रं ----- प्रतिपालय/प्रतिपालयतु ।
- (iv) किमेतत्सर्वम् अस्माकं गेहे ----- अस्ति/सन्ति?
- (v) संगणकभाषायाः जन्म एव न ----- अभविष्यत्/अभविष्यन् ।

अधोदत्तेषु वाक्येषु विशेष्यैः सह मञ्जूषाया विशेषणपदानि योजयत :

1x5=5

- (i) वाक् चतुर्थी च ----- ।
- (ii) ----- गतिः येषाम् ।
- (iii) गम्यतां किञ्चित् ----- सरः ।
- (iv) अयं स्तूपः ----- आलोकं वितरति ।
- (v) ----- निपतन्ति पादपाः ।

मञ्जूषा

निकटम्, भव्यम्, सूनुता, विद्यमाना, सुबद्धमूलाः ।

9. अधोदत्तेषु वाक्येषु कोष्ठकपदैः सह उपयुक्त-विभक्तिं प्रयुज्य रिक्तस्थानानि पूरयत :

1x5=5

- (i) अस्मिन् समये किम् ----- । (कौमुदीमहोत्सव)
- (ii) निष्क्रान्तौ सह ----- । (परिजन)
- (iii) मानवः ----- एव उत्सवप्रियः । (स्वभाव)
- (iv) सदा ----- हिं कुर्वते रतिम् । (अनुकूल)
- (v) ----- प्रति पूर्वाभिमुखा पृथिवी । (सूर्य)

खण्डः घ

पठितांश-अवबोधनम्

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10. अधोलिखितं गद्यांशं, पद्यांशं नाट्यांशं च पठित्वा तदाधारितान् प्रश्नान् संस्कृतेन उत्तरत :

(क) गद्यांशः

अयमेव अहोरात्रं जनयति । अयम् एव वत्सरं द्वादशसु भागेषु विभनक्ति । अयम् एव कारणं षण्णाम् ऋतूनाम् । एष एव अङ्गीकरोति उत्तरं दक्षिणं चायनम् । अनेन एव सम्पादिताः युगभेदाः । अनेन एव कृताः कल्पभेदाः । एनम् एव आश्रित्य भवति परमेष्ठिनः परार्द्धसंख्या । वेदा एतस्य वन्दिनः । गायत्री अमुम् एव गायति । धन्य एष कुलमूलं श्रीरामचन्द्रस्य । प्रणम्यः एष विश्वेषाम् ।

प्रश्नाः

(क) एकपदेन उत्तरत ।

1/2x2=1

- (i) कः षण्णाम् ऋतूनां कारणम्?
- (ii) वेदाः कस्य वन्दिनः?

- (आ) पूर्णवाक्येन उत्तरत । 1
कः आश्रयः परमेष्ठिनः परार्द्धसंख्यायाः?
- (इ) यथानिर्देशम् उत्तरत । 1
'षण्णाम्' इति कस्य विशेषणम्?
- (ई) (i) गायत्री अमुम् एव गायति । अत्र कर्तृपदं किम्? 1
(ii) 'अहश्च रात्रिश्च' अनयोः स्थाने किं पदं प्रयुक्तम्? 1
- (ख) पद्यांशः
सत्यं न मे धनविनाशगता विचिन्ता,
भाग्यक्रमेण हि धनानि पुनर्भवन्ति ।
एतत्तु मां दहति नष्टधनश्रियो मे
यत् सौहृदानि सुजने शिथिलीभवन्ति ।।
प्रश्नाः
(अ) एकपदेन उत्तरत । ½x2=1
(i) कीदृशी चिन्ता नास्ति?
(ii) केन धनानि पुनर्भवन्ति?
- (आ) पूर्णवाक्येन उत्तरत । 1
चारुदत्तं किम् दहति?
- (इ) यथानिर्देशम् उत्तरत । ½x2=1
(i) चारुदत्तस्य विशेषणं किम्?
(ii) 'वैराणि' अस्य विलोमपदं किमत्र?
- (ई) (i) 'सख्यानि' अस्य कः पर्यायः अत्र प्रयुक्तः? 1
(ii) 'भाग्यक्रमेण धनानि पुनर्भवन्ति' अत्र कर्तृपदं किम्? 1
- (ग) नाट्यांशः
शिक्षिका — नास्ति सन्देहः । किं प्रक्षेपकमाध्यमेन तत् सर्वं यात्रावृत्तं द्रष्टुं वाञ्छथ?
उमे — आम्, अस्माकं कक्षायाः सर्वे छात्राः द्रष्टुमुत्सुकाः ।
विजय — अहो! विपुलहिमराशिना धवला एते लद्दाख-प्रदेशीया गिरयः अतीव शोभन्ते ।
वन्दना — आचार्ये, किं लद्दाखशब्दस्य कश्चिद् विशिष्टोऽर्थः?

शिक्षिका — शोभनः प्रश्नः। शृणुत, उत्तुङ्गपर्वतानाम् उपत्यकाभूमिं 'लद्दाख' इति वदन्ति।
श्यामा — एवम्। श्रूयते यद् लद्दाखमार्गेणैव तिब्बतक्षेत्रे बौद्धधर्मस्य प्रवेशः अभवत्।

प्रश्नाः

- (अ) एकपदेन उत्तरत। ½x2=1
- (i) छात्राः किं द्रष्टुमिच्छन्ति?
- (ii) के अतीव शोभन्ते?
- (आ) पूर्णवाक्येन उत्तरत। 1
लद्दाखशब्दस्य अर्थं लिखत।
- (इ) यथानिर्देशम् उत्तरत।
- (i) 'प्रश्नः' अस्य विशेषणं लिखत। 1
- (ii) 'निश्चयः' अस्य विलोमपदं लिखत। 1
- (iii) यूयम् द्रष्टुं वाञ्छथ। अत्र कर्तृपदं किम्? 1

11. निर्देशानुसारं प्रश्नान् उत्तरत।

- (i) 'सुमहिमा यद्यस्ति किं मण्डनैः।' 1+1=2
अस्याः पंक्तेः सन्दर्भग्रन्थस्य लेखकस्य च नामनी लिखत।
- (ii) 'किमेतत्सर्वम् अस्माकं गेहे अस्ति?' 1+1=2
इमां पंक्तिं कः काम् वदति?

12. अधोलिखितस्य श्लोकद्वयस्य प्रदत्तभावार्थं मञ्जूषातः उचितपदैः पूरयित्वा लिखतः ½+8=4

(अ) जम्बूवृक्षस्य प्राग्वल्मीको यदि भवेत् समीपस्थः।

तस्माद् दक्षिणपार्श्वे सलिलं पुरुषद्वये स्वादु।।

भावार्थः

मधुरं जलं पृथिव्यां कुत्र प्राप्यते, अस्य विश्लेषणं कुर्वन् वराहमिहिरः वदति -----
यदि जम्बूवृक्षात् (i) ----- वल्मीकः भवति तर्हि तस्य (ii) -----
द्वयोः पुरुषयोः आकारस्य (iii) ----- मधुरं स्वादिष्टं वा जलं (iv) -----
शक्यते।

(आ) शिक्षा क्षयं गच्छति कालपर्ययात्

सुबद्धमूला निपतन्ति पादपाः।

जलं जलस्थानगतं च शुष्यति

हुतं च दत्तं च तथैव तिष्ठति।।

भावार्थः

कालः परिवर्तनशीलः तेन सह (i) ----- अपि शनैः शनैः (ii) -----
भवति। जलौघेन (iii) ----- वृक्षाः अपि नष्टा भवन्ति। जलस्थाने विद्यमानं
जलमपि (iv) ----- परं यज्ञे प्रक्षिप्ता आहुतिः दानं च कस्मै अपि दत्तं
सदैव स्थिरं भवति।

मञ्जूषा

अन्तरे, विस्मृता, पूर्वम्, दक्षिणतः, विद्या, स्थिरमूलाः, प्राप्तुम्, शुष्यति।

अथवा

अधस्तन-पंक्तयोः प्रदत्त-भावार्थयोः शुद्धं भावार्थं चित्वा लिखत :

2+2=4

(अ) सत्त्वं च न परिभ्रष्टं यद् दरिद्रेषु दुर्लभम्।

भावार्थः

- (i) दारिद्र्ये जनः भ्रष्टो भवति।
- (ii) दारिद्र्ये कोऽपि मानव एव भ्रष्टो भवति।
- (iii) दारिद्र्ये यस्य मनः न भ्रश्यते स एव दुर्लभः।

(आ) घनीभूतं हिमं गिरिराजस्य शोभां सततं प्रवर्धयति।

भावार्थः

- (i) छविः हिमालयस्य शोभां वर्धयति।
- (ii) सञ्चितं हिमम् अनवरतं पर्वतराजहिमालयस्य कान्तिं समृद्धां करोति।
- (iii) हिमालयस्य द्युतिः शीतीभूतं हिमं वर्धयति।

13. अधोलिखितस्य श्लोकद्वयस्य प्रदत्तान्वये रिक्तस्थान-पूर्तिं कृत्वा पुनः लिखत :

2+2=4

(अ) निर्वैरा विमुखीभवन्ति सुहृदः स्फीता भवन्त्यापदः।

पापं कर्म च यत् परैरपि कृतं तत्तस्य सम्भाव्यते।।

अन्वयः

निर्वैराः (i) ----- विमुखीभवन्ति, आपदः स्फीताः (ii) -----
परैः अपि च यत् पापं (iii) ----- कृतम् तत् (iv) -----
सम्भाव्यते।

(आ) अरक्षितं तिष्ठति दैवरक्षितं, सुरक्षितं दैवहतं विनश्यति।

जीवत्यनाथोऽपि वने विसर्जितः, कृतप्रयत्नोऽपि गृहे न जीवति।।

अन्वयः

दैवरक्षितम् अरक्षितं (i) ----- दैवहतं (ii) -----
विनश्यति । वने विसर्जितः (iii)----- अपि जीवति, कृतप्रयत्नः गृहे (iv)
----- न जीवति ॥

14. अधोलिखितानां 'क' स्तम्भस्य वाक्यांशानां 'ख' स्तम्भस्य वाक्यांशैः सह सार्थकसम्मेलनं कृत्वा पुनः लिखत :

1x4=4

<u>'क'</u>	<u>'ख'</u>
(i) तत् न युक्तं साम्प्रतं	किञ्चित् निकटं सरः ।
(ii) तद् रात्रावपि गम्यतां	अगुणेन किम् ।
(iii) सदानुकूलेषु हि कुर्वते रतिं	नृपेष्वमात्येषु च सर्वसम्पदः ।
(iv) लोभश्चेद्	क्षणमप्यत्र अवस्थातुम् ।

15. अधोलिखितेषु वाक्येषु रेखांकितशब्दानां प्रसङ्गानुसारं सार्थकम् अर्थं चित्वा लिखत :

1x4=4

- (i) इदम् अनुष्ठीयते देवस्य शासनम् ।
प्रशस्यते, विधीयते, गम्यते ।
- (ii) कोऽन्यो जीवितुकामः देवस्य शासनम् अतिवर्तेत ।
जीवनम्, जीवितुम् इच्छन्/जीवनस्य कार्यम् ।
- (iii) राजाधिराजमन्त्रिणो विभूतिः ।
सम्पत्तिः, कृतिः, गतिः ।
- (iv) मत्स्यजीविनः मत्स्यसंक्षयं करिष्यन्ति ।
पालनम्, समृद्धिः, विनाशम् ।

खण्डः घ

सामान्यः संस्कृतसाहित्यपरिचयः

10

16. अधोलिखितानां कवीनां देशकालकृतीनां यथानिर्देशं नामानि लिखत :

3+3+4=10

कवयः

(i) भर्तृहरिः	}	कालः
(ii) भासः		
(iii) अम्बिकादत्तव्यासः		

- (i) भारविः
(ii) कालिदासः
(iii) वराहमिहिरः
- } देशः

- (i) विष्णुशर्मा
(ii) कौटिल्यः
(iii) आर्यभटः
(iv) मनुः
- } काचिद् एका कृतिः

अथवा

- (अ) निम्नलिखितवाक्येषु मञ्जूषायाः पदानि चित्वा रिक्तस्थान-पूर्तिः क्रियताम् : ½x10=5
- (i) विध्नविघाताय ----- प्रारम्भे ----- भवति ।
- (ii) ----- गद्यस्य भेदः ----- रूपकस्य च ।
- (iii) ----- वृद्धसेवकः ----- अभिधीयते ।
- (iv) गद्यमद्यमयं काव्यं ----- एकेन अंकेन युक्तः ----- ।
- (v) ----- नाटकस्य प्रारम्भे ----- पठति ।

मञ्जूषा

चम्पूः, आख्यायिका, नाटकम्, नाटकस्य, अन्तःपुरस्य, कञ्चुकी,
एकांकी, नान्दी, सूत्रधारः, नान्दीम् ।

- (आ) संस्कृतमहाकाव्यस्य पञ्च विशेषताः 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) प्रकृतम्
(ii) समालोचकैः
(iii) भाषायाः
(iv) स्वानुभवान्। ½x4=2
- आ- (ii) यद्वस्तु स परिश्रमेणापि लब्धुं न शक्नोति, तत्प्रति तस्यौदासीन्यं जायते।
(iii) वेदानां चित्रणं कर्तुं या भावनाः उदयन्ति तासां प्रकाशनार्थं कविः स्वरचनासु स्वानुभवान् घोतयति। 1x2=2
- इ- (i) प्राणिनः
(ii) भावना
(iii) उदयन्ति
(iv) मानवाय/मानवस्य कृते 1x4=4

ई- साहित्यम्, मानवप्रवृत्तिः, भावानां चित्रणम्, प्रकृतेः दर्शनम् इत्यादयः।

1x2=2

खण्ड : ख

रचनात्मककार्यम्

2. (i) समागतः (ii) मार्गं (iii) अन्वभवत् (iv) साम्प्रतम् ½x10=5
(v) स्थानेषु (vi) सुकरा (vii) एकस्मात् (viii) सरलम्
(ix) आनन्दप्रदा (x) अभिन्नः।

नोट अभिन्नः सखा से पूर्व अथवा पश्चात् लिखने पर पूर्णङ्क दिए जाए।

3. (i) राजकुमारः (ii) हंसः (iii) अवलोक्य (iv) यावत् ½x10=5
(v) तावत् (vi) दीयताम् (vii) दास्यामि (viii) न्यायालयम्
(ix) सविधे (x) सिद्धार्थम्।

4. निर्दिष्टं विषयम् अधिकृत्य पञ्चवाक्येषु लेखनं अपेक्षितम्। व्याकरणस्य शुद्धिः अनिवार्या।
भावे शुद्धे अर्ध/अंकः देयः। 1x5=5

खण्डः - ग

अनुप्रयुक्त व्याकरणम्

5. एक शब्द शुद्ध होने पर 1/2 अंक तथा दोनों शुद्ध होने पर पूर्णङ्क दिए जाएं। 1x6=6

- (i) रमणीयः / रमणीयो + अयम् (ii) तत् + नूनम्
(iii) सर्वकार्य + अर्थकुशलः (iv) चक्षुषः + विषयः
(v) न + उच्छिद्यन्ते (vi) यदि + अस्ति।

6. (i) कुत्सितः + सखा (ii) अहः च रात्रिः च तयोः समाहारः 1x6=6
(iii) खेचराणां चक्रस्य (iv) निरुद्धाः चेष्टाः यस्य सः तस्य
(v) सूत्रं धारयति (यः सः) (vi) न अभियुक्तानाम्।

7. (i) प्रविश्य (ii) वन्दनीयम् (iii) रतिः 1x8=8
(iv) द्रष्टुम् (v) आदिष्टम् (vi) मत्स्यजीविनः
(vii) पैतामहिकम् (viii) भगवन्तम्।

8. (i) वन्दिनः (ii) अध्यास्ते (iii) ते 1x5=5
(iv) वर्तते (v) जीवति।

अथवा

- (i) कोपितः (ii) उदेष्यन्तम् (iii) गच्छद्भिः
(iv) अस्मात् (v) नष्टाम् ।
9. (i) सूर्यम् (ii) सिंहासनम् (iii) दूरदृष्टिम् / दूरदृष्ट्या/दूरदृष्टेः 1x5=5
(iv) कनकम् (v) परिजनेन ।

खण्डः-घ भाग- 1

पठितांश-अवबोधनम्

10. I अ- (i) सम्यक् (ii) दैवरक्षितम् । ½x2=1
आ- आयुः क्षये अन्यत्र गतानामपि मृत्युः भविष्यति । 1x1=1
इ- (क) (i) सम्यक् (ii) विसर्जितः ½x2=1
(ख) मत्स्याभ्याम् 1x1=1
(ग) अवदत्/कर्ता अथवा पर्यायवाची क्रिया लिखने पर भी अंक दिए जाए । 1x1=1
- II अ- (i) प्रातराशः (ii) नटी । ½x2=1
आ- तटीकथनानुसारं सूत्रधारस्य गृहे घृतं गुडं दधितण्डुलाश्च सर्वमस्ति । 1
इ- (क) (i) शोभनानाम् (ii) तण्डुलाः । ½x2=1
(ख) सूत्रधारादिभ्यः (ग) इयम् । 1+1=2
- III अ- (i) हिमालयः/पर्वतः (ii) दोषः । ½x2=1
आ- हिमं हिमालयस्य सौभाग्यं न विलुम्पति । 2
इ- (i) सौभाग्यम् (ii) अङ्कः (iii) अनन्त (iv) हिमालयाय/पर्वताय । ½x4=2
11. (i) मनुस्मृतिः - मनुः (ii) अनागतविधाता - सर्वान् मत्स्यान् । 1x4=2
12. (i) - (i), (ii) - (ii) 2+2=4

अथवा

- (i) विद्या (ii) विस्मृता (iii) वृक्षाः (iv) नश्यन्ति ½x8=4
(v) जलहीनम् (vi) दानरूपेण (vii) हुतं (viii) सततम् ।

13. (i) - विद्यमाना, विद्वांसः, कुलक्षयम्, पश्यन्ति । $\frac{1}{2} \times 4 = 2$
(ii) - प्रसादसदनम्, सदयम्, परोपकरणम्, वन्द्याः । $\frac{1}{2} \times 4 = 2$
14. 1 - (ii) 2- (i) 3 - (iv) 4 - (iii) । $1 \times 4 = 4$
15. (i) विदुषां मार्गः (ii) समूहः (iii) विस्तृतः/आश्रितः (iv) भोजनव्यवस्था । $1 \times 4 = 4$

खण्डः-घ भाग - II

16. कवयः-देशः (i) पझपुरम् (ii) पझपुरम् (iii) प्रीतिकूटम् । $1 \times 3 = 3$
कालः- (i) प्रथम शताब्दी ई. (ii) अष्टमशताब्दी $1 \times 3 = 3$
(ii) एकोनविंशतिः शताब्दी/ 1858-1900 ई.
कृतिः - (i) सुश्रुतसंहिता (ii) किरातार्जुनीयम् (iii) पंचतन्त्रम् (iv) अर्थशास्त्रम् । $1 \times 4 = 4$

अथवा

- अ (i) पद्यम्- महाकाव्यम् (ii) नाटकस्य - नान्दी (iii) गद्यम्-कथा $\frac{1}{2} \times 10 = 5$
(iv) दश-भेदः (v) दश- नायकः ।
- आ छन्दोयुक्तम्, चरणबद्धम्, गीतियुक्तम्, कथायुक्तम्, मुक्तकम्, गीतिमयं च आदयः । $1 \times 5 = 5$
नोट- पाँच विशेषताएँ जो भी शुद्ध हो अङ्क दिए जाएँ ।

प्रश्न पत्र संख्या 22

खण्डः - क

अपठितांश -अवबोधनम्

- 1 अ (i) जनकम् (ii) सैनिकैः (iii) परिक्रमाः (iv) मृत्युचक्रेण । $\frac{1}{2} \times 4 = 2$
आ (i) संन्यासिना प्रश्नस्योत्तरं रात्रौ राजसभायामेव प्राप्स्यते । $1 \times 2 = 2$
(ii) ध्यानमग्नेन जनेन न किञ्चिद् अवलोक्यते ।
इ (i) संन्यासिने (ii) सैनिकाः (iii) आवृतः (iv) चेतसि । $1 \times 4 = 4$
ई ध्यानम्, योगः, तपस्या । $1 \times 2 = 2$

खण्डः- ख

संस्कृतेन रचनात्मककार्यम्

- 2 (i) अभिलाषः (ii) द्वादशीम् (iii) भवान् (iv) परीक्षायाः (v) समुत्तीर्या (vi) उद्घटिताः $\frac{1}{2} \times 10 = 5$
(vii) शिक्षा (viii) यतताम् (ix) छात्रावासाध्यक्षाय (x) अग्रजः ।

- 3 (i) जेतुकामः (ii) प्रयासरतः (iii) आविष्कारान् (iv) हेतुः (v) पूर्वे (vi) सज्जाताः ½x10=5
(vii) निर्मातुम् (viii) मरुत् (ix) विनैव (x) भविष्यते ।
- 4 निर्दिष्टं विषयम् अधिकृत्य पञ्चवाक्येषु लेखनं अपेक्षितम् । 1x5=5
व्याकरणशुद्धिः अनिवार्या । भावे ज्ञाते अर्धः अंको देयः ।

खण्डः- ग

अनुप्रयुक्तव्याकरणम्

- 5 (i) च + अयनम् (ii) तत् + न (iii) कीदृशी + इयम् (iv) यदि + अस्ति । 1x6=6
(v) नष्टधनश्रियः + मे - नोट केवल नष्टधनश्रियः लिखने पर भी पूर्णाङ्क दिए जाएँ ।
(vi) प्राचीनः + च ।
- 6 (i) भूतस्य आत्मा/भूतानां आत्मा/भूतःआत्मा/भूत + आत्मा होने पर ½ अंक दिया जाए । 1x6=6
(ii) खेचराणां चक्रस्य / खे चरन्ति इति खेचराः तेषां चक्रस्य
(iii) पर्वते आरोहणस्य
(iv) रसायनं जानाति / रसायनं जानाति यः सः/ रसायनं ज्ञः में ½ अंक ।
(v) चन्दनयुक्तेन वारिणा/ चन्दनस्य वारिणा
(vi) मूढा धीः मेषां ते - नोट - धीः में विसर्ग न होने पर ½ अंक दिया जाए ।
- 7 (i) आश्रित्य (ii) विभूतिः (iii) आहूताः (iv) श्रोतुम् (v) गन्तव्यम् (vi) वैतालिकौ 1x8=8
(vii) भगवन्तम् (viii) पिशुनता ।
- 8 (i) व्रजन्ति (ii) आगच्छति (iii) प्रतिपालयतु (iv) अस्ति (v) अभविष्यत् । 1x5=5

अथवा

- (i) सूनृता (ii) विद्यमाना (iii) निकटम् (iv) भव्यम् (v) सुबद्धमूलाः । 1x5=5
- 9 (i) कौमुदीमहोत्सवेन (ii) परिजनेन/परिजनाभ्याम्/परिजनैः (iii) स्वभावात्/स्वभावेन 1x5=5
(iv) अनुकूलेषु (v) सूर्यम् ।

खण्डः- घ भाग-I

पठितांश - अवबोधनम्

- 10 क (अ) (i) सूर्यः / दिनकरः/ भानुः/ (ii) सूर्यस्य / एतस्य । ½x2=1

- (आ) सूर्यः/ एव आश्रयः परमेष्ठिनः परार्द्धसंख्यायाः । 1x1=1
- (इ) ऋतूनाम् । 1x1=1
- (ई) (i) गायत्री (ii) अहोरात्रम् । 1x2=2
- ख (अ) (i) धनविनाशगता (ii) भाग्यक्रमेण । ½x2=1
- (आ) सौहृदानि सुजने शिथिलीभवन्ति एतत् चारुदत्तं दहति/नष्टं धनम् चारुदत्तं दहति । 1x1=1
- (इ) (i) नष्टधनश्रियः (ii) सौहृदानि । ½x2=1
- (ई) (i) सौहृदानि (ii) धनानि । 1x1=1
- ग- (अ) (i) यात्रावृत्तम् (ii) गिरयः । ½x2=1
- (आ) उत्तुङ्गपर्वतानाम् उपत्यकाभूमिं 'लद्दाख' इति वदन्ति । 1
- (इ) (i) शोभनः (ii) सन्देहः (iii) यूयम् । 1x3=3
- 11 (i) नीतिशतकम्- भर्तृहरिः (ii) सूत्रधारः - नटीम् । 2+2=4
- 12 (अ) (i) पूर्वम् (ii) दक्षिणतः (iii) अन्तरे (iv) प्राप्तुम् । ½x4=2
- (आ) (i) विद्या (ii) विस्मृता (iii) स्थिरमूलाः (iv) शुष्यति । ½x4=2

अथवा

- (अ) दारिद्र्ये यस्य मनः न भ्रश्यते स एव दुर्लभः । 1x2=2
- (आ) सञ्चितं हिमम् अनवरतं पर्वतराजहिमालयस्य कान्तिं समृद्धां करोति । 1x2=2
- 13 (अ) (i) सुहृदः (ii) भवन्ति (iii) कर्म (iv) तस्य । ½x4=2
- (आ) (ii) तिष्ठति (ii) सुरक्षितम् (iii) अनाथः (iv) अपि । ½x4=2
14. (i) क्षणमप्यत्र अवस्थातुम् (ii) किञ्चित् निकटं सरः 1x4=4
- (ii) नृपेष्वमात्येषु च सर्वसम्पदः (iv) अगुणेन किम् ।
15. (i) विधीयते (ii) जीवितुमिच्छन् (iii) सम्पत्तिः (iv) विनाशम् । 1x4=4

खण्डः-घ भाग- II

सामान्यः संस्कृतसाहित्यपरिचयः

16. कालः- (i) सप्तम शताब्दी (ii) प्रथम शताब्दी ई. /ई. पू. प्रथम 1x3=3
- (ii) एकोनविंशतिः शताब्दी/नवदश शताब्दी /1858-1900 ई.

देश:- (i) त्रावणकोरम् (ii) उज्जयिनी (iii) अज्ञातः। 1x3=3

कृति:- (i) पञ्चतन्त्रम् (ii) कौटिल्यार्थशास्त्रम् (iii) आर्यभटीयम् (iv) मनुस्मृतिः। 1x4=4

अथवा

(अ) (i) नाटकस्य - नान्दी (ii) आख्यायिका - नाटकम् (iii) अन्तःपुरस्य - कञ्चुकी ½x10=5
(iv) चम्पूः - एकांकी (v) सूत्रधारः - नान्दीम्।

(आ) (i) अष्टाधिकाः सर्गाः भवन्ति (ii) प्रकृतिवर्णनम् 1x5=5
(iii) धीरोदात्तः नायकः (iv) शृंगारवीरयोरेको रसः (v) कथाविभागः सर्गेषु।

नोट - क्रिया के बिना भी पाँच विशेषताएँ लिखने पर पूर्णाङ्क दिए जाएँ।

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

5 अङ्काः

एकः कपोतपालकः आसीत् । तस्य समीपे बहवः कपोताः आसन् । सः तान् उपदिशति स्म-वने व्याधः आगमिष्यति, जालं प्रसारयिष्यति, तण्डुलान् विकरिष्यति परन्तु युष्माभिः तत्र न गन्तव्यम् । रटत - “वयं तत्र न गमिष्यामः, जाले न पतिष्यामः” । कपोताः तथैव पाठं रटितवन्तः, प्रतिदिनमेव पाठं कृतवन्तः । एकस्मिन् दिने यावत् ते सर्वे आकाशे विहरन्ति स्म, तावद् एकस्मिन् स्थाने जालस्य उपरि तण्डुलकणान् दृष्ट्वा झटिति अवातरन् । जाले बद्धाः अपि ते तथैव वदन्ति स्म- “वयं जाले न पतिष्यामः ।” नूनं ज्ञानं भारः क्रियां विना ।

प्रश्नाः

I एकपदेन उत्तरत ।

½x2= 1

(i) के पाठं रटितवन्तः?

(ii) कपोताः कस्य उपरि तण्डुलकणान् अपश्यन्?

- II पूर्णवाक्येन उत्तरत 1x2= 2
- (ii) क्रियां विना किं भारः?
- (ii) कः कपोतान् उपदिशति स्म?
- III यथानिर्देशमुत्तरत । ½x4= 2
- (i) यावत् “ते सर्वे।” इत्यत्र ‘ते’ इति सर्वनामपदं केभ्यः प्रयुक्तम्?
- (ii) ‘बहवः’ इति कस्य पदस्य विशेषणम्?
- (iii) ‘विकरिष्यति’ इति क्रियापदस्य कर्ता कः?
- (iv) ‘नीचैः’ इति पदस्य किं विलोमपदम् अत्र प्रयुक्तम्?

(आ) द्वितीयः अनुच्छेदः 10 अङ्काः

जीवने किञ्चिद् ध्येयं परमावश्यकम्। ध्येयप्राप्तौ दृढनिश्चयः अस्मान् पतनाद् रक्षति। दृढनिश्चयेन जीवनम् उन्नतिपथम् आरोहति। स्वीकृतस्य लक्ष्यस्य पूर्त्यर्थं निरन्तरं परिश्रमः अनिवार्यः। कामं मार्गं कण्टकाः भवेयुः, लक्ष्मीः आयातु गच्छतु वा, मृत्युः अपि भवेत् परन्तु धीराः जनाः स्वकीयं निश्चितमार्गं न त्यजन्ति। राष्ट्रस्य उत्तमै एष एव मन्त्रः आवश्यकः। राष्ट्रभवनस्य वयमेव इष्टिकाः। अस्माकं परस्परं स्नेहः सद्भावना च अत्र सिमेण्टचूर्णम्। अस्मासु मतभेदे सति अपि मनोमालिन्यं न भवेत्। अस्माकम् ऐक्यम् अभेद्यम् अजेयं च भवेत्। जीवनस्य विभिन्नेषु क्षेत्रेषु ये महापुरुषाः देशस्य गौरवाय प्रयत्नम् अकुर्वन् तत्रापि मूलं कारणम् अस्ति तेषां कर्तव्यनिष्ठा। अनेकानि कष्टानि सोढ्वा अपि ते ध्येयं प्रति निरन्तरं प्रयत्नम् अकुर्वन्, विजयश्रियं च लब्ध्वा देशस्य गौरवं वर्धितवन्तः। एतादृशाः महापुरुषाः एव भारतस्य रत्नानि।

प्रश्नाः

- I एकपदेन उत्तरत । 1x2= 2
- (i) लक्ष्यस्य पूर्त्यर्थं कः अनिवार्यः?
- (ii) अस्मासु मतभेदे जाते सति किं न भवेत्?
- II पूर्णवाक्येन उत्तरत । 1x2= 2
- (i) ध्येयप्राप्तौ अस्मान् पतनात् कः रक्षति?
- (ii) अस्माकम् ऐक्यं कीदृशं भवेत्?
- III यथानिर्देशम् उत्तरत । 1x4= 4
- (i) ‘त्यजन्ति’ इति क्रियापदस्य कर्तृपदं किम्?
- (ii) ‘मूलम्’ इति पदं कस्य विशेषणम्?

(iii) 'अवनत्यै' इति पदस्य किं विलोमपदम् अत्र प्रयुक्तम्?

(iv) "तेषाम् कर्तव्यनिष्ठा" इत्यत्र 'तेषाम्' इति सर्वनामपदं केभ्यः प्रयुक्तम्?

IV अस्य अनुच्छेदस्य कृते समुचितं शीर्षकं लिखत ।

खण्डः ख

रचनात्मककार्यम्

20 अङ्काः

2. अधोलिखितायाः कथायाः रूपरेखां पठित्वा दशवाक्येषु संस्कृतेन कथां लिखतः 1x10= 10

गुरुशिष्यौ वने भ्रमतः, सूर्यास्तः, वन्यपशूनां स्वरः, गुरुः वृक्षस्य अधः, प्रार्थनामग्नः, व्याघ्रः दृष्टः, शिष्यः भीत्या वृक्षम् आरोहति, व्याघ्रः गुरोः समीपे उपविश्य स्वयमेव, शिष्यः अधः, गुरुणा सह, अग्रे, एकः मशकः गुरुं दशति, अप्रसन्नः गुरु, मारयति, शिष्यः विस्मितः, पृच्छति-व्याघ्रं दृष्ट्वा न कुप्यति, कथं मशकं..... ? गुरुः - तदा ईश्वरभक्तौ ईश्वरस्य सान्निध्ये कुतो भयम्? इदानीं नरस्य सान्निध्यम्। शिष्यः लज्जितः। ईश्वरे श्रद्धा कुतः भयम्, भगवान् सर्वरक्षकः, स्मरणम् आवश्यकम्।

3. 'मम विद्यालयस्य प्रार्थनासभा' इति विषयमधिकृत्य मञ्जूषा के पदों की सहायता से संस्कृत में दस वाक्य लिखिए। 1x10= 10

मञ्जूषा

वादने, आयोज्यते, पंक्तिबद्धाः, क्रमानुसारेण, कक्षेभ्यः आगमनम्, वाद्यध्वनिना सह, उपस्थित्यङ्कनम्, देशभक्तिगीतानि, समाचारवाचनम्, राष्ट्रगानम्, गायन्ति, कुर्वन्ति, येषां छात्राणां जन्मदिनं प्राचार्यः, आशीर्वादम्, गुप्तपात्रम्, छात्राः, दानराशिं, मासान्ते, निध्निबालकानाम् कृते वस्त्राणि, ततः पुस्तकानि, पत्रिकाः, दीयन्ते, आमन्त्रिताः विद्वांसः, उपदेशं, सर्वेषां छात्राणां प्रतिभागित्वम्।

खण्डः ग

पठितांश - अवबोधनम्

45 अङ्काः

4. अधोलिखितं गद्यांशं, पद्यांशं, नाट्यांशं च पठित्वा प्रदत्तप्रश्नान् संस्कृतेन उत्तरतः

(अ) गद्यांशः

15

भवादृशा एव भवन्ति भाजनानि उपदेशानाम्। अपगतमले हि मनसि विशन्ति सुखेनोपदेशगुणाः। हरति अतिमलिनमपि दोषजातं गुरुपदेशः। गुरुपदेशश्च नाम अखिलमलप्रक्षालनक्षमम् अजलं स्नानम्। विशेषेण तु राज्ञाम्। विरला हि तेषामुपदेष्टारः। राजवचनम् अनुगच्छति जनो भयात्। उपदिश्यमानमपि ते न शृण्वन्ति। अवधीरयन्तः खेदयन्ति हितोपदेशदायिनो गुरुन्।

प्रश्नाः

- I एकपदेन उत्तरत। 1x2= 2
- (i) अतिमलिनम् अपि दोषजातं कः हरति?
- (ii) उपदेशगुणाः कीदृशि मनसि विशन्ति?
- II पूर्णवाक्येन उत्तरत। 1x2= 2
- (i) कः खलु अखिलमलप्रक्षालनक्षमम् अजलं स्नानम्?
- (ii) केषाम् उपदेष्टारः हि विरलाः?
- III यथानिर्देशम् उत्तरत। ½x2= 1
- (i) 'अनुगच्छति' इति क्रियापदस्य कर्ता कः?
- (ii) 'उपदेष्टारः' इति पदस्य किं विशेषणम् अत्र प्रयुक्तम्?

(ब) **पद्यांशः**

सहसा विदधीत न क्रियामविवेकः परमापदां पदम्।
वृणते हि विमृश्यकारिणं गुणलुब्धाः स्वयमेव सम्पदः ॥

प्रश्नाः

- I एकपदेन उत्तरत। 1x2= 2
- (i) कः विपत्तीनां पदम्?
- (ii) सहसा का न करणीया?
- II पूर्णवाक्येन उत्तरत। 2x1= 2
- सम्पदः कीदृशं पुरुषं वृणते?
- III यथानिर्देशम् उत्तरत। ½x2= 1
- (i) 'गुणलुब्धाः' इति पदं कासां विशेषणम्?
- (ii) 'सम्पदाम्' इत्यस्य किं विलोमपदमत्र प्रयुक्तम्?

(स) **नाट्यांशः**

बटवः - पश्यतु कुमारस्तावदाश्चर्यम्।

लवः - दृष्टमवगतं च। नूनमाश्वमेधिकोऽयमश्वः।

बटवः - कथं ज्ञायते?

लवः - ननु मूर्खाः? पठितमेव हि युष्माभिरपि तत्काण्डम् । किं न पश्यथ?
प्रत्येकं शतसंख्याः कवचिनो दण्डिनो निषङ्गिणश्च रक्षितारः । यदि
च विप्रत्ययस्तत् पृच्छत ।

बटवः - भोः भोः! किं प्रयोजनोऽयमश्वः परिवृतः पर्यटति?

लवः - (सस्पृहमात्मगतम्) 'अश्वमेध' इति नाम विश्वविजयिनां क्षत्रियाणामूर्ज-
स्वलः सर्वक्षत्रपरिभावी महान् उत्कर्षनिकषः ।

प्रश्नाः

I एकपदेन उत्तरत । 1x2= 2

(i) सैनिकैः परिवृतः कः पर्यटति?

(ii) विश्वविजयिनां क्षत्रियाणां महान् उत्कर्षनिकषः कः?

II पूर्णवाक्येन उत्तरत । 2x1= 2

कीदृशाः रक्षितारः अश्वं रक्षन्ति?

III यथानिर्देशम् उत्तरत । ½x2= 1

(i) 'अविश्वासः' इति अर्थे कः शब्दः अत्र प्रयुक्तः?

(ii) 'परिवृतः' इति विशेषणस्य विशेष्यं किम्?

5. शब्दानाम् उचितम् अर्थं चित्वा लिखत । ½x4= 2

(अ) कृतप्रतिज्ञाः ।

(i) कृता प्रतिज्ञा

(ii) कृतः सङ्कल्पः

(iii) कृता प्रतिज्ञा येन सः ।

(ब) जिगमिषुः ।

(i) ज्ञातुम् उत्सुकः

(ii) गन्तुम् इच्छुकः

(iii) जेतुम् उत्सुकः ।

(स) कलविङ्काः ।

(i) कलङ्किताः

(ii) पक्षिणः

(iii) मयूराः ।

(द) कचकलापैः ।

(i) केशसमूहैः

(ii) असुरसमूहैः

(iii) दुष्टव्यूहैः ।

6. रेखाङ्कितपदानि आधृत्य प्रश्ननिर्माणं कुरुत ।

1x4= 4

(i) श्रीनायारः ओडिशासर्वकारस्य अधीने प्रायः वर्षत्रयेभ्यः कार्यं करोति स्म ।

(ii) सः सर्वदा सञ्चिकासु मनोनिवेशं करोति स्म ।

(iii) खाद्ये अपमिश्रणं न्यूनीभूतम् ।

(iv) मन्त्रिणां मध्येऽपि तस्य सुख्यातिः वर्तते ।

7. अधोलिखितभावार्थयोः रिक्तस्थानपूर्तिं मञ्जूषापदसहायतया कुरुतः

3+3= 6

(अ) यद्यदाचरति श्रेष्ठस्तत्तदेवेतरो जनः ।

सः यत्प्रमाणं कुरुते, लोकस्तदनुवर्तते ॥

भावार्थः

अस्मिन्(i)..... ये(ii)..... यथायथा आचरणं(iii).....
मानदण्डान् स्थापयन्ति,(iv)..... सामान्यजनता अपि(v).....
मानदण्डानां, परम्पराणाम्(vi)..... करोति ।

(आ) सर्वत्र नो वार्तमवेहि राजन् ।

नाथे कृतस्त्वय्यशुभं प्रजानाम् ।

सूर्ये तपत्यावरणाय दृष्टे;

कल्पेत लोकस्य कथं तमिस्रा ॥

भावार्थः

हे राजन्! सर्वप्रकारेण अस्माकं(i)..... एव वर्तते । यावत् त्वं प्रजानां
.....(ii)..... असि, तावत् तव राज्ये प्रजानाम् अशुभः कथं(iii).....
शक्नोति । यदा(iv)..... आकाशे प्रकाशमानः वर्तते तदा(v).....
जनानां दृष्टिम् अवरोद्धुं कथं(vi)..... भवेत् ।

मञ्जूषा

सूर्यः, तेषाम्, कुशलम्, अन्धकारः, लोके, तथैव, नाथः, उत्तमजनाः, अनुकरणं, समर्थः,
भवितुं, कुर्वन्ति ।

8. अधोलिखितयोः अन्वययोः रिक्तस्थानानि पूरयतः 1½x1½= 3
- (अ) ईशावास्यमिदं सर्वं यत्किञ्च जगत्यां जगत् ।
तेन त्यक्तेन भुञ्जीथाः, मा गृधः कस्यस्विद्धनम् ।
अन्वयः
इदम् सर्वम् यत् किम् च जगत्याम्(i)..... ईशावास्यम् । तेन(ii).....
भुञ्जीथाः,(iii)..... धनम् मा गृधः ।
- (आ) अन्यदेवाहुर्विद्यया अन्यदाहुरविद्यया ।
इति शश्रुम धीराणां ये नस्तद्विचक्षिरे ।।
अन्वयः
अन्यत् एव(i)..... आहुः, अन्यत् अविद्यया(ii)..... । इति
धीराणाम् शुश्रुम ये नः(iii)..... विचक्षिरे ।।
9. यथानिर्देशम् उत्तरत । 10
- (अ) कर्तृपदं क्रियापदं च चिनुत । ½x4= 2
- (i) ब्राह्मणः राजसमीपम् आगत्य विवादवृत्तान्तम् अकथयत् ।
(ii) राजा तस्मै ब्राह्मणाय चत्वारि अपि रत्नानि अयच्छत् ।
- (आ) विशेषणपदं चिनुत । 1x2= 2
- (i) पौराणिकास्तु सप्त द्वीपानि वदन्ति ।
(ii) प्रतिद्वीपम् अनन्ताः जन्तवः तिष्ठन्ति ।
- (इ) अधोलिखितपंक्तिषु रेखाङ्कितसर्वनामपदानि केभ्यः प्रयुक्तानि? 1x2= 2
- (i) “कोऽपि शिववीरस्य विश्वासपात्रं तस्य एव पत्रम् आदाय तोरणदुर्गं प्रयाति ।”
(ii) “एकः सायं समयप्रयुक्तः स्वभाववृत्तोऽन्धकारः । सः च द्विगुणितो मेघमालाभिः ।
- (ई) अधोलिखितपङ्क्तिषु रेखाङ्कितपदयोः विलोमपदे लिखतः 1x2= 2
- ‘अथ ते तावत्तृणेभ्योऽपि असाराः, पशुभ्योऽपि निकृष्टतराश्च । इत्येवं हेतुप्रमाणपुरस्सरं
सुचिरं बहुविधं विशदं च व्याख्याय सभापतिः अश्वत्थेदवः उद्विजपरिषदं विसर्जयामास ।
- (उ) कः कथयति? 1x2= 2
- (i) “महाराज! नववार्षिकी मे कन्या ।
(ii) प्राचीनमर्यादा अपि तु रक्षितव्या स्यात् ।

10. (अ) अधोलिखितकाव्यानां लेखकानां नामानि लिखतः ½x5= 2½
 रघुवंशम्, उत्तररामचरितम्, नीतिशतकम्, कादम्बरी, श्रीमद्भगवद्गीता ।
- (आ) अधोलिखितवाक्येषु रिक्तस्थानानि पूरयतः ½x5= 2½
- (i) निबन्धपुस्तकं 'प्रबन्धमञ्जरी' इति रचना श्री स्य अस्ति ।
 (ii) श्रीबाणभट्टस्य हर्षचरितं काव्यं राज्ञः वर्णनं करोति ।
 (iii) महाकविः भवभूतिः शताब्द्याम् अभवत् ।
 (iv) राज्ञः भोजस्य शासनकालः अस्ति ।
 (v) 'समुद्रसंगमः' इतिग्रन्थस्य लेखकः अस्ति ।

खण्डः घ

छन्दोऽलङ्काराः

20 अङ्काः

11. I प्रश्नान् उत्तरत । 1x4= 4
- (i) गुरुवर्णस्य उदाहरणद्वयं लिखत ।
 (ii) 'उपजाति' छन्दसि कयोः छन्दसोः मिश्रणं भवति?
 (iii) 'कस्यचिद्' इति पदे कः गणः?
 (iv) 'मालिनी' छन्दसि प्रतिचरणं कति वर्णाः भवन्ति?
- II अधोलिखितपरिभाषाः पूरयतः । 1x3= 3
- (i) सूर्याश्वैर्यदि ।
 (ii) ----- छिन्ना ----- शिखरिणी ।
 (iii) ----- तभजाजगौगः ।
- III अधोलिखितचरणयोः किं छन्दः? 1
 हिरण्मयी कोषगृहस्य मध्ये,
 वृष्टिं शशंसुः पतितां नभस्तः ।।
- IV कस्यचिदेकस्य छन्दसः उदाहरणं लिखतः 1x2= 2
 अनुष्टुप्, वंशस्थम् ।
12. I अलङ्काराणाम् अधोलिखिताः परिभाषाः पूरयतः 1x4= 4
- (i) साम्यं वाच्य ।
 (ii) शिल्पैः पदैः ।

- (iii) अनुप्रासः ।
- (iv) सत्यर्थे स्वरव्यञ्जनसंहतेः, क्रमेण यमकं विनिगद्यते ।
- II कस्यचिदेकस्य अलङ्कारस्य उदाहरणं लिखतः 3
उत्प्रेक्षा, रूपकम् ।
- III अधोलिखितपंक्तिषु के अलङ्काराः, 1x3= 3
- (i) शूरं कण्टकमिव परिहरति ।
- (ii) चन्द्रापीडस्ताभिः उपदेशवाग्भिः पवित्रीकृत इव प्रीतहृदयो स्वभवनमाजगाम ।
- (iii) निजहृदि विकसन्तः सन्ति सन्तः कियन्तः ।

प्रश्नपत्र संख्या 49

खण्डः क

अपठितांश - अवबोधनम्

15 अङ्काः

1. अधोलिखितम् अनुच्छेदद्वयं पठित्वा प्रश्नान् संस्कृतेन उत्तरतः

(क) प्रथमः अनुच्छेदः

भारतं शान्तेः भूमिः । अत्र अस्माकं पूर्वजाः ऋषयः मुनयः च विश्वं कुटुम्बवत् पश्यन्ति स्म । ऋषिः व्यासः अपि अकथयत् - 'परोपकारः पुण्याय, पापाय परपीडनम्' इति एतद् - वाक्यद्वयमेव सर्वेषां धर्मग्रन्थानां सारः । उपनिषत्सु अपि वर्णितम् - यः मानवः सर्वान् आत्मवत् पश्यति सः एव वस्तुतः पश्यति । इदानीं केचन शिक्षिताः अपि मार्गभ्रष्टाः भूत्वा समाजविरोधकार्याणि कुर्वन्ति, इति खेदस्य विषयः । अतः शिक्षायाम् नैतिकमूल्यानां विकासाय अधिकाधिकः प्रयत्नः करणीयः । येन विद्या संस्कारं दद्यात् विनयं वर्धयेत्, शीलं च विकासयेत् ।

प्रश्नाः

(अ) एकपदेन उत्तरत ।

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

(i) शिक्षायां केषां विकासाय प्रयत्नः करणीयः?

(ii) विद्या कं वर्धयेत्?

(ब) पूर्णवाक्येन उत्तरत ।

$1 \times 2 = 2$

(i) कः वस्तुतः पश्यति?

(ii) के विश्वं कुटुम्बवत् पश्यन्ति स्म?

(स) यथानिर्देशम् उत्तरत ।

½x4=2

(i) 'अकथयत्' इति क्रियापदस्य कर्तृपदं किम्?

(ii) 'शिक्षिताः' इति विशेष्यस्य विशेषणं किम्?

(iii) यः सर्वान् आत्मवत् इति वाक्ये 'यः' इति सर्वनामपदं कस्मै प्रयुक्तम्?

(iv) 'प्रसन्नतायाः' अस्य किं विलोमपदम् अत्र प्रयुक्तम्?

(ख) द्वितीयः अनुच्छेदः

केचन जनाः केवलं धनमिच्छन्ति । जीवनस्य निर्वाहाय धनं नूनम् आवश्यकं परन्तु धनम् एव न प्रधानम् । यदि धनस्य अर्जनम् एव जीवनस्य लक्ष्यं भवति तर्हि नरः अधिकाधिकं धनं प्राप्तुं लोभं करोति । तेन मनसः शान्तिः भग्ना भवति । कर्तव्यस्य अकर्तव्यस्य च विवेकः नश्यति । धनमेव सर्वम् इति मत्वा जनाः अधमकार्याणि कुर्वन्ति । किं बहुना, राष्ट्रस्य कल्याणार्थं स्वीकृतं धनमपि राजकीयाः कर्मचारिणः आत्मनः स्वार्थपूर्तये प्रयुञ्जते । यदि वयं देशस्य उन्नतिम् इच्छामः, तदा धने आसक्तिं विहाय राष्ट्रस्य सम्माने यशसि च आसक्ताः भवेम । स्वकीयकर्तव्यपालनं निष्ठया कुर्याम । ये जनाः ज्ञानं प्राप्य महत् कार्यं कुर्वन्ति, कीर्तिसम्पादने आसक्ताः भवन्ति, धनमपि देशस्य उन्नतये सहायकरूपेण प्राप्तुमिच्छन्ति, नूनम् ते एव उत्तमाः जनाः । यतः मानो हिं महतां धनम् ।।

प्रश्नाः

(अ) एकपदेन उत्तरत ।

1x2=2

(i) जीवने किम् एव न प्रधानम्?

(ii) देशस्य उन्नतिकृते वयं निष्ठया किं कुर्याम?

(ब) पूर्णवाक्येन उत्तरत ।

2x1=2

अधिकाधिकलोभेन कस्य कस्य विवेकः नश्यति?

(स) यथानिर्देशम् उत्तरत ।

1x4=4

(i) तेन मनसः शान्तिः भग्नाः इति वाक्ये 'तेन' इति सर्वनामपदं कस्मै प्रयुक्तम्?

(ii) 'प्रयुञ्जते' इति क्रियापदस्य कर्तृपदं किम्?

(iii) 'महत्' इति पदं कस्य विशेषणम्?

(iv) 'गौणम्' इति पदस्य किं विलोमपदमत्र प्रयुक्तम्?

(द) अस्य अनुच्छेदस्य कृते समुचितं शीर्षकं लिखत ।

2

खण्ड: ख

रचनात्मकलेखनम्

20 अङ्काः

2. मञ्जूषातः उचितसङ्केतान् गृहीत्वा अधोलिखितां कथां पूरयतः

1x10=10

एकः यात्री अतीव पिपासार्तः आसीत्। वृक्षस्य (i) ----- स्थित्वा सः परितः व्यलोकयत्। एकस्मिन् क्षेत्रे कश्चित् कृषकः (ii) ----- जलम् आदाय क्षेत्रं सिञ्चति स्म। यात्री झटिति (iii) ----- तत्र अगच्छत् जलं च अयाचत। कृषकः जलम् निष्कास्य (iv) ----- दत्तवान्। पथिकः अवदत् -- “अहो! एतत् जलं तु (v) ----- अस्ति।” कृषकः अवदत् ----- “आम् ! एवं जनाः (vi) ----- ।” “किं (vii) ----- जलं न पीतम्?” अपृच्छत् पथिकः। कृषकः अवदत् --- “एतस्य कूपस्य (viii) ----- मया ऋणं स्वीकृतम् आसीत्। यावत् तत् न प्रतिदामि (ix) ----- एतस्य जलस्य उपरि नास्ति मे अधिकारः इति।” पथिकः विस्मितः भूत्वा अचिन्तयत्-- अस्मिन् भौतिके युगे अनेन सदृशः (x) नूनं दुर्लभः एव।

मञ्जूषा

उत्थाय, भवता, तावत्, अधः, निर्माणार्थम्, पवित्रात्मा, कूपात्, अमृततुल्यम्, कथयन्ति, पथिकाय।

3. मञ्जूषातः पदानि गृहीत्वा नद्याः तीरस्य वर्णनम् संस्कृतेन दशवाक्येषु कुरुत।

1x10= 10

मञ्जूषा

शीतलं जलम्, प्रातःकालः, सूर्योदयः, केचन जनाः, स्त्रियः, बालाः, स्नानम्, सूर्याय अर्घ्यप्रदानम्, तरन्ति, स्नान्ति, कुर्वन्ति, नौकया, नाविकाः, पारं, मंगलगानम्, पुष्पार्चनम्, जलस्य पवित्रता, स्वच्छता, अस्माकं कर्तव्यम्, अवकरं, वस्त्राणां क्षालनम्, फेनकस्य प्रयोगम्, जलं मलिनं, रोगजनकम्, नद्यः, मातरः, पूज्याः।

खण्ड: ग

पठितांश - अवबोधनम्

45 अङ्काः

4. अधोलिखितं गद्यांशं, पद्यांशं, नाट्यांशं च पठित्वा प्रदत्तप्रश्नान् संस्कृतेन उत्तरतः

(क) गद्यांशः

एवं समतिक्रामत्सु दिवसेषु राजा चन्द्रापीडस्य यौवराज्याभिषेकं चिकीर्षुः प्रतीहारान् उपकरणसम्भार-संग्रहार्थम् आदिदेश। समुपस्थितयौवराज्याभिषेकं च त कदाचित् दर्शनार्थम् आगतम् आरूढविनयमपि विनीततरमिच्छन् कर्तुं शुकनासः सविस्तरम् उवाच- “तात! चन्द्रापीड! विदितवेदितव्यस्य अधीतसर्वशास्त्रस्य ते नाल्पमपि उपदेष्टव्यम् अस्ति।

केवलं च निसर्गतः एव अतिगहनं तमो यौवनप्रभवम् । अपरिणामोपशमो दारुणो लक्ष्मीमदः ।”

प्रश्नाः

- (अ) एकपदेन उत्तरत । 1x2= 2
- (i) यौवनप्रभवं तमः कीदृशं भवति?
- (ii) राजा कस्य यौवराज्याभिषेकं कर्तुम् इच्छति स्म?
- (ब) पूर्णवाक्येन उत्तरत । 1x2= 2
- (i) राजा प्रतीहारान् किमर्थम् आदिदेश?
- (ii) चन्द्रापीडः कस्य समीपे दर्शनार्थं गच्छति?
- (स) यथानिर्देशम् उत्तरत । ½x2= 1
- (i) ‘दारुणः’ इति पदं कस्य विशेषणम्?
- (ii) ‘स्वभावतः’ इति पदस्य कः पर्यायः अत्र प्रयुक्तः?

(ख) **पद्यांशः**

मनसि वचसि काये पुण्यपीयूषपूर्णा-

स्त्रिभुवनमुपकारश्रेणिभिः प्रीणयन्तः ।

परगुणपरमाणून् पर्वतीकृत्य नित्यं,

निजहृदि विकसन्तः सन्ति सन्तः कियन्तः ॥

प्रश्नाः

- (अ) एकपदेन उत्तरत । 1x2= 2
- (i) सज्जनाः त्रिभुवनं काभिः प्रीणयन्ति?
- (ii) सज्जनाः नित्यं कान् पर्वतीकुर्वन्ति?
- (ब) पूर्णवाक्येन उत्तरत । 2x1= 2
- कीदृशाः सन्तः विरलाः एव?
- (स) यथानिर्देशम् उत्तरत । ½x2= 1
- (i) ‘शरीरे’ इति स्थाने किं पदम् अत्र प्रयुक्तम्?
- (ii) ‘कति’ इति पदस्य कः पर्यायः अत्र प्रयुक्तः?

(ग) नाट्यांशः

कौसल्या — जात! अस्ति ते माता? स्मरसि वा तातम्?

लवः — नहि ।

कौसल्या — ततः कस्य त्वम्?

लवः — भगवतः सुगृहीतनामधेयस्य वाल्मीकेः ।

कौसल्या — अयि जात! कथयितव्यं कथय ।

लवः — एतावदेव जानामि ।
(प्रविश्य सम्भ्रान्ताः)

बटवः — कुमार! कुमार! अश्वोऽश्व इति कोऽपि भूतविशेषो जनपदेष्वनुश्रूयते,
सोऽयम् अधुना अस्माभिः प्रत्यक्षीकृतः ।

लवः — अश्वोऽश्वः इति नाम पशुसमाम्नाये सांग्रमिके च पठ्यते, तद् ब्रूत
कीदृशः ।

बटवः — अये? श्रूयताम् ।
पश्चात् पुच्छं वहति विपुलं तच्च धूनोत्यजस्त्रम्,
दीर्घग्रीवः स भवति, खुरास्तस्य चत्वार एव ।

प्रश्नाः

(अ) एकपदेन उत्तरत ।

1x2= 2

(i) वटुभिः वने कः प्रत्यक्षीकृतः?

(ii) अश्वः किं निरन्तरं चालयति?

(ब) पूर्णवाक्येन उत्तरत ।

2x1= 2

अश्वस्य वैशिष्ट्यद्वयं लिखत ।

(स) यथानिर्देशम् उत्तरत ।

½x2= 1

(i) 'भगवतः' इति विशेषणस्य विशेष्यं किम्?

(ii) 'अनुश्रूयते' इति क्रियापदस्य कर्तृपदं किम्?

5. शब्दार्थान् मेलयित्वा लिखत ।

½x4= 2

शब्दाः

अर्थाः

(अ) प्रसन्नवदनाम्भोजेन

(i) घोरान्धकारेण

(ब) महान्धतमसेन

(ii) समतला

- (स) कवलीकृतम् (iii) प्रसन्नमुखकमलेन
(द) अनुद्भेदिनी (iv) ग्रस्तम्

6. रेखाङ्कितपदानि आधृत्य प्रश्ननिर्माणं कुरुत : 1x4= 4

- (i) अनाथाश्रमः अधुना महाद्रुमेण परिणतः ।
(ii) प्रभुः त्वत्तः इमाम् एव आशां पोषयति ।
(iii) एकमासाभ्यन्तरे बहुदिनेभ्यः स्थगितानां समस्यानां समाधानं जातम् ।
(iv) तस्य राज्येन सह कश्चित् सम्पर्कः आसीत् ।

7. अधोलिखितभावार्थयोः रिक्तस्थानपूर्तिं मञ्जूषापदसहायता कुरुत : 3+3= 6

- (अ) तस्मादसक्तः सततं कार्यं कर्म समाचर ।

असक्तो ह्याचरन् कर्म परमाप्नोति पूरुषः ॥

भावार्थः

नरः (i) ----- विना जगति स्थातुं न शक्नोति अतः हे (ii) ----- !
त्वम् (iii) ----- भूत्वा करणीयानि कार्याणि एव (iv) ----- ।
अनासक्तभावेन कार्यं (v) ----- नरः अनायासमेव परं ब्रह्म
(vi) ----- शक्नोति ।

- (ब) स मृण्मये वीतहिरण्मयत्वात्,

पात्रे निधायार्घ्यमनर्घशीलः ।

श्रुतप्रकाशं यशसा प्रकाशः

प्रत्युज्जगामातिथिमातिथेयः ॥

भावार्थः

सः अतिथीनां सत्कारकर्ता (i) ----- यशस्वी रघुः (ii) -----
स्वर्णपात्राणाम् अभावे (iii) ----- पूजनार्थम् अर्घ्यादिकं
(iv) ----- वेदानाम् अध्ययनेन (v) ----- कौत्सं
प्रति (vi) ----- अगच्छत् ।

मञ्जूषा

स्थापयित्वा, स्वागतार्थम्, कर्म, सर्वस्वदानकारणात्, कुर्वन्, अतीवशीलवान्,
अनासक्तः, मृत्तिकापात्रे, शोभमानम्, आप्तुम्, अर्जुन! कुरु ।

8. अधोलिखितयोः श्लोकयोः अन्वययोः रिक्तस्थानपूर्तिं कुरुतः

(अ) अन्धन्तमः प्रविशन्ति येऽविद्यामुपासते ।
ततो भूय इव ते तमो य उ विद्यायां रताः ॥

अन्वयः

ये अविद्याम् (i) ----- अन्धम् तमः प्रविशन्ति । ये उ
विद्यायाम् रताः (ii) ----- ततः भूयः इव (iii) ----- ।

(ब) विद्यां चाविद्यां च यस्तद्वेदोभयं सह ।

अविद्यया मृत्युं तीर्त्वा विद्ययाऽमृतमश्नुते ॥

अन्वयः

यः विद्याम् च अविद्याम् च (i) ----- उभयम् वेद, सः ह
(ii) ----- मृत्युं तीर्त्वा विद्यया (iii) ----- अश्नुते ।

9. यथानिर्दशम् उत्तरत ।

(क) कर्तृपदं क्रियापदं च चिनुत ।

1x2= 2

(i) वित्तं दानभोगैर्विना सफलं न भवति ।

(ii) मधुकरीणां सञ्चितम् अर्थम् अन्ये हरन्ति ।

(ख) विशेषणपदं चिनुत ।

1x2= 2

(i) पृथिव्याः सप्त भेदाः ।

(ii) एतान् खण्डान् सोपानवत् जानन्ति ।

(ग) अधोलिखितपंक्तिषु रेखांकित-सर्वनामपदानि केभ्यः प्रयुक्तानि?

1x2= 2

(i) एकः सायंसमयप्रयुक्तः अन्धकारः, झञ्झावातोद्धूतैः रेणुभिः एषः द्वैगुण्यं प्राप्तः ।

(ii) कोऽपि शिववीरचरः पत्रमादाय तोरणदुर्गं प्रयाति । दृढप्रतिज्ञः असौ निजकार्यात्
न विरमति ।

(घ) अधोलिखितपंक्तिषु 'असत्यम्', 'सरलता' इति पदयोः समानार्थकपदे लिखत :

1x2= 2

अहितमिव परित्यजन्ति आर्जवम् । अमङ्गलमिव उपध्नन्ति विश्वासम् । न स्वल्पमपि
विभ्यति पापाचारेभ्यः, न किञ्चिदपि लज्जन्ते मुहुरनृतव्यवहारात् ।

(ङ.) कः कं कथयति?

(i) एतदुपर्यपि लक्ष्यदानमावश्यकं मन्यामहे ।

(ii) हा हन्त! तस्या अबोधबालिकायाः अग्रे किं भावि?

10. (क) अधोलिखितलेखकानाम् एकस्य एकस्य काव्यस्य नाम लिखत: $\frac{1}{2} \times 5 = 2\frac{1}{2}$
वेदव्यासः, बाणभट्टः, भवभूतिः, माघः, अम्बिकादत्तव्यासः।
- (ख) अधोलिखितकाव्यानां लेखकाः के? $\frac{1}{2} \times 5 = 2\frac{1}{2}$
प्रबन्धमञ्जरी, नीतिशतकम्, किरातार्जुनीयम्, पाषाणीकन्या, सिंहासनद्वात्रिंशिका।

खण्डः घ

छन्दोऽलङ्काराः

20 अङ्काः

11. (अ) प्रश्नान् उत्तरत। $1 \times 4 = 4$
- (i) लघुवर्णस्य उदाहरणद्वयं लिखत।
- (ii) 'अम्बिका' इति पदे कः गणः?
- (iii) 'संवादः' इति पदे प्रथमः वर्णः गुरुः लघुः वा?
- (iv) 'अनुष्टुप्' छन्दसि षष्ठः वर्णः गुरुः लघुः वा?
- (ब) अधोलिखितपरिभाषाः पूरयत: $1 \times 3 = 3$
- (i) ----- मालिनी -----
- (ii) ----- वंशस्थम् -----
- (iii) ----- यदीयावुपजातयस्ताः।
- (स) अधोलिखितचरणे किं छन्दः? $1 \times 1 = 1$
हा! हा! देवि किमुत्पथैर्मम मनः पारिप्लवं धावति।
- (द) कस्यचिदेकस्य छन्दसः उदाहरणं लिखत। $1 \times 2 = 2$
वसन्ततिलका, शिखरिणी।
12. (अ) अधोलिखितानाम् अलङ्काराणां परिभाषाः पूरयत: $1 \times 4 = 4$
- (i) तद्रूपकम् ----- ।
- (ii) ----- उपमा ----- ।
- (iii) ----- अनुप्रासः।
- (iv) भवेत् सम्भावनोत्प्रेक्षा ----- ।
- (ब) कस्यचिदेकस्य अलङ्कारस्य उदाहरणं लिखत। 3
श्लेषः, अर्थान्तरन्यासः।
- (स) अधोलिखितपंक्तिषु के अलङ्काराः? 3
- (i) क्षीयन्ते खलु भूषणानि सततं वाग्भूषणं भूषणम्।
- (ii) रमते न मरालस्य मानसं मानसं विना।
- (iii) यावन्मिलदलिमालः कोऽपि रसालः समुल्लसति।

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. (अ) I (i) कपोताः (ii) जालस्य। $\frac{1}{2} \times 2 = 1$
- II (ii) क्रियां बिना ज्ञानम् भारः। $1 \times 2 = 2$
- (ii) कपोतपालकः कपोतान् उपदिशति स्म।
- III (i) कपोतेभ्यः (ii) कपोतानाम्/कपोतस्य (iii) व्याधः (iv) उपरि। $\frac{1}{2} \times 4 = 2$
- (आ) I (i) परिश्रमः (ii) मनोमालिन्यम्। $1 \times 2 = 2$
- II (i) ध्येयप्राप्तौ अस्मान् पतनात् दृढ़निश्चयः रक्षति। $1 \times 2 = 2$
- (ii) अस्मार्क ऐक्यं अभेद्यम् अजेयम् च भवेत्।
- III (i) जनाः (ii) कारणम् इति पदस्य/ कारणस्य (iii) उन्नत्यै $1 \times 4 = 4$
- (iv) महापुरुषेभ्यः/महापुरुषाणाम् कृते।
- IV (iv) शीर्षकम् - ऐक्यम्/ दृढ़निश्चयः/ राष्ट्रस्य उन्नतिः/अन्यथा यत् किमपि शुद्धम्। $2 \times 1 = 2$

खण्ड ख
रचनात्मकलेखनम्

2. कथायाः रूपरेखां पठित्वा दश-वाक्येषु कथा लेखनम्। 1x10=10
नोटः- कथा शुद्ध होनी चाहिए। यथासम्भव कथा-क्रम उचित हो।
3. निर्दिष्टं विषयम् अधिकृत्य दशवाक्येषु लेखनं अपेक्षितम्। 1x10=10
नोटः- शुद्ध वाक्य होने पर पूर्णाङ्क दिए जाएं।
वर्तनी अशुद्ध होने पर ½ अङ्क दिया जाए।

खण्ड - ग

पठितांश - अवबोधनम्

4. अ I (i) गुरुपदेशः (ii) अपगतमले। 1x2=2
II (i) गुरुपदेशः खलु अखिलमलप्रक्षालनक्षमम् अजलं स्नानम्। 1x2=2
(ii) राज्ञाम् उपदेष्टारः हि विरलाः।
III (i) जनः (ii) विरलाः। ½x2=1
- (ब) I (i) अविवेकः (ii) क्रिया। 1x2=2
II सम्पदः विमृश्यकारिणम् पुरुषं वृणते। 2x1=2
III (i) सम्पदः इत्यस्य (ii) आपदाम्। ½x2=1
- (स) I (i) अश्वः (ii) अश्वमेधः। 1x2=2
II शतसंख्याः कवचिनः दण्डिनः निषङ्गिणश्च रक्षितारः अश्वं रक्षन्ति। 2x1=2
III (i) विप्रत्ययः (ii) अश्वः। ½x2=1
5. (अ) कृता प्रतिज्ञा येन सः (ब) गन्तुम् इच्छुकः (स) पक्षिणः (द) केशसमूहैः। ½x4=2
6. (i) कस्य (ii) कासु (iii) कस्मिन्। कुत्र (iv) केषाम्। 1x4=4
7. (अ) (i) लोके (ii) उत्तम-जनाः (iii) कुर्वन्ति (iv) तथैव (vi) तेषाम् (vi) अनुकरणम्। 3+3=6
आ (ii) कुशलम् (ii) नाथः (iii) भवितुं (iv) सूर्यः (v) अन्धकारः (vi) समर्थः।
8. अ (i) जगत् (ii) त्यक्तेन (iii) कस्यस्विद्। कस्यस्वित्। 1½+1½=3
आ (i) विद्यया (ii) आहुः (iii) तत्/तद्।

9. अ (i) ब्राह्मणः - अकथयत् (ii) राजा- अयच्छत् । 1x2=2
 आ (i) सप्त (ii) अनन्ताः । 1x2=2
 इ (i) शिववीराय/शिववीरस्य कृते (ii) अंधकाराय/अन्धकारस्य कृते । 1x2=2
 ई (i) उत्कृष्टतराः (ii) अचिरम् । 1x2=2
 उ (i) दीनः (ii) धर्मव्यवस्थापकः । 1x2=2
10. (अ) रघुवंशम् - कालिदासः, उत्तररामचरितम् - भवभूतिः, नीतिशतकम् -भर्तृहरिः 1/2x5=2½
 कादम्बरी - बाणभट्टः, श्रीमद्भगवद्गीता - वेदव्यासः ।
 (आ) पं. हृषीकेश भट्टाचार्यः (ii) हर्षवर्धनस्य । हर्षस्य (iii) अष्टमशताब्द्याम् / 1/2x5=2½
 सप्तमशताब्द्याम् (iv) 1018-1063/ एकादश शताब्द्याम् (v) दाराशिकोहः ।

खण्ड-घ

छन्दोज्लङ्काराः

11. I (i) गुरुवर्णस्य उदाहरणद्वयम् रा, धा, रामः । 1x4=4
 (ii) इन्द्रवज्रा-उपेन्द्रवजयोः/इन्द्रवजा-उपेन्द्रवज्रा । यदि दोनो में से एक छन्द का नाम लिखा हो तो 1/2 अङ्क दिया जाए ।
 (iii) रगणः (iv) पञ्चदश । 15 ।
- II (i) मासजौसततगाः शार्दूलविक्रीडितम् (ii) रसैरुद्वैशिखिन्ना यमनसभलागः शिखरिणी । 1x3=3
 (ii) उक्ता वसन्ततिलका । 1x1=1
 (iii) उपजातिः । 1x2=2
 (iv) कस्यचिदेकस्य छन्दसः उदाहरणम् ।
 नोट - शुद्ध उदाहरण में पूर्णाङ्क तथा वर्तनी अशुद्ध होने पर एक अंक दिया जाए ।
12. I (i) साम्यं वाच्यमवैर्धम्यं वाक्यैक्य उपमा द्वयोः । 1x4=4
 (ii) पदैरनेकार्थाभिधाने श्लेष इष्यते ।
 (iii) वर्णसाम्यम् ।
 (iv) पृथगर्थार्थाः, तेनैवावृत्तियमकं ।
- II एकम् उदाहरणम् । मुख कमलम् इत्यादि लिखने पर 1 अङ्क दिया जाए । 3x1=3
 नोट :- शुद्ध उदाहरण होने पर पूर्णाङ्क दिया जाए ।
- III (i) उपमा (ii) उत्प्रेक्षा (iii) अनुप्रासः । 1x3=3

प्रश्न पत्र संख्या 49

अपेक्षित उत्तर-संकेत एवं मूल्य-बिन्दु

खण्ड : 'क' (अपठितांश-अवबोधनम्)

1. (क) (अ) (i) नैतिकमूल्यानां (ii) विनयम्। $\frac{1}{2} \times 2 = 1$
(ब) (ii) यः मानवः सर्वान् आत्मवत् पश्यति सः एव वस्तुतः पश्यति। $1 \times 2 = 2$
(iii) अस्माकं पूर्वजाः ऋषयः मुनयः च विश्वं कुटुम्बवत् पश्यन्ति स्म।
(स) (i) व्यासः (ii) केचन (iii) मानवाय/जनाय (iv) खेदस्य। $\frac{1}{2} \times 4 = 2$
- (ख) (अ) (i) धनम् (ii) स्वकीयकर्तव्यपालनम्/कर्तव्यपालनम्। $1 \times 2 = 2$
(ब) अधिकाधिकलोभेन कर्तव्यस्य अकर्तव्यस्य च विवेकः नश्यति। $2 \times 1 = 2$
(स) (i) लोभाय (ii) राजकीयाः/कर्मचारिणः/ कर्मचारिणः $1 \times 4 = 4$
(iii) कार्यस्य/कार्यम् इति पदस्य (iv) प्रधानम्।
(द) शीर्षक - मानो हि महतां धनं। उत्तमः जनाः। कर्तव्यपालनम्। 2
राष्ट्रभक्तिः/ राष्ट्रभावना/ राष्ट्रसेवा।

खण्ड-ख

रचनात्मकलेखनम्

2. (i) अधः (ii) कूपात् (iii) उत्थाय (iv) पथिकाय (v) अमृततुल्यम् (vi) कथयन्ति $1 \times 10 = 10$
(vii) भवता (viii) निर्माणार्थम् (ix) तावत् (x) पवित्रात्मा।
3. निर्दिष्टं विषयम् अधिकृत्य दशवाक्येषु लेखनं अपेक्षितम्। $1 \times 10 = 10$
नोटः- शुद्ध वाक्य होने पर प्रत्येक वाक्य का पूर्णङ्क दिया जाए।
वर्तनी अशुद्ध होने पर $\frac{1}{2}$ अङ्क दिया जाए।

खण्ड-ग

पठितांश-अवबोधनम्

4. (क) (अ) (i) अतिगहनम् (ii) चन्द्रापीडस्य। $1 \times 2 = 2$
(ब) (i) राजा चन्द्रापीडस्य यौवराज्याभिषेकं चिकीर्षुः प्रतीहारान् उपकरणसम्भार-
संग्रहार्थम् आदिदेश।
(ii) चन्द्रापीडः शुकनासस्य समीपे दर्शनार्थं गच्छति। $1 \times 2 = 2$
(स) (i) लक्ष्मीमदस्य (ii) निसर्गतः। $\frac{1}{2} \times 2 = 1$

- (ख) (अ) (i) उपकारश्रेणिभिः (ii) परगुणपरमाणून् । 1x2=2
- (ब) ये परगुणपरमाणून् पर्वतीकृत्य नित्यं निजहृदि विकसन्ति ईदृशाः सन्तः विरला एव/ सम्पूर्णश्लोक । 1x2=2
- (स) (i) काये (ii) कियन्तः । ½x2=1
- (ग) (अ) (i) अश्वः (ii) पुच्छम् । 1x2=2
- (ब) (i) सम्पूर्णश्लोक । 2x1=2
- (स) (i) वाल्मीकेः (ii) भूतविशेषः/ अश्वः । ½x1=1
5. शब्दार्थमेलनम्- (अ) प्रसन्नवदनाम्भोजेन - प्रसन्नमुखकमलेन । ½x4=2
- (ब) महान्धतमसेन - घोरान्धकारेण ।
- (स) कवलीकृतम् - ग्रस्तम् ।
- (द) अनुद्भेदिनी - समतला ।
6. (i) केन (ii) कः (iii) कासाम् (iv) केन । 1x4=4
7. (अ) (i) कर्म (ii) अर्जुन! (iii) अनासक्तः (iv) कुरु (v) कुर्वन् (vi) आप्तुम् । 3x3=6
- (ब) (i) अतीवशीलवान् (ii) सर्वस्वदानकारणात् (iii) मृत्तिकापात्रे (iv) स्थापयित्वा (v) शोभमानम् (vi) स्वागतार्थम् ।
8. (अ) (i) उपासते (ii) ते (iii) तमः । 1½x1½=3
- (आ) (i) तद् (ii) अविद्यया (iii) अमृतम् ।
9. (क) वित्तं- भवति (ii) अन्ये-हरन्ति । 1x2=2
- (ख) सप्त (ii) एतान् । 1x2=2
- (ग) अंधकाराय (ii) शिववीरचराय । 1x2=2
- (घ) अनृतम् (ii) आर्जवम् । 1x2=2
- (ङ.) (i) न्यायधीश :- अभियुक्तम् (ii) धर्मव्यस्थापकः- दीनम् । 1x2=2
10. (क) वेदव्यासः- गीता/ महाभारतं/ भागवतम् ।, बाणभट्टः- कादम्बरी, ½x5=2½
- भवभूतिः- उत्तररामचरितम्, माघः - शिशुपालवधम्,
- अम्बिकादत्तव्यासः-शिवराजविजयम् ।

- (ख) प्रबन्धमञ्जरी- हृषीकेश भट्टाचार्यः, नीतिशतकम्- भर्तृहरिः, किरातार्जुनीयम् - भारविः, 1/2x5=2 1/2
पाषाणीकन्या - श्री चन्द्रशेखर दास वर्मा, सिंहासनद्वित्रिंशिका - अज्ञातम्।

खण्ड- घ

11. (अ) (i) सकलः/ क ख ग (ii) रगणः (iii) गुरु (iv) गुरु। 1x4=4
- (ब) (i) ननमयययुतेयं - भोगिलोकैः (ii) जतौ तु - उदीरितं जरौ (iii) अनन्तरोदीरित
लक्ष्मभाजौ पादौ। 1x3=3
- (स) शार्दूलविक्रीडितम्। 1x1=1
- (द) कस्यचिदेकस्य छन्दसः उदाहरणम्। 1x2=2
- नोट- शुद्ध उदाहरण में पूर्णाङ्क तथा वर्तनी अशुद्ध होने पर एक अङ्क दिया जाए।
12. (अ) (i) अभेदो य उपमानोपमेययोः (ii) साधर्म्यं भेदे (iii) वर्णसाम्यम्/ अनुप्रासः शब्दसाम्यं 1x4=4
वैषम्येज्जी स्वरस्य यत् (iv) प्रकृतस्य परात्मना।
- (ब) शुद्ध उदाहरण देने पर पूर्णाङ्क दिया जाए। किमापि एकम् उदाहरणम्। 1x3=3
- (स) (i) अर्थान्तरन्यासः (ii) यमकम् (iii) अनुप्रासः। 1x3=3

مارکنگ اسکیم اردو
(Marking Scheme)
سینئر سیکنڈری اسکول امتحان
(Senior Secondary School Examination)
March 2007-08
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 آزمایا 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 کرا 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 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 (کور)

وقت: 3 گھنٹے

کل نمبر: 100

سوال 1: مندرجہ ذیل عنوانات میں سے کسی ایک پر مضمون لکھئے:

- (i) ایک ہاکی میچ
(ii) میرا سب سے اچھا دوست
(iii) کتابوں کی نمائش کا آنکھوں دیکھا حال
(iv) دیوالی کا تہوار
(v) اسکول میں میرا پہلا دن

جواب: (i) ایک ہاکی میچ

- (a) تمہید و تعارف
(b) ہاکی میچ کی اہمیت
(c) نفس مضمون
(d) انداز بیان
(e) اختتام

(ii) میرا سب سے اچھا دوست

- (a) تمہید و تعارف
(b) دوست کی پہچان اور اس کی اہمیت
(c) نفس مضمون

- (d) انداز بیان
- (e) اختتام
- (iii) کتابوں کی نمائش کا آنکھوں دیکھا حال
- (a) تمہید و تعارف
- (b) نمائش کی جگہ
- (c) کتابوں کا انتخاب
- (d) زبان و بیان
- (e) اختتام
- (iv) دیوالی کا تہوار
- (a) تمہید و تعارف
- (b) ہندوستان کے مختلف تہوار
- (c) دیوالی کی مذہبی اور سماجی اہمیت
- (d) انداز بیان
- (e) اختتام
- (v) اسکول میں میرا پہلا دن
- (a) تمہید و تعارف
- (b) اسکول میں پہلے دن کے احساسات
- (c) اسکول میں ایک اچھے دوست کی خواہش
- (d) انداز بیان
- (e) اختتام

نمبروں کی تقسیم

2 = تمہید و تعارف

6 = نفس مضمون

4 = انداز بیان

3 = اختتام

15 = کل نمبر

سوال 2: پرنسپل کے نام درخواست لکھئے جس میں بتائیے کہ آپ ہاسٹل میں ایک کمرہ چاہتے ہیں۔

- جواب: (i) اسکول کا نام، امتحان کا کمرہ
(ii) القاب و آداب
(iii) نفسِ مضمون
(iv) اندازِ بیان / طرزِ تحریر
(v) اختتام

یا

اپنی والدہ کو خط لکھ کر بتائیے کہ آپ کا رزلٹ کیسا رہا؟

- جواب: (i) گھر کا پتہ / امتحان امتحان کا کمرہ
(ii) القاب و آداب
(iii) نفسِ مضمون
(iv) رزلٹ بتانے کا اندازِ بیان
(v) اختتام

نمبروں کی تقسیم

- پتہ = 2
القاب و آداب = 1
نفسِ مضمون = 3
اندازِ بیان = 2
اختتام = 2
کل نمبر = 10

سوال 3: درج ذیل عبارت کا خلاصہ اپنے الفاظ میں لکھئے اور اس عبارت کے لئے ایک عنوان بھی تجویز کیجئے۔

”سب تیار ہیں۔“ اس نے قدرے اونچی آواز میں کہا۔ ”ہاں بابو“ سب بچے ایک ساتھ بول اٹھے۔ بہوؤں نے اپنے سروں پر پلو درست کئے اور ان کے ہاتھ تیزی سے چلنے لگے۔ ہوری نے دیکھا ابھی کوئی بھی تیار نہیں تھا۔ سب جھوٹ بول رہے تھے۔ اس نے سوچا یہ جھوٹ ہماری زندگی کے لئے کتنا ضروری ہے۔ اگر بھگوان نے ہمیں جھوٹ جیسی نعمت نہ دی ہوتی تو لوگ دھڑا دھڑ مرنے لگ جاتے۔ ان کے پاس جینے کا کوئی بہانہ نہ رہ جاتا۔ ہم پہلے جھوٹ بولتے ہیں پھر اسے سچ ثابت کرنے کی کوشش میں دیر تک زندہ رہتے ہیں۔

ہوری کے پوتے، پوتیاں اور بہوئیں ابھی ابھی بولے ہوئے جھوٹ کو سچ ثابت کرنے میں پوری تندہی سے جٹ گئیں۔ جب تک ہوری نے ایک کونے میں پڑے کٹائی کے اوزار نکالے اور اب وہ سچ سچ تیار ہو چکے تھے۔

ان کا کھیت لہلہا اٹھا تھا۔ فصل پک گئی تھی اور آج کٹائی کا دن تھا۔ ایسا لگ رہا تھا جیسے کوئی تہوار ہو۔ سب بڑے چاؤ سے جلد از جلد کھیت پر پہنچنے کی کوشش میں تھے کہ انھوں نے دیکھا سورج کی سنہری کرنوں نے سارے گھر کو اپنے جادو میں جکڑ رکھا ہے۔

جواب: عنوان: جھوٹ کا بول بالا (عبارت کی نمائندگی کرنے والے دیگر عنوان بھی ہو سکتے ہیں)

خلاصہ: فصل پک گئی تھی اور اس کو کاٹنے کا وقت قریب آ گیا تھا۔ لہذا ایک صبح ہوری نے اپنی بہوؤں اور اپنے پوتے پوتیوں سے پوچھا کہ سب تیار ہیں۔ سب بچے ایک ساتھ جواب میں ہاں کہتے ہوئے بہوئیں اپنے دوپٹوں کو درست کرتے ہوئے تیزی سے کام کرنے لگتی ہیں جبکہ یہ بات ہوری کو معلوم ہے کہ ان میں سے کوئی بھی تیار نہیں تھا۔ وہ یہ سوچتا ہے کہ کبھی کبھی ہماری زندگی کے لئے جھوٹ کتنا ضروری ہو جاتا ہے ان کے پاس اگر جھوٹ کا بہانہ نہ ہوتا تو زندگی اجیرن ہو جاتی۔“

نمبروں کی تقسیم

2 = عنوان

2 = انداز بیان

6 = خلاصہ

10 = کل نمبر

سوال 4: درج ذیل محاوروں سے جملے بنائیے:

- (i) قیامت برپا کرنا
- (ii) رونگٹے کھڑے ہو جانا
- (iii) دانت کھٹے کرنا
- (iv) خیالی پلاؤ پکانا
- (v) آسمان کے تارے توڑنا

جواب: (i) قیامت برپا کرنا

نسیم تم نے تو آتے ہی قیامت برپا کر دی۔

(ii) رونگٹے کھڑے ہو جانا (خوف زدہ ہونا)

آج میں ہوائی مشق دیکھنے گیا تھا وہاں لوگوں کو ہزاروں فٹ کی بلندی سے کودتے دیکھ کر میرے تو رونگٹے کھڑے ہو گئے۔

(iii) دانت کھٹے کرنا (شکست دینا)

جب جب دشمنوں نے ہمارے ملک پر حملہ کیا ہے ہمارے بہادر سپاہیوں نے ان کے دانت کھٹے کر دیے ہیں۔

(iv) خیالی پلاؤ پکانا (ناممکن باتوں کو دل میں لانا)

دل لگا کر محنت کرو۔ خیالی پلاؤ پکانے سے کام نہ چلے گا۔

(v) آسمان کے تارے توڑنا

دیکھئے بڑھیا وہ ایک آتی ہے۔ آسمان کے تارے توڑ لاتی ہے۔

$$5 = 5 \times 1$$

سوال 5: مندرجہ ذیل اقتباسات کو غور سے پڑھیے اور کسی ایک اقتباس سے متعلق سوالوں کے مختصر جواب لکھئے۔

”ماسٹر صاحب نے بتایا کہ چڑیاں بڑی حساس ہوتی ہیں۔ یہ اچھا ہوا کہ گھونسلے تک کسی کا ہاتھ نہیں پہنچا۔ اگر شیا ما کے انڈے چھو کر دیکھ لئے جاتے تو ہو سکتا تھا کہ چھونے والے کے ہاتھ کی بو اس

میں سماجی۔ اگر ایسا ہوتا تو شیاما انڈوں کو سینا چھوڑ دیتی اور وہ برباد ہو جاتے۔ ماسٹر صاحب نے یہ بھی بتایا کہ مادہ شیاما ایک جھول میں چار انڈے دیتی ہے۔ اس کے انڈے بھی گوریوں کے انڈوں کی طرح ننھے ننھے ہوتے ہیں۔ اور ان پر ہلکے کاہی رنگ کی باریک باریک چتیاں پڑی ہوتی ہیں۔ جب بچے نکل آتے ہیں تو شیاما شروع میں مچھروں جیسے ننھے ننھے کیڑے اور بھنگے پکڑ پکڑ کر کھلاتی ہے اور بڑے ہونے پر دھیرے دھیرے بڑے کیڑوں سے ان کا پونا بھرتی ہے۔ شیاما کے بچے بھی گوریوں کے بچے کی طرح بڑے پیڑے ہوتے ہیں۔“

(i) شیاما کے انڈے چھول لیے جانے پر کیا ہوتا ہے؟

(ii) مادہ شیاما ایک جھول میں کتنے انڈے دیتی ہے؟

(iii) شیاما کے انڈے کیسے ہوتے ہیں؟

(iv) شروع میں شیاما اپنے بچے کو کیا کھلاتی ہے؟

(v) شیاما کے بچے کیسے ہوتے ہیں؟

جواب: (i) شیاما کے انڈے چھول لیے جانے پر چھونے والے کے ہاتھ کی بو باس ان میں سماجی ہے اور شیاما انڈوں کو سینا چھوڑ دیتی ہے۔

(ii) مادہ شیاما ایک جھول میں چار انڈے دیتی ہے۔

(iii) شیاما کے انڈے ننھے منے ہوتے ہیں اور ان پر ہلکے کاہی رنگ کی باریک باریک چتیاں پڑی ہوتی ہیں۔

(iv) شیاما شروع میں اپنے بچوں کو مچھروں جیسے ننھے کیڑے اور بھنگے کھلاتی ہے۔

(v) شیاما کے بچے گوریوں کے بچے کی طرح بڑے پیڑے ہوتے ہیں۔

یا

”جیپ جب کھیتوں کے درمیان بنی ایک کچی سڑک سے گزر رہی تھی تو راستے میں ایک جگہ سڑک سے تھوڑا ہٹ کر چار دیہاتی نوجوان کتوں کے ساتھ گھومتے ہوئے دکھائی دیے اس وقت ان میں سے دو نے الگ الگ دو انتہائی دبے پتلے اونچے قد کے کتے تھام رکھے تھے۔ جب کہ باقی دو لکڑیوں سے ان جھاڑیوں کو پھیننے میں لگے تھے۔ جو کھیتوں کی منڈیوں پر یا کہیں کہیں درمیان میں اُگ آئی تھیں۔ ان اجنبی نوجوانوں میں نہ جانے ایسی کیا بات نظر آئی کہ جیپ فوراً روک لی گئی۔ سید کو یہ بات کچھ عجیب سی لگی۔ لیکن جلد ہی اس کی وجہ معلوم ہو گئی اور وہ بھی دلچسپی سے ان کی طرف دیکھنے لگے۔ پتا چلا کہ یہ لوگ کتوں سے

خرگوش کا شکار کر رہے ہیں، اور دبلے پتلے کتے، جو دیکھنے میں ہڈیوں کا ڈھانچہ اور فاقوں کے مارے دکھائی دے رہے ہیں۔ چھریوں کے بدن کے ہی ہوتے ہیں۔ اس نسل کے کتوں کو تازی، لائچ یا گرے ہاؤنڈ کہتے ہیں۔“

- (i) کتوں کے ساتھ کون گھوم رہے تھے؟
- (ii) دو کے ہاتھ میں کتے تھے باقی کیا کر رہے تھے؟
- (iii) وہ نوجوان وہاں کیا کر رہے تھے؟
- (iv) دیکھنے میں کتے کیسے لگ رہے تھے؟
- (v) یہ کتے کس نسل کے تھے؟

- جواب: (i) کتوں کے ساتھ چار دیہاتی نوجوان گھوم رہے تھے۔
- (ii) دو کے ہاتھ میں کتے اور دو لکڑیوں سے ان جھاڑیوں کو پیٹ رہے تھے جو کھیتوں کی منڈیوں پر ی کہیں کہیں درمیان میں اُگ آئی تھیں۔
- (iii) وہ نوجوان کتوں سے خرگوش کا شکار کر رہے تھے۔
- (iv) دبلے پتلے کتے جو دیکھنے میں ہڈیوں کا ڈھانچہ اور فاقوں کے مارے دکھائے دے رہے تھے۔
- (v) یہ کتے تازی، لائچ یا گرے ہاؤنڈ نسل کے تھے۔

$$2 \times 5 = 10$$

سوال 6: خشک نالے میں کہیں کہیں صاف پانی بھرے ہونے کی کیا وجہ تھی؟ مفصل تحریر کیجیے۔

جواب: دراصل لوگ جس جنگل کی سیر کر رہے تھے وہ ہمالیہ کی ترائی کا جنگل تھا۔ ان جنگلات کی بدولت ملک کے بڑے حصے میں اور خاص کر اس کے شمالی حصے میں خوب بارش ہوتی ہے۔ بارش کے پانی کا زیادہ حصہ تو ان ندی نالوں سے ہوتا ہوا آگے چل کر بڑے دریاؤں میں جا ملتا ہے جو پتے کی نسوں کی طرح ترائی کے جنگلوں میں پھیلے ہوئے ہیں۔ اس بارش کا کچھ حصہ جنگلات کی زمین اور پہاڑیاں بھی جذب کر لیتی ہیں اور یہی وہ پانی ہوتا ہے جو خشک نالے کے قریب یا ان سے کچھ دور واقع مٹی اور پتھروں کے ملے جلے پہاڑوں سے سوتوں کی شکل میں زمین کے اندر ہی اندر رستا ہوا خشک نالے کے کسی نرم حصے میں جا نکلتا ہے۔

$$10 \times 1 = 10$$

سوال 7: مندرجہ ذیل سوالات کے مختصر جواب تحریر کیجیے:

- (i) وکیل صاحب کے دیر تک واپس نہ آنے پر انہیں تلاش کرنے کے لئے کیا کیا گیا؟
- (ii) جب شیر نے بھینس پر حملہ کیا تو ساتھ کی دوسری بھینسوں نے کیا کیا؟
- (iii) جیپ جھونپڑیوں کے قریب پہنچی تو کیا ہوا؟
- (iv) جیپ کے پختہ مکان پر پہنچتے ہی جبار صاحب نے کیا کیا؟
- (v) جنگل میں بنے پختہ مکان کا نام کیا تھا؟

جواب: (i) وکیل صاحب کے دیر تک واپس نہ آنے پر سوچا گیا کہ وکیل صاحب کورات کے وقت جنگل میں بھٹکتے رہنے کے لئے چھوڑا نہیں جاسکتا تھا۔ اس لئے کچھ دیر بعد دو تین لوگوں کے علاوہ بنگلے کے نئے پرانے سبھی ساتھی جیپ میں سوار ہو کر اس طرف چل پڑے جدھر وکیل صاحب کو جاتے ہوئے دیکھا گیا تھا۔ اس خیال سے کہ کہیں خود بھی نہ بھٹک جائیں، اپنے ساتھ جنگل کے چوکیدار کو بھی لے لیا۔

(ii) دوسری بھینسوں نے جب دیکھا کہ شیر نے ان کی ایک ساتھی کو پکڑ لیا ہے تو وہ اپنے سے کہیں زیادہ طاقتور اور خونخوار درندے سے مقابلہ کرنے پر آمادہ ہو گئیں اور جیسے کسی کمانڈر نے انہیں ایک ساتھ جنگ میں کود پڑنے کا حکم دیا ہو۔ انہوں نے اپنی ڈمیں اونچی کر لیں اور تنہوں سے پھوں پھوں کی آوازیں نکالتیں سروں کو جھکا کر ایک ساتھ تیزی سے اس طرف دوڑ پڑیں جس طرف شیر والی بھینس بھاگی جا رہی تھی۔ ان کے انداز سے ایسا لگ رہا تھے جیسے انہوں نے تہیہ کر لیا ہے کہ اپنے مضبوط سینگوں اور بھاری بھر کم سروں کی ٹکریں مار مار کر شیر کا بھر کس نکال دیں گی۔

(iii) جب جیپ جھونپڑیوں کے قریب پہنچی تو اچانک دل دہلا دینے والی ایک آواز سنائی دے رہی تھی اسی آواز کے ساتھ مویشیوں میں بھگدڑ مچی اور جنگل کے پرسکون ماحول میں بھونچال سا آگیا۔ سب کی نظریں خود بخود اسی آواز کی طرف اٹھ گئیں اور یہ سمجھتے دیر نہ لگی کہ کوئی بھوکا شیر اپنے پیٹ کی آگ بجھانے کے لئے کسی بھینس پر حملہ کر بیٹھا ہے۔

(iv) جب جیپ پختہ مکان پر پہنچی تو وہاں کچھ لوگ دائرہ بنائے چار پائیوں اور کرسیوں پر بیٹھے ہوئے تھے۔ جیپ کے رکتے ہی جبار صاحب نے اس کے اندر بیٹھے ہی بیٹھے ایک زور دار سلام دانغا ”السلام علیکم“۔ جیسے اپنی شناخت کراتے ہوئے ان لوگوں سے کہہ رہے ہوں ”سبحے۔ یہ میں ہوں“ اور واقعی اس تعارف نے اپنا اثر دکھلایا اور وہاں بیٹھے ہوئے سبھی افراد خوشی کا اظہار کرتے ہوئے مہمانوں کا خیر مقدم کرنے کے لئے جیپ کے پاس دوڑے چلے آئے۔

(v) جنگل میں پختہ مکان کا نام بنگلہ یا ڈاک بنگلہ تھا۔ یہ مکان عام مکانوں کی طرح نہ تھا۔ اس کا صحن لمبا چوڑا تھا جو کمروں اور چہار دیواری سے گھرا ہوا نہ تھا بلکہ دور دور تک اس کے چاروں طرف پھیلا ہوا تھا۔ مکان کی صورت میں صرف ایک چھت کے نیچے رہائش کی تمام سہولیات مہیا کر دی گئی تھیں۔ جن کی موجودگی ایک مکمل گھر کے لئے ضروری سمجھی جاتی ہیں۔

$$4 \times 5 = 20$$

سوال 8: روپ متی کے کردار کی خوبیاں بیان کیجیے۔

جواب: تمہید/تعارف (مصنف کا نام، ڈرامے کا نام، دوسرے کرداروں کا نام)

روپ متی کے کردار کی خصوصیات

زبان و بیان

یا

شیو چرن کے کردار کی اچھائیاں اور برائیاں لکھئے۔

جواب: تمہید/تعارف (مصنف کا نام، ڈرامے کا نام، دوسرے کرداروں کا نام)

روپ متی کے کردار کی خصوصیات (اچھائیاں اور برائیاں)

زبان و بیان

نمبروں کی تقسیم

معلومات = 5

زبان و بیان = 5

کل نمبر = 10

سوال 9: کیا کیلاش ناتھ کالج کے لکچرر کے کردار پر پورا اترتا ہے؟

جواب: تعارف/تمہید

مصنف کا نام

کیلاش ناتھ کی زبان

کیلاش ناتھ کے کردار کی خوبیاں اور خامیاں / کردار کی اہمیت

ذاتی رائے کا اظہار

$$10 \times 1 = 10$$

یا

درج ذیل کرداروں میں سے کسی دو پر نوٹ لکھئے:

(i) کملا :

تعارف/تمہید (مصنف کا نام، ڈرامہ کا نام، کرداروں کے نام)
کملا کے کردار کی خوبیاں اور خامیاں/کردار کی اہمیت

(ii) مسز مہرا :

تعارف/تمہید (مصنف کا نام، ڈرامہ کا نام، کرداروں کے نام)
مسز مہرا کے کردار کی خوبیاں اور خامیاں/کردار کی اہمیت

(iii) جیوتی پرکاش :

تعارف/تمہید (مصنف کا نام، ڈرامہ کا نام، کرداروں کے نام)
جیوتی پرکاش کے کردار کی خوبیاں اور خامیاں/کردار کی اہمیت

(iv) لالہ سروپ چند :

تعارف/تمہید (مصنف کا نام، ڈرامہ کا نام، کرداروں کے نام)
لالہ سروپ سنگھ کے کردار کی خوبیاں اور خامیاں/کردار کی اہمیت

$$2 \times 5 = 10$$

• • •

مارکنگ اسکیم اردو
(Marking Scheme)
سینئر سیکنڈری اسکول امتحان
(Senior Secondary School Exam)
March 2007-08
اردو (الیکٹیو) (الیکٹیو)

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 آزمایا 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 کراس 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 صد (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)

وقت: 3 گھنٹے

کل نمبر: 100

10

سوال 1: ذیل میں سے کسی ایک عبارت کو پڑھیے اور اس سے متعلق سوالوں کے جواب لکھئے:

”گرمی کا حال کیا پوچھتے ہو، اس ساٹھ برس میں یہ لڑ اور یہ دھوپ اور یہ تپش نہیں دیکھی۔ چھٹی ساتویں رمضان کو مینہ خوب برسا۔ ایسا مینہ، جیٹھ کے مہینے میں بھی کبھی نہیں دیکھا تھا۔ اب مینہ کھل گیا ہے۔ ابر گھرا رہتا ہے۔ ہوا اگر چلتی ہے تو گرم نہیں ہوتی اور اگر رُک جاتی ہے تو قیامت آتی ہے۔ دھوپ بہت تیز ہے۔ روزہ رکھتا ہوں مگر روزے کو بہلائے رہتا ہوں، کبھی پانی پی لیا، کبھی ٹھنڈی پی لیا، کبھی کوئی ٹکڑا روٹی کا کھا لیا۔ یہاں کے لوگ عجب فہم اور طرفہ روش رکھتے ہیں۔ میں تو روزہ بہلاتا ہوں اور یہ صاحب فرماتے ہیں کہ تو روزہ نہیں رکھتا۔ یہ نہیں سمجھتے کہ روزہ نہ رکھنا اور چیز ہے اور روزہ بہلانا اور بات ہے۔“

جے پور کا حال آپ کو منشی صاحب کے اظہار سے یا اُن کے نام کے خطوط دیکھ کر معلوم ہو گیا ہے مگر رکیوں لکھوں۔ خیر غنیمت ہے۔ یہ کیا فرض تھا کہ ہم جو چاہتے تھے، وہی ہوتا۔

ہاں بھائی پرسوں کسی شخص نے مجھ سے ذکر کیا کہ ”اُردو اخبار دہلی میں تھا کہ ہاتھرس میں بلوہ ہوا اور مجسٹریٹ زخمی ہو گیا۔ آج میں نے ایک دوست کے ہاں سے اس اخبار کا دو ورقا منگا کر دیکھا۔ واقعی اس میں مندرج تھا کہ راہیں چوڑی کرنے پر اور حویلیاں اور دوکانیں ڈھانے پر بلوہ ہوا اور رعایا نے پتھر مارے اور مجسٹریٹ زخمی ہوا۔ حیران ہوں کہ اگر یوں تھا تو صاحب وہاں سے چلا کیوں نہ آیا۔ اور اگر حاکم نہیں آیا تو آپ کیوں کر تشریف لائے۔ ہوس ناکا نہ خواہش ہے کہ آپ حال کو مفصل لکھیں۔“

(i) اس عبارت کے سبق اور مصنف کا نام لکھئے۔

(ii) مصنف نے کن لفظوں میں گرمی کی شدت کا اظہار کیا ہے؟

(iii) مصنف کی مکتوب نویسی کی خصوصیات واضح کیجئے۔

(iv) ہاتھرس میں فساد کا سبب کیا تھا؟

(v) اس عبارت کی روشنی میں مصنف کے اسلوب پر چند جملے لکھئے۔

جواب: (i) اس عبارت کے سبق کا نام ”منشی نبی بخش حقیر کے نام“ ہے اور مصنف کا نام مرزا اسد اللہ خاں غالب ہے۔

(ii) مرزا غالب منشی نبی بخش حقیر کو ایک خط میں دہلی کی گرمی کا حال یوں بیان کرتے ہیں۔ گرمی کا حال کیا پوچھتے ہو اس ساٹھ برس میں یہ لڑا اور یہ دھوپ اور یہ تپش نہیں دیکھی۔ دھوپ اتنی تیز ہوتی ہے کہ روزہ رکھتا ہوں مگر روزے کو بہلائے رہتا ہوں۔

(iii) مرزا غالب نے اردو خطوط نگاری کے فرسودہ طریقے کو ترک کر کے اردو مکتوب نگاری کو نئی راہ پر ڈال دیا۔ انہوں نے مرسلہ کو مکالمہ بنا دیا۔ لمبے لمبے القاب و آداب کے بجائے مختصر القاب و آداب لکھنا شروع کیا۔ اس کے علاوہ شوخی و ظرافت، واقعہ نگاری، منظر نگاری اور جذبات نگاری وغیرہ ایسی خصوصیات ہیں جو خطوط غالب میں بکھری ہوئی ہیں۔

(iv) ہاتھرس میں فساد کا سبب راستوں کا چوڑا کیا جانا اور حویلیوں و دوکانوں کا ڈھایا جانا تھا۔

(v) مرزا غالب نے اردو خطوط نگاری میں جو اسلوب اختیار کیا تھا اس کی پوری پوری تقلید کسی سے بھی ممکن نہ ہو سکی۔ ان کا اسلوب سادہ، سلیس اور رواں ہے ان کے خطوط کو پڑھتے ہوئے ایسا معلوم ہوتا ہے کہ کوئی بہت پڑھا لکھا انسان زندگی کے مختلف موضوعات پر بڑی آسانی سے گفتگو کر رہا ہو۔

یا

”خوجی سے ہماری پہلی ملاقات نواب صاحب کے تاریخی بیٹریف شمن علی شاہ کے گم ہو جانے کے وقت ہوتی ہے، یہاں بہت سے مصاحب نواب صاحب کو بیٹریف گم شدگی پر تعزیت دے رہے ہیں، وہاں خوجی بھی ہے۔ اس میں کوئی خصوصیت ایسی ضرور ہے کہ وہ بہت جلد ہمیں اپنی طرف متوجہ کر لیتا ہے۔ اس کی تیز زبانی، اس کے فقرے، اس کی خالص افویونیوں کی سی گفتگو، میں ایک ذہین بھانڈ کی کیفیت ہے۔ شروع میں ایسا نہیں معلوم ہوتا کہ آگے بڑھ کر اس کی ہستی افسانے پر چھا جائے گی، اور جہاں وہ نہ ہوگا، وہاں ”فسانہ آزاد“ کی دلکشی کو گہن لگ جائے گا۔ لیکن جب نواب صاحب کی زبانی یہ معلوم ہوتا ہے کہ خوجی کی عمر ساٹھ سال ہے تو ہمیں اس کی باتوں میں ایک طرح کا مزا آنے لگا۔ وہ اپنے خیال میں سنجیدگی سے رائے دے رہا ہے لیکن ہر شخص اُسے چھیڑتا ہے۔ وہ بھی خاموش نہیں رہ سکتا۔ ہر بات کا جواب دینا ضروری ہے۔ ہر جگہ اپنی برتری جتنا ضروری ہے اور ہر شخص پر تنقید کرنا لازمی ہے۔ یہیں ہمیں اس کی سیرت کے ابتدائی نقوش مل جاتے ہیں، جن کا زیادہ حصہ کتاب کے ختم ہونے تک باقی رہتا ہے۔ اس کے ڈرنے اور نفرت کرنے کی چیزوں میں پانی ہے جس کے نام سے وہ پناہ مانگتا ہے۔ آگے چل کر اس میں

کہار اور بوا زعفران کا اضافہ ہو جاتا ہے۔ اس کی پسند کی چیزیں ایون اور گتا ہیں۔ چونکہ اس کا کردار مبالغہ آمیز اور غیر معتدل ہے اس کی پسندیدگی اور ناپسندیدگی محبت اور نفرت ہر چیز جلد جلد نمایاں ہوتی رہتی ہے۔“

- (i) اس عبارت کے سبق اور مصنف کا نام لکھئے۔
- (ii) خوبی کی سیرت کیسی تھی؟
- (iii) خوبی کن چیزوں کو پسند کرتا ہے؟
- (iv) ”خوبی کا کردار مبالغہ آمیز اور غیر معتدل ہے۔“ اس جملے کی وضاحت کیجئے۔
- (v) خوبی کی باتوں میں مزا کیوں آنے لگتا ہے؟

- جواب:
- (i) اس عبارت کے سبق کا نام ”خوبی ایک مطالعہ“ ہے اور مصنف کا نام احتشام حسین ہے۔
 - (ii) خوبی کی سیرت ایسی تھی کہ وہ خاموش نہیں رہ سکتا تھا۔ اس کے لئے ہر بات کا جواب دینا ضروری تھا، ہر جگہ پر برتری جتاننا ضروری تھا اور ہر شخص پر تنقید کرنا اس کے لئے لازمی تھا۔
 - (iii) خوبی ایون اور گتے کو بہت پسند کرتا ہے۔
 - (iv) پنڈت رتن ناتھ سرشار نے لکھنؤ کی زوال آمادہ معاشرہ کی عکاسی کے لئے خوبی کا کردار وضع کیا تھا اس لئے خوبی کے کردار کی ہر خصوصیت حد سے بڑھی ہوئی ہے اور ہر جگہ اعتدال اور توازن کی کمی کا احساس ہوتا ہے۔
 - (v) خوبی کی تیز زبانی، اس کے فقرے، اس کی خالص ایونیوں کی سی گفتگو میں ایک ذہین بھانڈ کی سی کیفیت ہے۔ شروع شروع میں ایسا نہیں معلوم ہوتا کہ خوبی کا کردار ”فسانہ آزاد“ پر چھا جائے گا مگر جب نواب صاحب کی زبانی یہ معلوم ہوتا ہے کہ خوبی کی عمر ساٹھ سال ہے تو پھر ہمیں اس کی باتوں میں ایک طرح کا مزا آنے لگتا ہے۔

$$2 \times 5 = 10$$

سوال 2: درج ذیل میں سے کسی ایک پر مختصر نوٹ لکھئے:

- (i) میں، وہ
- (ii) سکون کی نیند

”میں، وہ“ شفیق جاوید کا افسانہ ہے۔ انہوں نے بہت سے افسانے لکھے۔ مثلاً آرٹ اور تمباکو، کھلی جو آنکھ، وقت کی سیر، رات اور میں، کاغذ کی ناؤ وغیرہ کے افسانوں میں ماضی کی یادیں ہیں اور یہ یادیں موجودہ دور کے ساتھ گھل مل کر ایک فلسفیانہ رنگ پیدا کرتی ہیں۔ شفیق جاوید اپنی زبان احساس و فکر کے لحاظ سے ایک منفرد افسانہ نگار ہیں۔ انہوں نے اپنے افسانے ”میں، وہ“ میں ایک بوڑھے اور نوجوان کے جذبات کی ترجمانی کی ہے۔ ریلوے اسٹیشن کے ایک پلیٹ فارم پر صبح کی سیر کے وقت ایک معمولی سے واقعے کو اس افسانے میں پیش کیا ہے۔ اس افسانے کا ایک کردار بوڑھے کا کردار ہے جس کی مخصوص چال، جھکا ہوا جسم، داہنا کاندھا کچھ اونچا اور بائیں ہاتھ کمر پر رکھا ہوا پھلواڑی شریف کے اسٹیشن پر تجسس بھری آنکھوں کے ساتھ آتا ہے۔ یہ پلیٹ فارم جو بہت لمبا ہے اس پر یہ دھیرے دھیرے چلتا ہے اور پھر پلیٹ فارم کے آخری سرے پر بیٹھ جاتا ہے۔ کیونکہ ڈاکٹر نے اس پر صبح کی سیر کی پابندی لگادی ہے اس لئے افسانہ نگار اسی بوڑھے شخص کو دیکھتا رہتا ہے۔ وہ روزانہ ریلوے پلیٹ فارم کے ایک بیچ پر بیٹھ کر ”آرہ“ کی ٹرین کا انتظار کرتا ہے۔ جب صبح کی گاڑیاں چلی جاتی ہیں۔ تو وہ آہستہ آہستہ اٹھتا ہے اور پان والے سے پوچھتا ہے کہ آرہ کی ٹرین کب آئے گی۔

پان والا ہنس دیتا ہے اور روز کی طرح کہتا ہے وہ تو گئی۔ اب کل آتا۔

میں نے بھی بوڑھے سے پوچھا یہاں روز کیوں آتے ہیں بوڑھا جواب دیتا ہے کہ میں اپنے آپ کے لیے آتا ہوں۔ اور اپنی زندگی کی کڑوی اور میٹھی یادوں کا ذکر کرنے لگا۔ آہستہ آہستہ سماج میں آنے والی تبدیلیوں کی باتیں بھی کرنے لگا۔ میں زندگی کی اس منزل پر ہوں جہاں موت نہیں زندگی مایوس کرتی ہے اور پھر دھیرے دھیرے میں اس میں سماجاتا ہوں بیچ پر بیٹھتا ہوں اور بوڑھے کی طرح سوال کرتا ہوں۔

پان والے کے آئینے میں میری بوڑھی صورت ایک لمحے کے لئے جھلک جاتی ہے۔ نئے دن کا آغاز، کہ دوسرا آغاز اور نیا اختتام اور کوئی نیا مستقبل، سب کچھ بدلتے آسمان میں کتنے لگا۔

اس افسانے میں ایک ضعیف بوڑھا یعنی وہ ہے جس کی نفسیاتی الجھنوں اور پیچیدگیوں کو افسانہ نگار نے ”میں“ بن کر روشنی ڈالی ہے۔ افسانہ نگار دوسرے کردار کا قصہ بیان کرتے ہوئے انجام کے وقت خود افسانے کا حصہ بن جاتا ہے۔ جس کی وجہ سے اس کا عنوان ”میں وہ“ معنی خیز ہو گیا ہے۔

سکون کی نیند:

(ii)

”سکون کی نیند“ ”اقبال مجید کا افسانہ ہے۔ اقبال مجید عہد جدید کے نامور افسانہ نگار ہیں۔ اس افسانے میں ایک بادشاہ نے اپنے بیٹے کو وصیت کی تھی کہ وہ سرنگ کو نہ کھولے لیکن بیٹا جب باپ کے انتقال کے بعد اس سرنگ کا تالہ

کھولتا ہے تو اس کو اس سرنگ میں دو طرح کے انسان نظر آتے ہیں۔ ایک وہ جو جی رہے تھے اور ایک وہ جو جیتے جی مر رہے تھے۔ اس سے پتہ لگا ایک وہ جو مالدار تھے اور دوسرے وہ جو غریب تھے۔ دولت مند لوگوں سے یہ بات پتہ چلی کہ کسی کے پاس دولت کا نہ ہونا اتنا بڑا عذاب نہیں ہے جتنا دولت کا بے حساب ہونا، انسان جب دولت کے نشے میں سرشار ہوتا ہے تو وہ فطرت کی نعمتوں ہی سے دور نہیں ہو جاتا بلکہ خود غرض بھی ہو جاتا ہے۔

حسن اخلاق سے اسے نہ کوئی مطلب ہوتا ہے اور نہ عام انسانی ہمدردی ہی اس کے لئے کوئی معنی رکھتی ہے۔ سب سے بڑی چیز جس سے وہ محروم ہوتا چلا جاتا ہے، وہ راتوں کی نیند اور دن کا سکون ہے۔ ان چیزوں کو پانے کے لئے وہ نیند کی گولیوں اور انجکشن کے استعمال پر مجبور ہو جاتا ہے۔ اس افسانے میں افسانہ نگار نے انجکشنوں کے منفی اثرات کی طرف بھی اشارہ کیا ہے کہ اس آبادی کے لوگوں کے خون میں اس دوائے کچھ ایسے اثرات پیدا کر دیے کہ اگر وہ کسی کو کاٹ لیں تو وہ انسان تڑپے بغیر مر جاتا تھا۔ دولت مند ایسے لوگوں سے پناہ مانگنے لگے اور انھوں نے خدا سے یہی دعا مانگی 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۔

افسانہ ”سکون کی نیند“ اقبال مجید کا کامیاب افسانہ ہے۔

افسانے کا انداز بیان یہ ہے اور اس افسانے میں ایک نیا پن محسوس ہوتا ہے۔

$$7 \times 1 = 7$$

8

سوال 3: درج ذیل میں سے صرف دو کے بارے میں مختصراً لکھئے۔

- (i) بلونت سنگھ کی افسانہ نگاری
- (ii) امراؤ جان ادا
- (iii) احتشام حسین کی ادبی خدمات
- (iv) کرشن چندر کی انشائیہ نگاری

جواب: (i) بلونت سنگھ کی افسانہ نگاری

بلونت سنگھ بھی پریم چند ہی کی طرح افسانہ نگار ہوئے ہیں۔ انھوں نے بھی پریم چند ہی کی طرح پنجاب کے دیہات کی مصوری کی ہے۔ ان کے افسانوں میں پنجاب کے سکھ معاشرے کی جیتی جاگتی متحرک اور توانا تصاویر نظر آتی ہیں۔ ان کے کردار پنجاب کی کھلی فضا میں سانس لیتے ہیں۔ ان کے کرداروں میں یکطرفہ کھر دراپن نظر آتا ہے۔ ان کا مشاہدہ تیز ہے۔ وہ پنجاب کے دیہات کے رگ و ریشہ سے واقف ہیں۔ اس لئے وہاں کی ایک ایک جزئیات کو

بڑے ہی موثر انداز سے پیش کیا ہے۔ ان کے یہاں پنجاب کا دیہات پوری تفصیل کے ساتھ نظر آتا ہے۔ جذبات نگاری میں بھی انھیں کمال حاصل ہے۔ کرداروں کے احساسات اور ذہنی اور جذباتی کشمکش کو وہ بڑے سلیقے سے پیش کرتے ہیں اور جذبات نگاری کے ایسے مرتعے پیش کرتے ہیں کہ دل سے بے ساختہ واہ واہ نکل جاتی ہے۔ چھوٹے سے چھوٹے واقعات کے سہارے کہانی کا تانا بانا بن لینا ان کے فنی کمال کو ظاہر کرتا ہے، اپنے افسانوں میں انھوں نے مختلف رنگوں کے امتزاج اور تبدیلی کے سہارے مختلف چھوٹے چھوٹے تاثرات کو یکجا کر کے ایک نئی فضا ایک نئی دنیا تعمیر کی ہے۔ یہ انوکھا پن ان کے فن میں ایک نئی جہت کی نشان دہی کرتا نظر آتا ہے۔

(ii) امرآؤ جان ادا

امراؤ جان ادا امیرن نام کی ایک کمسن لڑکی تھی۔ اس کے باپ کی دلاور خاں نام کے شخص سے دشمنی تھی۔ اسی نے اس معصوم کو گھر کی چار دیواری سے نکال کر ایک ایسی دنیا میں پھینک دیا جہاں دوزخ مہکتے ہیں اور فردوس خاموش ہیں۔ امرآؤ جان کو ایک طوائف بنا دیا گیا۔ اس کے بودوباش کا طریقہ اپنے دوسرے ساتھیوں سے جدا تھا۔ نہ وہاں کسی کی آمد و رفت تھی اور نہ ہی کمرے پر کسی نے سر راہ بیٹھے دیکھا۔ دروازوں پر دن رات پردے پڑے رہتے تھے۔ چوک کی طرف نکاس کا راستہ بالکل مقفل رہتا تھا۔ صاف ستھرے ادبی ذوق کی مالک شعر و شاعری کی دلدادہ، حسن میں یکتا ناچ گانے میں بے مثال ہے۔

خورشید الاسلام کا یہ تنقیدی مضمون مرزا محمد ہادی رسوا کے مشہور ناول ”امراؤ جان ادا“ کے بارے میں ہے۔ اس میں مصنف نے روز مرہ اور محاورے کے استعمال سے زبان کو دلچسپ بنا دیا ہے۔ انھوں نے اقتباسات کے سہارے استدلالی رنگ پیدا کیا ہے۔

(iii) احتشام حسین کی ادبی خدمات

سید احتشام حسین 21 اپریل 1912 کو قصبہ ماہل ضلع اعظم گڑھ یوپی میں پیدا ہوئے۔ ابتدائی تعلیم وہیں حاصل کی 1936 میں ایم۔ اے میں اعلیٰ درجے کی کامیابی حاصل کی اس کے بعد لکھنؤ یونیورسٹی میں لکچرار ہو گئے۔ بعد میں ریڈر ہو گئے۔ 1952 میں یورپ کا سفر کیا سفر کے حالات کو ”ساحل اور سمندر“ کے نام سے قلم بند کیا، آپ بڑی خوبیوں کے مالک تھے۔

شرافت نفس، ہمدردی، ایثار اور اخلاق وغیرہ اوصاف ان میں بھرے تھے۔ انہوں نے 40 سال علم و ادب کی خدمت میں بسر کئے۔ ان کے افسانوں کا مجموعہ ”ویرانے“ تنقیدی کتب میں ”تنقیدی جائزے“، ”روایت اور بغاوت“، ”ادب اور سماج“، ”تنقید اور عملی تنقید“، ”ذوق ادب اور شعور“، ”عکس اور آئینے“، ”افکار و مسائل“، ”اعتبار نظر“ وغیرہ ہیں۔ انہوں نے اردو ادب کی تاریخ ہندی میں لکھی۔

ہندوستانی لسانیت کا خاکہ بھی مرتب کیا۔

بہت سی کتابوں کے اردو ترجمے بھی کئے۔ انھوں نے تنقید میں نئی راہیں بتائیں۔ تنقید کے اصول بیان کئے۔ عملی تنقید کے نمونوں سے اردو ادب میں اضافہ کیا۔ وہ ترقی پسند نظریات کے ترجمان تھے۔ وہ مارکسی نقطہ نظر سے ادب کو پرکھنے والوں میں تھے۔ وہ ادب کو زندگی کا ترجمان سمجھتے تھے۔ ان کا انداز بیان صاف سلیس، سادہ اور سلجھا ہوا ہے۔ اردو ادب میں ان کی شخصیت کسی کے لیے محتاج تعارف نہیں ہے۔

(iv) کرشن چندر کی انشائیہ نگاری

کرشن چندر بھرت پور میں 1914 میں پیدا ہوئے۔ ان کا بچپن پونچھ (کشمیر) میں گزرا ان کی ابتدائی تعلیم پونچھ میں ہوئی۔ 1930ء میں اعلیٰ تعلیم کے لئے لاہور آگئے۔

کرشن چندر کا شمار اردو کے بڑے انشائیہ نگاروں میں ہوتا ہے۔ ان کے انشائیوں میں موضوع اور تکنیک کا جس قدر زیادہ تنوع نظر آتا ہے وہ کسی اور انشائیہ نگار کے یہاں نہیں ملتا۔ ان کے یہاں حقیقت اور رومان کا حسین امتزاج نظر آتا ہے۔ وہ زندگی کے تلخ حقائق کو رومانوی انداز میں اس طرح پیش کرتے ہیں کہ حقیقت کی تلخی شیرینی میں بدل جاتی ہے۔ کرشن چندر کے انشائیوں میں شکستگی اور خیال آفرینی ہوتی ہے۔ انشائ پر اداز زندگی کی عام یا خاص کسی بھی بات یا کسی بھی کیفیت کو اپنی افتاد طبع، اور شگفتہ نگاری سے پُر لطف اور دل پر اثر کرنے والے انداز سے بیان کرتا ہے۔

$$4 \times 2 = 8$$

سوال 4: درج ذیل میں سے کسی ایک حصہ کی تشریح کیجیے۔ شاعر کا نام بھی لکھئے۔

10

- | | | |
|-------|---|--|
| (i) | اب بھاگتے ہیں سایہ عشق بتاں سے ہم | کچھ دل سے ہیں ڈرے ہوئے کچھ آسماں سے ہم |
| (ii) | اول شب وہ بزم کی رونق، شمع بھی تھی پروانہ بھی | رات کے آخر ہوتے ہوتے ختم تھا یہ افسانہ بھی |
| (iii) | زندگی ہے تو بہر حال بسر بھی ہوگی | شام آئی ہے تو آئے کہ سحر بھی ہوگی |
| (iv) | ہم سے پوچھو کہ غزل کیا ہے، غزل کا فن کیا ہے | چند لفظوں میں کوئی آگ چھپادی جائے |
| (iv) | آنکھوں میں چھپائے پھر رہا ہوں | یادوں کے بجھے ہوئے سویرے |

یا

(الف)

وداعِ روزِ روشن ہے گجرِ شامِ غریباں کا
چراگا ہوں سے پلٹے قافلے بے زبانوں کے

قدم گھر کی طرف کس شوق میں اٹھتا ہے دہقاں کا
یہ دیرانہ ہے، میں ہوں، اور طائرِ آشیانوں کے

(ب)

کھول آنکھ زمیں دیکھ، فلک دیکھ، فضا دیکھ مشرق سے اُبھرتے ہوئے سورج کو ذرا دیکھ
اس جلوۂ بے پردہ کو پردوں میں چھپا دیکھ ایامِ جدائی کے ستم دیکھ جفا دیکھ
بے تاب نہ ہو، معرکہٴ نیم و رجا دیکھ

جواب: (i) اب بھاگتے ----- سے ہم

شاعر کا نام: الطاف حسین حالی

عشق بتاں سے مراد حسینوں سے عشق ہے۔

دل اور آسمان سے ڈرنے سے مراد آسمان سے مصیبتوں کا نازل ہونا

سایہٴ عشق سے بھاگنا ایک محاورہ ہے۔ جس کے معنی ہیں خوف زدہ ہونا

اس شعر میں شاعر کہتا ہے کہ ہم نے حسینوں کے عشق میں اتنے چر کے کھائے ہیں کہ ہم ان کے سائے سے
بھی گھبرانے لگے ہیں۔ اور یہی وجہ ہے کہ شاعر اپنے دل سے بھی ڈرا ہوا ہے اور آسمان سے آنے والی مصیبتوں سے
بھی ڈرا ہوا ہے۔ کیونکہ دنیا کی تمام چھوٹی بڑی تبدیلیاں آسمان کی گردش سے آتی ہیں۔ اسی تصور کو شاعر نے اس شعر
میں بیان کیا ہے۔

(ii) اول شب ----- افسانہ بھی

شاعر کا نام : آرزو لکھنوی

اول شب : رات کی شروعات

بزم : محفل

رات کا آخر ہونا : رات کا تمام ہونا

اس شعر میں شاعر کا کہنا ہے کہ جب رات کے شروع حصے میں محفل جیتی ہے تو اس محفل میں رونق بہت زیادہ
ہوتی ہے۔ لیکن جیسے جیسے رات بڑھنے لگتی ہے تو محفل کی رونق ختم ہونے لگتی ہے۔ اور صبح ہوتے ہوتے محفل کی تمام
رونق ختم ہو جاتی ہے۔ کیونکہ محفل کے آغاز میں شمع روشن کی جاتی ہے اور شمع کے روشن ہوتے ہی پروانے اپنی جان

قربان کرنے لگتے ہیں۔ یعنی پروانہ بار بار شمع کے گرد چکر کاٹتا ہے اور آخر کار اس پر نثار ہو جاتا ہے۔ پروانے کی شہادت پر محبت کا یہ افسانہ ختم ہو جاتا ہے۔

(iii) زندگی ہے ----- سحر بھی ہوگی

شاعر کا نام : معین احسن جذبی
 زندگی کا بسر ہونا : زندگی گزرنا
 شام کا آنا : تاریکی / اندھیرا (مراد)
 سحر : صبح

جذبی کا پہلا شعر یعنی مطلع ہے۔ اس میں شاعر نے ایک عام بات کو شاعرانہ انداز میں بیان کیا ہے۔ اندھیرے کے بعد اجالا، پستی کے بعد بلندی، زوال کے بعد عروج، شام کے بعد صبح ضرور آتی ہے۔ اس لئے وہ کہتے ہیں کہ زندگی بہر حال کسی نہ کسی طرح گزر ہی جائے گی۔ اچھی یا بری اگر پریشانی ہے تو کل خوشی ضروری ملے گی۔ کیونکہ زندگی سکھ دکھ کی دھوپ چھاؤں ہوتی ہے۔

(iv) ہم سے پوچھو ----- چھپادی جائے۔

شاعر کا نام : جاں نثار اختر
 غزل کا فن : غزل کی تعریف، غزل کی ہیئت
 آگ چھپانے : مراد جذبات عشق کو چند لفظوں میں پوشیدہ رکھنا

اس شعر میں شاعر نے بہت سادگی کے ساتھ غزل کی تعریف بیان کی ہے شاعر کے نزدیک غزل اور غزل کا فن یہ ہے گویا کہ دریا کو کوزے میں بند کر دینا شاعر اپنے جذبات کی ترجمانی چند لفظوں میں کرتا ہے یعنی شعروں میں ایک آگ چھپی ہوئی ہوتی ہے۔

(v) آنکھوں میں ----- ہوئے سویرے

شاعر کا نام : ناصر کاظمی
 آنکھوں میں چھپانا : آنکھوں میں رکھنا

یادوں کے بجھے ہوئے سویرے سے مراد جدائی سے پہلے کی حسین یادیں بھی ہو سکتی ہیں اس شعر میں شاعر

کہہ رہا ہے کہ آج بھی میری آنکھوں میں گزشتہ زندگی کی حسین یادوں کے سویرے موجود ہیں، وہ چیزیں جو میں پیچھے چھوڑ آیا ہوں بجھے ہوئے سویروں کے مانند مجھے ستارہی ہیں۔

شاعر کا نام $\frac{1}{2} \times 5 = 2\frac{1}{2} =$
 اشعار کی تشریح $1\frac{1}{2} \times 5 = 7\frac{1}{2} =$
 کل نمبر $10 =$

یا (الف)

وداع روز روشن ----- آشیانوں کے

شاعر کا نام	:	علی حیدر نظم طباطبائی
نظم کا نام	:	گورغریباں
وداع روز روشن	:	شام کا وقت
گجر	:	گھنٹہ، گھڑیاں
شامِ غریباں	:	قبرستان کا منظر
چراہ گاہ	:	جانوروں کے چرنے کی جگہ
دہقان	:	کسان
طار	:	پرندہ
شوق	:	مراد لگن، جذبہ

اس بند میں شاعر نے بہت خوبصورت لفظوں میں اپنی تنہائی اور پرندوں کے آرام کرنے کا ذکر کیا ہے۔ شاعر کہتا ہے کہ دن چھپ چکا ہے، چراگاہوں میں قبرستان کا سا منظر ہے۔ چرواہے اور قافلے اپنی اپنی منزل کی طرف واپس لوٹ رہے ہیں۔ کسان خوشی خوشی اپنے گھروں کو لوٹ رہے ہیں۔ اس دیرانے میں صرف شاعر تنہا ہے یا پرندے اپنے گھونسلوں میں آرام فرما رہے ہیں۔

(ب)

کھول آنکھ ----- جفا دیکھ

شاعر کا نام	:	اقبال
نظم کا نام	:	روح ارضی آدم کا استقبال کرتی ہے
فلک	:	آسمان
ایامِ جدائی	:	جدائی کے دن (ایام - یوم کی جمع)
معرکہ	:	جنگ
ہیم	:	خوف، اندیشہ
رجا	:	امید

اس بند میں جب آدم کو جنت سے زمین پر بھیجا گیا تو ان کا استقبال زمین نے کیا۔ اس منظر کو شاعر نے بہت خوبصورت الفاظ میں پیش کیا ہے کہ کیسے زمین آدم کو ان کی حقیقت بتاتی ہے۔

اے آدم اپنی آنکھ کھول کر زمین و آسمان کو دیکھ اور مشرق سے طلوع ہوتے ہوئے سورج پر نظر ڈال۔ کائنات کے حسن کو دیکھ، کائنات کی ہر شے تمہارے لئے بنائی گئی ہے۔ خدا کی ذات کو اس کی تخلیقات میں چھپا ہوا دیکھ جدائی کے دنوں میں تو ظلم و ستم جھیل رہا ہے اس کو بھی دیکھ اس لئے تو بے تاب نہ ہو بے تابی کا اظہار نہ کر، امید اور اندیشہ کی کشاکش کو دیکھ۔

$$\begin{aligned} \frac{1}{2} + \frac{1}{2} &= 1 = \text{شاعر کا نام} \\ 4\frac{1}{2} + 4\frac{1}{2} &= 9 = \text{اشعار کی تشریح} \\ 10 &= \text{کل نمبر} \end{aligned}$$

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سوال 5: ذیل میں سے کسی ایک پر سولہ نظموں میں اظہار خیال کیجیے:

- (i) ارتقا
- (ii) ملک بے سحر و شام

جواب: (i) ارتقا

”ارتقا“ جمیل مظہری کی نظم ہے انھوں نے اقبال کے زیر اثر شاعری شروع کی اور بعد میں ترقی پسند تحریک سے وابستہ ہو گئے۔ انسان بچپن، جوانی اور بوڑھاپے کی تین منزلوں سے گزرتا ہے شاعر نے زندگی کے اسی ارتقا کو نظم میں فلسفیانہ انداز میں پیش کیا ہے۔ اس نظم میں شاعر نے یہ بھی بتانے کی کوشش کی ہے کہ انسان کے اختیار میں دنیا میں کون کون سی چیزیں ہیں اور وہ کس طرح اپنی کامیابی کی نئی نئی منزلیں تلاش کرتا ہے۔ اور اپنے اسی ارتقائی سفر میں

وہ ہر طرح کے تجربوں سے گزرتا ہے جس میں اسے کامیابی بھی ملتی ہے اور ناکامی بھی، اس نظم کے ذریعے شاعر یہ پیغام دیتا ہے کہ اسے اپنے تجربوں سے سبق حاصل کرنا چاہئے اور کبھی ناکامیوں سے گھبرانا نہیں چاہیے بلکہ ہمت سے کام لے کر اپنی منزل کو پانے کے لئے کوشش کرتے رہنا چاہئے جس سے وہ ہمیشہ آگے بڑھتا رہے گا اور منزل اس کے قریب آجائے گی۔ انسان اپنی زندگی کا معمار خود ہوتا ہے۔ یہی اس کے ارتقا کا سفر ہے۔

(ii) ملک بے سحر و شام

”ملک بے سحر و شام“ عمیق حنفی کی نظم ہے۔ عمیق حنفی نے اس نظم میں اپنے عہد کے ماحول کو سامنے رکھا ہے اور نئے زمانے کی ضرورتوں اور تقاضوں کا اظہار کیا ہے۔ ان کا کہنا ہے کہ آج کے دور کی کئی ایسی اہم چیزیں ہیں۔ جن سے ہم روحانی مسرت حاصل کر سکتے ہیں۔

مگر ہم اپنی زندگی کی ضروریات کو پورا کرنے میں اس طرح مصروف ہو جاتے ہیں کہ یہ معلوم ہی نہیں ہوتا کہ کب صبح سورج طلوع ہوتا ہے اور کب غروب ہو جاتا ہے، گویا ہم ایسے ملک کے رہنے والے ہیں جس کی کوئی صبح ہوتی ہے نہ شام شاعر نے اصل میں فطرت سے دوری کے المیہ کو اس نظم کا موضوع بنایا ہے، وہ بڑی حسرت سے گزشتہ دنوں کی یاد کرتا ہے جب وہ صبح اٹھ کر تازہ دم سورج کے طلوع ہونے کا خوبصورت منظر دیکھا کرتا تھا۔ اور اس منظر کا بہت گرم جوشی کے ساتھ استقبال کرتا تھا۔ اور یہ منظر اس کے جسم میں ایک نئی جان پیدا کر دیتا تھا۔ اس نظم کے آخری حصے میں گزری ہوئی شاموں کا ذکر کیا ہے جب وہ جھیل کے پانی میں پاؤں ڈال کر بیٹھتا اور غروب ہونے سے پہلے سورج کو شب بخیر کہتا ہے۔ یہ سارے مناظر اس کو یاد آتے ہیں جن کا ذکر وہ اپنی اس خوبصورت نظم میں کرتا ہے۔

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سوال 6: درج ذیل میں سے صرف دو کے بارے میں لکھئے۔

- (i) آرزو لکھنوی کی غزل گوئی
- (ii) علی سردار جعفری کی نظم گوئی
- (iii) حالی کی شاعری کی خصوصیات
- (iv) شفیق فاطمہ شعریٰ کی نظم گوئی

جواب: (i) آرزو لکھنوی کی غزل گوئی

سید انور حسین آرزو، لکھنؤ کے رہنے والے تھے۔ آرزو نے فارسی اور اپنے زمانے کے دوسرے علوم کی تعلیم لکھنؤ میں پائی۔ میرضامن علی جلال لکھنوی اس وقت کے مشہور رشاعر تھے آرزو نے ان کی شاگردی اختیار کی۔ استاد کی وفات کے بعد ان کے جانشین ہوئے۔

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) علی سردار جعفری کی نظم گوئی

علی سردار جعفری بلرام پور (اتر پردیش) میں پیدا ہوئے اور علی گڑھ میں تعلیم حاصل کی سردار جعفری شاعر بھی ہیں اور نقاد بھی۔ بیانیہ اور طویل نظموں میں سردار جعفری کامیاب شاعر ہیں۔ ان کا شمار ترقی پسند ادیبوں میں ہوتا ہے۔ اپنی نظموں سے انہوں نے اردو شاعری میں ایک مقام پیدا کیا اور طویل و مختصر نظمیں لکھی ہیں۔ ان کی نظمیں جدید نظم کی تعریف پر پوری طرح کھری اترتی ہیں۔ ان کی نظمیں بہت چست اور مجموعی تاثر سے بھرپور ہوتی ہیں۔ ایک بھی مصرعہ یا بند ایسا نہیں ہوتا ہے جسے نکالا جاسکے۔

خون کی لکیر، ایشیا جاگ اٹھا ان کے ابتدائی شعری مجموعے ہیں بعد کے مجموعوں میں ”ایک خواب اور“، ”پیراہن شرر“ اور ”لہو پکارتا ہے“ قابل ذکر ہیں اور طویل نظموں میں ان کی نظم نئی دنیا کو سلام قابل تعریف ہے کیونکہ اس نظم کا انداز و بیان تمثیلی ہے نظم ”وقت کا ترانہ“ بھی ایک طویل نظم ہے جس میں بادشاہ کے خلاف انقلاب و بغاوت کی تصویر کشی کی گئی ہے۔

(iii) حالی کی شاعری کی خصوصیات

خواجہ الطاف حسین نام، تخلص حالی 1837ء کو پانی پت میں پیدا ہوئے۔ بچپن میں والدین کی شفقت سے محروم ہو گئے۔ ابتدائی تعلیم حاصل کی۔ فکر معاش دہلی کھینچ کر لے گئی۔ جہاں نواب مصطفیٰ خاں شیفیتہ سے ملاقات ہوئی اور نواب صاحب کے بچوں کے اتالیق مقرر ہوئے۔ نواب صاحب بہت اچھے شاعر تھے ان کی صحبت میں مذاق سخن کو جلا ملی اور یہیں پر مرزا غالب سے بھی ملاقات ہوئی اور حالی اپنے کلام کی اصلاح لینے لگے۔

”حالی جدید اردو شاعری کے امام ہیں ان کے یہاں روایتی شاعری کی زبردستی کی پرواز تخیل اور دؤراز کار تشبیہات و استعارے کی بھر مار نہیں ہے۔ آپ جو کچھ کہتے نہایت صاف اور سادہ طریقے سے کہتے ہیں گو کہ سادگی

کے سبب ان کا کلام جوش سے خالی ہے۔ لیکن تاثیر سے خالی نہیں ہے۔ اردو شاعری میں آج جو فطری سادگی اور سیدھا پن پایا جاتا ہے وہ انھیں 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۔

(iv) شفیق فاطمہ شعری کی نظم گوئی

شفیق فاطمہ شعری کی پیدائش ناگپور میں 1930 میں ہوئی۔ ابتدائی تعلیم گھر پر، بی اے حیدرآباد، ایم اے ناگپور یونیورسٹی سے کیا۔ شعری نے ممتاز کالج حیدرآباد میں اردو کے استاد کی حیثیت سے ملازمت کا آغاز کیا۔ شفیق فاطمہ شعری بنیادی طور پر نظم کی شاعرہ ہیں۔ ان کی نظموں کا اسلوب اور مرکزی خیال اتنا منفرد ہوتا ہے کہ کبھی کبھی نظم بہت پیچیدہ معلوم ہوتی ہے نظم کا مفہوم پوری طرح گرفت میں نہیں آتا۔ اکثر نظموں میں شعری نے اسلامی تاریخ اور قرآنی واقعات سے بھی مدد لی ہے انھوں نے موجودہ زمانے کے تہذیبی اور سیاسی مسائل کو جس انداز سے نظموں کا موضوع بنایا ہے اس سے بھی ان کا منفرد اسلوب نمایاں ہوتا ہے۔ ان کی نظموں کا آہنگ اور مخصوص نغمہ قاری کو اپنی طرف متوجہ کرتا ہے۔

شفیق فاطمہ شعری کا پہلا مجموعہ ”آفاقِ نوا“ حیدرآباد سے 1997 میں شائع ہوا۔ دوسرا مجموعہ ”گلہ صفورہ“ کے نام سے شائع ہوا۔ یہ مجموعہ بھی ایک غزل اور چند قطعات کے علاوہ نظموں پر مشتمل ہے۔

$$4 \times 2 = 8$$

4

سوال 7: ذیل میں سے کسی ایک پر مختصر نوٹ لکھئے۔

(i) مثنوی پریم چند

(ii) آغا حشر کاشمیری

جواب: (i) مثنوی پریم چند (1880-1936)

مثنوی پریم چند کی پیدائش بنارس کے ایک گاؤں میں ہوئی۔ ان کا اصل نام دھپت رائے تھا۔ گھر کے لوگ نواب رائے کے نام سے پکارتے تھے۔ ان کی تعلیم و تربیت بنارس میں ہوئی۔

پریم چند کو مضامین لکھنے کا شوق بچپن سے تھا۔ نواب رائے کے قلمی نام سے انہوں نے بہت سی کہانیاں اور ناول لکھے بعد میں ”زمانہ“ کے ایڈیٹر پنڈت دیانرائن نغم کے مشورے پر انہوں نے اپنا قلمی نام نواب رائے سے بدل کر پریم چند رکھ لیا انہوں نے اپنی کہانیوں اور ناولوں میں دیہات کی زندگی کی جیتی جاگتی تصویر پیش کی ہے۔ پریم چند کے اہم ناول درج ذیل ہیں۔

اسرارِ معابد، بیوہ، بازارِ حسن، میدانِ عمل، چوگانِ ہستی، اور گودان وغیرہ۔

(ii) آغا حشر کاشمیری

آغا حشر کاشمیری کا شمار اردو کے ممتاز ڈرامہ نگاروں میں ہوتا ہے۔ آغا حشر نے عربی، فارسی اور اردو کی ابتدائی تعلیم گھر پر ہی حاصل کی بعد میں انگریزی تعلیم کے لئے اسکول بھیجے گئے مگر پڑھنے لکھنے سے زیادہ ان کا دل سیر و تفریح اور شعر و شاعری کی محفلوں میں لگتا تھا۔ وہ بہت ذہین تھے جو کچھ پڑھتے حرف بہ حرف یاد ہو جاتا تھا۔

انہوں نے پہلا ڈرامہ ”مرید شک“ لکھا۔ اس کی مقبولیت نے آغا حشر کو بہت جلد شہرت کی بلندیوں پر پہنچا دیا اور یہ شہرت روز بروز بڑھتی گئی فلمی کہانیوں کو شامل کر کے ان کے ڈراموں کی کل تعداد 38 ہے۔ ان کے ڈراموں میں تین طرح کے پلاٹ پائے جاتے ہیں۔ پہلے وہ جو مغربی ڈراموں سے ماخوذ ہیں۔ دوسرے وہ جو تاریخی یا نیم تاریخی واقعات پر مبنی ہیں۔ تیسرے وہ جو سماجی اور اصلاحی موضوعات پر لکھے گئے ہیں۔

”یہودی کی لڑکی“ آغا حشر کاشمیری کا سب سے زیادہ مقبول ڈرامہ ہے۔ اس میں بظاہر رومن سلطنت اور یہودی قوم کے درمیان کشمکش دکھائی ہے لیکن حقیقت یہ ہے کہ یہودی قوم اور رومن مذہبی پیشوا کے پردے میں انگریزی حکومت اور ہندوستانی عوام کے درمیان جاری کشمکش کو پیش کیا گیا ہے۔

$$4 \times 1 = 4$$

سوال 8: ذیل میں سے صرف دو کے مختصر جواب لکھئے:

- (i) مصنف نے بائیسکل کو دریا میں کیوں پھینک دیا؟
- (ii) نزل و رمانے بوڑھے مچھوارے کی تصویر کشی کس انداز میں کی ہے؟
- (iii) چیر ویا کوف کو ایک صاحب اخلاق انسان کیوں کہا گیا ہے؟
- (iv) ناول ”بیوہ“ کے ذریعے پریم چند ہمیں کیا پیغام دینا چاہتے ہیں؟ وضاحت کیجئے۔

جواب: (i) مصنف نے بائیسکل کو دریا میں اس لئے پھینک دیا کہ وہ اتنی خستہ حالت میں تھی کہ نہ تو بک سکتی تھی نہ ہی اس کی مرمت کی جاسکتی تھی اور نہ ہی اس پر سواری ہی کی جاسکتی تھی اسی لیے مصنف نے یہی بہتر سمجھا کہ بائیسکل کو دریا میں پھینک دیا جائے۔

(ii) نزل و رمانے بوڑھے مچھوارے کی تصویر کشی یوں کی ہے:

”وہ بوڑھا آدمی تھا۔ ایک چھوٹی سی کرسی پر بیٹھا تھا۔ بالکل خاموش بے حس و حرکت منہ میں پاپ دبی تھی۔“

ہاتھ میں مچھلی پکڑنے کا کاٹا 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 دہی پائپ ہل اٹھتی تھی۔

(iii) چیرویا کو ف 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 دستاں سے اپنا سر اور منہ وغیرہ صاف کرنا پڑا۔ وہ اپنی اسی غیر اخلاقی حرکت پر ایک بار نہیں کئی بار انفر سے معافی مانگتا ہے اور معافی نہ ملنے پر احساسِ شرمندگی اس کی جان لے لیتی ہے، اس لئے اسے صاحبِ اخلاق انسان کہا گیا ہے۔

(iv) ناول ”بیوہ“ کے ذریعے پریم چند ہمیں یہ پیغام دیتے ہیں کہ بیوہ کا ہندوستانی سماج میں برا حال ہے بیوہ کو سماج سے باہر تصور کیا جاتا تھا۔ اس کی دوسری شادی کے بارے میں سوچنا بھی گناہ سمجھا جاتا تھا۔ کچھ انگریزی تعلیم کے اثر سے کچھ مسلمانوں اور عیسائیوں سے اثر لے کر سماجی مصلحین ”بیوہ“ کی دوبارہ شادی کی حمایت کرنے لگے۔ اسی کو بنیاد بنا کر پریم چند نے اپنا ناول ”بیوہ“ لکھا جس میں بیوہ کی شادی کی حمایت کی گئی ہے۔ پریم چند نے یہ ناول لکھ کر نہ صرف بیوہ کی شادی کی حمایت کی بلکہ انہوں نے ایک بیوہ شیورانی دیوی سے دوسری شادی کی تھی۔

$$2 \times 3 = 6$$

20

سوال 9: ذیل میں سے صرف دو پر مفصل اظہارِ خیال کیجیے۔

(i) دبستانِ لکھنؤ سے کیا مراد ہے؟ نسیم کی شاعری کی خصوصیات بیان کیجیے۔

(ii) اردو زبان کیسے بنی؟

(iii) اردو زبان کی پیدائش سے متعلق نظریات مختصراً لکھیے۔

(iv) فورٹ ولیم کالج کی ادبی خدمات

جواب: (i) (a) دبستانِ لکھنؤ کی خصوصیات

(b) دبستانِ لکھنؤ کے مشہور شعراء کے نام

(c) نسیم کی شاعری کی خصوصیات (نسیم کی شاعری پر دوسرے شعراء کا اثر، مثنوی گلزار نسیم اس اسکول

کی نمائندہ مثنوی کیوں کہی جاتی ہے)

(d) دبستانِ لکھنؤ میں نسیم کا مقام

(e) اختتام

- (a) (ii) اردو زبان کی تعریف (اردو زبان کے ابتدائی دور کے مختلف نام، ریختہ، دکنی اردو، اردوئے معلیٰ)
- (b) زبان کے بننے میں مقامی زبانوں کے اثرات (عربی، فارسی، ترکی، برج بھاشا، ہریانی، پنجابی)
- (c) اردو زبان کی مقبولیت (ادبی زبان اور عوامی زبان)
- (d) اردو زبان کے مشہور شاعروں اور ادیبوں کے نام
- (e) اختتام

- (a) (iii) اردو زبان کی ابتداء
- (b) اردو زبان کے بننے میں مشہور ادیبوں کی خدمات
- (c) اردو کے ماہر لسانیات کے نام
- (d) محمد حسین آزاد، محمود شیرانی، مسعود حسن خاں، گیان چند جین، وغیرہ کے نظریات
- (e) اختتام

- (a) (iv) فورٹ ولیم کالج کا مقام
- (b) فورٹ ولیم کالج 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

10 × 2 = 20

سوال 10: درج ذیل میں سے صرف چار پر مختصر تعارفی نوٹ لکھئے۔

- (i) غالب کی غزل گوئی
- (ii) کنہیا لال کپور کی طنز و مزاح نگاری
- (iii) اختر الایمان کی آپ بیتی نگاری
- (iv) سفر نامہ کا آغاز

(v) نظم کی تعریف اور ارتقاء

(vi) ہندوستان میں اُردو کا مستقبل

جواب: (i) غالب کی غزل گوئی

(a) بحیثیت شاعر/تعارف

(b) غالب کی غزل گوئی کی اہم خصوصیات

(c) غالب کی غزلوں کی عوام میں مقبولیت

(d) غالب کی غزلوں کے چند اشعار

(e) غالب کے دور کے مشہور غزل گو شعراء کے نام

(f) اختتام

(ii) کنہیا لال کپور کی طنز و مزاح نگاری

(a) تعارف/ بحیثیت طنز و مزاح نگار

(b) کنہیا لال کپور کی طنز و مزاح نگاری کی اہم خصوصیات

(c) اردو کے مشہور طنز و مزاح نگاروں کے نام

(d) کنہیا لال کپور کی مشہور کتابوں کے نام

(e) اختتام

(iii) اختر الایمان کی آپ بیتی نگاری

(a) آپ بیتی (خودنوشت) کی تعریف

(b) اختر الایمان بحیثیت آپ بیتی نگار

(c) اردو کے دوسرے مشہور آپ بیتی (خودنوشت) لکھنے والوں کے نام

(d) اختر الایمان کی اپنی آپ بیتی ”اس آباد خرابے میں“ کے دلچسپ واقعات کا ذکر

(e) اختر الایمان کی آپ بیتی کی زبان

(f) اختتام

(iv) سفرنامہ کا آغاز

- (a) سفرنامہ کی تعریف
(b) سفرنامہ کی ابتدا
(c) مختلف سفرناموں کے نام
(d) اردو کے اہم سفرنامہ نگاروں کے نام
(e) اردو ادب میں سفرناموں کی اہمیت
(f) اختتام

(v) نظم کی تعریف اور ارتقاء

- (a) اردو نظم کی تعریف
(b) نظم کی زبان، نظم کے موضوعات
(c) غزل اور نظم کا فرق
(d) نظم کی قسموں کے نام (پابند نظم، نظم معرا، آزاد نظم)
(e) اردو نظم کا ارتقاء اردو کے اہم نظم گو شعراء کے نام
(f) اختتام

(vi) ہندوستان میں اردو کا مستقبل

- (a) اردو زبان کا تعارف
(b) عوام میں اردو زبان کی مقبولیت
(c) ہندوستان میں عام بول چال کی زبان اردو
(d) میڈیا میں اردو زبان کی اہمیت (فلم، ٹیلی ویژن، ریڈیو)
(e) ہندوستان میں اردو زبان کے مستقبل کے بارے میں اپنی رائے

$5 \times 4 = 20$



Roll No.

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Series SSR

Code No. 5

1. Please check that this question paper contains 4 printed pages.
2. 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.
3. Please check that this question paper contains 13 questions.
4. Please write down the serial number of the question before attempting it.

BENGALI

বাংলা

Time allowed : 3 hours

সময় : 3 ঘণ্টা

Maximum Marks : 100

সর্বমোট অঙ্ক : 100

SECTION A

1. ধ্বনিতত্ত্বের নিম্নলিখিত রীতিগুলির মধ্যে যে কোন একটির পাঁচটি উদাহরণ সহ সংজ্ঞা

লেখ :

5+5=10

(ক) বরসর্গতি

(খ) বরভক্তি

(গ) অভিশ্রুতি

2. যে কোন দুটি অলঙ্কারের উদাহরণ সহ সংজ্ঞা লেখ :

5+5=10

(ক) অম্বক

(খ) উপমা

(গ) অনুপ্রাস

অথবা

একত্রের নির্ণয় কর (সংজ্ঞা সহ দুটি) :

(ক) দূর গুরু মেঘ গুমরি গুমরি

গরজে গগনে গগনে

গরজে গগনে।

- (খ) কে যখন স্বপ্নে গুপ্ত ব্যস্ত হন,
যাংর প্রভায় প্রভা পায় প্রভাকর ।
- (গ) অতি বড় বৃদ্ধ পতি সিদ্ধিতে নিপুণ,
কোন গুণ নাই তার কপালে আগুণ ।
- (ঘ) কাজলের মত কালো কুম্ভল পড়েছে ঝাল ।
- (ঙ) লঙ্কার পঙ্কজ রবি গেলা অস্তাচলে ।

৯. যে কোন পাঁচটি বাগ্ধারার অর্থ লিখে বাক্য রচনা কর :

10

অন্ধকারে ঢিল ছোঁড়া, আকাশ থেকে পড়া, আখের গোছানো, ইন্দ্রপতন হওয়া, উলুবনে মুজ্জা ছড়ানো, একাই একশো, ওজন বুঝে চলা, খাল কেটে কুমীর আনা, চোখে চোখে রাখা ।

SECTION B

১. শিরোনাম দিয়ে অনুচ্ছেদটির সারাংশ লেখ :

2+8=10

কেবল শারীরিক সাহায্য দ্বারা ভারতের সব দুঃখ দূর করা যায়না । যতদিন না মানুষের প্রকৃতি পরিবর্তিত হচ্ছে, ততদিন এই শারীরিক অভাবগুলি সর্বদাই আসবে এবং দুঃখ অনুভূত হবেই হবে । যতই শারীরিক সাহায্য করনা কেন, কোনোমতেই দুঃখ একেবারে দূর হবেনা । জগতের এই দুঃখ সমস্যার একমাত্র সমাধান মানবজাতিকে শুদ্ধ ও পবিত্র করা । আমরা জগতে যা কিছু দুঃখ কষ্ট ও অশুভ দেখতে পাই, সবই অজ্ঞান বা অবিদ্যা সৃষ্ট । মানুষকে জ্ঞানালোক দাও, সব মানুষ পবিত্র আধ্যাত্মিকবলসম্পন্ন ও শিক্ষিত হোক । কেবল তখনই পৃথিবী থেকে দুঃখ নিবারিত হবে, তার আগে নয় । দেশের প্রত্যেকটি দুঃখকে আমরা দাতব্য আশ্রমে পরিণত করতে পারি, হাসপাতালে দেশ ছেয়ে দিতে পারি, কিন্তু যতদিন না মানুষের স্বভাবের পরিবর্তন হচ্ছে, ততদিন দুঃখকন্ঠ থাকবেই থাকবে ।

SECTION C

১. একটি ক্রিকেট ম্যাচ দেখার বর্ণনা দিয়ে বন্ধুকে একটি চিঠি লেখ ।

4+6=10

অথবা

পড়াশোনার চাপে তুমি যে তোমার দিদির বিয়েতে যেতে পারবেনা, এই কথা বুঝিয়ে এবং দুঃখ প্রকাশ করে মাকে একটি চিঠি লেখ ।

SECTION: D

গদ্যাংশ

6. সপ্রসঙ্গে ব্যাখ্যা লেখ :

5

বাহিরে নববসন্তের দক্ষিণ হাঁড়ায় কিশলয়গুলি দীর্ঘনিশ্বাস মুকুলিত বনের আকাশ আকুল করিয়া দিল।

অথবা

জেনা মাথায় তেল দেওয়া মনুষ্য জাতির রোগ।

হইবে, স্নোকেব মত এই যে যখন বিচারে পরাস্ত হইবে তখনই গম্ভীর ভাবে উপদেশ প্রদান করিলে।

2+2+2+3=9

- (ক) রচনাটির লোক কে? প্রবন্ধটি কোন গ্রন্থের অন্তর্গত?
(খ) বক্তা কে? কোন প্রসঙ্গে সে এই উক্তি করেছে?
(গ) উক্তিটির তাৎপর্য বা অর্থ কী?
(ঘ) গম্ভীর উপদেশটি কী? উপদেশের ফল কী হয়?

অথবা

মহারাজ, পাখিটার শিক্ষা পুরা হইরাছে —

- (ক) কোন রচনায় কে এ কথা বলেছে?
(খ) কোন প্রসঙ্গে বলা হয়েছে?
(গ) কি করে বোঝা গেল যে পাখিটার শিক্ষা পুরো হয়েছে?
(ঘ) লেখক আসলে কী বলতে চাইছেন?

8. সমস্তেরই নিজ নিজ মর্যাদা অনুসারে উৎসবাস্ত্রনির্দিষ্ট স্থান ছিল — কাহাকেও বাদ দিলে চলিতনা।

2+4=6

- (ক) কীর লেখা এবং কোন প্রবন্ধ থেকে নেওয়া হয়েছে?
(খ) বক্তা এখানে কী বলতে চেয়েছেন বুঝিয়ে লেখ।

অথবা

খাঁটিটার উন্নতি হইতেছে, কিন্তু পাখিটার খবর কেং রাখেনা।

- (ক) কোন রচনায় কে এ কথা বলেছে?
(খ) বক্তার তাৎপর্য কী?

৯. প্রসঙ্গ ব্যাখ্যা করো :

5

আশার ছায়ায় ভুলি কী ফল লভিনু হও

তাই ভাবি মনে।

অথবা

আঠারে বহর বয়স যে দুর্বর।

১০. রক্তমাখা অস্ত্রহাতে যত রক্ত-আঁধি

শিশুপাঠ্য কাহিনিতে থাকে মুখ ঢাকি।

1+2+3=6

(ক) কোন্ কবিতার অংশ ?

(খ) রক্তমাখা অস্ত্রহাতে, একথা বলার অর্থ কী ?

(গ) শিশুপাঠ্য কাহিনিতে থাকে মুখ ঢাকি, এ কথা বলার তাৎপর্য কী ?

অথবা

‘ওরা মনে করে’ কবিতাটির সারমর্ম লেখ।

১১. ‘বয়স বাড়ি যাঁগে আর ঝড়ে’ — এই উক্তিটির আলোকে ‘আঠারে বহর বয়স’ কবিতাটির বক্তব্য সংক্ষেপে লেখ।

4

অথবা

‘জীবনসাপ’ কবিতাটি কবি জীবনের কোন্ পর্যায়ে রচনা করেন ?

১২. ‘দি ঘাড় ফিঁকি ইয়া দেখিলাম, ভস্মাচ্ছাদিত বহি ! যের যুগযুগান্তব্যাপী কঠোর তপস্যা সাঙ্গ করিয়া তিহি এই মাত্র আসন হইতে উঠিয়া আদিলেন।

2+3+5=10

(ক) কার বিদ্যা বলা হয়েছে ?

(খ) তাঁকে ‘ভস্মাচ্ছাদিত বহি’ কেন বলা হয়েছে ?

(গ) উদ্ভিষ্ট বক্তার চরিত্রগত কোন্ বৈশিষ্ট্য বহি বলার মধ্য দিয়ে প্রকাশ পেয়েছে ?

অথবা

‘কখে দাও ওটা তোমার অনেক কাজে লাগবে,

(ক) উক্তিটি কে করেছেন ? কার প্রতি এই মন্তব্য ?

(খ) কোন্ প্রসঙ্গ এ মন্তব্য করা হয়েছে ?

(গ) এই মন্তব্যের দ্বারা শরৎচন্দ্রের রচনার কোন বৈশিষ্ট্য প্রকাশ পেয়েছে ?

১৩. ‘এই লেখক কে’ কোন একটি)

5

(ক) নতুনরা

(খ) গ্রীকান্ত

(গ) রাজসংগী

(ঘ) শাহজাদী

উত্তর-পত্র মূল্যায়নের ক'টি সাধারণ নীতি :

- (ক) 'অথবা' যুক্ত প্রশ্ন (Choice Type question)-এর ক্ষেত্রে উভয় প্রশ্নের উত্তর লিখিত হলে, পরীক্ষার্থীর স্বার্থে অপেক্ষাকৃত বেশি নম্বর পেতে পারে এমন উত্তরটি রেখে বাড়তি উত্তর কেটে দিতে হবে।
- (খ) ১০০ নম্বরের মধ্যে ৩০ নম্বর পর্যন্ত পাওয়া পরীক্ষার্থীকে অতিরিক্ত ৩ নম্বর দিয়ে ন্যূনতম পাশ শতাংশের (33%) আওতায় আনতে হবে।
- (গ) ভাষা ও সাহিত্যের পরীক্ষায় কিছুতেই পুরো নম্বর দেওয়া যায় না বরং অনেক কম দিতে হয় এবং / অথবা পরিমাণে প্রচুর লিখতে হয় - এ হেন চিরাচরিত, অযৌক্তিক, সংরক্ষণশীল চিন্তা দূরে রেখে উত্তর-পত্র মূল্যায়ন করার প্রয়োজন আছে।
- (ঘ) বানান ভুল যতক্ষণ না পর্যন্ত বিষয় বস্তুকে বিকৃত করছে, ততক্ষণ পর্যন্ত বানান বাবদে নম্বর কাটা যাবে না।
- (ঙ) উত্তর আরো ভালো হতে পারতো - নম্বর দেবার সময় পরীক্ষক সেই চিন্তা যথাসম্ভব দূরে রেখে উত্তরটি ঠিক হয়েছে কী না, সেই দিকেই নজর দেবেন।
- (চ) এই বছরই (২০০৮) প্রশ্ন পত্রের একটি অংশকে Higher Order thinking ability করার নীতি গৃহীত হয়েছে। HOT হিসেবে চিহ্নিত প্রশ্ন গুলির উত্তর মূল্যায়নের সময় পরীক্ষক বিশেষ ভাবে সচেতন থাকবেন। অ-সাধারণ মেধাসম্পন্ন শিক্ষার্থীদের প্রতি সুবিচার করাই এই নীতির লক্ষ্য।
- (ছ) বর্তমানে প্রশ্ন পত্রের মধ্যে যে প্রশ্ন গুলিকে HOT হিসেবে চিহ্নিত করা হয়েছে সেগুলি হলো—

(i) Question No. 6 (5 Marks)

(iii) Question No. 9 (5 Marks)

(i) Question No. 7 ঘ (3 Marks)

(i) Question No. 12 ঘ (5 Marks)

OR ঘ

OR ঘ

SENIOR SCHOOL CERTIFICATE EXAMINATION - 2008
MARKING SCHEME (Finalized version)
SUBJECT : BENGALI SET : SERIES - SSR
CODE NO. 5

Q. NO Expected Answers / Value Points	Distribution Of Marks
1. ধ্বনিতত্ত্বের রীতি : যে কোনো একটি সংজ্ঞা + পাঁচটি উদাহরণ	10 (5 + 5)

• সংজ্ঞার জন্য ৫ নম্বর

শুধু সংজ্ঞা লিখলে ৩ নম্বর সংজ্ঞার সঙ্গে সংশ্লিষ্ট রীতির বিভিন্ন প্রকার এর উল্লেখ থাকলে পুরো ৫ নম্বরই দিতে হবে। যেমন : স্বরসঙ্গতি (Vowel Harmony)-র প্রকার- 'ই'-এর 'এ' হয়ে যাওয়া (ই > এ) যেমন, 'শিয়াল' - 'শেয়াল', 'অ' এর 'ও' হয়ে যাওয়া (অ > ও) যেমন, মহিষ - মোষ ইত্যাদি।

অথবা, স্বরভুক্তি-র (Vowel Ensertion)-প্রকাশ শব্দের গোড়ায় -
প্রতাপ - পরতাপ

শব্দের মধ্যে - যত্ন - যতন

শব্দের শেষে - বর্ফ - বরফ

-অভিশ্রুতি (Umlaut) -এর ক্ষেত্রে শুধু সংজ্ঞা এবং এটি যে কোনো একটি মাত্র পরিবর্তন নয় - অপিনিহিতি, স্বরলোপ ও স্বরসঙ্গতির যোগফল এবং / অথবা, বিশেষত পশ্চিম বঙ্গের কথ্য ভাষায় এই অভিশ্রুতি লক্ষ করা যায় জানালে পুরো ৫ নম্বর দিতে হবে।

• সংজ্ঞার অতিরিক্ত ৫ টি উদাহরণ উল্লেখ করতে হবে। প্রতিটি সঠিক উদাহরণের জন্য এক নম্বর।

২. দুটি অলঙ্কারের উদাহরণ সহ সংজ্ঞা	5 + 5 = 10
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প্রতিটি সংজ্ঞার জন্য ৩ এবং প্রতিটি উদাহরণের জন্য ২ নম্বর থাকবে। (3+2) + (3+2)

দৃষ্টান্ত বিশ্লেষণ সহযোগে সংজ্ঞা দিলে অথবা দৃষ্টান্ত বিশ্লেষণ না করেও সংশ্লিষ্ট অলঙ্কারের রূপবৈচিত্র্যের উল্লেখ করলে (যেমন উমপার বিভিন্ন রূপ : পূর্ণোপমা, লুপ্তোপমা ইত্যাদি) পুরো ৩ নম্বর।

দৃষ্টান্ত বিশ্লেষণ অথবা রূপবৈচিত্র্যের উল্লেখ কোনটাই না থাকলে অর্থাৎ নিছক সংজ্ঞা লিখলে ২ নম্বরের বেশি দেওয়া হবে না।

সংজ্ঞার বাইরে স্বতন্ত্র ভাবে একটি উদাহরণ দিতে হবে। আর সেই উদাহরণের জন্য থাকবে ২ নম্বর।

OR অলঙ্কার নির্ণয় : দু'টি

মূল অলঙ্কারের নাম টুকু উল্লেখ করলেই ২ নম্বর দিতে হবে। (যেমন :
ক-অনুপ্রাস অলঙ্কার)

(2+2++1)
OR
(3+2)

- সংজ্ঞার সঙ্গে উদ্ধৃত পংক্তি গুলিকে মিলিয়ে দেখালে ১ নম্বর।

অথবা

-সংজ্ঞার সঙ্গে উদ্ধৃত পংক্তিগ গুলিকে মিলিয়ে না দেখালেও যদি অলঙ্কারের নামটি নির্দিষ্টর রূপে নির্দেশ করতে পারে (যেমন ক শুধু 'অনুপ্রাস' না বলে 'ছেকানুপ্রাস অলঙ্কার' লেখে)-তবে সেক্ষেত্রে ২ নম্বরের স্থলে ৩ নম্বর দিতে হবে।

ক. "গুরু গুরু মেঘ...গগনে"- অনুপ্রাস/ছেকানুপ্রাস

খ. "কে বলে ঈশ্বর..প্রভাকর"- শ্লেষ/অভঙ্গ শ্লেষ

গ. "অতি বড়...আগুন"- শ্লেষ/অভঙ্গ শ্লেষ

ঘ. "কাগজের...ঝুলে"- উপমা/পূর্ণোপমা

ঙ. "লঙ্কার...অস্ত্রাচলে"- অনুপ্রাস/ছেকানুপ্রাস

3. পাঁচটি বাগ্ধারার অর্থ উল্লেখ সহ সার্থক বাক্যরচনা

10
(5 X 2)

• অর্থ উল্লেখ সহ প্রতিটি বাক্যরচনার জন্য ২ নম্বর

- অর্থ উল্লেখ এর জন্য ½ নম্বর

- প্রতিটি স্বয়ংসম্পূর্ণ বাক্য রচনার জন্য ১ ½ নম্বর

- রচিত বাক্যটি যদি স্বয়ংসম্পূর্ণ না হয়

অর্থাৎ বাক্যটি দেখে প্রযুক্ত বাগ্ধারাটির অর্থ পরিষ্কার বোঝা না যায় - তা

হলে ১ ½ নম্বরের বদলে ১ নম্বর দিতে হবে। যেমন :

'রাজা একাই একশো' / 'আমি খাল কেটে কুমীর এনেছি' / 'রাম আকাশ থেকে পড়লো'

জাতীয় বাক্যরচনা ১ নম্বরের বেশি পাবে না।

SECTION - B

4. উপযুক্ত শিরোনাম দিয়ে উদ্ধৃত অনুচ্ছেদের সারাংশ 10
-শিরোনামের জন্য ২ নম্বর। শিরোনাম খুব উপযুক্ত না হলে ১ ½
(2 + 8)
নম্বর।
- সারাংশের জন্য অন্তত চার এবং সর্বাধিক আট নম্বর পর্যন্ত দেওয়া যাবে।
- সমগ্র অনুচ্ছেদটির অর্থ বোধ হয়েছে বুঝলেই অন্তত ৫ নম্বর দিতে হবে।
-অনুচ্ছেদ থেকে ছবছ পংক্তি তুলে সারাংশ লেখার চেয়ে পরীক্ষার্থীর
নিজের ভাষায় লেখা সারাংশকে বেশি মূল্য দিতে হবে।

SECTION - C

5. পত্রলিখন : ব্যক্তিগত : বন্ধুকে অথবা মা কে 10
(4 + 6)
- পত্রের অবয়ব সংস্থান বা Format -এর জন্য চার নম্বর।
 - পত্রের শুরুতে স্থান নাম, তারিখ এবং শেষের দিকে “ইতি...” ডান
অথবা বাম যে কোন দিকে লেখা যাবে। এর জন্য নম্বর কাটা হবে না।
 - তবে চিঠি শেষ করে প্রেরক ও প্রাপকের নাম, ঠিকানা যথাক্রমে বাম ও
ডান দিকে না লিখে থাকলে ১ নম্বর কাটতে হবে।
 - বিষয় উপস্থাপনা বা Presentation -এর দক্ষতার জন্য চার নম্বর
থাকবে।
 - ভাষার পরিচ্ছন্নতার জন্য ২ নম্বর থাকবে।

SECTION - D

॥ গদ্যাংশ ॥

6. প্রসঙ্গ সহ ব্যাখ্যা 5

৬ নং প্রশ্নের ‘অথবা’ যুক্ত দুটি ব্যাখ্যাই ‘উন্নততর চিন্তা সামর্থ্য সূচক’
(Higher Order thinking ability) বর্গের অন্তর্ভুক্ত হবে।

অর্থাৎ এই প্রশ্নের উত্তর মূল্যায়ন করার সময় পরীক্ষাক বিশেষভাবে
সাধারণ ও অ-সাধারণ চিন্তা শক্তির পার্থক্য সম্পর্কে সচেতন থাকবেন।
গড় পড়তা উত্তর এবং উঁচু মানের উত্তরের নম্বরের মধ্যে বিশেষ পার্থক্য
রাখতে হবে।

- সূত্র, প্রসঙ্গ ও ব্যাখ্যা - তিনটে স্বতন্ত্র অনুচ্ছেদ বা Paragraph -এ বিন্যস্ত হলে ১ নম্বর।
- সংশ্লিষ্ট গল্প বা নিবন্ধটি ধরে যেমন-তেমন ভাবে ব্যাখ্যা করলে - ১ নম্বর।
- কিন্তু format অর্থাৎ তিনটে নির্দিষ্ট paragraph বিন্যস্ত না করেও প্রথম ব্যাখ্যাটির (বাহিরে নববসন্তের.... আকুল করিয়া দিল (তোতাকাহিনী) রূপকাথটি ধরে প্রশ্নটির ব্যাখ্যা করতে পারলে পুরো ৫ নম্বরই পাবে। অর্থাৎ উদ্ধৃত পংক্তিটির মধ্যে যে রূপকাথ আছে, তা ভাঙতে বা de-code করতে পারলে পুরো নম্বর পাবে। সবিস্তার রবীন্দ্রনাথের শিক্ষা ভাবনা বা বর্তমান শিক্ষা ব্যবস্থার স্বরূপ বর্ণনা এখানে অবান্তর। বর্তমান শিক্ষা ব্যবস্থার সবচেয়ে বড়ো শিকার যে কচি কাঁচা শিক্ষার্থীরা- তাদেরই অসহায়তার মর্মস্পর্শী হাহাকার রূপ পাচ্ছে বাইরের নববসন্তের দক্ষিণ হাওয়ার দীঘ নিশ্বাস মুকুলিত বনেরা আকাশ আকুল করে তোলা কিশলয়গুলির মধ্যে। এটা বুঝতে পারা গেল কী না, পরীক্ষক কে সেটাই দেখতে হবে।
- প্রথম ব্যাখ্যাটির মতোই, তিনটে paragraph-এ বিন্যস্ত থাকলেই ১ নম্বর; যেমন-তেমন ভাবে ব্যাখ্যা করলে অরো ১ নম্বর
- 'তেলা মাথায়.... রোগ'- মন্তব্যটির মধ্যে যে মানব চরিত্রের একটি চিরন্তন অসঙ্গতি, আখের গোছানোর প্রবৃত্তি, সমাজতন্ত্র বিরোধী প্রবণতা, আত্মপরতা প্রকাশ পেয়েছে-সেটা ধরতে পারলে অ-সাধারণ উত্তর বিবেচিত হবে এবং format-এ গন্ডগোল থাকলেও পুরো ৫ নম্বর দিতে হবে।

7. 'বিড়াল' প্রবন্ধ থেকে পংক্তি উদ্ধৃত করে প্রশ্ন।

9
(2+2+2+3)

- প্রশ্নের 'ক' অংশ-এর জন্য ২ নম্বর, 'খ' অংশের জন্য ২ নম্বর এবং 'গ' অংশের জন্য ২ নম্বর।

প্রশ্নের 'ঘ' অংশটি **High order thinking ability** - র অন্তর্ভুক্ত হবে।

- 'উপদেশের ফল কী হয়' - এর উত্তরে কমলাকান্তের উপদেশ শুনে বিড়াল কী বলল বা কী করল - তা জানালে সেটা হবে সাধারণ উত্তর এবং তার জন্য ৩-এর মধ্যে ১-এর বেশি দেওয়া যাবে না।

- কিন্তু পরীক্ষার্থী যদি এটা বোঝে যে 'উপদেশের ফলে আসলে কিছুই হয়না, উপদেশে পেট ভরে না' - তা হলে সেটি সাধারণ-উর্ধ উত্তর হিসেবে পুরো তিন নম্বরই পাবে।

OR 'তোতাকাহিনী' থেকে পংক্তি উদ্ধৃত করে প্রশ্ন :

- প্রশ্নের 'ক' অংশের জন্য ২ নম্বর, 'খ' অংশের জন্য ২ নম্বর এবং 'গ' অংশের জন্য ২ নম্বর।

প্রশ্নের 'ঘ' অংশটি High order thinking ability পর্যায়ভুক্ত হবে।

- লেখক আসলে কী বলতে চাইছেন - এর উত্তরে সামগ্রিক ভাবে লেখক কী বলতে চাইছেন জানালে সাধারণ উত্তর হিসেবে ১ নম্বরই পাবে।
- কিন্তু উদ্ধৃত পংক্তি অনুযায়ী ঠিক কোন জায়গাটার উপর ঝাঁক রেখে লিখতে হবে বুঝতে পারলে (অর্থাৎ 'মৌলিকত্ব' বা 'নিজস্বতা' নষ্ট করা - এই Point এর উপর জোর দিলে) উৎকৃষ্টতর উত্তর হিসেবে পুরো ৩ নম্বরই পাবে।)

8. 'শুভ উৎসব' প্রবন্ধ থেকে পংক্তি উদ্ধৃত করে প্রশ্ন।

- প্রথম প্রশ্নটির জন্য (ক) ২ নম্বর এবং দ্বিতীয় প্রশ্নটির জন্য (খ) চার নম্বর।

6
(2+4)

OR 'তোতাকাহিনী' থেকে পংক্তি উদ্ধৃত করে প্রশ্ন

- প্রথম প্রশ্নটির জন্য (ক) ২ নম্বর সহ দ্বিতীয় প্রশ্নটির জন্য (খ) চার নম্বর।

॥ পদ্যাংশ ॥

9. প্রসঙ্গ সহ ব্যাখ্যা

5

৯ নং প্রশ্নের 'অথবা' যুক্ত দুটি ব্যাখ্যাই 'উন্নততর চিন্তা সামর্থ্য সূচক' (Higher Order thinking ability) বর্গেভুক্ত হিসেবে গণ্য করতে হবে। অর্থাৎ সাধারণ ও সাধারণগোষ্ঠ উত্তরের মধ্যে বিশেষ পার্থক্য সূচিত করতে হবে।

- সূত্র, প্রসঙ্গ ও ব্যাখ্যা - তিনটে স্বতন্ত্র অনুচ্ছেদ বা Paragraph -এ বিন্যস্ত থাকলেই- ১ নম্বর।
- সংশ্লিষ্ট কবিতা (আত্মবিলাপ) ধরে যে কোনো ভাবে ব্যাখ্যা করলে - ১ নম্বর।
- কিন্তু কবির ব্যক্তিজীবন কাহিনীর বাইরেও উদ্ধৃত পংক্তি গুলিকে চিরন্তন সত্য হিসেবে ব্যাখ্যা করতে পারলে সাধারণগোষ্ঠ উত্তর হিসেবে পুরো ৫ নম্বরই দিতে হবে।

OR

- প্রথম ব্যাখ্যাটির মতোই তিনটে paragraph -এ সূত্র, প্রসঙ্গ ও ব্যাখ্যা সাজানো থাকলেই ১ নম্বর।
- কবিতাটি ('আঠারো বছর বয়স') ধরে যেমন তেমন ভাবে ব্যাখ্যা করলে ১ নম্বর।
- কিন্তু 'দুর্বীর' শব্দটির উপর জোর দিয়ে অর্থাৎ দুর্বীর শব্দটার ব্যাখ্যা এবং এই শব্দটা ব্যবহারের প্রয়োজন সম্পর্কে বিন্দুমাত্র ইঙ্গিত দিলে অসাধারণ উত্তর হিসেবে পুরো ৫ নম্বর দিতে হবে।

10. 'ওরা কাজ করে' কবিতা থেকে পংক্তি উদ্ধৃত করে প্রশ্ন।

6
(1+2+3)

- প্রশ্নের 'ক' অংশের জন্য ১ নম্বর, 'খ' অংশের জন্য ২ নম্বর এবং 'গ' অংশের জন্য ৩ নম্বর নির্ধারিত।

OR 'ওরা কাজ করে' কবিতার সারমর্ম।

(3 +3)

- কবির নাম - কবিতার প্রেক্ষাপটসহ সংহত ভূমিকার জন্য ৩ নম্বর
- কবিতার মূল বানী বা উপলক্ষ উপস্থাপনার জন্য ৩ নম্বর

11. 'আঠারো বছর বয়স' কবিতার বক্তব্য।

4

- কবির নাম উল্লেখের জন্য ১ নম্বর থাকবে। বাকি ৩ নম্বর উত্তরের যথার্থ্য ও উপস্থাপনা অনুযায়ী।

(1 + 3)

OR 'আত্মবিলাপ' কবিতাটি কবি জীবনের কোন পর্বে এবং কেন রচনা করেন।

- কবির নাম উল্লেখ করলেই ১ নম্বর দিতে হবে। বাকি ৩ নম্বর উত্তরে যাথার্থ্য ও উপস্থাপনা অনুযায়ী।

12. শ্রীকান্ত (১ম পর্ব) উপন্যাস থেকে পংক্তিতুলে প্রশ্ন।

- প্রশ্নের প্রথম অংশ (ক) - কার বিষয়ে বলা হয়েছে? - এর উত্তরে শুধু অন্নদা দিদির নাম লিখলে ১ ½ নম্বর, কিন্তু অন্নদা দিদির নামের সঙ্গে তিনি কোন রচনার চরিত্র তা জানালে পুরো ২ নম্বর।

- প্রশ্নের দ্বিতীয় অংশ (খ)- এর উত্তরে শুধু 'বহি' কেন বলা হয়েছে জানালে ২ নম্বর এবং 'ভস্মাচ্ছাদিত বহি' কেন বলা হয়েছে লিখলে পুরো ৩ নম্বর দেওয়া হবে।

প্রশ্নের তৃতীয় অংশটি (গ) **Higher Order thinking ability**) বর্ণভুক্ত হিসেবে দেখতে হবে।

অর্থাৎ সাধারণ ও উত্তরের নম্বর ও সাধারণ-উর্ধ্ব উত্তরের নম্বরের মধ্যে বিশেষ পার্থক্য রাখতে হবে।

উদ্দিষ্ট ব্যক্তির চরিত্রগত কোন বৈশিষ্ট্য 'বহি' বলার মধ্য দিয়ে প্রকাশ পেয়েছে?

- এখানে শুধু চরিত্রের তেজ বা তেজস্বিতার উল্লেখ থাকলে সাধারণ উত্তর হিসেবে গণ্য হবে এবং পাঁচের মধ্যে ২ নম্বরই পাবে।

- কিন্তু 'বহি'র বিভিন্ন (অন্তত একের বেশি) গুণ বা ধর্মের সমান্তরালে উদ্দিষ্ট ব্যক্তির (অন্নদা দিদির) চারিত্রিক বৈশিষ্ট্য তুলে ধরতে পারলে (যেমন - তেজস্বিনী, শুদ্ধাচারী, আলোকময়ী) উচ্চতর মার্গের উত্তর হিসেবে পুরো ৫ নম্বরই দিতে হবে।

OR 'শ্রীকান্ত' ১ম পর্ব থেকে পংক্তি তুলে প্রশ্ন।

- এখানেও প্রশ্নের প্রথম অংশের (ক) - জন্য ২ নম্বর, দ্বিতীয় অংশের (খ) জন্য ৩ নম্বর

10
(2+3+5)

(2+3+5)

প্রশ্নের তৃতীয় অংশ (গ) H.O.T- বর্গভুক্ত

- উদ্ধৃত মন্তব্যটির আলোয় শরৎচন্দ্রের রচনার বৈশিষ্ট্য নির্ণয় করতে হবে।
- শুধু 'হাস্যরসের' বৈশিষ্ট্যের কথা লিখলে সাধারণ উত্তর হিসেবে ৫ এর মধ্যে ২ পর্যন্ত পাবে।
- কিন্তু হাস্যরসের ধরণ (বিদ্রুপজনিত হাস্যরস) বা সমাজের বা জীবনের গভীর এবং গম্ভীর সত্যকে হাসির আড়ালে প্রকাশ করার প্রবণতা ইত্যাদি উল্লেখ করলে অত্যুক্ত উত্তর হিসেবে পুরো ৫ নম্বরই পাবে।

13. টীকা : যে কোনো একটি (শ্রীকান্ত থেকে)

- কার লেখা কোন রচনার চরিত্র উল্লেখ করলে ১ নম্বর।
- এর পর চরিত্রটি যদি নিছক ঘটনা ধরে চলে - তার জন্য ২ নম্বর।
- চরিত্রটির পরিচয় দিয়ে যদি উপন্যাসের মূল বিষয় বস্তুর সঙ্গে তার যোগ কী নির্দেশ করতে পারে, বা উপন্যাসের পক্ষে চরিত্রটি কতটা প্রয়োজনীয় - তার ইঙ্গিত দিতে পারে, তাহলে ৩ বা ৪ নম্বর অবশ্যই দেওয়া যেতে পারে।