

HOLIDAY

HOMework

CLASS-

XII-Humanities

SESSION:2024-25

New session, new books and new friends have kept the kids buzzing for a while and now the much awaited vacation is here! Summer break is the best time of the year for parents and children alike. While parents get to spend the maximum time with their young ones during this period; for kids, it's time for family bonding, lots of ice cream, time to visit grandparents and getting pampered to no end.

Keeping this in mind, the subject wise assignments given as holidays homework have been planned with the view to make the optimum use of youngsters' energy and give a vent to their creativity so that the process of learning continues during the vacation as well. Parents' support and encouragement is sought to ascertain that the budding minds take out some time from long summer days and switch on the search energy of their minds in exploring and learning.

We hope that the students enjoy these holidays thoroughly in a way that they inculcate some values, virtues, and knowledge in the bargain!!!!

GENERAL INSTRUCTIONS

- Assignments should be done neatly by taking printouts on A4 sheets.
- After completion of assignments, paste it in respective subject notebook.
- The work should be original and not copied from Internet.
- The assignments should be submitted to respective subject teacher.
- The holiday homework would be marked out of 10 marks for each subject.
- Projects files to be compiled in the ring file and it should be properly covered.
- Models should be strictly made on the guidelines prescribed.
- Holiday homework should be submitted on 8th July i.e. Monday.

NOTICE:-

The school will be closed for summer vacation from May 30, 2024, to July 3, 2024. It will reopen on July 4, 2024, with the same school timings.



SUMMER HOLIDAY HOMEWORK(2024-25)

CLASS: XII-Humanities

Subject	Holidays Homework
English	<p>Project Instructions: Grade XII Individual Projects</p> <p>A. Introduction: Dear Grade XII Students,</p> <p>Welcome to your individual project assignments. It's crucial to engage in meaningful projects that enhance your understanding and skills. Each of you will be working on an individual project based on a specific topic. These projects will culminate in a presentation to the class.</p> <p>B. Project Topics:</p> <ul style="list-style-type: none">- Roll Numbers 1-5: Topic 1 – The Last Lesson- Roll Numbers 6-10: Topic 2 – The Lost Spring- Roll Numbers 11-15: Topic 3 – Deep Water- Roll Numbers 16-20: Topic 4 – My Mother At Sixty-six- Roll Numbers 21-25: Topic 5 – Keeping Quiet- Roll Numbers 26-30: Topic 6 – The Third Level- Roll Numbers 31-35: Topic 7 – The Tiger King <p>C. Project Details:</p> <ul style="list-style-type: none">- Topic 1 – The Last Lesson:<ul style="list-style-type: none">- Elaborate on themes of Linguistic Chauvinism, Procrastination, and the Importance of Time Management.- Collect data on countries where these tendencies are prevalent.- Discuss the importance of one's mother tongue in reference to the prescribed chapter.- Topic 2 – The Lost Spring:<ul style="list-style-type: none">- Explore how children are engaged in various kinds of work below the age of 14.- Collect information on the biggest slums.- Topic 3 – Deep Water:<ul style="list-style-type: none">- Share a personal experience of a fear that haunted you.- Describe how you overcame that fear.- Topic 4 – My Mother At Sixty-six:<ul style="list-style-type: none">- Explain the importance of parents in the family.- Discuss how you love and care for your mother.- Share your opinion about the condition of old age homes in your country.

- Topic 5 – Keeping Quiet:

- Identify reasons for environmental degradation.
- Discuss the extent to which humans are harming the Earth.
- Focus on the relevance of meditation and introspection in combating these issues.

- Topic 6 – The Third Level:

- Analyze why 'hurry and worry' are trademarks of modern life.
- Explore the sense of insecurity prevalent in modern life and why individuals seek to escape it.
- Highlight the problems faced by students in virtual platforms, such as stress, fear, and anxiety.

- Topic 7 – The Tiger King:

- Speech for 'Save the Tiger' Campaign:
 - Craft a speech as an ardent environmentalist advocating for the 'Save the Tiger' campaign.
 - Emphasize the importance of youth involvement in such initiatives.
- *Views on Bribery in The Tiger King:
 - Reflect on the act of bribery committed by the king to save his kingdom.
 - Share your perspective on this action and its ethical implications.

Assignments

CH-1(THE LAST LESSON)

Q1.

I started for school very late that morning and was in great dread of a scolding, especially because M. Hamel had said that he would question us on participles, and I did not know the first word about them. For a moment, I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling.

(a) Alphonse Daudet, the author of 'The Last Lesson' was a novelist and short story writer.

- (i) Spanish
- (ii) German
- (iii) French
- (iv) Austrian

(b) Franz was late and wanted to skip going to school as he dreaded

- (i) beating from M. Hamel
- (ii) scolding from the teacher
- (iii) taunts from his classmates
- (iv) scolding from parents

(c) What would have M. Hamel questioned Franz about?

- (i) adjectives
- (ii) writing skills
- (iii) the previous days' activities
- (iv) participles

(d) Which of the outdoor activities were tempting Franz more than attending school that day?

- (i) chirping of the birds
- (ii) the drill practice by Prussian soldiers
- (iii) both (i) and (ii)
- (iv) children playing outside

Q2.

I thought he was making fun of me, and reached M. Hamel's little garden all out of breath. Usually, when school began, there was a great bustle, which could be heard out in the street, the opening and closing of desks, lessons repeated in unison, very loud, with our hands over our ears to understand better, and the teacher's great ruler rapping on the table. But now it was all so still! I had counted on the commotion to get to my desk without being seen; but, of course that day everything had to be as quiet as Sunday morning.

(a) 'I thought he was making fun of me.' Who is Franz referring to here?

- (i) the blacksmith Wachter
- (ii) the gardener
- (iii) the old Hauser
- (iv) his teacher

(b) The expression 'out of breath' means

- (i) exhaled breath
- (ii) excess breath
- (iii) feeling short of breath
- (iv) respiratory failure

(c) What were the pointers to a great bustle in the school?

- (i) the opening and closing of desks
- (ii) teacher's great ruler rapping on the table
- (iii) lessons repeated in loud unison
- (iv) all the above

(d) What was Franz banking upon to go to his seat unnoticed?

- (i) the fight in the class
- (ii) teacher's absence
- (iii) the commotion in the class
- (iv) by tip-toeing in the class

Q3.

I jumped over the bench and sat down at my desk. Not till then, when I had got a little over my fright, did I see that our teacher had on his beautiful green coat, his frilled shirt, and the little black silk cap, all embroidered, that he never wore except on inspection and prize days. Besides, the whole school seemed so strange and solemn. But the thing

that surprised me most was to see, on the back benches that were always empty, the village people sitting quietly like ourselves; old Hauser, with his three-cornered hat, the former mayor, the former postmaster and several others besides.

(a) 'Got a little over his fright' means that Franz

- (i) was still feeling frightful
- (ii) had overcome his fright
- (iii) was out of his wits
- (iv) all of the above

(b) Besides, the whole school seemed so

- (i) noisy and scary
- (ii) messy and strange
- (iii) queer and in ruins
- (iv) strange and solemn

(c) What struck Franz the most about M. Hamel that day which was quite different was

- (i) his formal attire
- (ii) his mannerisms
- (iii) his behaviour
- (iv) all of the above

(d) Who were sitting on the back benches on the last day of the lesson?

- (i) parents
- (ii) village people
- (iii) only young children
- (iv) other staff members

Q4.

While I was wondering about it all, M Hamel mounted his chair, and, in the same grave and gentle tone which he had used to me, said, "My children, this is the last lesson, I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive."

What a thunderclap these words were to me!

Oh, the wretches; that was what they had put up at the town hall!

(a) What was Franz wondering about as mentioned in the first line?

- (i) about M. Hamel's behaviour
- (ii) about the turn of events
- (iii) both (i) and (ii)
- (iv) about his study of participles

(b) From where did the orders come to teach only German in the schools of Alsace and Lorraine?

- (i) Paris
- (ii) Spain
- (iii) London
- (iv) Berlin

(c) Which words were a thunderclap to Franz?

- (i) This is your last French lesson.
- (ii) I want you to be very attentive.
- (iii) The order has come from Berlin.
- (iv) None of the above

(d) What had been put up on the bulletin board that day the

realization of which hit Franz in the class?

- (i) Only French will be taught.
- (ii) German will take over French in the schools.
- (iii) Everyone will speak only English.
- (iv) A third language will be introduced.

Q5.

Poor Man! It was in honour of this last lesson that he had put on his fine Sunday clothes and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.

(a) Who is the poor man being referred to here?

- (i) old Hauser
- (ii) a villager
- (iii) the apprentice
- (iv) M. Hamel

(b) For how many years had the master served the school?

- (i) 20 years
- (ii) 10 years
- (iii) 40 years
- (iv) 30 years

(c) What made the villagers come to meet M. Hamel in the school that particular day?

- (i) to bid goodbye
- (ii) to express their gratitude
- (iii) to have a meeting
- (iv) to gossip with the teacher

(d) What does the lesson 'The Last Lesson' signify?

- (i) importance of one's language and freedom
- (ii) loss of one's mother tongue
- (iii) loss of speech
- (iv) loss of freedom

Q6.

I heard Mr. M. Hamel say to me, "I won't scold you, little Franz; you must feel bad enough. See how it is! Every day we have said to ourselves, 'Bah! I've plenty of time. I'll learn it tomorrow. And now you see where we have come out. Ah, that's the great trouble with Alsace; she puts off learning till tomorrow. Now those fellows out there will have the right to say to you, 'How is it; you pretend to be Frenchmen and you can neither speak nor write your own language?' But you are not the worst, poor little Franz.

We have all a great deal to reproach ourselves with."

(a) "I have plenty of time. I will learn it tomorrow." What trait does it reflect of the people of Alsace?

- (i) putting off things
- (ii) procrastination
- (iii) postponing matters
- (iv) all of the above

(b) M. Hamel's tone and tenor while speaking is filled with

- (i) eagerness

- (ii) regret
- (iii) pleasure
- (iv) sorrow

(c) In the above extract, what is Hamel trying to emphasize on?

- (i) freedom of expression
- (ii) importance of a language
- (iii) importance of one's mother tongue
- (iv) all of the above

(d) "We have all a great deal to reproach ourselves with." By saying this, Hamel is holding responsible.

- (i) himself
- (ii) parents
- (iii) parents and himself
- (iv) none

Q7.

Then, from one thing to another, M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world—the clearest, the most logical: that we must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to our language it is as if they had the key to their prison. Then he opened a grammar and read us our lesson. I was amazed to see how well I understood it. All he said seemed so easy, so easy!

(a) What made M. Hamel praise the French language so much?

- (i) Because he is a French citizen.
- (ii) Because he is in love with the language.
- (iii) Because it is the clearest and most logical.
- (iv) Because he teaches the language.

(b) How does M. Hamel make the people of the district realize the preciousness of their mother tongue?

- (i) after the sudden orders from Berlin
- (ii) by being emotional
- (iii) by giving them a long lecture
- (iv) all of the above

(c) If the people are enslaved, what will hold the key to their prison?

- (i) lock
- (ii) hammer
- (iii) their behaviour
- (iv) their language

(d) After listening to the Grammar lesson, what was Franz's observation?

- (i) he felt repentant
- (ii) he felt It was not worth the effort
- (iii) he was amazed at how easy it all was
- (iv) he disliked the rules of grammar

Q8.

Fancy! For forty years he had been in the same place, with his garden outside the window and his class in front of him, just like that. Only the desks and the windows had been worn smooth; the walnut-trees in the garden were taller, and the hopvine that he had planted himself twined about the windows to the roof. How it must have broken his heart to

leave it all, poor man: to hear his sister moving about in the room above, packing their trunks! For they must leave the country next day.

(a) For forty years, he had been in the same place. What trait of M. Hamel's personality, does it bring out?

- (i) laziness to shift
- (ii) loyalty
- (iii) stubbornness
- (iv) all of the above

(b) What indicates the passage of time?

- (i) the growth of walnut trees
- (ii) hopvine twined about the windows to the roof
- (iii) both (i) and (ii)
- (iv) the desks and benches had been worn smooth

(c) What was the kind of atmosphere prevailing at this time in the school and particularly in Franz's classroom?

- (i) villagers were feeling sorry
- (ii) atmosphere was emotionally charged
- (iii) there was a feeling of regret
- (iv) all of the above

(d) Packing their trunks and moving about in the room above was Mr. M. Hamel's

- (i) mother
- (ii) sister
- (iii) helper
- (iv) father

Q9.

All at once the church-clock struck twelve. Then the Angelus. At the same moment, the trumpets of the Prussians, returning from drill, sounded under our windows. M. Hamel stood up, very pale, in his chair. I never saw him look so tall.

"My friends," said he, "I—I—" But something choked him. He could not go on.

(a) The Angelus prayer is said

- (i) in the morning, noon and at sunset
- (ii) in the morning and evening
- (iii) only in the morning
- (iv) at noon and sunset

(b) I never saw him look so tall. This expression means

- (i) he looked taller than before
- (ii) he had a good height
- (iii) dignified and great
- (iv) shy and quiet

(c) He could not complete what he wanted to say. What sea of emotions was he going through?

- (i) exhorted the people to love their language
- (ii) his last message had love, respect and loyalty for his country
- (iii) his voice choked and he couldn't go on
- (iv) all the above

(d) How can a linguistic minority in a state keep their language alive?

- (i) by writing
- (ii) by safeguarding their language in every possible way.

- (iii) by conversing in that language
- (iv) none of the above

Q50.

Then he turned to the blackboard, took a piece of chalk, and, bearing on with all his might, he wrote as large as he could

“Vive La France!”

Then he stopped and leaned his head against the wall, and, without a word, he made a gesture to us with his hand—

“School is dismissed—you may go.”

(a) “Vive Live France” means

- (i) France is great
- (ii) learn French
- (iii) French cuisine is famous
- (iv) Long Live France

(b) The author of the lesson belonged to which country?

- (i) England
- (ii) France
- (iii) Canada
- (iv) New Zealand

(c) “He made a gesture and couldn’t speak.” What does it tell the reader about M. Hamel?

- (i) he was proud of being a French national
- (ii) his ideas that one’s mother tongue binds people together
- (iii) his loyalty towards his country
- (iv) all the above

(d) Alphonse Daudet belonged to

- (i) New Zealand
- (ii) Greece
- (iii) Austria
- (iv) France

CH-2(LOST SPRING)

Q1.

My acquaintance with the barefoot ragpickers leads me to Seemapuri, a place on the periphery of Delhi yet miles away from it, metaphorically. Those who live here are squatters who came from Bangladesh back in 1971, Saheb’s family is among them. Seemapuri was then a wilderness. It still is, but it is no longer empty. In structures of mud, with roofs of tin and tarpaulin, devoid of sewage and drainage or running water, live 10,000 ragpickers.

(a) The extract has been taken from a chapter whose tagline is

- (i) stories of childhood
 - (ii) stories of Robinhood
 - (iii) stories of stolen childhood
 - (iv) stories of innocent children
- (b) Where is Seemapuri located?

- (i) East Delhi
 - (ii) North Delhi
 - (iii) West Delhi
 - (iv) South Delhi
- (c) What is the means of survival of the 10,000 in Seemapuri?
- (i) farming
 - (ii) ragpicking
 - (iii) delivering food
 - (iv) setting up stalls
- (d) Seemapuri was then a wilderness. What does this sentence indicate about Seemapuri? That it was
- (i) beautiful
 - (ii) in ruins
 - (iii) uninhabited, no human activity
 - (iv) filled with greenery

Q2.

“If at the end of the day, we can feed our families and go to bed without an aching stomach, we would rather live here than in the fields that gave us no grain,” say a group of women in tattered saris when I ask them why they left their beautiful land of green fields and rivers. Wherever they find food, they pitch their tents that become transit homes. Children grow up in them, becoming partners in survival. And survival in Seemapuri means ragpicking. Through the years, it has acquired the proportions of a fine art.

- (a) What gives the group of women the satisfaction that makes them resolute to continue staying where they are?
- (i) that they don't have to beg
 - (ii) their families don't sleep hungry
 - (iii) they have plenty of clothes
 - (iv) all of the above
- (b) Which place having beautiful green fields and rivers, have the women left behind?
- (i) Lahore
 - (ii) Puducherry
 - (iii) Kathmandu
 - (iv) Dhaka
- (c) Through the years, it has acquired the proportions of a fine art. What does 'it' represent in the text?
- (i) painting the canvas
 - (ii) cutting the paddy
 - (iii) the art of ragpicking
 - (iv) the art of cooking
- (d) What do transit homes stand for?

- (i) temporary shelters
- (ii) orphanages
- (iii) old age homes
- (iv) none of the above

Q3.

This morning, Saheb is on his way to the milk booth. In his hand is a steel canister. "I now work in a tea stall down the road." he says, pointing in the distance. "I am paid 800 rupees and all my meals." Does he like the job? I ask. His face, I see, has lost the carefree look. The steel canister seems heavier than the plastic bag he would carry so lightly over his shoulder. The bag was his. The canister belongs to the man who owns the tea shop. Saheb is no longer his own master!

(a) What change has come about in the life of Saheb?

- (i) He has started going to a school.
- (ii) He looks well-fed now.
- (iii) He has started working in a tea stall.
- (iv) He has got tennis shoes.

(b) 'He has lost the carefree look' means

- (i) when he was a ragpicker, he was carefree.
- (ii) he could do what he chose.
- (iii) both (i) and (ii)
- (iv) he keeps falling sick frequently

(c) What does the title 'Lost Spring' symbolize?

- (i) the spring season
- (ii) lost wealth
- (iii) lost health
- (iv) the lost childhood

(d) The steel canister seems heavier than the plastic bag he would carry so lightly over his shoulders. State the figure of speech used here.

- (i) hyperbole
- (ii) contrast
- (iii) metaphor
- (iv) simile

Q4.

"I will learn to drive a car," he answers, looking straight into my eyes. His dream looms like a mirage amidst the dust of streets that fill his town in Firozabad, famous for its bangles. Every other family in Firozabad is engaged in making bangles. It is the centre of India's glass-blowing industry where families have spent generations working around furnaces, welding glass, making bangles for all the women in

the land it seems.

(a) Who is keen to learn driving in the extract?

- (i) Saheb
- (ii) Mukesh
- (iii) author
- (iv) Mukesh's father

(b) His dreaming big amidst the dusty streets of Firozabad has been compared to a

- (i) shadow
- (ii) canvas
- (iii) illusion
- (iv) vision

(c) What is done in the glass-blowing industry?

- (i) glass is broken
- (ii) window panes are made
- (iii) glass is moulded
- (iv) glass is moulded and made into colourful bangles

(d) The Town of Firozabad is famous for

- (i) serving good cuisine
- (ii) the glass-blowing industry
- (iii) its carpets
- (iv) its jute products

Q5.

“Can a god-given lineage ever be broken?” she implies. Born in the caste of bangle makers, they have seen nothing but bangles—in the house, in the yard, in every other house, every other yard, every street in Firozabad. Spirals of bangles—sunny gold, paddy green, royal blue, pink, purple, every colour born out of the seven colours of the rainbow—lie in mounds in unkempt yards, are piled on four-wheeled handcarts pushed by young men along the narrow lanes of the shanty towns.

(a) What is the god-given lineage, according to the grandmother?

- (i) the art of bangle making
- (ii) carpentry
- (iii) the art of pottery
- (iv) the art of drawing

(b) Sunny-gold, paddy green, royal blue, pink, purple-----

What are all these referring to?

- (i) crops
- (ii) fruits
- (iii) birds
- (iv) bangles

(c) The shanty town referred to where the bangle industry flourishes is the town of

- (i) Ferozgarh
- (ii) Firozabad
- (iii) Faridabad
- (iv) Farukhabad

(d) The frail woman in Mukesh's house is his

- (i) grandmother
- (ii) mother
- (iii) elder brother's wife
- (iv) sister

Q6.

The cry of not having money to do anything except carry on the business of making bangles, not even enough to eat, rings in every home. The young men echo the lament of their elders. Little has moved with time, it seems, in Firozabad. Years of mind-numbing toil have killed all initiative and the ability to dream.

(a) What forces the workers of the bangle industry to live in perpetual poverty?

- (i) their destiny and karam
- (ii) ancestral profession
- (iii) the middle men, politicians, police, etc
- (iv) all the above

(b) 'Little has moved with time' means

- (i) a lot has changed with time
- (ii) things have remained unchanged with time
- (iii) only a little bit has changed
- (iv) all the above

(c) Explain 'mind-numbing toil'.

- (i) physical hard work
- (ii) excessively boring/lacking interest
- (iii) mind-boggling
- (iv) creative work

(d) Whose initiative and the ability to dream has been killed?

- (i) of the children
- (ii) of the youth
- (iii) of the elders too
- (iv) all the above

Q7.

“Why not organize yourselves into a cooperative?” I ask a group of young men who have fallen into the vicious circle of middlemen who trapped their fathers and forefathers. “ Even if we get organized, we are the ones who will be hauled up by the police, beaten and dragged to jail for doing something illegal.” They say. There is no leader among them, no one who could help them see things differently. Their fathers are as tired as they are. They talk endlessly in a spiral that moves from poverty to apathy to greed and to injustice.

(a) How do the cooperatives help?

- (i) They address the community needs.
- (ii) They can reach the poorest people of the community.
- (iii) They act as anchors to mobilize resources.
- (iv) all of the above

(b) The ‘vicious circle’ means

- (i) a ring
- (ii) a circular path
- (iii) a chain of events
- (iv) a chain of events where response to one problem creates a new one aggravating the original difficulty

(c) Who do these young people need desperately who can guide them rightly?

- (i) guru
- (ii) leader
- (iii) master
- (iv) comrades

(d) What message is the author trying to bring out and analyze in the lesson?

- (i) lives of the advantaged lot
- (ii) garbage segregation
- (iii) exploitation of the poor
- (iv) problems of differently abled

Q8.

“I want to be a motor mechanic.” he repeats. He will go to a garage and learn. But the garage is a long way from his home. “I will walk,” he insists. “Do you also dream of flying a plane?” He is suddenly silent. “No”, he says, staring at the ground. In his small murmur, there is an embarrassment that has not yet turned into regret. He is content to dream of cars that he sees hurtling down the streets of his town. Few airplanes fly over Firozabad!

(a) Name the author of the lesson 'Lost spring'.

- (i) Anees Jung
- (ii) Vikram Seth
- (iii) Tishani Doshi
- (iv) William Douglas

(b) What does Mukesh's repeating of the sentence indicate of his character?

- (i) his resolute trait
- (ii) his determination
- (iii) both (i) and (ii)
- (iv) his disappointment

(c) There is an embarrassment that has not yet turned into regret. This shows that Mukesh

- (i) still has the ability to dream
- (ii) is positive about his aim
- (iii) has not given up on life
- (iv) all of the above

(d) 'Few airplanes fly over Firozabad.' Choose the correct figure of speech for this statement.

- (i) simile
- (ii) alliteration
- (iii) contrast
- (iv) repetition

Q9.

"Why do you do this?" I ask Saheb whom I encounter every morning scrounging for gold in the garbage dumps of my neighbourhood. Saheb left his home long ago. Set amidst the green fields of Dhaka, his home is not even a distant memory. There were many storms that swept away their fields and homes, his mother tells him. That's why they left, looking for gold in the big city where he now lives.

(a) Who is 'I' who asks Saheb the question in the first line?

- (i) Saheb's mother
- (ii) the author
- (iii) Saheb's neighbour
- (iv) none of the above

(b) Saheb left his home long ago. Which country has Saheb come from?

- (i) Bhutan
- (ii) Sri Lanka

(iii) Bangladesh

(iv) Myanmar

(c) What is the figure of speech in 'scrounging for gold'?

(i) hyperbole

(ii) alliteration

(iii) metaphor

(iv) synecdoche

(d) Saheb is a ragpicker. What forces him to become one?

(i) his friends

(ii) his lazy nature

(iii) impoverished conditions

(iv) the mother

Q10.

"There is no school in my neighbourhood. When they build one, I will go."

"If I start a school, will you come?" I ask, half-joking.

"Yes," he says, smiling broadly.

A few days later, I see him running up to me. "Is your school ready?"

"It takes longer to build a school." I say, embarrassed at having made a promise that was not meant. But promises like mine abound in every corner of his bleak world.

(a) Between whom is the conversation going on in the above extract?

(i) two friends

(ii) the author and her friend

(iii) the author and Mukesh

(iv) Saheb and the author

(b) What was the author embarrassed about?

(i) about having made a false promise

(ii) about raising the boy's hopes

(iii) about talking to him about a non-existent school

(iv) all of these

(c) For whom is the world bleak?

(i) beggars

(ii) poverty-stricken children

(iii) small shop owners

(iv) road-side vendors

(d) Promises that are not fulfilled are

- (i) special
- (ii) heartbreaking
- (iii) hollow
- (iv) both (ii) and (iii)

CH-3(DEEP WATER)

Q1.

But the jump made no difference. The water was still around me. I looked for ropes, ladders, wings. Nothing but water. A mass of yellow water held me. Stark terror took an even deeper hold on me, like a great charge of electricity. I shook and trembled with fright. My arms wouldn't move. My legs wouldn't move. I tried to call for help, to call for mother. Nothing happened.

And then strangely, there was light. I was coming out of the awful yellow water. At least my eyes were. My nose was almost out too.

(a) While in the water, the narrator was frantically looking for

- (i) wings
- (ii) ropes
- (iii) ladders
- (iv) all of these

(b) When Douglas tried to call for help, he particularly called for his

- (i) father
- (ii) mother
- (iii) friend
- (iv) life guard

(c) This incident at the Y.M.C.A. pool nearly killed Douglas and developed in him

- (i) an aversion to water
- (ii) an aversion to drinking water
- (iii) an aversion to learn swimming
- (iv) all of the above

(d) Why was the jump upwards by Douglas not making any difference?

- (i) He wasn't jumping hard enough.
- (ii) He was thrown into the deep end of the pool.
- (iii) He was a small boy of just ten or eleven years.
- (iv) both (ii) and (iii)

Q2.

Then all effort ceased, I relaxed. Even my legs felt limp: and a blackness swept over my brain. It wiped out fear; it wiped out terror. There was no more panic. It was quiet and peaceful. Nothing to be afraid of. This is nice... to be drowsy... to go to sleep... no need to jump...too tired to jump... it's nice to be carried gently... to float along in space...tender arms around me... tender arms like Mother's... now I must go to sleep... I crossed to oblivion, and the curtain of life fell.

(a) What were the indicators that made the author feel relaxed?

- (i) His legs felt limp.
- (ii) Blackness swept over his brain.
- (iii) There was no terror.
- (iv) all of the above

(b) 'It wiped out fear.' What was the fear about?

- (i) death
- (ii) being defamed
- (iii) losing a dear one
- (iv) failure

(c) While Douglas was undergoing a series of emotions under water, whose arms did he imagine himself to be in?

- (i) no one's
- (ii) father's
- (iii) Mother's
- (iv) the life guard's

(d) "I crossed to oblivion, and the curtain of life fell." What does the expression 'curtain of life fell' mean"?

- (i) the curtains were drawn in the room
- (ii) the curtains were changed
- (iii) end of one's life
- (iv) life is all about drawing curtains

Q3.

The next I remember I was lying on my stomach beside the pool, vomiting. The chap that threw me in was saying, "But I was only fooling." Someone said, "The kid nearly died. Be all right now. Let's carry him to the locker room."

Several hours later, I walked home. I was weak and trembling. I shook and cried when I lay on my bed. I couldn't eat that night. For days a haunting fear was in my heart. The slightest exertion upset me, making me wobbly in the knees and sick to my stomach.

I never went back to the pool. I feared water.

(a) Lying on his stomach, beside the pool, the author was

- (i) crying
- (ii) vomiting
- (iii) sleeping
- (iv) resting

(b) How did Douglas manage to reach home, several hours later?

- (i) He was taken in an ambulance.
- (ii) He was carried back home.
- (iii) A car was arranged for him.
- (iv) He walked back home himself.

(c) Post the misadventure, what all did he go through?

- (i) He felt weak and shaken.
- (ii) He couldn't eat properly.
- (iii) He would tremble and cry on the bed.
- (iv) all the above

(d) What was haunting the author?

- (i) ghosts
- (ii) horrible experience at the pool
- (iii) the aftermath of the experience
- (iv) the bully's push

Q4.

I used every way to overcome this fear, but it held me firmly in its grip.

Finally, one October, I decided to get an instructor and learn to swim. I went to a pool and practiced five days a week, an hour each day. The instructor put a belt around me. A rope attached to the belt went through a pulley that ran on an overhead cable. He held on to the end of the rope, and went back and forth, back and forth, across the pool, hour after hour, day after day, week after week.

(a) 'But it held me firmly in its grip'. What does 'it' represent here?

- (i) fear
- (ii) ghost
- (iii) beast
- (iv) fever

(b) What did Douglas decide to do to overcome his fear of water?

- (i) go to the pool again
- (ii) take the help of a good swimmer
- (iii) hire an instructor
- (iv) measure the depth of the pool first

(c) What was stopping Douglas to get into the water of Cascade before he learnt to hire an instructor?

- (i) his experience at California beach
- (ii) memories of his terrible experience at the pool
- (iii) memories of Washington
- (iv) all of the above

(d) How did the instructor help him learn swimming?

- (i) by giving him instructions
- (ii) by giving him books to read on swimming
- (iii) with the help of ropes and belts
- (iv) by taking him back to the pool

Q5.

It had happened when I was ten or eleven years old. I had decided to learn to swim. There was the pool at the Y.M.C.A. in Yakima that offered exactly the opportunity. The Yakima river was treacherous. Mother continually warned against it and kept fresh in my mind the details of each drowning in the river. But the Y.M.C.A. pool was safe. It was only two or three feet deep at the shallow end; and while it was nine feet deep at the other, the drop was gradual. I got a pair of water wings and went to the pool.

(a) Name the narrator of the above extract who is also the author of the lesson.

- (i) Selma Legerlof
- (ii) Stephen Spender
- (iii) William Douglas
- (iv) A.R. Barton

(b) The depth of the pool at the other end was

- (i) six feet
- (ii) nine feet
- (iii) twelve feet
- (iv) eight feet

(c) Y.M.C.A stands for

- (i) Young Men's Christian Association
- (ii) Young Men's Care Association
- (iii) Young Men's Christian Authority
- (iv) Youth Mentoring Christian Association

(d) Mother always warned the author against the river Yakima. But she recommended the Y.M.C.A. pool. Why?

- (i) Because it was shallow.
- (ii) Because it was near his house.
- (iii) Because it was shallow and safe.
- (iv) Because she liked the pool.

Q6.

I went to the pool when no one else was there. The place was quiet. The water was still, and the tiled bottom was as white and clean as a bathtub. I was timid about going in alone, so I sat on the side of the pool to wait for others.

I had not been there for long when in came a big bruiser of a boy, probably eighteen years old. He had thick hair on his chest. He was a beautiful physical specimen, with legs and arms that showed rippling muscles. He yelled, 'Hi, Skinny! How'd you like to be ducked?'

(a) The author said that he was timid about going in alone. Do you think because of some past experience, he suffered from

- (i) xenophobia
- (ii) acrophobia
- (iii) heliophobia
- (iv) hydrophobia

(b) Who threw Douglas into the swimming pool?

- (i) The instructor
- (ii) an eighteen year-old-boy
- (iii) the guard
- (iv) none of the above

(c) He was a beautiful physical specimen means that

- (i) he was a specimen worth keeping in a museum
- (ii) he was handsome
- (iii) he had a fine healthy beautiful body
- (iv) all of the above

(d) "How would you like to be ducked?" What was that bruiser of a boy intending to do?

- (i) thinking of helping him in his swimming
- (ii) planning to toss him into the pool
- (iii) play a joke on him
- (iv) just trying to show his authority

Q7.

It seemed a long way down. Those nine feet were more like ninety, and before I touched bottom my lungs were ready to burst. But when my feet hit bottom I summoned all my strength and made what I thought was a great spring upwards. I imagined I would bob to the surface like a cork. Instead, I came up slowly. I opened my eyes and saw nothing but water—water that had a dirty yellow tinge to it. I grew panicky. I reached up as if to grab a rope and my hands clutched only at water. I was suffocating.

(a) Those nine feet seemed to the author more like

- (i) ninety feet
- (ii) sixty feet
- (iii) hundred feet
- (iv) ninety-nine feet

(b) How does Douglas try to save himself in the pool?

(i) He shouted but no sound came out.

(ii) He tried to push himself up.

(iii) both (i) and (ii)

(iv) He just gave up.

(c) That water had a dirty tinge to it.

(i) blue

(ii) pink

(iii) sea green

(iv) yellow

(d) Readers would note that Douglas wasn't really scared when tossed into the pool at first. Was it because he...

(i) thought there were people around who would save him

(ii) was overconfident

(iii) knew swimming well

(iv) was confident of his strength

THE THIRD LEVEL

Q1.

The tunnel turned sharp left; I went down a short flight of stairs and came out on the third level at Grand Central Station. For just a moment I thought I was back on the second level, but I saw the room was smaller, there were fewer ticket windows and train gates, and the information booth in the centre was wood and old-looking. And the man in the booth wore a green eyeshade and long black sleeve protectors. The lights were dim and sort of flickering. Then I saw why; they were open-flame gaslights.

(a) What made the narrator think that he was back on the second level?

(i) He had lost his memory.

(ii) The present level reminded him of the second level.

(iii) He met his old friends there.

(iv) The things were strange there.

(b) What was different on this level?

(i) smaller rooms (ii) fewer ticket windows

(iii) fewer train gates (iv) all of the above

(c) How did 'I' reach this level?

(i) Because he wanted to reach there.

(ii) Some external forces were working at him.

(iii) He followed the corridor that angled left and downwards.

(iv) He followed his wife's directions.

(d) What information would the information booth be giving?

(i) about the train timings, their arrival and departure

(ii) about locomotives and its working

(iii) about the availability of newspapers and journals

(iv) about the rest rooms

Q2.

He wore a derby hat, a black four-button suit with tiny lapels, and he had a big, black, handlebar mustache. Then I looked around and saw that everyone in the station was dressed like eighteen-ninetysomething; I never saw so many beards, sideburns and fancy mustaches in my life. A woman walked in through the train gate; she wore a dress with leg-of-

mutton sleeves and skirts to the top of her highbuttoned shoes. Back of her, out on the tracks, I caught a glimpse of a locomotive, a very small Currier & Ives locomotive with a funnel-shaped stack. And then I knew.

(a) What does eighteen-nineteen something mean here?

- (i) the days of a month
- (ii) just two random numbers
- (iii) centuries
- (iv) numbers representing teenage

(b) What had 'I' not seen in abundance in his life before?

- (i) Beards
- (ii) Moustaches
- (iii) sideburns
- (iv) all of the above

(c) What does leg-of-mutton sleeves' stand for?

- (i) Sleeves that look like mutton legs
- (ii) Sleeves that are tight on the upper arm
- (iii) Sleeves loose and full on the upper arm, and close-fitting on the forearm
- (iv) Sleeves that are loosely hanging on the arm

(d) What genre does the story explore?

- (i) romantic
- (ii) comedy
- (iii) science fiction
- (iv) mystery

Q3.

And then I knew.

*To make sure, I walked over to a newsboy and glanced at the stack of papers at his feet. It was *The World*; and *The World* hasn't been published for years. The lead story said something about President Cleveland. I've found that front page since, in the Public Library files, and it was printed June 11, 1894.*

I turned toward the ticket windows knowing that here — on the third level at Grand Central — I could buy tickets that would take Louisa and me anywhere in the United States we wanted to go.

(a) What struck the narrator that he wanted to make sure?

- (i) That he was a changed man.
- (ii) That he had travelled back in time.
- (iii) That his family was now safe.
- (iv) That he could take decisions by himself.

(b) 'The World' was a

- (i) journal
- (ii) magazine
- (iii) novel
- (iv) newspaper

(c) Do you think the narrator had been successfully able to find the _____ level?

- (i) first
- (ii) third
- (iii) lower
- (iv) second

(d) How did the narrator confirm that he had travelled back to the year 1894?

- (i) Everything was of old style.
- (ii) 'The World' newspaper was dated June 11, 1894.
- (iii) The locomotive belonged to an old company.
- (iv) all of the above

Q4.

The clerk figured the fare — he glanced at my fancy hatband, but he figured the fare — and I had enough for two coach tickets, one way. But when I counted out the money and looked up, the clerk was staring at me. He nodded at the bills. "That ain't money, mister," he said, "and if you're trying to skin me, you won't get very far," and he glanced at the cash drawer beside him. Of course the money was old-style bills, half again as big as the money we use nowadays, and different-looking. I turned away and got out fast. There's nothing nice about jail, even in 1894.

(a) Who were the 'two' coach tickets for?

- (i) Charley and his friend
- (ii) Charley and Louisa
- (iii) Charley and the clerk
- (iv) Charley and Sam

(b) Which place did the narrator want to visit with those two tickets?

- (i) St. Jose
- (ii) Florida
- (iii) Manhattan
- (iv) Galesburg

(c) What was wrong with the bills?

- (i) They were fake.
- (ii) They were different from the money used in those days.
- (iii) Charley paid less money
- (iv) The bills had no stamp.

(d) What does the phrase 'trying to skin ' mean?

- (i) trying to hide
- (ii) trying to explain
- (iii) trying to peel off
- (iv) trying to cheat

Q5.

That night, among my oldest first-day covers, I found one that shouldn't have been there. But there it was. It was there because someone had mailed it to my grandfather at his home in Galesburg; that's what the address on the envelope said. And it had been there since July 18, 1894

— the postmark showed that — yet I didn't remember it at all. The stamp was a six-cent, dull brown, with a picture of President Garfield. Naturally, when the envelope came to Granddad in the mail, it went right into his collection and stayed there — till I took it out and opened it.

(a) What are first-day covers?

- (i) Letters
- (ii) Bookmarks
- (iii) The envelopes that are mailed to oneself by the stamp collectors who buy them on the very first day when a new stamp is issued.
- (iv) Greeting Cards

(b) Galesburg is located in _____ .

- (i) Illinois
- (ii) California
- (iii) New York
- (iv) Maryland

(c) What, according to the narrator, shouldn't have been there?

- (i) The stamp
- (ii) A letter
- (iii) First-day cover
- (iv) An artifact

(d) The envelope had a stamp with a picture of the President _____ .

- (i) Roosevelt
- (ii) Garfield
- (iii) Kennedy
- (iv) Andrew Jackson

Q6.

I got to wishing that you were right. Then I got to believing you were right. And, Charley, it's true; I found the third level! I've been here two weeks, and right now, down the street at the Daly's, someone is playing a piano, and they're all out on the front porch singing 'Seeing Nelly Home.' And I'm invited over for lemonade. Come on back, Charley and Louisa. Keep looking till you find the third level! It's worth it, believe me!

(a) Who said the above words?

- (i) Charley
- (ii) Luisa
- (iii) the psychiatrist friend
- (iv) someone playing the piano.

(b) What was the name of Charley's psychiatrist friend?

- (i) Jonathan miller
- (ii) Roger
- (iii) Jack Weiner
- (iv) Sam Weiner

(c) Why did Charley's friend want to start the hay, feed and grain business at the place where he had gone?

- (i) He didn't like his business.
- (ii) He was looking to earn extra money.
- (iii) He wanted an escape from the fears and frustrations of modern life.
- (iv) He had an unhappy married life.

(d) Did the "third level" really exist?

- (i) It was just a medium of escape from the harsh realities of modern life

and a mind game.

(ii) No, there was no 'Third Level'.

(iii) It's a story about time travel.

(iv) All of the above

Q7.

But I say there are three, because I've been on the third level of the Grand Central Station. Yes, I've taken the obvious step: I talked to a psychiatrist friend of mine, among others. I told him about the third level at Grand Central Station, and he said it was a waking-dream wish fulfillment. He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape.

(a) Who does 'I' refer to?

(i) Louisa

(ii) the narrator

(iii) psychiatrist

(iv) clerk

(b) What are the 'Three' that 'I' has seen?

(i) books

(ii) shops

(iii) levels

(iv) Steps

(c) The Grand Central Station in the passage refers to

(i) Houston

(ii) New York

(iii) Los Angeles

(iv) Chicago

(d) What was the obvious step according to 'I'?

(i) Going back home.

(ii) Counting the total number of levels.

(iii) Waiting at the station for a friend.

(iv) Consulting his psychiatrist friend.

Q8.

But that's the reason, he said, and my friends all agreed. Everything points to it, they claimed. My stamp collecting, for example; that's a 'temporary refuge from reality.' Well, maybe, but my grandfather didn't need any refuge from reality; things were pretty nice and peaceful in his day, from all I hear, and he started my collection. It's a nice collection too, blocks of four of practically every U.S. issue, first-day covers, and so on. President Roosevelt collected stamps too, you know.

(a) Which place is referred to as the Third Level in the story of the similar name?

(i) The Grand Central Station of London

(ii) The Grand Airport of London

(iii) The Grand Central Airport of New York

(iv) The Grand Central Station of New York

(b) Stamp collecting hobby is known by another name. What is it?

- (i) Philately
- (ii) Calligraphy
- (iii) Landscaping
- (iv) Sculpting

(c) What do the first-day covers refer to?

- (i) cover of the book
- (ii) a gift pack
- (iii) an envelope with a stamp on the first day of its release
- (iv) a hard-bound book

(d) What does the phrase 'temporary refuge from reality' mean in the story?

- (i) A temporary escape from reality
- (ii) A shelter home
- (iii) An escape for a long period
- (iv) A forever escape from reality

Q9.

Now, I don't know why this should have happened to me. I'm just an ordinary guy named Charley, thirty-one years old, and I was wearing a tan gabardine suit and a straw hat with a fancy band; I passed a dozen men who looked just like me. And I wasn't trying to escape from anything; I just wanted to get home to Louisa, my wife.

I turned into Grand Central from Vanderbilt Avenue, and went down the steps to the first level, where you take trains like the Twentieth Century. Then I walked down another flight to the second level, where the suburban trains leave from, ducked into an arched doorway heading for the subway — and got lost.

(a) What had happened to 'I'?

- (i) He was becoming forgetful.
- (ii) He wasn't feeling too well.
- (iii) He had forgotten his way.
- (iv) He had lost his office files.

(b) Charley's age as mentioned in the extract is _____.

- (i) early thirties
- (ii) mid-thirty
- (iii) late thirties
- (iv) late twenties

(c) Where was Charley headed towards?

- (i) Mall
- (ii) Theatre
- (iii) Home
- (iv) Church

(d) Charley passed by a _____ men who looked just

like him.

- (i) few
- (ii) many
- (iii) half-a-dozen
- (iv) dozen

Q10.

All I could hear was the empty sound of my own footsteps and I didn't pass a soul. Then I heard that sort of hollow roar ahead that means open space and people talking. The tunnel turned sharp left; I went down a short flight of stairs and came out on the third level at Grand Central Station. For just a moment I thought I was back on the second level, but I saw the room was smaller, there were fewer ticket windows and train gates, and the information booth in the centre was wood and old looking. And the man in the booth wore a green eyeshade and long black sleeve protectors.

(a) What could the narrator hear?

- (i) the roaring sound
- (ii) sound of a crying child
- (iii) bells ringing
- (iv) sound of his own footsteps

(b) I didn't pass a soul means-

- (i) I didn't meet anyone on the way
- (ii) he encountered a soul
- (iii) he saw a crowd of men
- (iv) he met a lone person

(c) Which tunnel is being talked about here?

- (i) the tunnel on the main road
- (ii) the tunnel at the first level
- (iii) the tunnel at the third level
- (iv) the underground tunnel

(d) Why was the narrator self-prompted to reach the third level?

- (i) He had seen the third level in his dream.
- (ii) He had heard a lot about this level in his childhood
- (iii) He wanted to explore a new level.
- (iv) He wanted an escape from his existing life.

KEEPING QUIET

Q1.

Now we will count to twelve

and we will all keep still.

For once on the face of the Earth

let's not speak in any language,

let's stop for one second,

and not move our arms so much.

(a) Neftali Recardo Reyes Basoalto is the poet of the poem "Keeping Quiet". He wrote under the pen name

- (i) Robert Frost
- (ii) Pablo Neruda
- (iii) John Keats
- (iv) Stephen Spender

(b) What is the significance of the number 'twelve' in the poem?

- (i) emphasizing the importance of time
- (ii) a reminder of the clock
- (iii) giving time frame in seconds to make us realize the importance of being silent
- (iv) no significance, just a number

(c) Why is the poet asking people not to speak?

- (i) It gives the people time to introspect their actions.
- (ii) The poet doesn't like talkative people.
- (iii) It creates noise.
- (iv) There are less chances of infection.

(d) "Not move our arms" refers to

- (i) keep your arms folded
- (ii) remain inactive
- (iii) stand silently
- (iv) sitting still and not using any weapons too

Q2.

It would be an exotic moment

*without rush, without engines,
we would all be together
in a sudden strangeness.*

(a) What does 'it' signify in the first line?

- (i) the surroundings
- (ii) total stillness
- (iii) being in the nature's lap
- (iv) all of the above

(b) The exotic moment according to the poet is

- (i) exciting activity
- (ii) total inactivity
- (iii) beautiful moment of thoughtful silence
- (iv) when language barriers are removed

(c) If there is no rush, no sound of engines—what does the poet expect will happen?

- (i) less noise
- (ii) less crowd on roads
- (iii) more happy and silent moments
- (iv) all the above

(d) How will everyone feel at the exotic moment?

- (i) a blissful oneness
- (ii) sorrowful
- (iii) repentant
- (iv) happy

Q3.

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

(a) Which activity does the poet not want the fisherman to do?

- (i) not go out into the sea
- (ii) not harm the whales

(iii) not going sailing during storms

(iv) kill the other sea-creatures

(b) What are some of the other men doing?

(i) selling salt

(ii) de-silting

(iii) drinking salty water

(iv) gathering salt

(c) Men would look at their hurt hands. What do the 'hurt hands' refer to?

(i) the harm that the salt is doing to his hands

(ii) wounded hands

(iii) both (i) and (ii)

(iv) hands that hurt others

(d) The poet advocates the balance of nature

(i) To be maintained

(ii) To get destroyed

(iii) To remain inactive

(iv) all of the above

Q4.

Those who prepare green wars

wars with gas, wars with fire

victory with no survivors,

would put on clean clothes

and walk about with their

brothers

In the shade doing nothing.

(a) 'Green wars' stand for

(i) green colour

(ii) wars against environment

(iii) wars displaying green flags

(iv) wars fought in the woods

(b) The poet is deliberating upon which type of wars

(i) nuclear warfare

(ii) surgical strikes

(iii) hand to hand combat

(iv) green wars, wars with gas, wars with fire

(c) Pick the correct rhyme scheme used in the poem.

(i) free verse

(ii) blank verse

(iii) haiku form

(iv) enclosed rhyme

(d) They would be walking around with their brothers. Where would they be walking?

(i) along side a river

(ii) in a park

(iii) in the shade

(iv) in the market area

Q5.

*What I want should not be
confused
with total inactivity.
Life is what it is all about;
I want no truck with death.
If we were not so single-minded
about keeping our lives moving,
and for once could do nothing,
Perhaps a huge silence
might interrupt this sadness
of never understanding ourselves with
death.*

(a) What should not be confused with total inactivity? By this, does the poet mean that

- (i) one should just be like a statue.
- (ii) stillness and silence should be observed once in a while.
- (iii) one can be lazy at times.
- (iv) people should stop talking to each other.

(b) What are we so single-minded about

- (i) making more and more money
- (ii) spoiling the environment
- (iii) earning our livelihood
- (iv) creating wars and losing lives and property

(c) The expression 'have no truck with death' means

- (i) truck carrying arms
- (ii) trucks can cause accidents and deaths
- (iii) everyone has to die one day
- (iv) have no association with death

(d) There is one thing that the poet wants us to focus on throughout the poem and that is

- (i) suspend all activities for some time
- (ii) keep still
- (iii) both (i) and (ii)
- (iv) keep running and talking

Q6.

*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.*

(a) The whole humanity needs to learn a lesson from the nature's symbol

- (i) sun
- (ii) earth
- (iii) moon
- (iv) stars

(b) The poet is pleading to the human beings to keep quiet for just

- (i) twelve seconds
- (ii) forty seconds
- (iii) twenty seconds
- (iv) ten seconds

(c) What does the earth teach us?

- (i) to be active
- (ii) remain still but not inactive
- (iii) Be in harmony with nature
- (iv) All the above

(d) The message given through the title ' Keeping Quiet' by Pablo Neruda is

- (i) people will get much needed time for rest
- (ii) there will be no rush and hurry
- (iii) people will have time to introspect
- (iv) all of these

Political Science

Section-A(Project)

Make a project file on topics

1. Challenges of Nation Building
2. Politics of Planned Development
3. Contemporary centres of Power
4. Contemporary South Asia

Section-B (Assignment)

1. In which year BRICS was founded?
 - (a) 2000
 - (b) 2002
 - (c) 2004
 - (d) 2006
2. For how many years did the Civil War continued in Tajikistan ?
 - (a) 15 Years
 - (b) 12 Years
 - (c) 5 Years
 - (d) 10 Years
3. Which among the following statements about the objectives for the establishment of the European Union is false?
 - (a) To provide a common foreign policy
 - (b) Creation of a single currency
 - (c) Establishment of a common market
 - (d) Cooperation on justice and home affairs
4. Who propounded the two-Nation theory?
 - (a) Muhammad Ali Jinnah
 - (b) Khan Abdul Gaffar Khan
 - (c) Nizam of Hyderabad

(d) Maulana Abdul kamal Azad

5. The first five year plan implemented in

- (a) 1950
- (b) 1951
- (c) 1952
- (d) 1953

6. Which among the following statements describe that the nature of Soviet economy is wrong?

- (a) Socialism was the dominant ideology
- (b) State ownership/control existed over the factors of production
- (c) People enjoyed economic freedom
- (d) Every aspect of the economy was planned and controlled by the state

7. What does the European Union flag stands for?

- (a) It stands for unity among the European people
- (b) It stands for peaceful harmony among the European people
- (c) It stands for completeness among the European people
- (d) It stands for fraternity among the European people

8. Arrange the following in correct sequence.

1. South Asian Free Trade Agreement came into force.
2. IPKF operation in Sri Lanka.
3. India and Bangladesh signed Farakka Treaty
4. India's nuclear test in Pokhran

Codes

- (a) 1, 2, 3, 4
- (b) 4, 1, 2, 3
- (C) 2, 3, 4, 1
- (d) 3, 2, 4, 1

9. Study the given picture and answer the questions that follow



- (i) What does the given picture seek to represent?
- (ii) What were the consequences of partition?
- (iii) Why did partition happen?

◆ Directions (Q. No. 10 and 11) In the questions given below, there are two statements marked as Assertion (A) and Reason (R). Read the Statements and choose the correct option.

Codes

- (a) Both A and R are true and R is the correct explanation of A.
- (b) Both A and R are true, but R is not the correct explanation of A
- (c) A is true, but R is false.
- (d) A is false, but R is true.

10. Assertion (A) Movement of the people of Hyderabad State against the Nizam's rule had gathered force and momentum.

Reason (R) Peasantry and women joined hands against the oppressive rule of the Nizam.

11. Assertion (A) Migration is the movement of human resources from one state to another due to some particular reasons.

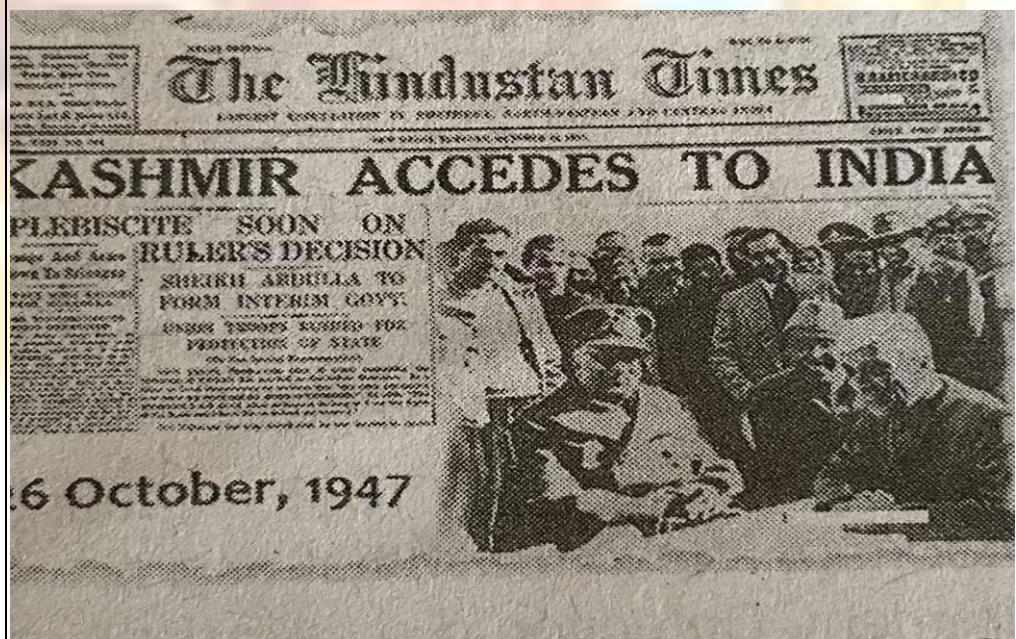
Reason (R) Poverty in South has prompted large scale migration to North in search of a better life.

12. Observe the cartoon given below carefully and answer the questions that follow.



- (i) Who is the person in the centre of the cartoon?
- (ii) What does the cartoon refer about?
- (iii) How did India accommodate the demand of regional groups?

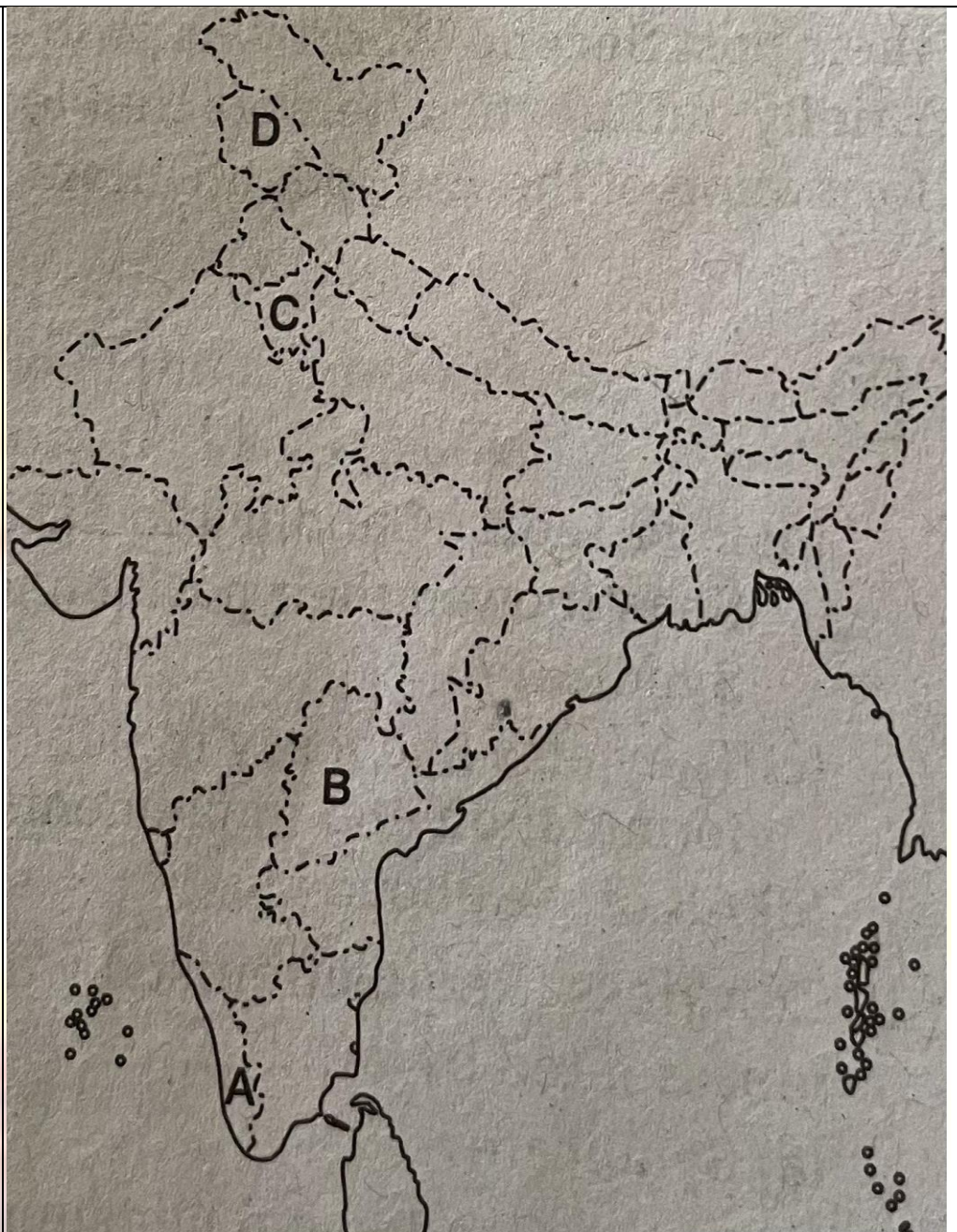
13. Make a careful study of the image given below and answer the questions that follows.



- (i) Identify the personalities in the image.
(ii) Which agreement between the two was signed?
(iii) Which articles of the Indian Constitution provided special provision to Jammu and Kashmir?

14. In the given political outline map of the India, four states have been shown as A, B, C and D. Identify them on the basis of information given below and write their correct names in your answer book with the respective serial number of the information used and the alphabet concerned as per the following format.

- (i) A Princely State whose ruler resisted its merger with India.
(ii) The state where the Congress Party failed to win a majority in the First General Elections of India.
(iii) The 28th State of India.
(iv) The state which was created in 1966.



Sr. No. of the Information Used	Alphabet Concerned	Name of the State
(i)		
(ii)		
(iii)		
(iv)		

15. Write a short note on ASEAN .

History

Dear Grade XII Students,

Welcome to your individual model assignments. As you begin your journey in Grade XII, engaging in hands-on projects is essential for personal and academic growth. Each of you will be creating an individual model based on a specific theme. These models will be showcased to the class.

B. Model Themes:

- Roll Numbers 1-5: Model 1 – Town Planning of Harappan Civilization
- Roll Numbers 6-10: Model 2 – Seals and Scripts of Harappan Civilization
- Roll Numbers 11-15: Model 3 – Structure of Sanchi Stupa
- Roll Numbers 16-20: Model 4 – Fortification of Vijayanagara Empire

C. Model Details:

- Model 1 – Town Planning of Harappan Civilization:
 - Create a detailed model showcasing the urban planning and layout of a Harappan city.
 - Incorporate features such as streets, houses, public buildings, and drainage systems.
 - Prepare a presentation explaining the significance of Harappan town planning and its impact on urban development.
- Model 2 – Seals and Scripts of Harappan Civilization:
 - Construct a model displaying examples of Harappan seals and inscriptions.
 - Use clay or other materials to replicate the seals' designs and symbols.
 - Prepare a brief explanation of Harappan script and its possible meanings.
- Model 3 – Structure of Sanchi Stupa:
 - Build a miniature model representing the architecture and layout of the Sanchi Stupa.
 - Include details such as the dome, toranas, railings, and surrounding structures.
 - Prepare a presentation discussing the historical significance and religious symbolism of the Sanchi Stupa.
- Model 4 – Fortification of Vijayanagara Empire:
 - Design a model illustrating the fortification and defensive structures of the Vijayanagara Empire.
 - Include features such as walls, gates, watchtowers, and strategic positions.

- Prepare a narrative explaining the role of fortifications in protecting Vijayanagara from invaders.

Q.1 While researching the Harappan civilisation, which of these was NOT a way in which archaeologists attempted to map social stratification?

A. studying architectural structures in different parts of the city

B. analysing how they disposed of their dead

C. classifying essential and luxury artefacts

D. identifying prevalent food grains

Q.2 How did historians establish that Harappans had travelled to South India to procure raw materials for crafts?

A. They found models of bullock carts, which are found only in South India.

B. They followed riverine routes to South India.

C. They found Harappan beads in South India.

D. Lapis lazuli mines are found in South India.

Q.3 Which of the following signified a shift from the Mature to the Late Harappan period?

A. change in burial patterns

B. drying up of water bodies

C. abandonment of the Citadels

D. the disappearance of distinct artefacts

Q.4 There are two statements given below, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Assertion (A): Some historians believe that there was a central state in the Harappan civilisation that had considerable power over a number of activities.

Reason (R): The consistency of planning and similarity of decision-making in a large civilisation points to a singular authority.

A. A is true and R is false.

B. A is false and R is true.

C. Both A and R are true and R explains A.

D. Both A and R are true and R does not explain A.

	Q.5	<p>Although Cunningham encountered some Harappan artefacts, the civilization missed capturing his attention due to his investigation strategies.</p> <p>Which of the following statements explains why this happened?</p> <p>A. He excavated in mainlands and not in fertile soil near rivers.</p> <p>B. He relied on travel accounts of Chinese travellers which did not cover Harappa.</p> <p>C. He studied only metal artefacts while excluding a lot of artefacts from Harappa.</p> <p>D. He used primitive dating techniques which put Harappan artefacts in different timelines.</p>
	Q.6	<p>What is the significance of studying artefacts according to the layers in which they were found in?</p> <p>A. The lower layers have artefacts made from precious materials.</p> <p>B. The artefacts in lower layers are subjected to heavy erosion.</p> <p>C. Artefacts in lower layers have only one type of object.</p> <p>D. The lower layers usually have older artefacts.</p>
	Q.7	<p>Which of the following is a modern-day equivalent of a Harappan seal?</p> <p>A. envelope</p> <p>B. signature</p> <p>C. postal stamp</p> <p>D. date on the letter</p>
	Q.8	<p>Archaeologists face issues while piecing together information from artefacts and excavations.</p> <p>Which of the following actions can an archaeologist studying the Harappan civilisation do, to make their findings robust?</p> <p>A. Collect at least a hundred artefacts before making interpretations.</p> <p>B. Treat artefacts made from different materials the same, to remove bias.</p> <p>C. Consider each artefact as complete evidence and make definite interpretations.</p> <p>D. Search for all sources of history such as artefacts, books, inscriptions and seals.</p>

	Q.9	<p>While piecing together history and studying artefacts, historians attempt to find centres of production by looking for discarded materials like stones, shells and beads.</p> <p>What could be a potential problem faced by historians while studying products like straw baskets, vegetable dyes and products made from animal hide?</p> <p>A. Artefacts made from soft material do not form occupational debris or mounds.</p> <p>B. These are raw materials that would not have been discarded directly.</p> <p>C. These artefacts cannot be dated using modern technologies.</p> <p>D. Organic materials may decompose before being excavated.</p>
	Q.10	<p>Public goods are those goods that can be accessed by all, irrespective of whether they pay for them or not. Which of the following will <u>DEFINITELY</u> be a Harappan equivalent of public good?</p> <p>A. the courtyard of a Harappan house</p> <p>B. The Lower Town</p> <p>C. The Great Bath</p> <p>D. The Citadel</p>
	Q.11	<p>Which of these pieces of evidence indicate the end of the Harappan civilisation?</p> <p>A. destruction of the drainage system</p> <p>B. Western influences on script and seals</p> <p>C. the use of standardised weights for measurement</p> <p>D. the disappearance of distinctive artifacts of the region</p>
	Q.12	<p>There are two statements given below, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.</p> <p>Assertion (A): Historians believe that the Harappan civilisation was highly literate.</p> <p>Reason (R): Writing has been found in many everyday objects such as seals, copper tools, jewellery, and terracotta tablets in the Harappan region.</p> <ul style="list-style-type: none"> • Both A and R are true, but R is not the correct explanation for A. • Both A and R are true, and A is the correct explanation for R. • A is true, but R is false. • A is false, but R is true.

Q.13



- (a) Mention any two features about the Harappan script from the seal shown in the above image.
- (b) What was the possible purpose of B as interpreted by historians?

Q.14

In the present day, cities undergo some form of planning before they are created. Explain why historians compared Mohenjodaro to present-day cities in terms of planning.

Q.15

Namana is trying to understand about the agriculture innovations done by the Harappans.

Mention one Harappan agriculture practice each that can be derived from the following archaeological sources:

- a) water reservoir at Dholavira
- b) a terracotta bull

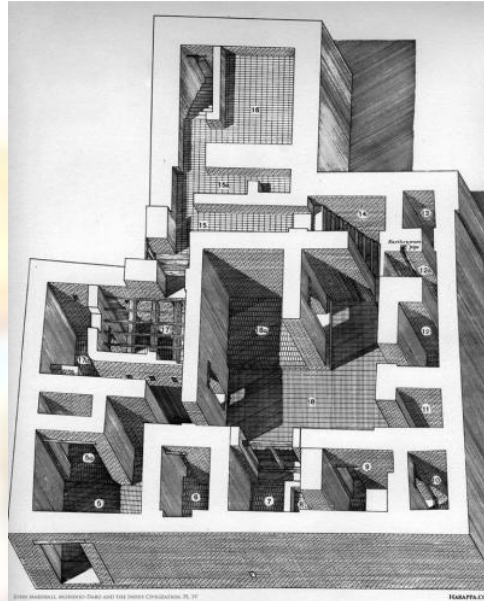
Q.16

Archaeologists have been able to reconstruct the dietary practices and the different types of grains that were eaten by the Harappans.

State one source from which this could be reconstructed.

Q.17

Identify and explain the features of the Harappan structure given below.



Q.18

Mention two features that are common to the citadel and the lower town in Mohenjodaro.

Q.19

'Archaeologists generally use certain strategies to find out whether there were social or economic differences amongst people living within a particular culture.' Mention any two strategies that are used to do this.

Q.20

Archaeologists have found gold jewellery at a location during the excavation of Harappan civilisation.

Where did they MOST LIKELY find it?

Q.21

An archaeologist is analysing raw materials, tools, unfinished projects and waste material found in the various sites of the Harappan civilisation. She is especially focussing on the waste material.

What is she trying to identify?


Q.22

(a) Identify the artefact given below.

(b) State one way in which this artefact was MOST LIKELY to be used in the Harappan civilisation.



Q.23	<p>Archaeologists have found a place which was used for a special ritual bath in the Harappan civilisation.</p> <p>Which part of the city is it <u>MOST LIKELY</u> to be in?</p>
Q.24	<p>How do we know that the Harappan civilization had trade contacts with Oman?</p>
Q.25	<p>Archaeologists have found a copper mirror and a few beaded ornaments in a burial chamber in Harappa. Along with these, they have also found shards of faience pots scattered around.</p> <p>What can these artefacts tell us about the person who was buried? Justify your answer.</p>
Q.26	<p>'The problems of archaeological interpretation are perhaps most evident in attempts to reconstruct religious practices of the Harappan civilisation.'</p> <p>Explain this statement with examples wherever necessary.</p>
Q.27	<p>Explain the different approaches used for the classification of found objects by archaeologists, with examples from the Harappan ruins.</p>
Q.28	<p>'John Marshall's time as Director-General of the ASI marked a major change in Indian archaeology.'</p> <p>Critically analyse this statement.</p>

Q.29	<p>'The archaeological evidence shows that the Harappan civilisation had a flourishing, vibrant craft production.'</p> <p>Discuss the two ways in which the people of the Harappan civilization procured raw materials for this enterprise. Give examples of archaeological and textual evidence to show that overseas trade was also practiced in aid of this enterprise.</p>
Q.30	<p>Archeologists had different interpretations of the depiction of power in the Harappan civilization. Discuss in detail the various theories used to describe this with examples of sources.</p>
Q.31	<p>Give four pieces of evidence that tell us about the changes that marked the end of the Harappan civilisation.</p>
Q.32	<p>Present four pieces of evidences that support the theory that the Harappan civilisation was ruled by a single state.</p>
Q.33	<p>Identify the structure shown below.</p>  <p>State two reasons why scholars suggest that it had a special purpose in the Harappan Civilisation.</p>

CH-2(KINGS, FARMERS AND TOWNS: Early states and economies)

Q.1	<p>Which of the following is <u>NOT</u> one of the sixteen <i>mahajanapadas</i>?</p> <p>A. Vajji</p> <p>B. Avanti</p> <p>C. Koshala</p> <p>D. Ayodhya</p>
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Free Response Question/ Subjective Type

Q.2

Examine this coin from the Kushana empire.



- (a) Identify the images A and B on the coin and the time period they belong to.
- (b) What does this coin tell you about the portrayal of rulers?

Q.3

The ruler of the Magadha *mahajanapada* has a doubt regarding tax collection. Which literature from 6th century BCE should he refer to clarify this?

Q.4

Historians have used a variety of sources to reconstruct the history of the Mauryan Empire. Support this statement by giving two sources.

Q.5

'Once the kings and chiefs attained power, they attempted to claim social status in a variety of ways.'
State two ways in which the new kings who emerged between 1st century BCE to 1st century CE try to achieve this

Q.6

"The perception of the kings and nobles varied across the social groups in a kingdom and understanding about these perceptions give us insights into the relationship dynamics between various groups."
How did the perception of common people change towards the kings and nobles as part of changes in the countryside in the first millennium CE? (2)
State the ways in which historians drew these conclusions. (1)

Q.7	<p>One inscription from the 5th century CE describes a grant of land from a queen to a Brahmana. A part of the inscription reads:</p> <p>'Prabhavati Gupta... commands the gramakutumbinas (householders/peasants living in the village), Brahmanas and others living in the village of Dangun.. Be it known to you that we have.. donated this village to the Acharya (teacher) Chanalasvamin... You should obey all (his) commands'</p> <p>The inscription goes on to mention what exemptions in taxation the queen will make on the different things being produced by the peasants in the land.</p> <p>Using features of this inscription how can we reconstruct the power relations that existed during the time between royals and others?</p>
Q.8	<p>How is the relationship between cultivators and the monarchy perceived by historians on the basis of land grants? State any three points.</p>
Q.9	<p>In the sixth century BCE, a farmer by the name of Maithri lived in a village on the banks of the Ganga. She wanted to increase her crop yields.</p> <p>Identify the two biggest obstacles Maithri would face as she attempted to enhance her agricultural productivity during that era.</p>
Q.10	<p>How was Asoka unique in the way he communicated his messages to his subjects and officials?</p>
Q.11	<p>a) What archaeological sources have been found in several urban areas of the subcontinent from c. sixth century BCE?</p> <p>b) What can they tell us about the urban populations in the urban centres that emerged at that time?</p>
Q.12	<p>Based on gold coins unearthed in India, write two insights about trade in the early common era. What are two possible reasons for the drop in coin usage after the sixth century?</p>
Q.13	<p>Historians do not consider inscriptions as a complete source in itself and often use other sources to complement the evidence. Why do historians do so?</p>
Q.14	<p>Give one theory for why rulers adopted the practice of land grants in the early centuries of the common era.</p>

Q.15	Kabir is studying some inscriptions of a particular period found relatively close together. The inscriptions do not mention the ruler who issued them. How can Kabir identify if the inscriptions are from the same ruler?
Q.16	Kushana rulers built colossal statues of themselves. What could have been the reason for this?
Q.17	Historians have tried to understand the issues of common people by examining oral tales that were committed to writing in anthologies. One common theme in these stories was the wicked king who collected exorbitant taxes. These stories might reflect the reality of the time, where kings were probably trying to collect more taxes from their subjects. a) Describe the innovations in agriculture made in the first half of the common era in India due to the rise in taxes. b) What evidence do we have from the literature that proved high taxes led to increased inequality within the society?
Q.18	What are the two approaches to deciphering inscriptions used by historians? Explain both with an example each.
Q.19	Between the 6th and 4th centuries BCE, explain how the availability of resources helped a region become more powerful than others. Give relevant examples.
Q.20	Classify the primary and secondary sources that helped the historians in understanding the Mauryan Empire.
Q.21	'Communication from the central capital to the capitals of provinces was vital for the existence of the Mauryan empire.' Why were provincial capitals important to the Mauryan empire? How was communication between the central capital and provinces accomplished?
Q.22	Who was Prabhavati Gupta? Why was she an outlier to existing land grant rules of the Deccan region?
Q.23	State three key characteristics of votive inscription.

CH-3(KINSHIP, CASTE AND CLASS: Early societies)

	Q.1	<p>What is the primary reason why the <i>chandalas</i> were considered untouchables and forced to live outside the city?</p> <p>A. their religious customs B. their occupation C. their food habits D. their skin colour</p>
	Q.2	<p>What is the impact of the recreation of the Mahabharata that was prepared by V.S. Sukthankar on the way we construct social histories today?</p> <p>A. Not all historical texts are important to the studying of history. B. The first historical record is the most accurate because over time, records tend to vary. C. Historical texts should be questioned on the grounds of the power structures that existed during the time. D. Historical texts from one region should be assessed on their own and not together with texts found in other regions.</p>
Free Response Question/ Subjective Type		
	Q.3	How was endogamy practised through <i>gotras</i> ?
	Q.4	<p>The Shastras state that Kshatriyas should be kings. Was political power transferred on the basis of the rulers being Kshatriya? Give two examples to support your answer.</p>
	Q.5	How was the patrilineal succession discriminatory against women?
CH-4(THINKERS, BELIEFS AND BUILDINGS: Cultural developments)		
	Q.1	<p>Which of the following forms of social discrimination does the excerpt hint at?</p> <p>A. caste B. racial C. gender D. religious</p>

Free Response Question/ Subjective Question

Q.2

How did Buddhism and Jainism challenge existing Brahminical ideas and customs? Describe in 3 points.

Q.3

“Early sculptors did not show the Buddha in human form”.

Given this statement, answer the following.

- (a) How did early sculptors depict the Buddha?
- (b) Give one advantage and one disadvantage of depicting a religious leader in human form.

Q.4

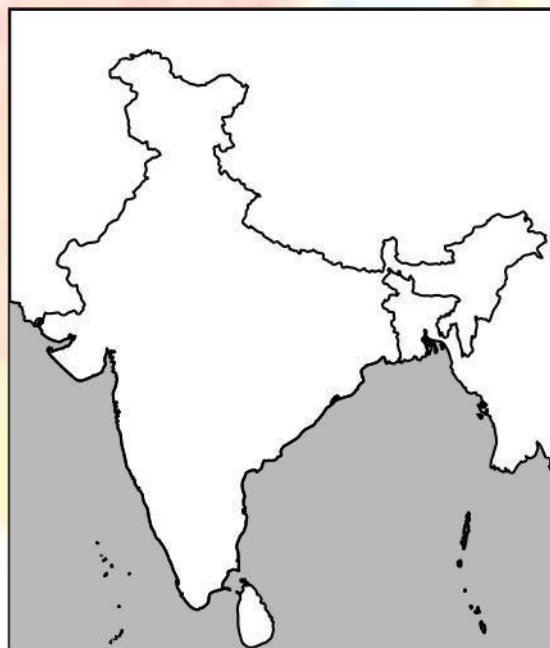
- (a) Describe in 30-40 words the varied followers that Buddhism had.
- (b) Why do you think Buddhism appealed to a wide section of people? Give 3 points.

Q.5

- (a) Compare the responses of H.H. Cole with the responses of other British officials on encountering the ruins of the stupa at Amaravati?
- (b) What was the significance of Cole's view?

Q.6

Shahjehan Begum took special measures to protect and develop what ancient site? Locate it on the map given below.



	Q.7	<p>"Be lamps unto yourselves as all of you must work out your own liberation."</p> <p>Explain Buddha's philosophy in light of the above statement.</p>
	Q.8	<p>What is the similarity between Mahavira's teachings and Mahatma Gandhi's philosophy? How is Mahavira's teaching different?</p>
<p>CH-6(BHAKTI-SUFI TRADITIONS: Changes in Religious Beliefs and Devotional Texts)</p>		
	Q.1	<p>Zainab is writing an assignment on the integration of "great" and "little" traditions first proposed by Robert Redfield.</p> <p>Which of the following examples about tribes in India should she include in the assignment?</p> <p>A. Meches tribe had to move away from their native villages to urban centers for jobs.</p> <p>B. Totos tribe started using modern means of communication like radio and television.</p> <p>C. Rabhas tribe's younger generation speak only Bengali instead of their Cochakrow language.</p> <p>D. Drukpa tribe holds a strong belief on Goddess Mahakal who is similar to the Hindu Devi Kali.</p>
	Q.2	<p>Which of the following is TRUE about Tantric practice?</p> <p>A. Women did not have access to perform or participate in these rituals in any form.</p> <p>B. Caste and class differences were ignored in the context of the ritual.</p> <p>C. The principal deities were Agni, Indra and Soma.</p> <p>D. The authority of the Vedas is not questioned.</p>

Q.3

'The Bhakti movement in India played an important role in laying the foundation for a reconfiguration of society on more equitable lines.' Which of the following supports this statement?

- A. The rich were forced to redistribute their wealth to the poor.
- B. Rituals and practices like idol worshipping were highly encouraged.
- C. Insisted on using only Sanskrit as their medium to write songs and hymns.
- D. Women and people from lower castes were acknowledged and accommodated.

Q.4

'The Bhakti philosophy always had a streak of resistance along with the feelings of intense devotion through it which could be seen in the writings of Alvars and Nayanars who protested against the caste system.'

Which of the following is an example that explains the statement given above?

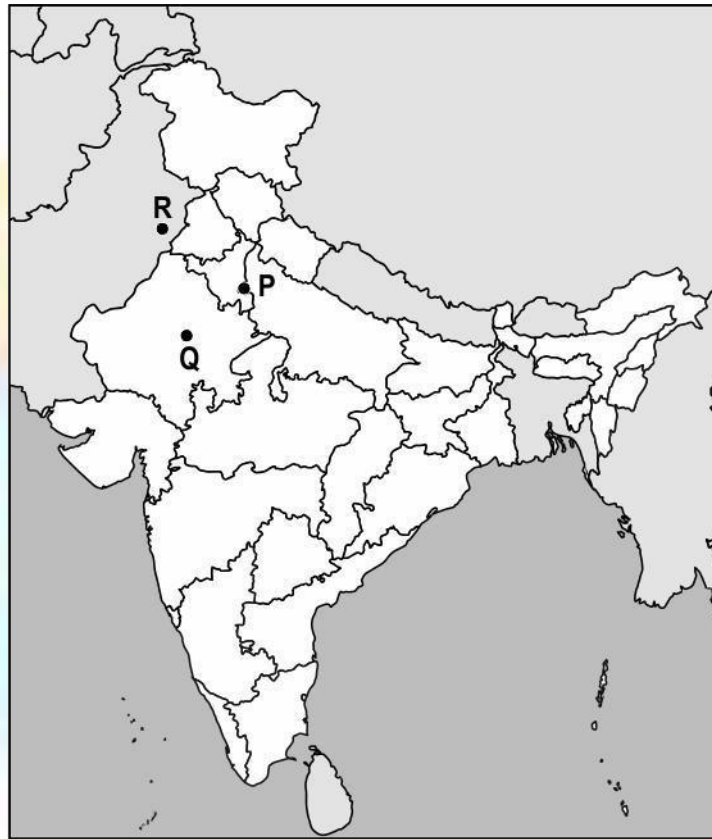
- A. Chetan Bhagat, a popular novelist who writes in English
- B. Sambhaji Bhagat, a poet from Maharashtra writes songs on Dalit issues
- C. Kailash Sathyarathi, a social reformer who campaigns against child labour
- D. KR Narayanan, who was the first dalit person to become the President of

India

	Q.5	<p>Given below is a vachana composed by Basavanna, who led a new movement in Karnataka.</p> <p><i>The rich will make temples for Shiva.</i></p> <p><i>What shall I, a poor man, do?</i></p> <p><i>My legs are pillars,</i></p> <p><i>The body the shrine,</i></p> <p><i>The head a cupola of gold.</i></p> <p><i>Listen, Koodalasangama Deva,</i></p> <p><i>Things standing shall fall,</i></p> <p><i>But the moving ever shall stay</i></p> <p>Based on the information given above, which of the following is <u>TRUE</u> for the Bhakti movement that took place in Karnataka?</p> <p>A. Lingayats encouraged people to migrate to other kingdoms.</p> <p>B. Lingayats were more equitable and consisted of poor people.</p> <p>C. Only the poor Lingayat people prayed to the Koodalasangama Deva.</p> <p>D. The Lingayats believed only in Koodalasangama deva and not Lord Shiva.</p>
	Q.6	<p>Which of the following examples does <u>NOT</u> depict a blend of the universal faith with a local tradition with respect to practice of Islam in India?</p> <p>A. The followers of Islam accepted the five pillars of the faith.</p> <p>B. Malayalam was adopted by the Arab Muslim traders who settled in Kerala.</p> <p>C. The building material of mosques were different across different geographies.</p> <p>D. The ideas of Quran were spread through devotional poems that were sung in special ragas.</p>
	Q.7	<p>Which of the following is common between Sufism and the Bhakti tradition?</p> <p>A. Both did not consist of music and singing.</p> <p>B. Both literary traditions did not adopt local languages.</p> <p>C. Both believed in reviving rituals and orthodox practices.</p> <p>D. Both did not appeal only to the higher ranks of the society.</p>

Q.8

Observe the three locations P, Q and R marked on the map given below.



Which of the following statements about these TRUE?

- A. All are temples associated with a form of goddess.
- B. All are temples associated with Lord Shiva.
- C. All are dhamma stupas built by Ashoka.
- D. All these are major Sufi shrines.

Q.9

There are two statements given below, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Assertion (A): The twelfth-century north India saw a rise of religious leaders who did not particularly belong to the orthodox Brahminical backgrounds.

Reasoning (R): People began valuing the sermons of sages who belonged to the prospering artisans and trading communities of the time. A.A is true but R is false.

- B. A is false but R is true.
- C. Both A and R are true and R explains A.
- D. Both A and R are true but R does not explain A.

Q.10

Merchants from the Persian Gulf and other Arabic countries used to sail through the red sea to the nearest Indian ports and settle there accordingly in the first millennium C.E., while Central Asian people settled in the north-

	<p><i>western parts of the subcontinent during the same period.</i></p> <p>According to the above information, which of the following coasts in India today are LESS likely to have a middle Eastern Arab ancestry?</p> <p>A. Coromandel</p> <p>B. Malabar</p> <p>C. Konkan</p> <p>d. Kutch</p>
Q.11	<p>Nizamuddin Auliya, also known as Hazrat Nizamuddin was one of the most famous Muslim scholars and Sufi saints from the Indian subcontinent.</p> <p>Which of the following is TRUE about him?</p> <p>A. was referred to as '<i>be-sharia</i>'</p> <p>B. belonged to the cult of shaikh</p> <p>C. adopted mendicancy</p> <p>D. scorned khanqah</p>
Q.12	<p>As portrayed in the first few lines of the poem, Ammaiyar uses some intense descriptions to illustrate the demoness.</p> <p>Which of the following issues did she PRIMARILY attempt to challenge through these lines?</p> <p>A. gender norms</p> <p>B. women's virtuosity</p> <p>C. religious prejudices</p> <p>D. caste discrimination</p>
Q.13	<p>State three ways in which the Alvars and Nayanars created social change.</p>
Q.14	<p>Kabir's work reflected elements of various religions and traditions.</p> <p>Support the assertion that Kabir drew from the traditions of varied religions for his art.</p>
Q.15	<p>Read the following verse-</p> <p><i>'What can Mewar's ruler do to me?</i></p> <p><i>If God is angry, all is lost,</i></p> <p><i>But what can the Rana do?'</i></p> <p>Who is <u>MOST LIKELY</u> to be the writer of this verse? What events led to the author to have this opinion about Mewar's ruler?</p>

	Q.16	What was the meaning of the terms “great” and “little” traditions that Robert Redfield coined in the 20th century? Why do historic scholars use quotation marks while referring to these terms?
	Q.17	(a) The <i>khanqah</i> built by Shaikh Nizamuddin was ‘the centre of social life’. Justify this statement. (b) List two initiatives that the Shaikh Nizamuddin’s <i>khanqah</i> undertook to help the community.

IT	<p>Revise Ls-1,2,3</p> <p style="text-align: center;"><u>Model</u></p> <p style="text-align: center;"><u>ICT WORKING MODEL(Diljeet & Prachi)</u></p> <p style="text-align: center;"><u>Reference link</u></p> <p style="text-align: center;">https://youtu.be/e_6bRjnFNnE?si=9vT_Oq06TmESGs7SAssignment</p> <p>Q1. A _____ is a set of formats that you can apply to selected pages, text, frames.</p> <p>a. Style b. Template c. Image d. Graphics</p> <p>Q2. Which of the following styles is not offered by OpenOffice.org?</p> <p>a. Page Style b. Frame Style c. Presentation Style d. Video Style</p> <p>Q3. Which style affect the selected text such as font size, bold and italics format?</p> <p>a. Cell Styles b. Numbering Styles c. Character Styles d. Frame Styles</p> <p>Q4. Styles and Formatting Window is available in _____ menu.</p> <p>a. Format b. Insert c. Tools d. View</p> <p>Q5. When Fill Format mode is active, _____ click undo last Fill Format action.</p> <p>a. right and left b. left c. right d. None of the above</p> <p>Q6. Shortcut to copy image is ctrl + _____</p> <p>a. V b. X c. C d. None of the above</p>
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Q7 .To open insert picture dialog box, click on _____ menu.

- a. Format b. Insert c. View d. Tools

Q8.What is the full form of HTML?

- a. Hyper Text Markup Language b. Hyper Text Main Language
c. Higher Text Markup Language d. None of these

Q9. What can one do to acquire positivity?

- a) Keep the negative thoughts away b) Practice yoga
c) Breathing exercises d) Stay away from comparison

10. _____ means combining data in a spreadsheet from different worksheets into master worksheet.

- a. Hyperlinks b. Consolidating c. Linking d. Filter

11. Anshuman believes that he can do any task and also he is not scared of taking risk. This shows that he is _____

- a) Self-Aware b) Self-Motivated
c) **Self-Confident** d) Problem Solving

12. Hema holds the title of chartered accountant. On a daily basis, she used to keep track of the accounts on a spreadsheet. There are a number of steps that she must follow at all times. Can you recommend a spreadsheet feature that will allow her to complete these activities quickly and without having to repeat the processes each time?

- a. Record Changes b. Track Changes c. Goal Seek d. Using
Macros

13. Raj has produced a worksheet in which he has entered all of his employees' details. He wants each employee to look over the spreadsheet and, if necessary, change their address and phone number. He'd also like to know what modifications his employees have made. Which aspect of the spreadsheet should he enable so that he can view the changes that his staff have made?

- a. Macro b. Link Workbook c. Change Worksheet d. Track
Changes

	<p>14. Direction: In the questions given below, there are two statements marked Assertion (A) and Reason (R). Choose the correct option out of the choices given below in</p> <p>Assertion (A): Verbal communication takes place in real time</p> <p>Reason (R): Written communication is synchronous in character as it a</p> <p>a.Both (A) and (R) are correct and (R) is the correct explanation of (A). b. Both (A) and (R) are correct and (R) is not the correct explanation of (A). c.(A) is true and (R) is false d. (R) is true and(A) is false.</p> <p>15. GUI stands for</p> <p>a. Group User Interface b. Graphical Utility Interface c. Graphical User Interface d.Guided User Interface</p>
Physical Education	<p>Complete the below mentioned practical in your practical file:</p> <p>1.Athletic Track(400m) 2.One Game of your choice. Draw the diagram. 3. Five any Yoga Asanas. 4.Shot Put(Circle) 5.Long Jump (Pit)</p>
Music	<p>Complete Project file as per shared in class groups.</p>

हिंदी	<p>निर्देश :- सारा कार्य अपनी अभ्यास पुस्तिका में करें।</p> <ul style="list-style-type: none"> • कार्य करते समय दिखाई का विषय ध्यान रखें। • चार्ट साफ - साफ होने चाहिए। <p>(खंड - अ)</p> <ol style="list-style-type: none"> 1 व्यावहारिक व्याकरण के अंतर्गत पत्रकारिता के विभिन्न आयाम के सभी प्रश्न उत्तरों को पुस्तिका में लिखें। 2 किसी भी विषय पर दो औपचारिक पत्र लिखें। 3 कक्षा में करवाए गए संपूर्ण कार्य की दोहराई करें। <p>(खंड - ब)</p> <p>चार्टस</p> <ol style="list-style-type: none"> 1 रोल नंबर 1 से 9 तक - 'पत्रकारिता' विषय पर एक सचित्र चार्ट बनाएं 2 रोल नंबर 10 से 17 तक - कवि 'सूर्यकांत त्रिपाठी निराला' के जीवन की जानकारी देते हुए एक सचित्र चार्ट बनाएं <p>(खंड - ज)</p> <p>परियोजना कार्य</p> <ol style="list-style-type: none"> 1 निम्नलिखित गद्यांश को ध्यानपूर्वक पढ़कर नीचे दिए गए प्रश्नों के उत्तर दीजिए। <p>भाषा का एक प्रमुख गुण है- सृजनशीलता। हिंदी में सृजनशीलता का अद्भुत गुण है। अद्भुत क्षमता है, जिससे वह निरंतर प्रवाहमान है। हिंदी ही ऐसी भाषा है, जिसमें समायोजन की पर्याप्त और हिंदी जिस अधिकार और सहजता से ग्रहण करती है। जादुई शक्ति है। अन्य भाषाओं उससे हिंदी की और संस्कृतियों के शब्दों को संभावनाएँ प्रशस्त होती हैं। हिंदी के लचीलेपन ने अनेक भाषाओं के शब्दों को ही नहीं, उनके सांस्कृतिक तेवरों को भी अपने में समेट लिया है। यही कारण है कि हिंदी सामाजिक संस्कृति तथा विविध भाषा-भाषियों और धर्मावलंबियों की प्रमुख पहचान बन गई है। अरबी, फ़ारसी, तुर्की, अंग्रेजी आदि के शब्द हिंदी की शब्द-संपदा में ऐसे मिल गए हैं, जैसे वे जन्म से ही इसी भाषा परिवार के सदस्य हो। यह समाहार उसकी जीवंतता का प्रमाण है।</p> <p>आज हम परहेज़ी होकर, शुद्धतावाद की जड़ मानसिकता में कैद होकर नहीं रह सकते। सूचना क्रांति, तकनीकी विकास और वैज्ञानिक आविष्कारों के दबाव ने हमें सबसे संवाद करने के अवसर दिए हैं। विश्व-ग्राम को संकल्पना से हिंदी को निरंतर चलना होगा। इसके लिए आवश्यक है- आधुनिक प्रयोजनों के अनुरूप विकास और भाषा एवं</p>
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लिपि से संबंधित यांत्रिक साधनों का विकास। इंटरनेट से लेकर बाजार तक, राजकाज से लेकर शिक्षा और न्याय के मंदिरों तक हिंदी को उपयोगो और कार्यक्षम बनाने के लिए उसका सरल-सहज होना आवश्यक है और उसकी ध्वनि, लिपि, शब्द-वर्तनी, वाक्य-रचना आदि का मानकीकृत होना भी आवश्यक है। यदि सरकार की तत्परता के साथ हम जनता की दृढ़ इच्छाशक्ति, सजगता और सचेष्टता को जोड़ दें, तो वह दिन दूर नहीं, जब हिंदी अंतर्राष्ट्रीय सरहदों में भारत का प्रतिनिधित्व करेगी।

(क) हिंदी की संभावनाएं कैसे प्र प्रशस्त होती गई हैं?

(i) अन्य भाषाओं के शब्दों को सहजता से ग्रहण करने से

(ii) अपने सांस्कृतिक स्वरूप से

(iii) अपनी तटस्थता के लिए

(iv) अन्य भाषाओं को तुच्छ समझकर

(ख) हिंदी में लचीलेपन के कारण क्या किया?

(i) केवल अन्य भाषा के शब्दों को ग्रहण किया

(ii) अन्य भाषाओं के शब्दों व सांस्कृतिक त्योहारों को अपने में समेट लिया

(iii) अपनी सामाजिक पहचान को बनाए रखा

(iv) दूसरी भाषाओं को अधिक महत्व दिया

(ग) 'संकल्पना' शब्द का तात्पर्य है ?

(i) समता

(ii) सहजता

(iii) अवधारणा

(iv) संभावना

(घ) हिंदी भाषा के संदर्भ में शुद्धतावादी होने से क्या तात्पर्य है?

(i) गैर हिंदी भाषण के शब्दों को ग्रहण करना

(ii) हिंदी की बालियां और उनके शब्दों की प्रधानता देकर हिंदी का विकास करना

(iii) (i) और (ii) दोनों

(iv) केवल हिंदी को महत्व देना

(ङ) हिंदी अंतर्राष्ट्रीय सीमाओं में भारत का प्रतिनिधित्व कब करेगी?

(i) जब सरकार की तत्परता होगी

(ii) जब जनता की इच्छाशक्ति होगी

(iii) जब सरकार की तत्परता के साथ जनता की दृढ़ इच्छा शक्ति को हिंदी से जोड़ देंगे

(iv) जब हिंदी को अधिक महत्व मिलने लगेगा

व्याकरण

सही विकल्प का चयन कीजिए-

2 जन्माष्टमी द्वारा प्रयोग में ले जाने वाले संचार के आधुनिक माध्यमों में सबसे प्राचीन माध्यम है?

- (i) मुद्रित माध्यम
- (ii) रेडियो
- (iii) टेलीविजन
- (iv) इंटरनेट

3 पाठकों की व्यापक रुचियां को ध्यान में रखते हुए उनकी जिज्ञासा शांत करते हुए मनोरंजन करने हेतु किया जाता है?

- (1) सामान्य लेखन
- (ii) विशेष लेखन
- (iii) समाचार लेखन
- (iv) कहानी लेखन

4 विशेष संवाददाता किसे कहते हैं?

- (i) जो सामान्य रिपोर्टिंग करते हैं
- (ii) जो विशेष प्रकार की रिपोर्टिंग करते हैं
- (iii) जो आर्थिक क्षेत्र में रिपोर्टिंग करते हैं
- (iv) जो खेल से संबंधित रिपोर्टिंग करते हैं

5 प्रसार भारती का गठन किस समिति की अनुशंसा पर किया गया था?

- (i) गायडर समिति
- (ii) वर्गीज समिति
- (iii) मेहता समिति
- (iv) नरिमन समिति

6 भारत का कौन सा समाचार पत्र इंटरनेट पर उपलब्ध है?

- (i) हिंदुस्तान टाइम्स
- (ii) हिंदू
- (iii) टाइम्स ऑफ़ इंडिया
- (iv) ये सभी

7 किस घटना की सूचना देने और उसके दृश्य दिखाने के साथ प्रत्यक्षदर्शियों कथन दिखा सुना कर समाचार की प्रमाणिकता के साथ प्रस्तुत करना क्या कहलाता है?

- (i) न्यूज़ रिपोर्टिंग
- (ii) एंकर बाइट
- (iii) बीट्स
- (iv) क्लॉस न्यूज़

8 किसी भी समाचार पत्र के लिए स्वतंत्र रूप से लिखकर पारिश्रमिक प्राप्त करने वाले पत्रकार कहलाते हैं?

- (i) फ्रीलांसर पत्रकार

- (ii) संपादकीय
- (iii) बीट रिपोर्टर
- (iv) विशेष संवाददाता

9 पत्रकारिता का मूल तत्व है

- (i) नई सूचनाएं प्रदान करना
- (ii) मनोरंजन करना
- (iii) टिप्पणी करना
- (iv) पाठक वर्ग तैयार करना

(10) पत्रकार की बैसाखियां किसे कहा जाता है

- (i) सत्यता
- (ii) संतुलन
- (iii) निष्पक्षता
- (iv) ये सभी

पाठ्य पुस्तक

(11) 'सिल्वर वेडिंग' कहानी में बुजुर्गों के प्रति कम होती सम्मान की भावना क्या व्यक्त करती है?

- (i) नई पीढ़ी की नई सोच को
- (ii) बुजुर्गों के प्रति उनके दायित्व बोध को
- (iii) हास्य पर जाते मानवीय मूल्यों को
- (iv) समाज के नवीन पक्ष को

(12) पार्टी के दिन यशोधर बाबू अपनी शाम की पूजा का समय क्यों बढ़ा देते हैं?

- (i) क्योंकि वे चाहते हैं कि पार्टी में आए लोग खा-पी कर जाएं
- (ii) क्योंकि उसे दिन उनका व्रत था
- (iii) क्योंकि वे लोगों से नज़रें चुराना चाहते थे
- (iv) क्योंकि उस दिन वे जल्दी घर आ गए थे

(13) 'सिल्वर वेडिंग' कहानी में यशोधर बाबू ऑफिस के माहौल का तनाव कैसे कम करते हैं?

- (i) ऑफिस में चाय समोसे मंगा कर
- (ii) ऑफिस से जाते समय चुटीली बात करके
- (iii) ऑफिस के कर्मचारियों से पूरी तरह घुल-मिलकर
- (iv) ऑफिस का काम घर से करके

(14) यशोधर बाबू ऑफिस में दिनभर के शुष्क व्यवहार का निराकरण कैसे करते हैं?

- (i) छुट्टी का समय चलते-चलते जूनियरों से कोई मनोरंजक बात करके

- (ii) छुट्टी का समय एक कप चाय पीकर
- (iii) ऑफिस की सुस्त घड़ी को सही करके
- (iv) ऑफिस के कर्मचारियों को चाय पिलाकर

(15) यशोधर बाबू ऑफिस से छुट्टी के बाद जल्दी घर पहुंचना पसंद क्यों नहीं करते थे?

- (i) अपने व्यवहार के कारण
- (ii) पत्नी और बच्चों से हर छोटी बड़ी बात में मतभेद होने के कारण
- (iii) ऑफिस में अतिरिक्त काम करने के कारण
- (iv) बाहर के वातावरण में शांति प्राप्त करने के कारण

(16) 'बाजार दर्शन' पाठ के आधार पर बताइए कि पैसे की पावर का रस किन दो रूपों में प्राप्त किया जाता है?

(17) "भक्ति अच्छी है, यह कहना कठिन होगा, क्योंकि उसमें दुर्गुणों का अभाव नहीं" लेखिका ने ऐसा क्यों कहा होगा?

(18) 'पतंग' कविता में कवि ने बच्चों को कपास की तरह कोमल बताया है तथा उनके पैरों को 'बेचैन' का है कारण स्पष्ट कीजिए?

(19) 'कैमरे में बंद अपाहिज' कविता को आप करुणा की कविता मानते हैं या क्रूरता की कविता मानते हैं तर्क सम्मत उत्तर दीजिए।

(20) 'कैमरे में बंद अपाहिज' कविता में कविता के शीर्षक की सार्थकता सिद्ध कीजिए।