

HOLIDAY

HOMework

CLASS-

XII-Commerce

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-Commerce

| 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) 00 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 rag picking. 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

| | |
|--------------------|--|
| | <p>(iv) All the above</p> <p>(d) The message given through the title ' Keeping Quiet' by Pablo Neruda is</p> <p>(i) people will get much needed time for rest</p> <p>(ii) there will be no rush and hurry</p> <p>(iii) people will have time to introspect</p> <p>(iv) all of these</p> |
| Accountancy | <p>1. Do assignment No. 1 and No.2</p> <p>2. Revise chapters</p> <p>(i) Accounting for partnership Firms- Fundamentals.</p> <p>(ii) Change in Profit Sharing Ratio among the existing partners.</p> <p>(iii) Admission of a partner</p> |

Class XII
ACCOUNTANCY
ASSIGNMENT NO:1

1. Features of a partnership firm are :

- (A) Two or more persons are carrying common business under an agreement.
- (B) They are sharing profits and losses in the fixed ratio.
- (C) Business is carried by all or any of them acting for all as an agent.
- (D) All of the above.

2. Following are essential elements of a partnership firm except:

- (A) At least two persons
- (B) There is an agreement between all partners
- (C) Equal share of profits and losses
- (D) Partnership agreement is for some business.

3. In case of partnership the act of any partner is :

- (A) Binding on all partners
- (B) Binding on that partner only
- (C) Binding on all partners except that particular partner
- (D) None of the above

4. Which of the following statement is true?

- (A) a minor cannot be admitted as a partner
- (B) a minor can be admitted as a partner, only into the benefits of the partnership
- (C) a minor can be admitted as a partner but his rights and liabilities are same of adult partner
- (D) none of the above

5. What should be the minimum number of persons to form a Partnership :

- (A) 2
- (B) 7
- (C) 10
- (D) 20

6. Number of partners in a partnership firm may be :

- (A) Maximum Two
- (B) Maximum Ten
- (C) Maximum One Hundred
- (D) Maximum Fifty

7. Liability of partner is :

- (A) Limited
- (B) Unlimited
- (C) Determined by Court
- (D) Determined by Partnership Act

8. Which one of the following is NOT an essential feature of a partnership?

- (A) There must be an agreement
- (B) There must be a business
- (C) The business must be carried on for profits
- (D) The business must be carried on by all the partners

9. Every partner is bound to attend diligently to his in the conduct of the business.

- (A) Rights
- (B) Meetings

10. Forming a Partnership Deed is :

- (A) Mandatory
- (B) Mandatory in Writing
- (C) Not Mandatory
- (D) None of the Above

11. In the absence of Partnership Deed, the interest is allowed on partner's capital:

- (A) @ 5% p.a.
- (B) @ 6% p.a.
- (C) @ 12% p.a.
- (D) No interest is allowed

12. In the absence of a partnership deed, the allowable rate of interest on partner's loan account will be :

- (A) 6% Simple Interest
- (B) 6% p.a. Simple Interest
- (C) 12% Simple Interest
- (D) 12% Compounded Annually

13. A and B are partners in partnership firm without any agreement. A has given a loan of ₹50,000 to the firm. At the end of year loss was incurred in the business. Following interest may be paid to A by the firm :

- (A) @5% Per Annum
- (B) @ 6% Per Annum
- (C) @ 6% Per Month
- (D) As there is a loss in the business, interest can't be paid

14. Which one of the following items cannot be recorded in the profit and loss appropriation account?

- (A) Interest on capital
- (B) Interest on drawings
- (C) Rent paid to partners
- (D) Partner's salary

15. On 1st June 2018 a partner introduced in the firm additional capital ₹50,000. In the absence of partnership deed, on 31st March 2019 he will receive interest :

- (A) ₹3,000
- (B) Zero
- (C) ₹2,500
- (D) ₹1,800

16. Is rent paid to a partner appropriation of profits?

- (A) It is appropriation of profit
- (B) It is not appropriation of profit
- (C) If partner's contribution as capital is maximum
- (D) If partner is a working partner.

17. Sangeeta and Ankita are partners in a firm. Sangeeta's capital is ₹70,000 and Ankita's Capital is ₹50,000. Firm's profit is ₹60,000. Ankita share in profit will be :

- (A) ₹25,000
- (B) ₹30,000
- (C) ₹35,000
- (D) ₹20,00

18. Net profit of a firm is ₹49,500. Manager is entitled to a commission of 10% on profits before charging his commission. Manager's Commission will be :

- (A) ₹4,950
- (B) ₹4,500
- (C) ₹5,500
- (D) ₹495

Class XII
ACCOUNTANCY
ASSIGNMENT NO: 2

1. Balance of partner's current accounts are :
 - (A) Debit balance
 - (B) Credit balances
 - (C) Debit or Credit balances
 - (D) Neither Debit nor credit balances

2. Interest on partner's capitals will be debited to :
 - (A) Profit and Loss Account
 - (B) Profit and Loss Appropriation Account
 - (C) Partner's Capital Accounts
 - (D) None of the Above

3. Interest on partner's drawings will be credited to
 - (A) Profit and Loss Account
 - (B) Profit and Loss Appropriation Account
 - (C) Partner's Capital Accounts
 - (D) None of the Above

4. For the firm interest on capital is :
 - (A) Capital Payment
 - (B) Capital Receipt
 - (C) Loss
 - (D) Income

5. On 1st April 2018, Ajay's Capital was ₹2,00,000. On 1st October 2018, he introduces additional capital of ₹1,00,000. Interest on capital @ 6% p.a. on 31st March, 2019 will be :
 - (A) ₹9,000
 - (B) ₹18,000
 - (C) ₹10,500
 - (D) ₹15,000

6. If date of drawings of the partner's is not given in the question, interest is charged for how much time
 - (A) 1 month
 - (B) 3 months
 - (C) 6 months
 - (D) 12 months

7. Vikas is a partner in a firm. His drawings during the year ended 31st March, 2019 were ₹72,000. If interest on drawings is charged @ 9% p.a. the interest charged will be :
 - (A) ₹324
 - (B) ₹6,480
 - (C) ₹3,240
 - (D) ₹648

8 .If a fixed amount is withdrawn by a partner on the last day of every month, interest on the total amount is charged for months :

- (A) 12
- (B) 6 1/2
- (C) 5 1/2
- (D) 6

9. If a fixed amount is withdrawn by a partner in the middle of every month, interest on the total amount is charged for months

- (A) 6
- (B) 6 1/2
- (C) 5 1/2
- (D) 12

10. If fixed amount is withdrawn by a partner on the first day of each quarter, interest on the total amount is charged for months

- (A) 4.5
- (B) 6
- (C) 7.5
- (D) 3

11. If a fixed amount is withdrawn by a partner on the last day of each quarter, interest on the total amount is charged for months

- (A) 6
- (B) 4.5
- (C) 7.5
- (D) 3

12. If a fixed amount is withdrawn by a partner in each quarter, interest on the total amount is charged for months

- (A) 3
- (B) 6
- (C) 4.5
- (D) 7.5

13. Sacrificing Ratio :

- (A) New Ratio – Old Ratio
- (B) Old Ratio – New Ratio
- (C) Old Ratio – Gaining Ratio
- (D) Gaining Ratio – Old Ratio

14. Gaining Ratio :

- (A) New Ratio – Sacrificing Ratio
- (B) Old Ratio – Sacrificing Ratio
- (C) New Ratio – Old Ratio
- (D) Old Ratio – New Ratio

Business Studies

Section -A (Project work)

Project Report on Principles of Management

The students are required to visit any one of the following:

1. A departmental store.
2. An Industrial unit.
3. A fast food outlet.
4. Any other organisation of your choice.

Students are required to observe the application of the general Principles of management advocated by Fayol.

1. Division of work.
2. Unity of command.
3. Unity of direction.
4. Scalar chain
5. Spirit de corps
6. Fair remuneration to all.
7. Order.
8. Equity.
9. Discipline
10. Subordination of individual interest to general interest.
11. Initiative.
12. Centralisation and decentralisation.
13. Stability of tenure.
14. Authority and Responsibility

Note:- The observations could be on the basis of The different stages of –

- *division of work resulting to specialisation.
 - *Following instructions and accountability of subordinates to higher authorities.
 - *Visibility of order and equity in the unit.
 - *Balance of authority and responsibility.
 - *Communication levels and pattern in the organisation.
 - *Methods and techniques followed by the organisation for unity of direction and coordination amongst all.
 - *Methods of wage payments followed. The arrangements of fatigue study.
 - *Derivation of time study.
 - *Derivation and advantages of method study.
 - *Organisational chart of functional foremanship.
 - *Any other identified in the organisation
- ** It is advised that students to prepare observation tools to be used for undertaking the project.

Examples; worksheets, questionnaire, interviews and organisational chart etc.

Section-B Assignment 1

Q1. The goal of Ravi Retail Stores is to increase sales and the goal of ' ADAPT ' organisation is to impart education to children with special needs. Management unites the efforts of different individuals in these organisations. It shows that management is aprocess.

Q2. The basic job ofis to establish coordination among different departments by keeping in view the. objectives of the organisation.

Q3. Policy formulation is the function of-

- (a) top level managers
- (b) middle level managers
- (c) operational managers
- (d) all of these.

Q4. Which of the following is not the function of management?

- (a) Staffing
- (b) Planning
- (c) Coordination
- (d) Directing

Q5. Which B.Com. degree is prerequisite to become a manager?

- (a) B.Com.
- (b) M.Com.
- (c) MBA
- (d) None of these

Q6. Mr. Jogesh Rana PCT Economics is the head of examination department. He is responsible for smooth conduct of internal exams. At which level of management, he is working?

- (a) Top Level
- (b) Middle level
- (c) Functional Level
- (d) Supervisory Level

Q7. In order to be successful, an organisation must change itself and its goals according to the needs of the environment. Regarding this we have the example of KVS. During the covid pandemic, online classes were started rather than offline classes by KVS. Evaluation was also carried out through online mode. Both Google Duo and Google Meet were used by the schools. Every teacher took the help of Google classrooms. Identify the characteristic of management mentioned in the above case.

- (a) Management is an intangible force
- (b) Management is a dynamic function.
- (c) Management is a group activity.
- (d) Management is a continuous process

Q8. Define the term coordination.

9. Read the following statements-Assertion (A) and Reason (R).

Assertion (A): Management does not meet the exact criteria of a profession. However, it does have some features of profession.

Reason (R): The entry in the management profession is restricted through acquiring a degree of MBA from any institute but there is no professional association to regulate the managers.

Choose one of the correct alternatives given below.

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

Q10. Mr. A is the production manager of X Ltd. He was able to produce the desired output but not within the stipulated time. In this case, the manager was-

- (a) effective only
- (b) efficient only

- (c) both effective and efficient
- (d) neither effective nor efficient

Q11. The Bar Council of India is a representative organisation of.....

Q12. Name the process of working with and through others to effectively achieve organisational objectives by efficiently using limited resources in a changing environment.

- (a) Management
- (b) Planning
- (c) Organising
- (d) Controlling.

Q13. Management is-

- (a) an art
- (b) a science
- (c) both art and science
- (d) neither (a) nor (b)

Q14. _____ is an important function of management as it ensures that right people with right qualifications are employed at the right place.

- (a) Organising
- (b) Planning
- (c) Staffing
- (d) Directing

Q15. Foremen and supervisors are _____

- (a) part of top level management
- (b) part of middle level management
- (c) part of operational management
- (d) no part of management

Q16. Arrange the following functions of management in correct sequence-

- (i) Staffing
- (ii) Directing.
- (iii) Planning-
- (iv) Organising
- (a) (iv), (ii), (iii), (i)
- (b) (i), (iii), (iv), (ii)
- (c) (ii), (i), (iv), (iii)
- (d) (iii), (iv), (i), (ii)

Q17. Statement 1: Coordination is required for carrying out the planning and organising functions of management, but staffing and directing can be performed without carrying out coordination.

Statement 2: Coordination is the orderly synchronising of efforts of the subordinates to provide proper amount, timing and quality of execution.

Alternatives:

- (a) Statement 1 is correct and statement 2 is not correct.
- (b) Statement 2 is correct and statement 1 is not correct.
- (c) Both the statements 1 and 2 are correct.
- (d) Both the statements 1 and 2 are not correct

Q18. ABC Group of companies decided to donate 3% of its profits to 'Child Rights and You (CRY) for improving the condition of children in India. This initiative by the company was highly appreciated by the public and their sales increased by 10%. Identify the objective of management in the given lines.

- (a) Social.
- (b) Organisational

- (c) Personal. (d) None of These

Q19. Choose the correct statement that suggest " Management as a universal phenomenon".

- (a) Depends on whether the organisation is a for-profit firm or non-profit organisation.
(b) Does not depend on nature or type of organisation
(c) Depends on whether the organisation is a partnership or a company.
(d) None of the above.

Q20. Statement 1: Management is termed as a 'Process.

Statement 2: Management involves a series of interrelated functions, such as planning, organising, staffing, directing and controlling.

Alternatives:

- (a) Statement 1 is correct and statement 2 is not correct.
(b) Statement 2 is correct and statement 1 is not correct.
(c) Both the statements 1 and 2 are correct.
(d) Both the statements 1 and 2 are not correct.

Q21. Ashutosh Goenka was working in 'Axe Ltd.', a company manufacturing air purifiers. He found that the profits had started declining for the last six months. Profit has an implication for the survival of the firm, so he analysed the business environment to find out the reason for this decline.

- a) Identify the level of management at which Ashutosh Goenka was working.
b) State three other functions being performed by Ashutosh Goenka.

Q22. What does the pyramid form of levels of management indicate?

Q23. Rishitosh Mukerjee has recently joined AMV Ltd., a company manufacturing refrigerators. He found that his department was under-staffed and other departments were not cooperating with his department for the smooth functioning of the organisation. Therefore, he ensured that his department has the required number of employees and its cooperation with other departments is improved.

- (a) Identify the level at which Rishitosh Mukerjee was working.
(b) Also, state three more functions required to be performed by Rishitosh Mukerjee at this level.

Q24. XYZ Power Ltd. set up a factory for manufacturing solar lanterns in a remote village as there was no reliable supply of electricity in rural areas. The revenue earned by the company was sufficient, so the company decided to increase production to generate higher sales. For this they decided to employ people from the nearby villages as very few job opportunities were available in that area. The company also decided to open schools and creches for the children of its employees.

Identify and explain the objectives of management discussed above.

Q25. The management of Shivam Ltd. strongly believes that the members of an organisation should work towards fulfilling the common organisational goals. This requires team work and integration of efforts of individuals, departments and specialists. This is because all the individuals and departments depend upon each other for information and resources to perform their respective activities. Manager needs to reconcile differences in approach, timing, efforts or interests. At the same time, it should enable all its members to grow and develop. Thus, there is a need to harmonise individual goals and organisational goals.

- (a) Identify the concept of management discussed above.
(b) Explain any five features of the concept identified in part (a).

Q26. Wardrobe India Limited is a chain of ladies garment boutiques where most of the work is done manually. Due to the arrival of international brands in India, the company is finding it difficult to compete on two fronts - finishing and embroidery work. The production manager realised that without modern machines it would not be possible for them to survive for long. The company purchases new hi-tech modern machines from Germany. During the production process, the manager observes that the quality of production is not as per standards and very often production is disrupted due to breakdown of machines. The workers get frustrated by continuous rejection of output and start showing resistance towards new technology. To increase the efficiency of the workers, the company decides to train their workers on-the-job under the able guidance of specialists. The workers who are able to pick the skills are promoted and made in-charge of the not-so-trained groups. This creates a positive impact and everybody wants to learn. Suggestions from the workers are valued and workers are encouraged to communicate freely. Identify and explain the importance of management highlighted here by quoting the lines from the above.

Q27. "Management is a science like Physics or Chemistry". Do you agree with this statement? Give reasons in support of your answer.

ASSIGNMENT-2

Q1. The management of Hima Ltd., has achieved the target of 20% profit in the previous year. However, they are hesitant to share the increased gain of the company with the workers.

Identify the principle of management being overlooked by the management.

- (a) Development of Individuals
- (b) Harmony, not Discord
- (c) Science, not Rule of thumb
- (d) None of these

Q2. Reena and Meena are working in the same organisation. They have similar experience and are performing the same task. However, they are paid at the different rate. Which principle of management is violated?

- (a) Initiative
- (b) Unity of Direction
- (c) Order
- (d) Equity

Q3. 'Once selected, employees should be kept at their position for a minimum fixed tenure'. Which principle of management is highlighted in the statement?

- (a) Discipline
- (b) Division of work
- (c) Unity of command
- (d) Stability of tenure

Q4. Principles of management equip the managers to foresee the cause-and-effect relationship of their decisions and actions so that the wastages associated with the trial-and-error approach may be overcome.

Identify the point of significance of principles of management highlighted here.

- (a) Ensure optimum utilisation of resources and effective administration.
- (b) Helps in fulfilling social responsibility.
- (c) Meet changing environment requirements.
- (d) Helps in taking scientific decision.

Q5. Technique "Functional Foremanship" suggested by F.W. Taylor violates a

principle given by Henri Fayol. Identify the principle.

- (a) Discipline
- (b) Unity of direction
- (c) Unity of command
- (d) Division of work

Q6. According to Taylor, even a small production activity like loading pig iron into boxes can be scientifically planned and managed. This results in tremendous saving of human energy as well as reducing wastage of time and materials.

The more sophisticated the processes, greater would be the savings. In the present context, the use of internet has brought about dramatic improvement in internal efficiencies & customer satisfaction. Identify the principle of management highlighted above.

- (a) Science, not Rule of Thumb
- (b) Harmony, not Discord
- (c) Cooperation, not Individualism
- (d) Development of each and every person to his/ her greatest efficiency.

Q7. The manager in 'Geeta Solutions Limited' is very lax with his subordinates and does not explain to them the parameters, rules and regulations for reporting and completion of work. Identify the principle of management ignored by the manager here.

- (a) scalar Chain
- (b) Discipline
- (c) Authority and Responsibility
- (d) Unity of Command

Q8. Seema, a student of management, likes to relate what she learnt in the class to real life situation. She observed many situations. While watching educational programmes, factories manufacturing components for products like automobiles, computers and mobile phones were shown.

Name the concept of Scientific Management that should be adhered to, while manufacturing components for such products.

Q9. Pawan is working as a 'Production Manager' in CFL Ltd. engaged in manufacturing of CFL bulbs. There is no class conflict between the management and workers. The working conditions are very good. The company is earning huge profits. As a policy matter, management is sharing the gains with the workers because they believe that prosperity of the company cannot exist for a long time without the prosperity of its employees. State its principle of management described in the above para.

Q10. 'Aapka Vidyalaya' believes in holistic development of students and encourages team building through a mix of curricular, co- curricular and sports. A committee of ten prefects was constituted to plan different aspects of an upcoming programme. They all decide to use recycled paper for decoration. There was a spirit of unity and harmony and all members supported one another. With mutual trust and belongingness, the programme was systematically planned and executed. Kartik, one of the prefects, realised that unknowingly the group had applied one of the principles of management while planning and executing the programme. He was so inspired by the success of the function that he asked his father to apply the same principle in his business. His father replied that he was already using this principle.

- (a) Identify the principle of management applied for the success of the programme.
- (b) State any two features of management highlighted in the above Para.

Q11. Sanchit, after completing his entrepreneurship course from Sweden returned to India and started a coffee shop

'Aroma Coffee Can' in a famous mall in New Delhi. The speciality of the coffee shop was the special aroma of coffee and a wide variety of flavours to choose from. Somehow, the business was neither profitable nor popular. Sanchit was keen to find out the reasons. He appointed Sandhya, an MBA from a reputed college, as a manager to find out the causes for the same.

Sandhya took feedback from the clients and found out that they loved the special unique aroma of coffee but were not happy with the long waiting time being taken to process the order. She analysed and found out that there were many unnecessary obstructions in between which could be eliminated. She fixed a standard time for processing the order.

She also realised there were some flavours whose demand was not enough. So, she also decided to stop the sale of such flavours. As a result, within a short period of time, Sandhya was able to attract the customers.

Identify and explain any two techniques of scientific management used by Sandhya to solve the problem.

Q12. Arnav, a manager of Micro Ltd., does not distribute the work amongst his subordinates, according to their capabilities.

He has given the work on the basis of favouritism. Which principle of management is overlooked? Give some of its violating effects.

Q13.. Hina has been appointed as the Chief Organiser of a week-long cultural event. Being a staunch follower of scientific management, she decides to execute her work by putting into practice the various techniques of scientific management. On the basis of several observations, she is able to determine that the standard time taken by the security officer at the gate to check the credentials of each visitor is 30 seconds. So, she decides to employ two persons on this job for every function along with the other necessary support staff. She considers the fact that every day, the functions will take place in three shifts of four hours each, therefore it is important to give breaks to the support staff even in a single shift to take her/his lunch etc. Moreover, on introspection, she determines that the best way to distribute refreshment boxes to the visitors will be to hand them over to them at the exit gate as it would help to save time and eliminate any kind of confusion.

In the context of the above case, identify and explain the various techniques of work study which have been put into practice by Hina.

Q14.. In each of the following cases, which principle of management of Fayol is being violated?

- (a) When the manager enters into contracts with his cousin for supply of materials, knowing that such materials are defective.
- (b) When chalks are kept in library and books in office.
- (c) A worker receiving orders from two bosses.
- (d) When no department has a separate plan of action.
- (e) A subordinate habitually contacts higher authorities passing over his superior.

IT

Revise Ls-1,2,3

Model

ICT WORKING MODEL(Diljeet & Prachi)

Reference link

https://youtu.be/e_6bRjnFNnE?si=9vT_Oq06TmESGs7SAssignment

Q1. A _____ is a set of formats that you can apply to selected pages, text, frames.

- a. Style b. Template c. Image d. Graphics

Q2. Which of the following styles is not offered by OpenOffice.org?

- a. Page Style b. Frame Style c. Presentation Style d. Video Style

Q3. Which style affect the selected text such as font size, bold and italics format?

- a. Cell Styles b. Numbering Styles c. Character Styles d. Frame Styles

Q4. Styles and Formatting Window is available in _____ menu.

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

Q5. When Fill Format mode is active, _____ click undo last Fill Format action.

- a. right and left b. left c. right d. None of the above

Q6. Shortcut to copy image is ctrl + _____

- a. V b. X c. C d. None of the above

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

14. Direction: In the questions given below, there are two statements marked as Assertion (A) and Reason (R). Choose the correct option out of the choices given below in each question:

Assertion (A): Verbal communication takes place in real time

Reason (R): Written communication is synchronous in character as it appears at different level.

- a. Both (A) and (R) are correct and (R) is the correct explanation of (A).

| | |
|---------------------------|--|
| | <p>b. Both (A) and (R) are correct and (R) is not the correct explanation of (A).</p> <p>c.(A) is true and (R) is false</p> <p>d. (R) is true and(A) is false.</p> <p>15. GUI stands for</p> <p>a. Group User Interface</p> <p>b. Graphical Utility Interface</p> <p>c. Graphical User Interface</p> <p>d.Guided User Interface</p> |
| Physical Education | <p>Complete the below mentioned practical in your practical file:</p> <p>1.Athletic Track(400m)</p> <p>2.One Game of your choice. Draw the diagram.</p> <p>3. Five any Yoga Asanas.</p> <p>4.Shot Put(Circle)</p> <p>5.Long Jump (Pit)</p> |
| Music | <p>Complete Project file as per shared in class groups.</p> |

Economics

Section-A

Prepare Charts and models on the theme 'Evolution of Money, Role and Working of Banks in the Economy '

1. Evolution of Money (static model)- Roll no: 1-5
2. ATM (Working model) – Roll no: 6-10
3. Different sectors in indian economy- Roll no. 11-15

Reference links-

https://youtu.be/N1HPFBdGiq8?si=m-02GnOB_jTxXR07

https://youtu.be/Me1_v2eCnxE?si=1R1EKWzldQIsR_bw

<https://youtube.com/shorts/PkJis0NsjZI?si=CUVI17aDVQJMcKY>

CHARTS (Every student has to make a beautiful chart using drawing and pictures according to his/her roll no.)

1. Types of banks – Roll no. 1
2. Functions of commercial banks – Roll no. 2
3. Function Of RBI- Roll no. 3
4. Instruments of Money supply – Roll no. 4
5. Drawbacks of C-C Economy – Roll no. 5
6. Expression of qualitative Instruments of Money supply- Roll no. 6
7. Rates of CRR, LRR, SLR and their implications- Roll no. 7,8
8. Steps to withdraw money through ATM – Roll no. 9,10
9. Types of accounts in Banks- Roll no. 11
10. Examples of Public, Private and foreign banks.- Roll no. 12
11. Process of credit creation in economy. Roll no. 13,14
12. Quantitative & qualitative instruments of credit control. roll no. 15

ASSIGNMENT-1

1. The main reason for stagnation in agricultural sector during British rule was:
 - (a) De-industrialisation
 - (b) Land settlement system
 - (c) Lack of technology
 - (d) Commercialisation of Agriculture
2. The first official census was conducted in the year
 - (a) 1891
 - (b) 1921
 - (c) 1781
 - (d) 1881

3. The export surplus during the British rule was used:
- (a) To make payments for expenses incurred by an office set up by the colonial government in Britain
 - (b) To meet expenses on war fought by the British government
 - (c) To import invisible items
 - (d) All of these
4. The foundation of British Empire in India was laid by Battle of Plassey fought in-
- (a) 1757
 - (b) 1857
 - (c) 1763
 - (d) 1747
5. Which industry received the major set-back during the colonial rule?
- (a) Handicraft
 - (b) Iron and Steel
 - (c) Paper
 - (d) Cement
6. India's jute industry suffered heavily due to _____ after partition.
- (a) Lack of raw material
 - (b) Famines
 - (c) Earthquakes
 - (d) None of these
7. British rule introduced railways in India in the year-
- (a) 1849
 - (b) 1850
 - (c) 1851
 - (d) 1852
8. More than half of India's foreign trade was restricted to:
- (a) China
 - (b) Britain
 - (c) Korea
 - (d) Sri Lanka
9. Decline of handicraft industries led to:
- (a) Massive Unemployment
 - (b) Import of Finished Goods
 - (c) Neither (a) nor (b)
 - (d) Both (a) and (b)
10. Which industry was adversely affected due to partition?
- (a) Nylon
 - (b) Jute
 - (c) Cotton
 - (d) Silk
11. _____ was the main source of livelihood for most of the people during the colonial rule.
- (a) Industries
 - (b) Agriculture

- (c) Both (a) and (b)
- (d) Neither (a) nor (b)

12. The opening of Suez canal served as a direct route for ships operating between:

- (a) India and America
- (b) India and Sri Lanka
- (c) India and Pakistan
- (d) India and Britain

13. Read the following statements: Assertion (A) and Reason (R). Choose one of the correct alternatives:

Assertion (A): The agricultural sector accounted for the largest share of workforce with approximately 75% .

Reason (R): All the states witnessed an increase in dependence of workforce on the agricultural sector.

Alternatives:

- (a) Both Assertion (A) and Reason (R) are True and Reason (R) is the correct explanation of Assertion (A).
- (b) Both Assertion (A) and Reason (R) are True and Reason (R) is not the correct explanation of Assertion (A).
- (c) Assertion (A) is True but Reason (R) is False.
- (d) Assertion (A) is False but Reason (R) is True.

Q14. Read the following statements: Assertion (A) and Reason (R). Choose one of the correct alternatives:

Assertion (A): The opening of Suez Canal in 1869 reduced the cost of transportation.

Reason (R): Suez Canal provided a direct trade route for ships operating between Britain and India.

Alternatives:

1. Both Assertion (A) and Reason (R) are True and Reason (R) is the correct explanation of Assertion (A).
2. Both Assertion (A) and Reason (R) are True and Reason (R) is not the correct explanation of Assertion (A).
3. Assertion (A) is True but Reason (R) is False.
4. Assertion (A) is False but Reason (R) is True.

Read the following statements carefully and choose the correct alternative from the following:

Q15 .Statement 1: More than $\frac{1}{2}$ of India's foreign trade was restricted to Britain while the rest was allowed with few other countries.

Statement 2: The opening of the Suez Canal in 1769 served as a direct route for ships operating between India and China.

Alternatives:

- (a) Both the statements are true.
- (b) Both the statements are false.
- (c) Statement 1 is true and Statement 2 is false.
- (d) Statement 2 is true and Statement 1 is false.

Q16. Read the following statements carefully and choose the correct alternative from the following:

Statement 1: The occupational structure of India showed significant change during the colonial period.

Statement 2: During the British Rule, the industrial sector accounted for the largest share of workforce.

Alternatives:

- (a) Both the statements are true.
- (b) Both the statements are false.
- (c) Statement 1 is true and Statement 2 is false. (d) Statement 2 is true and Statement 1 is

false.

Q17. Read the following statements carefully and choose the correct alternative from the following:

Statement 1: The most important contribution of the British rule was to introduce railways in India in 1850.

Statement 2: India's First Passenger Train ran from Bombay to Thane in 1853.

Alternatives:

(a) Both the statements are true.

(b) Both the statements are false.

(c) Statement 1 is true and Statement 2 is false. (d) Statement 2 is true and Statement 1 is false.

Q18. Read the following statements carefully and choose the correct alternative from the following:

Statement 1: Railways discouraged commercialisation of Indian agriculture during the British rule.

Statement 2: The British Government developed infrastructure to serve their own colonial interest.

Alternatives:

(a) Both the statements are true.

(b) Both the statements are false.

(c) Statement 1 is true and Statement 2 is false. (d) Statement 2 is true and Statement 1 is false.

Q19. Read the following statements carefully and choose the correct alternative from the following:

Statement 1: Prior to 1921, India was in the first stage of demographic transition.

Statement 2: From the year 1921 onwards, India's population never declined & recorded a consistent rise.

Alternatives:

(a) Both the statements are true.

(b) Both the statements are false.

(c) Statement 1 is true and Statement 2 is false. (d) Statement 2 is true and Statement 1 is false.

Q20. Read the following statements carefully and choose the correct alternative from the following:

Statement 1: India has been an important trading nation since ancient times.

Statement 2: British Government established a monopoly control over India's foreign trade.

Alternatives:

(a) Both the statements are true.

(b) Both the statements are false.

(c) Statement 1 is true and Statement 2 is false.

(d) Statement 2 is true and Statement 1 is false.

Answer the following questions in detail-

Q21. Discuss the main reasons for India's agricultural stagnation during the colonial period.

Q22. "British rule adversely hampered the Industrial sector of India" Do you agree with this view? Give reasons in support of your answer.

Q23. Discuss the state of India's foreign trade during the colonial rule.

Q24. "The demographic condition during the British rule exhibited all features of a backward Indian economy. Do you agree? Give reasons in support of your answer.

Q25. Describe the salient features of India's occupational structure during the British period.

Q26. Briefly discuss the state of infrastructural facilities during the British period.

Q27. Briefly discuss the various reasons for development of infrastructure by the British Government.

Q28. Discuss the state of Indian Economy on the Eve of Independence.

Assignment-2

Q1. In an economy, resources are owned and operated by both public and private sectors.

- (a) Socialist
- (b) Capitalist
- (c) Democratic
- (d) Mixed

Q2. _____ refer to taxes levied on imported goods.

- (a) Quotas
- (b) Tariffs
- (c) Lagaan
- (d) None of these

Q3. In which year, India adopted High Yielding Varieties programme for the first time.

- (a) 1977
- (b) 1966
- (c) 1986
- (d) 1956

Q4. GDP stands for:

- (a) Gross Domestic Product
- (c) Gross Development Process
- (b) Gross Domestic Process
- (d) None of these

Q5. Which one of these is a central problem of an economy?

- (a) What to produce
- (b) For whom to produce
- (c) How to produce
- (d) All of these

Q6. Structural composition refers to the _____

- (a) Number of people engaged in training
- (b) Number of people engaged in different sectors
- (c) Number of people engaged in tertiary sector
- (d) Number of people facing unemployment

Q7. What was the period of plans prepared by the Planning Commission?

- (a) 3 years
- (b) 4 years
- (c) 5 years
- (d) 6 years

Q8. The economy in which Central Authority plans all the important activities can be termed as:

- (a) Mixed Economy
- (b) Socialist Economy
- (c) Capitalist Economy
- (d) Developing Economy

Q9. The Policy of _____ is another name for Inward Looking Trade Strategy.

- (a) Import Promotion

- (b) Import Substitution
- (c) Import Stabilisation
- (d) None of these

Q10. The measures undertaken by Indian Government to promote growth in agricultural sector can be broadly categorised as:

- (a) Green Revolution
- (b) Land Reforms
- (c) Both (a) and (b)
- (d) None of these

Q11. Planning Commission was set up under the chairmanship of:

- (a) President
- (b) Vice-President
- (c) Prime Minister
- (d) None of these

Q12. Which of the following statements about the land ceiling policy is True?

- (a) It led to equity in the agricultural sector.
- (b) Many landlords were able to escape the legislation.
- (c) The implementation of the legislation was challenged by small tenants.
- (d) It was successful in Kerala and West Bengal because it met no resistance.

Q13. What kind of tariff policy was needed to protect domestic producers from foreign competition, after independence?

- (a) Low import tariffs, reduced import quota
- (b) Low import tariffs, increased import quota
- (c) High import tariffs, reduced import quota
- (d) High import tariffs, increased import quota

Q14. Read the following statements: Assertion (A) and Reason (R). Choose one of the correct alternatives:

Assertion (A): In the first phase of Green Revolution, all the states received the HYV seeds.

Reason (R): The use of HYV seeds primarily benefited the wheat growing regions only.

Alternatives:

- (a) Both Assertion (A) and Reason (R) are True and Reason (R) is the correct explanation of Assertion (A)
- (b) Both Assertion (A) and Reason (R) are True and Reason (R) is not the correct explanation of Assertion (A)
- (c) Assertion (A) is True but Reason (R) is False.
- (d) Assertion (A) is False but Reason (R) is True.

Q15. Read the following statements: Assertion (A) and Reason (R). Choose one of the correct alternatives:

Assertion (A): HYV seeds were the main reason for agricultural revolution in India.

Reason (R): The major benefit of HY seeds was that they needed less irrigation facilities.

Alternatives:

- (a) Both Assertion (A) and Reason (R) are True and Reason (R) is the correct explanation of Assertion (A).
- (b) Both Assertion (A) and Reason (R) are True and Reason (R) is not the correct explanation of Assertion (A).
- (c) Assertion (A) is True but Reason (R) is False.
- (d) Assertion (A) is False but Reason (R) is True.

Q16. Read the following statements: Assertion (A) and Reason (R). Choose one of

the correct alternatives:

Assertion (A): During Industrial Development (1950-1990), many public sector firms incurred huge losses and were therefore, shut down.

Reason (R): Public sector firms continued to function even though they were putting drain on nation's limited resources because of difficulty in closing a government undertaking.

Alternatives:

- (a) Both Assertion (A) and Reason (R) are True and Reason (R) is the correct explanation of Assertion (A).
- (b) Both Assertion (A) and Reason (R) are True and Reason (R) is not the correct explanation of Assertion (A).
- (c) Assertion (A) is True but Reason (R) is False.
- (d) Assertion (A) is False but Reason (R) is True.

Q17. Read the following statements: Assertion (A) and Reason (R). Choose one of the correct alternatives:

Assertion (A): Land reforms were successful in Uttar Pradesh and Haryana

Reason (R): Governments of these states were committed to the policy of land reforms.

Alternatives:

- (a) Both Assertion (A) and Reason (R) are True and Reason (R) is the correct explanation of Assertion (A).
- (b) Both Assertion (A) and Reason (R) are True and Reason (R) is not the correct explanation of Assertion (A).
- (c) Assertion (A) is True but Reason (R) is False.
- (d) Assertion (A) is False but Reason (R) is True.

Q18. Read the following statements carefully and choose the correct alternative from the following:

Statement 1: The low productivity of the agricultural sector forced India to import food from the United States of America.

Statement 2: Agricultural development was focused right from the First Five Year Plan as it accounted for the largest share of workforce.

Alternatives:

- (a) Both the statements are true.
- (b) Both the statements are false.
- (c) Statement 1 is true and Statement 2 is false.
- (d) Statement 2 is true and Statement 1 is false.

Q19. Read the following statements carefully and choose the correct alternative from the following:

Statement 1: As compared to ordinary seeds, high yielding varieties of seeds required less doses of chemical fertilizers.

Statement 2: The spread of Green Revolution technology enabled India to achieve self-sufficiency in food grains.

Alternatives:

- (a) Both the statements are true.
- (b) Both the statements are false.
- (c) Statement 1 is true and Statement 2 is false. (d) Statement 2 is true and Statement 1 is false.

Q20. Read the following statements carefully and choose the correct alternative from the following:

Statement 1: Between 1950 and 1990, there had been substantial increase in the agricultural productivity.

Statement 2: The GDP proportion between 1950 and 1990 contributed by agriculture declined significantly, but not the population depending on it.

Alternatives:

- (a) Both the statements are true.
- (b) Both the statements are false.
- (c) Statement 1 is true and Statement 2 is false.
- (d) Statement 2 is true and Statement 1 is false.

Answer the following questions in detail-

1. "Subsidies put a huge burden on the government's finances, but are necessary for poor and marginal farmers." Comment.
2. Discuss the risks involved under green revolution. Also state the steps taken by the Government to overcome these risks.
3. Critically appraise the development of agriculture between 1950 and 1990.
4. Briefly discuss the policy of industrial licensing.
5. Critically evaluate the industrial development during the period of 1950 to 1990.

ASSIGNMENT-3

Q1. Which of the following economic reforms were initiated by the government under liberalisation?

- (a) Industrial sector reforms
- (b) Financial sector reforms
- (c) Tax reforms
- (d) All of these

Q2 . Which of the following industries are reserved for the public sector?

- (a) Defence aircraft and warships
- (b) Cement
- (c) Atomic energy generation
- (d) Both (a) and (b)

Q3. _____ refers to shedding of the ownership or management of a government owned enterprise.

- (a) Liberalisation
- (b) Globalisation
- (c) Privatisation
- (d) None of these

Q4. It refers to contracting out some of its activities to a third party which were earlier performed by the organisation.

- (a) Outsourcing
- (b) Globalisation
- (c) Privatisation
- (d) Liberalisation

Q5. _____ involves deregulation and reduction of government controls and greater autonomy of private investment, to make economy more competitive.

- (a) Globalisation
- (b) Privatisation
- (c) Liberalisation
- (d) None of these

Q6. Which of the following is not a benefit of demonetisation in India?

- (a) Control over Corruption
- (b) Counterfeiting use of high denomination notes for illegal activities
- (c) Control on black money
- (d) More Demanding Customers

Q7. Which of the following was not a feature of Demonetisation?

- (a) Channelizing savings into formal financial system
- (b) Tax Administration
- (c) Cash less economy
- (d) Promotion of Black Money

Q8. All Indirect Taxes have been subsumed under:

- (a) Income Tax
- (b) Corporate Tax
- (c) Goods and Services Tax (GST)
- (d) Value Added Tax (VAT)

Q9. Which of the following reasons led to the introduction of New Economic Policy in 1991?

- (a) Poor Performance of Public Sector
- (b) Consistent rise in general price level
- (c) Foreign exchange crisis
- (d) All of these

Q10. LPG stands for:

- (a) Liberalisation, Performance, Globalisation
- (b) Licence, Permit, Globalisation
- (c) Liberalisation, Privatisation, Globalisation
- (d) Liberalisation, Performance, Growth

Q11. Which of the following currency notes are not in circulation post demonetisation?

- (a) 500
- (b) 1,000
- (c) 200
- (d) All of these

Q12. What status was granted to Public Sector Undertakings to improve their efficiency?

- (b) Navratna
- (c) Miniratna
- (d) All of these
- (a) Maharatna

Q13. Prior to 1991, India's Economic Policy gave more importance to:

- (a) Public Sector
- (b) Private Sector
- (c) Both (a) and (b)
- (d) None of these

Q14. Which of the following policies was adopted to increase the competitive position of Indian goods in the international markets?

- (a) Export duties were removed
- (b) Import licensing was abolished
- (c) The rate of corporation tax was reduced
- (d) Foreign Institutional Investors (FII) were allowed to invest in India

Q15. Prior to economic reforms, banking institutions were subject to too much control by the-

- (a) Commercial Banks
- (b) State Government

- (c) Reserve Bank of India
- (d) Central Government

Q16. Economic reforms did not benefit the

- (a) Industries
- (b) Agriculture
- (c) Services
- (d) All of these

Answer the following questions in detail-

1. Discuss the various reasons for making economic reforms.
2. Discuss the industrial sector reforms introduced under the new economic policy.
3. Explain in brief, the liberalisation reforms introduced in the financial sector.
4. What do you understand by the term 'Globalisation'? Mention any 4 changes made by the globalisation of the Indian economy.
5. Discuss the trade and investment policy reforms introduced under the new economic policy.
6. Explain the arguments in favour of new economic policy.
7. Explain in brief, the various points of criticism of economic reforms.
8. State the features of Goods and Services Tax (GST).

ASSIGNMENT-4.

Q1.refers to the stock of skill, ability, expertise, education and knowledge embodied in the people.

- (a) Human Resource
- (b) Physical Capital
- (c) Human Capital
- (d) None of these

Q2. Which of the following is not an importance of human capital formation?

- (a) Modernization of attitudes
- (b) Increases cost of production
- (c) Increases life expectancy
- (d) Effective use of Physical Capital

Q3. How much educational cess has been imposed by the government on all union taxes?

- (a) 1 percent
- (b) 2 percent
- (c) 4 percent
- (d) None of these

Q4. What is the full form of ICMR?

- (a) International Council of Medical Research
- (b) Indian council of Medical Resources
- (c) International council of Medical Resources
- (d) Indian Council for Medical Research

Q5. Which one of the following is a major source of human capital formation in a country?

- (a) Expenditure on education
- (b) Expenditure on Infrastructure
- (c) Expenditure on Defence
- (d) None of these

Q6. In the year between 6-14 years the Indian Government made education free and

compulsory for all children

- (a) 2001
- (b) 2009
- (c) 2003
- (d) 2007

Q7. Expenditure on health can be done in the form of:

- (a) Curative Medicine
- (b) Social Medicine
- (c) Preventive Medicine
- (d) All of the above

Q8. Which of the following is the benefit of On-the-Job Training?

- (a) Enhances the productivity of labour
- (b) Keeps the employees updated with the latest changes
- (c) Both (a) and (b)
- (d) Neither (a) nor (b)

Q9. Which of the following statements is incorrect?

- (a) Productivity of physical capital is substantially enhanced with the improvement in human capital.
- (b) Cause and Effect relationship can be easily established from the growth of human capital to economic growth.
- (c) Expenditure on education turns human beings into human capital.
- (d) Poor health and undernourishment adversely affect the quality of manpower.

Q10.. Which of the following cost is included in Migration?

- (a) Cost of transportation from one place to another
- (b) Higher cost of living in the migrated places
- (c) Psychic Cost
- (d) All of these

Q11.. Read the following statements: Assertion (A) and Reason (R). Choose one of the correct alternatives:

Assertion (A): Expenditure on migration is a source of human capital formation.

Reason (R): Migration to other countries involves cost of transportation from one place to another and higher cost of living in the migrated places.

Alternatives:

- (a) Both Assertion (A) and Reason (R) are True and Reason (R) is the correct explanation of Assertion (A).
- (b) Both Assertion (A) and Reason (R) are True and Reason (R) is not the correct explanation of Assertion (A).
- (c) Assertion (A) is True but Reason (R) is False.
- (d) Assertion (A) is False but Reason (R) is True.

Q12.. Read the following statements: Assertion (A) and Reason (R). Choose one of the correct alternatives:

Assertion (A): Both education and health increases the income generating capacity of an individual.

Reason (R): Contribution of an educated and healthy person to the economic growth is more than that of an illiterate and unhealthy person.

Alternatives:

- (a) Both Assertion (A) and Reason (R) are True and Reason (R) is the correct explanation of Assertion (A).
- (b) Both Assertion (A) and Reason (R) are True and Reason (R) is not the correct explanation of Assertion (A).
- (c) Assertion (A) is True but Reason (R) is False.

(d) Assertion (A) is False but Reason (R) is True.

Q13. Read the following statements: Assertion (A) and Reason (R). Choose one of the correct alternatives:

Assertion (A): The facilities for the formation of human capital have remained adequate.

Reason (R): The resources allocated to human capital formation have been much less than the resources required

Alternatives:

(a) Both Assertion (A) and Reason (R) are True and Reason (R) is the correct explanation of Assertion (A).

(b) Both Assertion (A) and Reason (R) are True and Reason (R) is not the correct explanation of Assertion (A).

(c) Assertion (A) is True but Reason (R) is False.

(d) Assertion (A) is False but Reason (R) is True.

Q14. Read the following statements: Assertion (A) and Reason (R). Choose one of the correct alternatives:

Assertion (A): On-the-Job-Training is a source of human capital formation.

Reason (R): After on-the-job training of employees, firm insists that the workers should work for a specific period of time.

Alternatives:

(a) Both Assertion (A) and Reason (R) are True and Reason (R) is the correct explanation of Assertion (A).

(b) Both Assertion (A) and Reason (R) are True and Reason (R) is not the correct explanation of Assertion (A).

(c) Assertion (A) is True but Reason (R) is False.

(d) Assertion (A) is False but Reason (R) is True.

Q15. Read the following statements: Assertion (A) and Reason (R). Choose one of the correct alternatives:

Assertion (A): Spread of education is necessary to control the population growth rate.

Reason (R): Human Capital Formation decrease quality of life.

Alternatives:

(a) Both Assertion (A) and Reason (R) are True and Reason (R) is the correct explanation of Assertion (A).

(b) Both Assertion (A) and Reason (R) are True and Reason (R) is not the correct explanation of Assertion (A).

(c) Assertion (A) is True but Reason (R) is False.

(d) Assertion (A) is False but Reason (R) is True.

Answer the following questions in detail-

1. Distinguish between physical capital and human capital.

2. How does the following act as a source of human capital formation: (i) Expenditure on Health; (ii) Expenditure on Education.

3. Discuss the educational achievements in India.

4. Briefly discuss the various problems of human capital formation.

5. How does expenditure on "On-the-Job-Training" and "Information" act as a source of human capital formation?

6. Why it is difficult to prove cause and effect relation between human capital and economic growth?

7. Distinguish between human capital and human development.

