

निबन्ध, सारलेखन और अर्थग्रहण  
ESSAY, PRÉCIS WRITING AND COMPREHENSION

निर्धारित समय : दो घण्टे  
Time Allowed : Two Hours

अधिकतम अंक : 100  
Maximum Marks : 100

प्रश्न-पत्र सम्बन्धी विशेष अनुदेश

प्रश्नों के उत्तर देने से पहले निम्नलिखित प्रत्येक अनुदेश को कृपया ध्यानपूर्वक पढ़ें ।

सभी प्रश्न अनिवार्य हैं ।

प्रश्न संख्या 1 अंग्रेज़ी और हिन्दी दोनों भाषाओं में छपा है ।

प्रश्न संख्या 1 का उत्तर उस प्राधिकृत माध्यम (अंग्रेज़ी या हिन्दी) में लिखा जाना चाहिए, जिसका उल्लेख प्रवेश-पत्र में किया गया है और इस माध्यम का स्पष्ट उल्लेख प्रश्न-सह-उत्तर पुस्तिका के मुखपृष्ठ पर निर्दिष्ट स्थान पर किया जाना चाहिए । प्राधिकृत माध्यम के अतिरिक्त अन्य किसी माध्यम में लिखे गए उत्तर पर कोई अंक नहीं मिलेंगे ।

प्रश्न संख्या 2, 3 एवं 4 अंग्रेज़ी भाषा में छपे हैं ।

प्रश्न संख्या 2, 3 एवं 4 के उत्तर अंग्रेज़ी में लिखे जाने चाहिए ।

किसी भी प्रश्न के सभी भागों/उपभागों के उत्तर साथ-साथ लिखना आवश्यक है ।

प्रत्येक प्रश्न/भाग के अधिकतम अंक उसके सामने दिखाए गए हैं ।

जहाँ भी प्रश्नों में शब्द-सीमा विनिर्दिष्ट है, उसका पालन करना आवश्यक है ।

प्रश्न-सह-उत्तर पुस्तिका में खाली छोड़े गए पृष्ठ या पृष्ठ के भागों को सफाई से काट देना चाहिए ।

आप किसी भी उत्तर में अपना परिचय प्रकट न कीजिए ।

QUESTION PAPER SPECIFIC INSTRUCTIONS

Please read each of the following instructions carefully before attempting questions.

All questions are compulsory.

Question No. 1 is printed both in ENGLISH and in HINDI.

Answer to Question No. 1 should be written in medium (English or Hindi) as authorized in the Admission Certificate and this medium must be stated clearly on the cover of the QCA Booklet in the space provided. No marks will be given for answers written in medium other than the authorized one.

Questions No. 2, 3 and 4 are printed in English only.

Answer to Questions No. 2, 3 and 4 must be written in English only.

All parts/sub-parts of a question shall be written together.

The number of marks carried by a question/part is indicated against it.

Word limit in questions, wherever specified, should be adhered to.

Any page or portion of the page left blank in the QCA Booklet must be clearly struck off.

You must not disclose your identity in any of your answers.

1. निम्नलिखित विषयों में से किसी एक पर लगभग 500 शब्दों में निबंध लिखिए : 40  
Write an essay in about 500 words on any *one* of the following topics :

- (a) दिव्यांगजनों के प्रति सरकार के उत्तरदायित्व  
Responsibility of the State towards the disabled
- (b) वरिष्ठ नागरिकों के लिये योजनाएं  
Schemes for Senior Citizens
- (c) महिलाएं और सशस्त्र सेनाएं  
Women and the Armed Forces
- (d) वैश्विक ऊष्मीकरण और अंतरराष्ट्रीय सहयोग  
Global Warming and International Co-operation
- (e) आज की बचत, कल की खुशहाली ।  
Waste not, want not.

2. Write a précis of the following passage by reducing it to one-third of its length. Failure to adhere to the word limit may result in deduction of marks. Do not suggest any title. The précis must be written only in the space provided for it : 20

Education should challenge learners in a manner that fosters character. At the same time, it should enable learners to connect with themselves and understand what life, happiness and satisfaction mean to them. That is why the process of self-reflection is crucial in education. It should be able to instil in all its learners the dynamic process of self-improvement and the ability as well as the skills to actualize their potential. Learners need to grasp the importance of being able to constantly unlearn and learn, and become proactive learners.

A rich education should provide learners with the skills to become contributing citizens and also instil the values to be good human beings. Character is built during schooling years, and education should instil in its learners essential traits of a Person of Substance.

Schooling is a tiny part of the education process. It does not necessarily prepare you for life outside of school but should give you sound academic knowledge.

Learning in schools tends to happen in silos although real life does not work that way. We have focused too much on schooling and not enough on the process of learning and education. This is something that needs to change. Education needs to help learners actualize their potential. The education systems should impart social and relationship skills to students — values such as honesty and community-building need to be inculcated. Education should help learners navigate the world that is in front of them. They need to be able to sift through information and identify the useful and redundant information that is now available at the touch of a button.

While we talk about what needs to change, we should not wholly dismiss the current system. The purpose of the education system is to challenge you to learn things you never knew. It is essential to understand what we mean by 'learning' to ensure that it is happening optimally. Learning is a complex socio-emotional process that involves cognition and builds on our existing knowledge base to construct new knowledge. This process kicks into action from the time we are born. Research suggests that babies are actively learning from the time they are born. By the time they are 12 weeks old, they have millions of neurons in their brain and are in the process of developing those into billions as they grow.

A feature of learning that I consider significant is its continuous nature. We never stop learning. It comes down to whether we have the desire to *actively* learn. As human beings, if we stopped learning we would cease to flourish. When we set a goal, we must focus more on the journey than the end goal. It is by focusing on the journey and the learning process that we muster the courage and acquire the skills that will serve us well throughout life. We are not discounting the value of the outcome, but what will serve us as we move beyond the original goal are new sets of skills that we acquired along the journey.

Research has shown consistently that disengagement among students in schools is at an all-time high. The current schooling model across most parts of the world came about at least 300 years ago, much before globalization or any other factors that determine today's world. Then, how is it that the model continues to permeate large parts of the world when the reality today is unrecognizable compared to three centuries ago? Why is it that students across the world are taught the same things, most of which are redundant today? Why have we actively introduced lethargy into schooling and education? Why have we replaced enthusiasm and passion with rote learning and standardized testing?

(614 words)

3. Read the following passage and write short and precise answers to the questions that follow, in your own words : 4×5=20

Alexandria's Royal Gardens was usually a thirty-minute walk from the seawall. Maggie took the shortest route and weaved her friend through the bustle of the city's Arab quarter. It was market day, so their progress was slower than usual. Donkeys, boys and women swayed under impossible loads : baskets of fruit, bundles of cloth, colourful urns and drab wooden boxes resting on head, hip or shoulder. The men, Maggie noted, kept well out of the way playing cards, smoking water pipes, and drinking coffee in any of a hundred side street cafes. They made more noise than anyone — laughing, arguing, reading passages from tattered papers to loudly appreciative audiences. But it was the women that Maggie watched with a curious mixture of suspicion, fascination and envy. The labour of the markets, even the business of buying and selling, largely seemed to be their province, their whole world bound by a narrow path that led from home to market and back again. And yet, strangely, it felt no lesser a thing for that : gliding through the busy streets, their eyes alone speaking, every step shrouded by the sacred.

Both Maggie and Elsie had forsaken claims of home and family. That was the price they paid for a career in the early twentieth century. They met and trained together for several years at the Coast Hospital in Sydney, where they rose through the hurdles of hardships and exams that marked their profession. Qualifying as nurses several years before the war, they enjoyed a degree of independence that previous generations, East and West, would have found unimaginable. Of course the male doctors still bullied their nursing staff and officers insisted on addressing them as subordinates. But women like Maggie and Elsie sometimes chose to ignore them. They lived their own lives as they thought they should and quietly subverted many a man's authority.

How they had come to be here now Maggie found hard to understand. She supposed they went to war for much the same reasons as their menfolk : patriotism, a sense of duty, a vague hope of social advancement and a restless quest for adventure. It was something of a thrill just weaving their way through the markets — besieged by sights, sounds and carpet-sellers, treated with curiosity, condescension or contempt by the owners of the land Britain had decided to occupy.

Answer the following questions in your own words :

- 3.(a) How does Maggie describe the bustle of the city's Arab quarter on a market day ? 4
- 3.(b) What did Maggie see the men doing as they walked through the Arab quarter ? 4
- 3.(c) Why did Maggie watch the women with a mixture of suspicion, fascination and envy ? 4
- 3.(d) What was the price that Maggie and Elsie paid for building up their career ? What was the attitude of male doctors and officers to them ? 4
- 3.(e) How did the nurses offer resistance to the doctors ? How were they treated by the owners of the land ? 4
4. Read the following passage and write short and precise answers to the questions that follow, in your own words : 4×5=20

Many parents begin their children's financial education with pocket money. They ask the child to do household chores to earn money. Budgeting and maintenance of accounts follows. Then there are conversations about what was spent, how, and what could have been done better. These are like classroom role-plays and simulation. They look deceptively educational, but do not apply in the real world at all. The child may learn a bit of math, or portray short-term enthusiasm about chores, but learns little else. In the real world, being the good boy who keeps a budget and accounts can be of little use. One manages a dynamically changing personal balance sheet, where income is at risk with the job, expenses are not always controlled, and liabilities pile up before assets. This show is playing in the parent's life.

Then there are others who take the Math-Physics approach to money lessons. They put the kids through books and texts about how banks work, how time value is computed, how mortgages are priced, and how taxes are paid. This is sometimes taken to the fine art of prescribing a syllabus and creating an exam. If we do not know what to do with the Pythagoras theorem or the structure of atom in our adult lives, we are equally unlikely to apply the knowledge about internal rate of

return and net present value. We use money every single day of our adult lives without much theoretical knowledge and are actually not worse off for it. Imagine the horror some people would have to endure if they were told to understand how a car works before they could drive it. We need an understanding of the basic principles, but we have to make it practical and relevant.

Learning to manage money is part of the 'personal responsibility' equation. We learn to manage our health, food, attire, time, attitudes and so much that we like to be in-charge of. How we take charge of ourselves reflects in the way we behave and sends out important social signals. Money is part of this equation. Our children learn from home, school, friends and society to become the kind of people that they do. They learn about money, too, in informal and intuitive ways over a period of time. Parents can help this growth if they include money in the family conversation, not in the school curriculum alone. There are three broad levels at which children should learn about money.

The first high-level knowledge is the wonder about how money works, the amazement of value addition that is possible when money is used to bring things together and create something that is more than the sum of its parts. They should be familiar with the ideas of market, trade, prices, competition and fair play, and the dynamics of innovation and enterprise. Our kids should begin to think about money as a reward for risk, not as payment for a job. If children's minds are freed from the rigid and rule-based thinking about money, we are bound to have more innovation and better economy for everyone.

The second level is the practical one about making decisions regarding money. Our financial lives as adults largely depend on how we are able to allocate the finite money at our disposal when it has multiple uses. If we spend on one item, we would have little for another. Sensible decisions are made when adults manage to evaluate their choices well for both short and long term implications.

The third is the operational level of know-how, which should cover the basics. This is the financial literacy package, as we know it — a fundamental understanding about how to make a deposit, take a loan, make an investment, manage paperwork and understand how personal financial balance sheets work. I would recommend this at the start of their careers, to everyone before they get their first pay cheque.

Answer the following questions in your own words :

- 4.(a) What things look “deceptively educational”? Why? 4
- 4.(b) How does money become part of one’s “personal responsibility”? 4
- 4.(c) What, according to the author, is the high-level knowledge about money? 4
- 4.(d) Why is the second-level knowledge “practical”? 4
- 4.(e) Make sentences with the following words used in the passage to bring out their respective meanings : 4
- (i) chores
  - (ii) mortgage
  - (iii) attire
  - (iv) intuitive
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