



परमाणु ऊर्जा शिक्षण संस्था  
Atomic Energy Education Society

टर्म-1/आवधिक परीक्षा-2 2023-24 Term-I/PT-II Examination 2023 - 24

कक्षा / Class : X

अवधि / Duration : 3Hrs.

विषय / Subject : English Communicative (101) अधिकतम अंक/ Maximum Marks :80

**General Instructions:**

i) This paper is divided into four sections:

Section A - Reading 22 marks

Section B - Writing 22 marks

Section C - Grammar 10 marks

Section D - Literature 26 marks

ii) All questions are compulsory.

iii) Separate instructions and options are given with each section and question, wherever necessary.

Read these instructions very carefully and follow them.

iv) Do not exceed the prescribed word limit while answering the question.

v) Do not attempt questions more than what is asked.

vi) Marks are mentioned for each question against it.

**SECTION A : READING SKILLS (22 Marks)**

I) Read the passage given below and answer the questions that follow

Today's woman is a highly self-directed person, alive to the sense of her dignity and the importance of her functions in the private domestic domain and the public domain of the world of work. Women are rational in approach, careful in handling situations and want to do things as best as possible. The Fourth World Conference of Women held in Beijing in September 1995 had emphasized that no enduring solution of society's most threatening social, economic and political problems could be found without the participation and empowerment of the women. The 1995 World Summit for Social Development had also emphasized the pivotal role of women in eradicating poverty and mending the social fabric.

The Constitution of India had conferred on women equal rights and opportunities – political, social, educational and of employment – with men. Because of oppressive traditions, superstitions,

exploitation and corruption, a majority of women are not allowed to enjoy the rights and opportunities, bestowed on them. One of the major reasons for this state of affairs is the lack of literacy and awareness among women. Education is the main instrument through which we can narrow down the prevailing inequality and accelerate the process of economic and political change in the status of women.

The role of women in a society is very important. Women's education is the key to a better life in the future. A recent World Bank study says that educating girls is not a charity, it is good economics and if developing nations are to eradicate poverty, they must educate the girls. The report says that the economic and social returns on investments in education of the girls considerably affect the Human Development Index of the nation. Society would progress only if the status of women is respected and the presence of an educated woman in the family would ensure education of the family itself. Education and empowerment of women are closely related.

Women's education has not received due care and attention from the planners and policy makers. The National Commission for Women has rightly pointed out that even after 50 years of independence, women continue to be treated as the single-largest group of backward citizens of India. The role of women in overall development has not been fully understood nor has it been given its full weight in the struggle to eliminate poverty, hunger, injustice and inequality at the national level. Even when we are at the threshold of the 21<sup>st</sup> century, our society still discriminates against women in matters of their rights and privileges and prevents them from participating in the process of national and societal progress.

Various committees and commissions have been constituted before and after Independence to evaluate the progress in women's education and to suggest ways and means to enhance the status of women. The female literacy rate has gone up in the 20<sup>th</sup> century from 0.6 percent in 1901 to 39.29 percent in 1991 but India still possesses the largest number of illiterate women in the world. The Female Literacy Index for the year 1991 shows that there are eight states which fall below the national average. The most populous states of the country, UP, MP, Bihar and Rajasthan fall in the category of most backward states as far as female literacy is concerned.

The prevailing cultural norms of gender behaviour and the perceived domestic and reproductive role of women tend to affect the education of the girls. Negative attitude towards sending girls to schools, restrictions on their mobility, early marriage, poverty and illiteracy of parents affect the girls' participation in education.

Women's political empowerment got a big boost with the Panchayati Raj Act of 1993 which gave them 30 percent reservation in Village panchayats, Block samities and Zilaparishads throughout the country. The National Commission for Women was also set up in 1992 to act as a lobby for women's issues.

The educational system is the only institution which can counteract the deep foundations of inequality of sexes that are built in the minds of people through the socialization process. Education is the most important instrument of human resource development. Educational system should be used to revolutionise the traditional attitudes and inculcate new values of equality.

**On the basis of your understanding of the above passage, answer the following questions.**

**(12 Marks)**

(1) Pick out the option that correctly lists the attributes of a modern woman. (1)

- i) highly self-directed                      ii) have sense of her dignity  
iii) rational in approach                      iv) careful in handling situations

- a) i & ii              b) ii & iii              c) i, iv & iii              d) i, ii, iii & iv

(2) Why is women's participation and empowerment considered necessary? (1)

- a) as they are highly self directed  
b) as no permanent solution for societal problems can be found without their participation  
c) as they only are careful in handling situations  
d) none of the above

(3) Which factors adversely affect the education of girls? (2)

(4) What benefits did the women get with the enactment of the Panchayati Raj Act of 1993?

(1)

(5) The main instrument through which we can accelerate the process of economic and political change in the status of women is ..... (1)

- a) employment              b) education              c) reservation of seats              d) liberalization

(6) In what matters are women discriminated against even during the 21<sup>st</sup> century ? (1)

(7) In the 20<sup>th</sup> century, the female literacy rate has gone ..... (1)

a) down      b) equal to that of men      c) up      d) without any change

(8) What is the role of education? (2)

Pick out words from the passage which mean the same as each of the following.

(9) To cause a great change ( para 8) (1)

(10) Full of people (para 5 ) (1)

II) Read the passage given below and answer the questions that follow

India has never subscribed to the doctrine of militarism and war in her history. Here war was never treated as an ideal. It was only tolerated as unavoidable and inevitable, and all attempts were made to check it and bring it under control. In spite of the frequency of wars in ancient India, in spite of highly developed military organization, techniques of war and imperialism, and in spite of the open justification of war as national policy, the heart of India loved pacifism as an ideal capable of realization.

India's symbolic role was that of a peacemaker and it sincerely pinned its faith on the principle of 'Live and let live'. At least philosophically, India's intelligence supported the cause of peace not only in national affairs but in international affairs also. All the great seers of the yore visualized the unity of life, permeating all beings, animate or inanimate, which ruled out killing and suicidal wars.

This doctrine of philosophical pacifism practiced by ancient *Aryans* is, no doubt, a question of controversial nature. Certainly, the great Indian teachers and savants stuck to this doctrine tenaciously and in their personal life they translated it into practice and preached it to masses and even to princes of military classes.

Another culture of those times, the existence of which has been proved by the excavations of *Mohan-jo-Daro*, also enunciated the doctrine of pacifism and friendship to all. Strangely enough, the *Indus Valley Civilisation* has revealed no fortification and very few weapons.

*Ahimsa* or the doctrine of non-violence in thought, speech and action assumed a gigantic importance in the Buddhist and Jain period. By a constant practice of this virtue, man becomes unassailable by even wild beasts, who forgot their ferocity the moment they entered the circumference of his magnetic influence. The monks and nuns of these churches were apostles of peace, who reached every nook and corner of the world and delivered the message of love to war-weary humanity. The greatest votary was the royal monk *Ashoka*, who in reality was responsible for transforming *Ahimsa* as an act of personal virtue to *Ahimsa* as an act of national virtue.

Many a historian recounting the causes of the downfall of the *Mauryas*, hold the pacific policy of *Ashoka* which had eschewed the aggressive militarism of his predecessors, responsible for an early decay of the military strength of the state and its consequent disintegration, leading to the rise of *Sungas*, *Kanvas* and *Andhras*. But in reality, the fault lies with the weak successors of *Ashoka*, who could not wield the weapon of non-violence with a skill and efficiency which required the strength of a spiritual giant like *Ashoka*. They failed due to their subjective weakness. Pacifism itself was no cause of their failure.

Besides the foregoing philosophical and religious school of thought, even many political authorities gave their unstinted support to the cause of pacifism. They recognized the right of rivals to exist, not mainly as enemies, but as collaborators in the building of a civilization operation. Thus, for centuries, in the pre-Mauryan India, scores of small independent republics existed and flourished without coming in clash with each other.

With regard to *Kautilya*, the much maligned militarist and the so-called *Machiavelli* of India, he thinks that the object of diplomatic is to avoid war.

*The Mahabharata* observes in this connection: “A wise man should be content with what can be obtained by the expedients of conciliation, gift and dissention.” It denounces the warring world of men by comparing it to a dog-kennel. “First there comes the wagging of tails, then turning of one round to other, then the show of teeth, then the roaring and then comes the commencement of the fights. It is the same with men; there is no difference whatever.”

*Yajnavalkya* adds : “War is the last expedient to be used when all others have failed.” Likewise, Sri Krishna, whose *Bhagawad-Gita* has been styled by some as ‘a song of battle’, should not be considered out and out militarist. When all three expedients were exhausted – negotiation, conciliation and mediation- , then alone the fourth was resorted to ie., war. This proves that the

heart of ancient India was sound and it longed for peace, although war also was not treated as an anathema, which was to be avoided as far as possible.

**On the basis of your understanding of the above passage, answer the following questions.  
( 10 Marks )**

- i) The heart of India loved ----- (1)  
a) power                      b) wealth                      c) techniques of wars and imperialism                      d) pacifism
- ii) Principle of 'Live and let live' means (1)  
a) imperialism                      b) battle for power                      c) role of peace makers                      d) militarism
- iii )     What did *Aryans* preach and practice to the masses ? (1)
- iv )     *The Mahabharata* compares the warring world with ..... (1)  
a) wise men                      b) dog-kennel                      c) song of the battle                      d) god and devil
- v )     What did unearthing *Mohan-Jo- Daro* reinforce ? (2)
- vi)     How was war treated in India ? (1)  
a) as an ideal                      b) as a symbol of strength  
c) as a last resort                      d) as a prestigious stature
- vii) What is *Ahimsa* ? (1)
- viii) Which options were explored by Krishna before resorting to war ? (2)

**SECTION B : WRITING SKILLS (22 Marks)**

III) You are John Gregory residing in America. You have heard about the physical, mental and spiritual benefits of Yoga. You are so impressed by the art of Yoga that you plan to visit India during your vacation to learn it. Write an e-mail to your friend in India to help you find a suitable yoga instructor. Write this in not more than 50 words. (3)

IV) You recently visited the Children's Park, a favourite place for all children, in your city. Write a factual description of the park in about 80 words. (4)

V) You are concerned about the deteriorating health of your elder brother who is working at odd hours in a multi-national company. Write a letter to the Managing Director of the company bringing this problem to his notice and how it adversely affects the mind and body of the youngsters. Also suggest a remedy for this. (120 words) (7)

OR

You are a social worker. You are upset as some good schools are exploiting the parents at the time of admission by taking Capitation Fee in the name of donation or building funds. Write a letter to the Editor of a National Daily highlighting this corrupt practice. Sign the letter as Robert George.

VI) As a teacher you are worried about the 10 to 15 kg school bags carried by little children of Primary School as well as the tough curriculum which is beyond the reach of the IQ of these kids. Hence, you have decided to write an article campaigning against the heavy school bags and the unscientific curriculum and suggesting measures to lighten it. Write your article in not more than 200 words (8)

OR

Science attempts to explore the secrets of nature while religion wants to reveal the very purpose of existence. The aim of both science and religion is to discover the truth. Write an article in about 150 words on 'Science and Religion'.

**SECTION C : GRAMMAR (10 Marks)**

VII) Complete the tasks from A-C as directed

(A) Fill in the blanks (i) – (iii) with the appropriate option from those given in the brackets.

It was in the month of March that I (i) ----- (appeared / had appeared / have appeared) for the 10<sup>th</sup> class examination and was waiting for my result. One day while I was passing through the street, I saw (ii) -----(an/ a / the) astrologer. He was sitting under a tree and speaking to two

persons. After their departure, I approached the astrologer who told me that I (iii) ----- (will / may / would) become a great judge in future. ( 3 )

B) Edit the following passage. There is one error in each line. Write the incorrect word and the correction as given in the example against the correct blank number. (4)

	Incorrect	Correct
Football was popular in every part	e.g    was	is
of the world. Players ran from one	(a)    .....	.....
corner to other corner of the playground	(b)    .....	.....
with fully enthusiasm to score goals.	(c)    .....	.....
To reach the goalpost of opponent side and	(d)    .....	.....
to make a successful goal, they play passionately.		

C) Look at the words and phrases below . Rearrange them to form meaningful sentences

- 1) than / be / to / never / late / better.
- 2) help / if / me / you / I / you / help / will .
- 3) Be / with / you / what / content / have. ( 3 )

**SECTION D : LITERATURE TEXTBOOK ( 26 Marks)**

VIII) Read the given excerpts and answer the questions briefly. DO ANY TWO

(2X4=8)

(A)“At last he came again, but it was a struggle for him to breathe and on his face were clear signs of approaching end. That day he couldnot contain his impatience.”

- (i) Who is ‘ he’?
- (ii) Why was he impatient?
- (iii) How did he show his impatience?
- (iv) What can you infer from ‘approaching end’?

(B)“ Day after day, day after day,  
We stuck, nor breath nor motion,  
As idle as a painted ship

Upon a painted ocean”.



- (i) Explain : ‘ we stuck, nor breath nor motion’
- (ii) Whom did the mariners blame for this condition?
- (iii) How does the poet communicate the idea of being becalmed?
- (iv) Which literary devices have been used in the above lines? Give examples from the given lines.

(C) “It’s a bit of a lottery luck”

- (i) Who says this and in what context?
- (ii) Why does he call it ‘lottery luck’?
- (iii) Did the speaker like the suggestion?
- (iv) Name the play and playwright.

1X. Answer any FIVE of the following six questions in about 30-40 words each ( 5X2=10)

- (i) The wars have been called as wasteful by the poet. Why?
- (ii) What does Saki want to convey through the story ‘Mrs. Packletide’s tiger’?
- (iii) How is the frog’s joy both sweet and bitter?
- (iv) What impression do you form of Grandfather when he comes down the stairs into the living room?
- (v) What were the writer’s feelings as they returned from Poleta?
- (vi) What feelings does the fiction ‘ The Letter’ arouse in you?

X. Answer any ONE of the following two questions in about 150 words.( 8 marks )

(A) What lesson of life do we learn from Shakespeare’s Sonnet ‘ Not marble , Nor the Gilded Monuments’?

OR

(B) ‘ It seems to me that neither of you has any cause to feel proud about the way you have treated me’. Mr. Merryweather is grieved to know how greedy and mean his daughters are. The play ‘ Dear departed’ brings out the plight of aged parents. Write an article for your school magazine on the topic ‘ The need of honouring parents’.