

5. Speaking of personal preferences, Ashwini Dutta, 24, Journalist has the unusual but amusing pair of a dog and a cat. “They are completely different. The cat is tiny but she is the boss. The dog is her caretaker even though she claws at him. He is very protective about her.” Although Ashwini is a dog person, the cat serves as great company for her dog, Circuit. “But I have realised that having a pet does affect you in many ways. There is one more love in your life to go home to,” she adds. She is also happy about the fact that Circuit gives her parents a daily dose of exercise which they otherwise never bothered with.

6. While dog-lovers are plentiful, cat people seem to be catching up. Dimple Bathija, 23-Year-old, Makeup Artist, says that bringing her cat Brownie home was not a conscious decision. “My mom likes dogs but that’s big commitment. Brownie used to sit outside our house. We started feeding her and slowly started getting her home, we all got used to her.”

- a.
 - i. Why does keeping a pet relax the owner?
 - ii. How do the pets make a person think positively?
 - iii. Give the names of two species of dogs mentioned in the passage.
 - iv. What are the extra advantages of keeping pets?
 - v. Why is keeping a pet a big commitment?
- b. Find out the words from the passage which mean the same :-
 - i. Attracted to use (Para 1)
 - ii. Agrees (Para 3)
 - iii. A feeling that makes someone want to behave in a particular way. (Para 4)

Passage - 5

1. Contemporary educational debates in India have largely focused on the issue of access to higher education, especially professional course in engineering, medical and management. While increasing access is clearly important, the issue of significantly improving the quality of what is taught and learnt in our schools and colleges should receive far more attention. We are simply not aware that our entire educational system, including the vast majority of our best schools and colleges, is substandard.

2. Two decades of research have established unequivocally that most children complete five years of schooling in our government schools acquiring very limited literacy and numeracy skills. This initial deficit is not significantly made up by many who make it to the class 10 board examinations. It’s mainly students from the poor and lower middle classes who attend government schools that suffer from the prevailing orthodoxy that access issues need to be solved before improving quality.

3. What is the quality of teaching and learning provided by our best English-medium schools, which cater to the middle and upper classes? Contrary to popular belief, here too the quality of education provided is mediocre. Middle and upper-class Indian parents, after spending enormous amounts of time and money on getting their children into these schools, feel that their job is

by living. Two Indian schools that are good examples of how children imbibe values of inclusion are the Loreto Day School besides Sealdah Station in Kolkata, and the Kathalaya School in Delhi's enormous Govindpuri slum. The Loreto Day School has about 1,500 children, half from fee-paying middle class families, and the rest from poor families.

7. Amongst the poor are about 350 'rainbow' children, who are taken off the streets, many of whom are orphans. The children come from very different circumstances but no distinction is made amongst them when they are in school. Learning is in teams. The rainbows mix with the rest. The school enters inter-school debates and other competitions and does well.

8. However, it has an unusual system. If a child wins a debate, that child does not compete in the next. This may affect the school's chances at winning. But it gives another child a chance to win and shine. Imagine implementing this system in Indian cricket a player scores a century, he must step from the next match. There would be no superstars but there may be many more

9. The Kathalaya School is in the middle the huge, congested, and trash-strewn has several hundred children, all poor, too, children learn in teams. They begin semester exploring a new theme, and wearing their lessons, in language, history, geography, science, and vocational skills, around them they discover and want to learn about, they explore this theme.

10. The school is buzzing with activity computer screens flashing, painting sketches on boards, collage of words and pictures in rows in this school! The unique mode of learning in the school not only enables the kids to easily pass the certified central school exams, it also gives them a great ability and desire to excel.

11. The themes the kids explore in the school lead them to the concern for their communities. While looking at these, they are guided into structures of projects. For example, team working on improving sanitation, availability of water in the slums in Delhi. They have surveyed family needs and the physical reality infrastructure. They have discussed solutions with the municipal authorities, some of which are being implemented. They are also persuading communities to change behaviours, regarding sanitary practices for example. The confidence of these 12-14 years old children in those of staggering odds-that they will make difference to the lives of their own community - is most inspiring.

12. Both these schools are showing how, with all the utilitarian knowledge and skills children need to pass exams and get job. Children are also learning values of caring for others and for their surroundings, so that they will become not only responsible citizens even leaders. These children are some millions of fireflies, carrying their own lights for others. They can transform India more inclusive and better society.

- i. What are the two factors that Americans are worried about? (1)
 - ii. How can we contribute to form a more harmonious and happy society through education? (2)
 - iii. How are Loreto to Day School in Kolkata and the Kathalaya school in Delhi different from other schools? (2)
 - iv. Mention four activities which will make children learn about their society better.(2)
 - v. Why are the children compared with the fireflies? (2)
- b. Find out the words from the passage which mean the same as the following :- (3)

from cruelty and exploitation. We are not only talking about children in middle class homes, but the vast majority of the children of Bihar: those in villages, those in Dalit habitations, those on the street, in employment, and in conflict with the law. The Child Labour (Prohibition and Registatrion) Act is being implemented effectively. A special task force at district level has been constituted for effective implementation of the Act. Bihar was the first to recognise the need for the proper habilitation of rescued child labourers, to take concrete steps in this direction. Necessary action is being taken for release and rehabilitation of child labour engaged in prohibited employment and processes. In addition, prosecutions have been launched against the defaulter employers who were found to have engaged children below the age of 14 years in contravention of the Act. The district task force has been especially active in ensuing that a clear message is sent to the general public that Bihar will have zero tolerance for those who perpetrate child labour.

2. At present, all out efforts are being made to have Patna declared a child-labour free city. Regular raids are being conducted on places employing children under 15 including housing complexes. Those found guilty of using child labour are charge-sheeted, and have to pay a penalty of Rs 20,000, an amount which will be utilised for rehabilitation related activity. Children rescued are immediately removed to Care homes, and efforts are made to restore them to their families as quickly as possible. Towards this end, networking takes place between the Department of Labour resources, NGOs and the Police.

3. To stop child labour and eliminate the practice, efforts at all levels are being made to spread awareness about the Child Labour (P & R) Act and the rules. April 30 is observed as 'No Child Labour Day' at the State and District level. All forms of media: print, radio, and television are used as means to create awareness among the citizens. Rallies and poster distribution are also part of these awareness campaigns.

4. The state government has formulated an action plan to combat trafficking of women and children from, to and within Bihar. It is believed that despite resource constraints, an effective strategy can be worked out through synergy of government agencies, NGOs, the corporate sector, media, Panchayats and other local bodies.

5. In response to the Supreme Court directive to state governments to take the initiative in preventing and combating trafficking, and following the Government of India advisory to state Government to constitute committees to this effect, the State Level Anti-Human trafficking Co-ordination Committee [SLAHTC] has been proposed.

6. The SLAHTC has an extended mandate to monitor, review, and take all appropriate and timely steps in preventing and combating trafficking. It will also take up issues related to rehabilitation of victims of trafficking. The SLAHTC will have multi-sectorial as well as NGO representation.

7. The proposed plan envisages Anti-Human trafficking Units [AHTU] constituted by the Director General of Police in all districts and one unit in the CID. The district AHTU shall be regularly monitored by the range DIOG and Zonal IG. Monthly reports are to be sent to the DG police. NGO partnership in AHTU is also envisaged. The Anti-Human trafficking Prosecution Monitoring Committee [AHTPMC], constituted by the Director, Prosecution shall likewise prepare monthly reviews of prosecution in trafficking crimes across the state. Village level anti-trafficking bodies are also to be set up.

a. i. What are the important areas of the development of a child? (2)

Section - A - Reading

Comprehension - 1

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

1. It has become gospel among India's elite that English is good for India. They say that English is good for development, it's good for people, and it's good for empowerment. Our prime minister said at Cambridge: "Of all the Legacies of the Raj, none is more important than the English language and the modern school system". There are many benefits to learning English but it is neither a panacea for economic development nor a freebie.

2. There is no greater a myth than that English is important for the development of the economy. Undoubtedly, English has helped jumpstart the Indian economy. The outsourcing boom has been driven by the fact that so many Indians speak flawless English. But one billion people aren't going to be uplifted through call centres. We will progress by becoming more educated and productive members of society. And remember that education and productivity come regardless of language. It's a solid foundation in maths, science, arts, history and literature that will drive productivity. Not familiarity with English language.

3. Japan, for Instance, is a textbook example of productive growth. Any visitor to Japan will quickly realise that few speak or write English well. Japan's growth has been driven by an education system with an emphasis on the basics: maths, physics, chemistry, biology, literature and history-and all done in Japanese. I don't know about the issues of Japanese individuality and whether Japan stifles creativity. However, the rise of Japan, South Korea, Taiwan, Hong Kong, China and Thailand and even the recent rise of Russia show that English is neither a sufficient nor a necessary component of economic growth.

4. Development and progress come from the foundation, the tried and tested tradition of learning: an ancient Indian concept. That is what is truly driving growth now and will continue to drive growth. We sell a false promise when we sell English as magic mantra for advancement. What's important for productivity and growth is the basics and as Abhishek Bachchan said in Guru, an understanding of " dhandoo".

5. The second myth is that English unites us. Maybe, but it also divides us. English splits this country into two. There is the upper crust elite that, to paraphrase another Bachchan, Amitabh, speaks English, talks English and walks English. But most importantly, it reads English. The reader of this newspaper is unlikely to have read anything in any native Indian language in a long time. Not a book, not a newspaper, not a magazine. The elite of India read English. The rest of India reads Hindi, Tamil, Teluge, Punjabi, Marathi, Gujrati, Malayalam, Assamese, etc.

6. We have developed a common cultural currency through television and Bolloywood, but the discourse of the nation remains divided. The bestselling book in China last year, Wolf, sold upwards of six million copies. The sum total of all general fiction literature books sold in India since Independence may come close to that number. As a nation, we don't read together. The headlines of The Times of India and local language papers maybe the same, but the stories and focus are different. If English provides a medium for discourse across India then it also divides in many ways we don't realise.

7. The third myth is that learning English doesn't cost India anything. It does. Our

Section - C : Literature

45 Marks

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

Sometimes I feel myself I can hardly bear
the thought of so much childish longing in vain.
The sadness that lurks near the open window there.
That wait all day in almost open prayer..

- (i) Why does the speaker say he can hardly bear his feelings ? 2
(ii) What is the “Sadness that lurks near the open window there” ? 1
(iii) What is the open prayer for ? 1

or

And yet, for these
Children, these windows, not this map, their world,
where all their future’s painted with a fog,
A narrow street sealed in with a lead sky
Far far from rivers, capes, and stars of world.,

- (i) Who are ‘these children’ ? Where are they sitting ? 1
(ii) Why is the map not their World ? 1
(iii) What do the last two lines of the extract say about their world ? 2

(b) Answer any three of the following questions in 30-40 words each. 2×3=6

- (i) Why does Pablo Neruda say that the ‘Earth can teach us’ ? (Keeping Quiet)
(ii) What was the poet’s childhood fear and why did it return ? (My mother at sixty six)
(iii) According to Keats, what ails our world ? What is it that keeps us bound to the earth?
(iv) What qualities do Aunt Jennifer’s tigers symbolise ?

8. Answer the following in 30-40 words. 2×5=10

- (a) How is Eco’s style of writing different from the regular academic style ?
(b) What changes did Sophie want Geoff to make in his appearance ?
(c) Mention two qualities of Douglas that helped him conquer his fear of water ?
(d) Why did Gandhiji agree to settlement of 25 percent refund to farmers ?
(e) Why was Franz able to understand every thing very well on the last day of school ?

9. Answer the following in 125-150 words ? 10

We realise the importance of a thing only when we lose it. Do you agree ? Give a reasoned answer.

More Surprisingly, there were as many as three parsi holidays While one commemorated the death of prophet Zarathustra, the parsis were given the unique privilege of, celebrating New year twice in March and in August September, as adherents followed different calendars For the Parsi who rose above denominational differences, New Year would thus joyously arrive three times a year, at convenient intervals.

Post- independence india moulded holidays in its own image. By declaring some holidays as compulsory (officials prefer the term gazetted) and many more as optional (of which employees across the country could choose a limited number according to their persuasion), it enlarged the list of public holidays to twice that of 1924, but also ensured that the people enjoyed no more holidays (in terms : of days) than they did in the colonial period.

Taken together, the list of holidays became a microcosm for the Indian nation: regional for the indian nation; regional holidays and festivals celebrated by regional or linguistic minorities were all accommodated in the optional list: Creating this hierarchy of holidays may have served the cause of national productivity. But it also created endless controversies as pressure groups urged government to consider one or the other festival for inclusion in the compulsory list. In 2007, of the 17 compulsory holidays, five are Muslim celebrations, five Hindu, two Christian and one each is Buddhist, Jain and Sikh. There is of course another list of around 35 festival (the number varies from state to state), which includes one parsi New year. Much as we would like to believe otherwise; this year most of us will not celebrate many more public holidays than our forefathers almost 80 years ago.

However, we have much more choice in terms of choosing our optional holidays There are other changes too: All our compulsory holidays are now restricted to one day. and those who prefer extended celebrations have to resort to exhausting their reserve of optional holidays.

Why are Parsi holidays no longer compulsory public holidays in India? in 1924, when three public holidays were dedicated to their festivals, there were just over 1,01,000 Parsis in india in 2007 they are allotted one optional holidays. The reason could possibly lie in numbers. parsis as a proportion of the indian population have declined dramatically: they were 0.03 percent of the population in 1921, but only 0.006 per cent in 2001.

However, one could also approach the question from the other end. Why did the colonial state give disproportionate importance to parsi celebrations? Their contribution to all aspects of public life continues now, as then to be vastly disproportionate to their number. also by the 1920 there were perhaps as many parsis who opposed colonial rule as there were those who supported it. Perhaps the fact that their celebrations tend to be private ones (not involving processions, for instance) made them 'safer' in the eyes of the colonial state

On the basis of reading the above passage answer the following questions :

- a. Make Note on it using headings and subheadings use recognizable abbreviations wherever necessary give a suitable title to the passage. 5
- b. Write a summary of the above passage in 80 words using the notes. 3

ENGLISH (Core)

Time Allowed : 3 hours

Maximum Marks : 100

General instructions :

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

20 Mark

I. Read the passage given below and answer the questions that follow : 12 Mark

The Future of india lies in the health of her childern. The latest Human Development Report shows that 47 per cent of indians live on less than Rs 40 a day. The mid- day meal (MDM) Scheme is thus a necessity makes in the health of its children. But unfortunately, the government's implementation of the scheme leaves much to be desired in most parts of the country. Recently some of our young MPs keen to understand the malnutrition situation in the country-made jaunts to a few states mean While there was a hare brained suggestion from some quarters to replace a fresh MDM with packed food- like biscuits. Our leaders feel that by doing away with the hot meal, they would he stemming the corruption found to be associated with the programme. It is akin to killing a person because of an aliling organ. it would be funny, if it were appealing to see how ignorant some of our leaders are of a government scheme working well in some parts of the country.

The advocates of packed meals should visit some villages in Tamil Nadu to see for themselves what a fresh hot meal can do, The formula adopted by those schools leaves little room for corruption and has dramatically improved the quality of the meal. What is this magic remedy? It is the involvement of the mothers of the childern in the MDM Programme along with the teachers, they have a say in the purchase and storage of the food items. The mothers' group of each school selects from among themselves those who will cook and serve the meals. The cooking is done in the school premises and they ensure that each child gets a hot meal of rice, sambhar and greens or koottu (mixed Vegetables)

The child carries a plate to school and after eating, washes and takes it home to bring it again the next day. The scheme is working so well that the balanced nutritious meal comes for (hold your breath) just Rs 5 a day for each child Tamil Nadu has a MDM committee, Which has drawn up a weekly menu, providing for variety and ensuring that the children get balanced nutritious meals. The involvement of The mothers in The meal Programme has had many positive spin offs. Their presence on the school premises and the constant and regular monitoring by the state authorities ensure that teachers do not absent themselves from work and classes are run on a regular basis The INDUS project launched by the Indian government in 21 districts of the country to eliminate child labour has found that involving mothers in the MDM

**ENGLISH CORE-XII
DESIGN OF THE QUESTION PAPER**

S.NO.	Section	Type of Questions	Marks	Total Marks	Testing Objectives
Q.1	Reading 1.1	(a) SA (b) VSA (c) SA (d) SA (e) SA	2 1 2 2 2	09	Comprehension
	1.2	(a) VSA (b) VSA (c) VSA	1 1 1	03	Vocabulary
Q.2	2a.	Note Making	5	05	Study Skills
	2b.	Summary Writing	3	03	Summarising Skills
Q.3	writing 2 Options	Short Writing Task	5	05	Writing Skills Organization Skills, giving details, fluency and coherence in drafting notices advertisements, Circulars, invitation and their replies and making posters.
Q.4	2 options	Long writing task	10		Presenting factual details in proper format, fluency and coherence in Report writing and factual description
Q.5	2 options	Letter Writing	10	10	Organization skills, writing in proper format, coherence, fluency to write formal letters and job applications
Q.6	2 options	Writing article or Speech/debate	10	10	Organization, coherence, fluency
Q.7a	Text Books Poetry			45	Poetry-appreciation and interpretation
	2 options	(a) SA (b) VSA (c) VSA	2 1 1	04	