



ENGLISH TEXTBOOK

Veda Vibhushan II Year / Uttar Madhyama - II Year / Class XII

MAHARSHI SANDIPANI RASHTRIYA VEDA SANSKRIT SHIKSHA BOARD

(Established and Recognized by the Ministry of Education, Government of India)

द्वा सुपर्णा सयुजा सखाया समानं वृक्षं परि षस्वजाते ।
तयोरन्यः पिप्पलं स्वाद्वत्त्यनश्नन्नन्यो अभि चाकशीति ॥
Two beautiful winged birds,
Being companions embrace the same tree
Of them the one eats the sweet berry;
The other looks on, all the time, not partaking.



MAHARSHI SANDIPANI RASHTRIYA VEDA VIDYA PRATISHTHAN, UJJAIN (M.P.)

(Ministry of Education, Government of India)

Phone : (0734) 2502266, 2502254, E-mail : msrvvpujn@gmail.com, website - www.msrvvp.ac.in



ENGLISH TEXTBOOK

Veda Vibhushan II Year / Uttar Madhyama - II Year / Class XII

MAHARSHI SANDIPANI RASHTRIYA VEDA SANSKRIT SHIKSHA BOARD

(Established and Recognized by the Ministry of Education, Government of India)



MAHARSHI SANDIPANI RASHTRIYA VEDA VIDYA PRATISHTHAN, UJJAIN (M.P.)

(Ministry of Education, Government of India)

Veda Vidya Marg, Chintaman, Jawasiya, Ujjain, Madhya Pradesh 456006

Phone : (0734) 2502266, 2502254, E-mail : msrvvpunj@gmail.com, website - www.msrvvp.ac.in



Basics of English /Grammar -

	Revision of previous Grammar Topics
1.	Vocabulary Building.
2.	Translation- From Sanskrit to English.
3.	Poster Making.
4.	Invitation Writing.
5.	Reading.
6.	Introduction to Jargons.

Poster

A Poster is a large notice announcing or advertising something. It generally creates social awareness about any problem or needs. It also conveys a social message in an eye-catching way.

❖ *Main Features of a Poster*

- **Layout:** A creative title in the form of a slogan or rhyming words.
For example, Speed thrills but kills; Pollution needs a solution; Green is clean.
- You can use Match Stick figures for illustration.
- Proper spacing and proportionate headings and illustrations.
- Date, time and venue must be mentioned in case of an event.
- A poster displays a message or an appeal to create awareness.
- The content should be organised in an appropriate style.
- Use appropriate expressions and correct language.
- The theme should be clear.
- The poster should be creative and related to the content and theme should not be vague.
- Do not spend much time on illustration. Written language and expressions will only help you score better.
- Name of the issuing authority or the organizers is a must.



Question. Prepare a poster on behalf of an NGO to be placed in various parts of the city urging the people to save trees.

TREES NEED HELP!

Trees are our best friends.

All parts of trees are useful to us

DO NOT CUT TREES

Trees keep the environment clean.

Trees give us oxygen.

Use recycled paper.

Use substitute of wood for construction.

WE LOVE TREES

ISSUED By ABCD



Question. Prepare a poster on behalf of the Municipal Authority of your city advising citizens on ways to save water.

SAVE WATER

SAVE LIFE!

Water is the Essence of Life

Water Level Going Low Dangerously Year by Year

APPLY

Rain-Water Harvesting

Don't let rain-water run waste.

Preserve it in tanks and ponds.

Save this gift of nature for the coming generation.

ISSUED BY ABCD



Invitation

An invitation is a request in the form of verbal or written communication inviting an individual or group of people to do something or to attend an event.

It is a way of informing people of the details of an event, which include the what, when, where, why, and in some instances, how to get to the venue.

An invitation is a formal request to be present or participate, which could be in the form of verbal or written, traditional or digital.

Types of Invitations

Wedding Invitation

One of the most common types of invitation is the wedding invitation, which is usually written in a formal tone to reflect the celebration of the marriage of a couple and sent to guests one or two months before the wedding date.

Birthday Invitation

Another typical invitation type is the birthday invitation, which is sent to guests inviting them *to attend the party of the birthday celebrant.*

Baptism Invitation

Baptism invitations are usually sent out to guests, typically close friends and relatives of the baby being baptized, two months before the christening.



Baby Shower Invitation

To celebrate the delivery or expected birth of a child, a baby shower invitation is sent to close friends and family members detailing the date, time, and venue of the event, name of the mom-to-be, and gift information.

Graduation Invitation

Schools may send graduation invitations to graduates as an invite to the ceremony held by the school.

Business Event Invitation

Business event invitations are traditionally and formally sent through email but can also be informally communicated through phone and messaging apps.

Grand Opening Invitation

Grand opening invitations are sent to guests and intended attendees, inviting them to a special event that marks the opening of a public place or infrastructure or an introduction of a new business venture.

Anniversary Invitation

Anniversary invitations are sent to special people who are part of the milestone of a relationship, personal life, or business to commemorate or celebrate the annual recurrence of a notable event.



How to Design an Invitation?

1. Choose the invitation size.
2. Determine the type of invitation.
3. Select the invitation template.
4. Write the important details.
5. Be straightforward and concise.
6. Proofread and double-check.



Question:

You are a student of Rashtriya Adarsh Veda Vidyalaya. The school is holding its annual function on Saturday, the 15th November, 20XX at 11 a.m. The Vice Chairman Prof. Prafulla Kumar Mishra has consented to be the chief guest. Design an invitation card to be sent to the parents and other invitees. Do not exceed 50 words.

Annual Day

The Management, Staff & Students of

RASHTRIYA ADARSH VEDA VIDYALAYA, UJJAIN

request your esteemed presence.

on the occasion of the

Annual Day Celebration to be held on Saturday the 15th November
20XX at 11.00 a.m.

Prof. Prafulla Kumar Mishra, The Vice Chairman Of MSRVP

Will be the chief guest and give away the prizes to the students

Prof. Viroopaksha V.Jaddipal

Rashtriya Adarsh Veda Vidyalaya

Phone No.



Reading

Examples

1. Read the passage given below and answer the following questions:

Sanskrit is one of the greatest languages of the world, and it is the classical language par excellence not only of India but of a good part of Asia as well. There is, of course, the time-honoured attitude towards Sanskrit, which holds it in a spirit of veneration, as the most ancient language of the world and as the repository of all spiritual knowledge and science. This veneration is reinforced in modern times by historical and critical study and appreciation. There is no question that Sanskrit is one of the greatest languages of civilisation; and comparable to it are a few other great languages of the world, equally languages of civilisation which are still effective, like Greek, Chinese, Latin and Arabic. Its value for humanity in general and for India in particular is that of a great feeder language of the world—a language which not only gives the pabulum of a whole host of words and phrases which are necessary for the self-expression of the speeches of many a modern people who have not as yet come up to the mark, but supplies through its literature the mental and spiritual pabulum as well to the peoples of the present age. Sanskrit is the speech through which the civilisation of India, ever since its expression in the Vedas, has found its expansion for over thousands of years.



Answer the following questions:

- a) Which is the most ancient language?
- b) Explain importance of Sanskrit?
- c) Complete the following:
 - i) Sanskrit is one of the
 - ii) There is no question that Sanskrit is one of the greatest languages of civilisation; and comparable to it are a few other great languages of the world,
 - iii) Sanskrit is the speech through which the civilisation of India, ever since its expression in the Vedas,



2. Read the passage given below and answer the following questions:

These days, it is not unusual to see people listening to music or using their electronic gadgets while crossing busy roads or travelling on public transports, regardless of the risks involved. I have often wondered why they take such risks: is it because they want to exude a sense of independence, or is it that they want to tell the world to stop bothering them? Or is it that they just want to show how cool they are? Whether it is a workman or an executive, earphones have become an inseparable part of our lives, sometimes even leading to tragicomic situations.

The other day, an electrician had come to our house to fix something. We told him in detail what needed to be done. But after he left, I found that the man had done almost nothing. It later turned out that he could not hear our directions clearly because he had an earphone on. Hundreds of such earphones addicts commute by the Delhi Metro every day. While one should not begrudge anyone their moments of privacy or their love for music, the fact is 'iPod oblivion' can sometimes be very dangerous.

Answer the following questions:

- (i) What reasons does the author offer for the people taking risks on the road?
- (ii) Why didn't the electrician carry out the work properly?
- (iii) Explain the term 'earphone addicts'?
- (iv) Give suitable title for the given passage.
- (v) Complete the sentence:
 - a).....
sometimes even leading to tragicomic situations.



b) It later turned out that he could not hear our directions clearly because

3. Read the passage given below and answer the following questions:

The philosophical importance; Veda-s, source and the pillars of India's knowledge base- *Rigveda, Yajurveda, Samaveda and Atharvaveda* taught us ways of life, balancing the life with nature, earth as our mother and we as sons and daughters of earth and the whole universe as one family.

The Vedas proclaim- the Reality is one. That one reality is *Brahman*, that one reality is described by the true *Jnani-s* with many names. Reality is described by names like *Indra, Mitra, Varuna, Agni, Divya, Suvarna, Gurutman, Yama, Maatarishva* etc. It is said thus-

“Indram mitram varunam agnimahuh atho divyah sa suprano garutman”

Ekam sad vipra bahudha vadanti, agnim yaam matarishvanamahuh.

इन्द्रं मित्रं वरुणम् अग्निमाहुः अथो दिव्यः स सुपर्णो गरुत्मान्।

एकं सद् विप्रा बहुधा वदन्ति, अग्निं यमं मातरिश्वानमाहुः ॥

Rigveda; 1.22.12.

The Vedas show us the path of humanity, humility, peace, and universal brother hood. The Vedas teach us to see all equally through the Sun's eye and friends' outlook.



Answer the following questions:

- a) What do the Vedas teach us?
- b) Explain these lines in English-

इन्द्रं मित्रं वरुणम् अग्निमाहुः अथो दिव्यः स सुपर्णो गरुत्मान्।

एकं सद् विप्रा बहुधा वदन्ति, अग्निं यमं मातरिश्वानमाहुः ॥

- c) Complete the following:
 - i) The Vedas proclaim-
 - ii) Reality is described by names
.....
 - iii) The Vedas show us the path of
.....

4. Read the passage given below and answer the following questions:

The most famous hymn of the *Rig Veda* is the *Purusha Sukta* (10.90), that constitutes an important part of the traditional learning. The *Sri Sukta*, dedicated to Goddess *Lakshmi* and recited often in the tradition is one of the *khilabhaaga* or "appendixes" of *Rik Samhita*. *Vak sukta* (10.125) is another famous hymn dedicated to the Mother Goddess Speech.

Each of the *Mandalas* is subdivided into *Anuvakas* (lessons) and *Sukta-s* (hymns). The ten *Mandala-s* have 85 *Anuvakas*, 1028 *Suktas* and 10,552 *Mantras/riks*.

There is also a *Valakhilya* section or supplement which consists of 11 *Suktas*, and 80 *Mantra-s*. Out of 21 branches of *Rigveda*, only three recensions (*Shakala*, *Bashkala* and *Shankhayana*) have survived. The hymns of the *Rig Veda* are



mostly applied or recited by this type of priests.

Answer the following questions:

- a) Write the name of the Vedas?
- b) How many total branches of Rigveda?
- c) Sri Sukta, is dedicate to whom?
- d) How many total hymns in Rigveda?
- e) Describe about Rigveda mandala-s.

5. Read the passage given below and answer the following questions:

What causes the monsoon? The monsoon, which is essentially the seasonal reversal in wind direction, causes most of the rainfall received in India and some other parts of the world. The primary cause of monsoons is the difference between annual temperature trends over land and sea. The apparent position of the Sun with reference to the Earth oscillates from the Tropic of Cancer to the Tropic of Capricorn. Thus the low pressure region created by solar heating also changes latitude. The northeast and southeast trade winds converge in this low pressure zone, which is also known as the Intertropical Convergence Zone or ITCZ. This low pressure region sees continuous rise of moist wind from the sea surface to the upper layers of the atmosphere, where the cooling means the air can no longer hold so much moisture resulting in precipitation. The rainy seasons of East Asia, sub-Saharan Africa, Australia and the southern part of North America coincide with the shift of ITCZ towards these regions.

Q1: Monsoon is



-
- (a) A type of sea wave
 - (b) a seasonal reversal in wind direction
 - (c) very hot wind
 - (d) Very cold wind.

Q2: What is the full form of ITCZ?

- (a) Intertrance Convergence Zone
- (b) Intertropical Convergence Zone
- (c) Intertropical Capricorn Zone
- (d) Intertropical Conveyance Zone.

Q3: The major cause of monsoon is the

- (a) difference between annual temperature trends over land and sea
- (b) difference between day and night temperature
- (c) moisture in the atmosphere
- (d) None of these.

Q4: Low pressure region is created by

- (a) solar heating
- (b) lunar cooling
- (c) Moist wind
- (d) dry wind.

Q5: It rains when

- (a) moist wind goes down



(b) dry wind meets moist wind

(c) the air can no longer hold moisture resulting in precipitation

(d) Annual temperature goes down.

Q6: What is the major cause of monsoon?

Q7: What is monsoon?

Q8: also changes latitude.

Q9: Write two nouns from the passage.

Q10: Write two verbs from the passage.

6. Read the passage given below and answer the following questions:

Everything that is alive needs energy. All animals get the energy they need from food. Think about the human body as an amazing machine. It can do all kinds of things for us. Food is the fuel that helps keep the amazing machine running. Plants use sunlight to make their own food. Animals are not able to do that. Some animals eat plants. Some animals eat other animals as meat. Some animals, like people, eat both plants and animals. Since plants make their own food using sunlight, the sun's energy is found in plants.

The sun's energy is very strong. It loses a lot of its strength by the time it goes into a plant. When we eat plants, we get more of the sun's energy than when we eat animals. That's why it is good to eat fruits and vegetables. When an animal eats a plant, the energy is less strong. The animal also used its energy to find the plant to eat. When a second animal eats the first animal, it gets even less



energy than the first animal got. The second animal used a lot of energy to chase its prey. Like a car that has to be filled with gasoline, living things have to eat again and again. Instead of gasoline, living things use food as fuel.

Questions:

1. Where do all animals get their energy?
2. Where do plants get their energy?
3. Why do we get more energy from eating vegetables than we get from eating meat?
4. If a third animal eats the second animal, will it get more or less energy?
5. Complete the following:
 - a) All animals get the energy
 - b)
that helps keep the amazing machine running.
 - c) Since plants make their own food using sunlight,
.....
 - d) When we eat plants, we get more of the sun's energy
.....
6. Find the word with the same meaning as the following words.
 - (a) living
 - (b) run after

7. Read the passage given below and answer the following questions:

Sanskrit literature is as vast as the human life. There are four aims of human life which are called Purusharthas. They are Dharma, Artha, Kama and Moksha. Dharma stands for the duties and responsibilities of man. Artha communicates the monetary necessities; Karma stands for the human desires of all types and



Moksha is freedom from birth and re-birth and worldly involvement. Any and every literature surrounds these four aims of human life. Sanskrit literature first presents Vedas which are the basis for Dharma. Vedas are the root of Dharma. There are four Vedas Rigveda, Yajurveda, Samaveda, and Atharvaveda. Brahman granthas explain the Vedic literature and give the detailed process to perform the Yajnas. Aranyakas and Upanishads discuss the internal meaning of the Vedas and the path of renunciation – Moksha Purushartha. Pratishakhyas explain the grammatical issues of the Vedas. Six Vedangas i.e., Shiksha, Vyakarana, Kalpa, Chhandas, Nirukta, and Jyotish help to understand the Vedas. As per the Indian tradition the Veda is not written by any author but in fact it is the respiration of God. Veda has been seen by the seers, the Rishis. Later it was diversified into four Samhitas by the great seer Vyasa.

Answer the following questions:

1. Write the aims of human life?

.....

2. Define Karma.

.....

3. What is Brahman granthas?

.....

4. Define Veda.

.....

5. Give the suitable title to the passage.

.....



8. Read the passage given below and answer the following questions:

It was evening in the picturesque seaside town of Rameshwaram, on the southern edge of Tamil Nadu. A cool breeze was gently blowing in from the sea. Along with the sound of waves lapping against the shore could be heard the sweet sound of birds circling overhead.

Among the children playing on the beach was a boy with wavy hair and dreamy eyes. This youngster was Avul Pakir Jainulabdeen Abdul Kalam who later became the eleventh President of India.

While spending time with his friends, Abdul was attracted by the sound of the birds flying above. He carefully observed that a fledgling perched on a boat was trying to take off. It spread its wings, fluttered briefly and sprang up. The air seemed to give the needed thrust for its take off! The bird soared up into the sky. It steered its pace and course with great ease. How Abdul wished he could fly like those beauties in the air!

This passion for flying, aroused by the beautiful birds, later inspired Abdul Kalam to design India's first rocket which successfully sent a satellite Rohini, into orbit on 18th July 1980. It was called the SLV-3 (Satellite Launch Vehicle). At the time when Abdul was growing up, no one had even dreamt of such a happening.

Rameshwaram, where Abdul was born on 15th October 1931, was a small town with narrow streets lined with old houses made of limestone and brick. The town was famous for its Shiva Temple. Abdul stayed in the house with his father, mother, brothers, and sister and led a secure and happy childhood.



Abdul's father, Jainulabdeen was a pious man. He led an austere life without depriving his family of the basic comforts.

In this closely knit family, dinner was always a special meal. During dinner they exchanged views on a variety of topics ranging from family matters to spiritual subjects.

The main income for Abdul's family came from ferrying pilgrims across the sea between Rameshwaram and Dhanushkodi. Pilgrims visiting Rameshwaram made it a point to visit Dhanushkodi, twenty kilometres away in the sea. Dhanushkodi has religious significance.

Ferrying pilgrims fetched good money and the family lived comfortably. However, a devastating cyclone lashed the shores of Rameshwaram and their boat was destroyed. The family lost their only source of livelihood in one swift, tragic stroke.

The enterprising young Abdul wanted to help the family through the crisis. He realized that there was demand for tamarind seeds. He decided he would collect them and sell them to a shop near his house. His family wanted him to concentrate on his studies. He said he would study as well as help his family. Reluctantly, everyone agreed. Even while studying or enjoying the evenings with his friends on the beach, he set aside some time to collect tamarind seeds and sell them to a nearby shop. For this he was paid a princely sum of one anna!

However, it was the joy of being able to care for his family that Abdul cherished most. Even decades later, he recalls earning his own money for the first time, with immense pleasure and a sense of pride



Answer the following questions:

(i) Who does this passage tell us about?

.....

(ii) What inspired Abdul to design a rocket?

.....

(iii) What was SLV-3?

.....

(iv) Where did Abdul spend his childhood?

.....

(v) Why was dinner a special meal in the Kalam's family?

.....



Introduction to Jargon

Jargon is a literary term that is defined as use of words and specific phrases in a particular situation, profession or trade that is not understood by general people except those who belong to that field of work, eg.- tenure – duration of time on job.

This Jargon contain hidden meaning that well accepted and implement in that particular area of study or work and used for their convenience.

There are various types of Jargon, as:

- Historical legal Jargon = legal terms explaining various legal matters and processes, used earlier, eg. – Statutes, recognizance, recoveries
- Medical Jargon – Terms related to health and treatment eg. –
 - Acute, i.e. sudden condition that comes on health.
 - Agonal, i.e. Major negative change in patient's body.
 - Co morbid, i.e. two or more condition that occur in the same time.
 - Idiopathic, i.e. Condition that has no clear cause.
 - Negative, i.e, the tested condition is not present.
 - Metabolic syndrome, i.e, a group of risk factors that increase the chance of heart attack and stroke.
 - Tacky cardio, i.e. Fast heart rate.
 - Sub – therapeutic – something at a low level.
 - Low – grade, i.e, spreading at slow rate.



- Business Jargon = terms related to business, trade and business administration.

Eg. – scalable, i.e, an endeavor that can be expanded without a lot of additional investment.

- Sweat equity, i.e. Getting a stake in the business instead of pay.

- Core- Competency, i.e, basic strength of a group or company.

- Drill down, i.e, basic strength of a group or company.

- Drill down, i.e, to look at a problem in detail.

- Due diligence i.e,. Putting effort into research before making a business decision.

- Low hanging fruit i.e, easiest problem to fix.

- Chief cook and bottle- washer, i.e. A person who holds many responsibilities.

- Work place Jargon – terms related to office work

Eg. – Hard copy, i.e, a physical print out of a document rather than an electronic copy.

- Desk job, i.e. Job confined to duties from a disk.

- Cubicle form, i.e, a section of office that contains worker's cubicles.

- Hammer it out, i.e, to type something up.

- Face time, i.e, the time spent with the customer or client in physical presence.

- Boil the ocean, i.e. To attempt to do something that is impossible.



-
- The helicopter view, i.e, an overview of a job or project.
There are various other Jargon like political, Military, etc, Here are few more eg.-s of Jargpm:



Translation

Sanskrit to English

1. भवतः नाम किमस्ति?

What is your name?

2. मम नाम कैलाशः

My name is Kailash

3. भवान् आङ्ग्लभाषां वदति वा ?

Do you speak English?

4. अहं संस्कृतं सम्यक् वदामि

I do speak Sanskrit well

5. कृपया मन्दं वदतु

Please speak slowly

6. कृपया पुनः वदतु

Please say it again



संस्कृतं सुलभम्।

अतः अहं संस्कृतं पठामि।

तत्र धेनूनां समूहः तिष्ठति।

अग्रजः चित्राणि पश्यति।

ग्रन्थं पठित्वा अहं अनेकाः कथाः जानामि।

भवान्/भवती कुत्र गच्छति ?

अहम् इदानीं बनारसे आस्मि।

अद्य भवतः कार्यक्रमः कः ?

अहं किं करोमि ?

अहं न जानामि ।

मम वचनं शृणोतु ।

ग्रामे अध्यापकः अस्मि ।

किञ्चित् कालं तिष्ठतु ।

भवान् एतत् पुस्तकं स्वीकरोतु।

विद्यालये बालकाः सन्ति।

गायिकाः कविताः गायन्ति।

सः वाक्यानि वदति।

एषाः श्लोकान् स्मरति।



About Text Book



Content

S.No. Topic

Selection from the Vedas -

1. Atman; Soul
2. Modern commentators of the Vedas
3. Vedas in the Views of Honorable Supreme court of India
4. Eminent Thinkers on Vedas and Vedic Life

Text – Prose

5. Indian Civilization - M. K. Gandhi
6. India – Her Past and Future
- Pt. Jawaharlal Nehru
7. Sanskrit - Key to study the history of the human mind
- F. Maximilian Muller
8. The Need of Guru - Swami Vivekananda
9. The Tempest - William Shakespeare
10. Ajanta Caves
11. Traditional Games of India
12. Precious Words by Sarvepalli Radhakrishnan

Text – Poetry -

1. An Elementary School Classroom in a Slum
- Stephen Spender
2. A Thing of Beauty
- John Keats
3. Mother Earth



Chapter - 1

Atman; Soul

(Rigveda, 1.164. 45; Atharvaveda, 9 & Atharvaveda, 10)

Theme of the Lesson

The mantras have been taken from the Rig veda and the Atharvaveda, which speaks about human nature and ideal human behaviour. It also speaks about the sacred birds (human/God) who is known by many names. It will teach the basic truth about the human to the growing children to guide them.

Answer the following

1. Name the Vedas from which the mantras have been taken.
2. Who is Garuda ?
3. What are the similarity and the difference between the two birds?
4. What has been said about speech?
5. Explain the concept of Indra, Mitra, Varuna and Agni.
6. Who are Agni, Yama and Matarishvan ?



Chapter - 2

Modern Indian Commentators of the Vedas

Theme of the Lesson

Along with the changing times, new light on the Vedas was thrown by Vedic savants beginning from the *Brahmana* texts up to Yogi Sri Aurobindo's '*The Secret of the Veda*'. Scholars in various branches of literature, and reformers of social thoughts in India drew inspiration from Vedic texts. The Vedas thus served as a perennial source for different schools of thought-currents in the fields of philosophy, law, art, politics, economics, culture, and sociology during the first 5,000 years. Our ancestors respected even the atheists (*Carvakas*) and accorded them a due place in the Indian Philosophical system. Modern Indian Commentators of the Vedas are:

- Swami Dayananda Saraswati (AD 1824-1883)
- Bal Gangadhar Tilak (AD 1856-1920)
- S. D. Satavalekar (AD 1868-1968)
- Sri Aurobindo (CE 1872-1950)
- Kapali Sastry (CE 1886-1953)

Answer the following

1. Name the commentators of the Vedas mentioned in the chapter.
2. Who established 'Arya Samaj'. When was he born and when did he die?



3. What did Bal Gangadhar Tilak propound in his book ‘The Arctic Home in the Vedas’?
4. Who was known as ‘Vedamurti’? Why did he establish Swadhyaya Mandala?
5. What was special about Aurobindo’s interpretation of Rigveda?
6. Write few lines on Kapali Sastry.
7. What was the attitude of Arya Samaj?

Read Aloud and Learn

- Swami Dayanada is known as the founder of ‘Arya Samaj’. He has written commentary on *Rgveda-Samhita* (1878) and *Sukla-Yajurveda Madhyandina Samhita*.
- Bal Gangadhar Tilak, a mathematician turned astronomer, historian, journalist, philosopher and political leader of India during 1880 to 1920. His ‘*The Arctic Home in the Vedas*’ is a seminal work on the origin of Aryans.
- Sripada Damodar Satavalekar is known as ‘Vedamürti’ in Maharashtra, Gujarat and Punjab.
- Sri Aurobindo’s interpretation of the *Rgveda*, published in a series of articles in his philosophical monthly *Arya* from 1914, was a radical departure both from Sayana and the naturalistic interpretation of the nineteenth-century European scholars.
- Kapali Sastry- Teacher, translator, commentator, essayist, and poet, T. V. Kapali Sastry was a Vedic scholar who had his early training under Ganapati Muni. His scholarship and spiritual *sadhana* endeared him to Ramana Maharshi.



Chapter - 3

Vedas in the View of Hon'ble Supreme Court of India

Theme of the Lesson

This chapter is based on the judgement given by Hon'ble Supreme Court of India on a case between the state of MP and Maharishi Mahesh Yogi Vedic Vishwavidyalaya, where the vital importance and great essence of the Vedas have been highlighted. (Hon'ble Supreme Court of India, Civil Appeal NO. 6736 OF 2004; Date of judgment-3rd July 2013, Maharshi Mahesh Yogi Vedic Vishwavidyalaya Vs State of M.P. & Ors; Bench: Hon'ble Judges; Justice Dr B S Chauhan and Justice Shri Fakir Mohamed Ibrahim Kalifulla)

Answer the following

1. Name the judges of Supreme Court who pronounced the judgement on Vedic knowledge.
2. Name the judges of MP High Court who pronounced the judgement on Vedic knowledge.
3. What was the judgement about?
4. What did the Division Bench state about the *Atharvaveda*?
5. What was stated about the establishment of University?
6. What was stated about unification of knowledge?
7. Give a brief description of the judgement in the chapter.



Read Aloud and Learn

We will be failing in our duty if we do not refer to the profundity of the pronouncement of the seers who spoke about the purity of learning, sanctity of intelligence and pollution-free world. To quote:

"Swasti Gobhyah Jagatah Purushebhayah/ Vishwam Subhutam Suvidatram no astu/" (*Atharvaveda* 1.32-4). स्वस्ति गोभ्यः जगतः पुरुषेभ्यः। विश्वं सुभूतं सुविदत्रं नो अस्तु।

The aforesaid means, may our learning and pure intellect bring us happiness. May all those who dwell on the earth, in the sky and in the water bring us happiness. And again, "Sham Saraswati Sah Dhibhirastu, Shanno Divyah Parthivah Shanno Appah." (*Rigveda* 7-35-11)

शं सरस्वती सः धीभिरस्तु। शं नो दिव्याः पार्थिवाः शं नो आपः।

Further:"Madhu Vata Ritayate Madhu Ksharanti Sindhavah. Madhvira Nah Santvoshadhah. Madhu Naktamutoshso Madhumat-parthivam Rajah." (*Rigveda* 1-90-6, 7) .

माधु वाता ऋतायते, मधु क्षरन्ति सिन्धवः।

माध्वीर्नः सन्त्वोषधीः मधु नक्तमुतोषसो मधुमत्पार्थिवं रजः ॥

The aforesaid means that may our learning and pure intellect bring us happiness. May all those who dwell on the earth, in the sky and in the water bring us happiness. May the winds blow happily, may the rivers flow happily; may the plants grow happily; may the dawn and the earth bring happiness to us.



Chapter - 4

Eminent Thinkers on Vedas and Vedic Life

Theme of the Lesson

The chapter presents the idea and the thought of some of the great thinkers who simplified and conveyed the Vedic concept of life and living and worked towards the growth of such vision. Eminent Thinkers on Vedas and Vedic Life are:

- Swami Vivekananda
- Shri Aurobindo Ghosh's concepts on Vedas
- Swami Dayanand Saraswati (1824-1883)
- Maharshi Mahesh Yogi

Answer the following

1. Name the eminent thinkers mentioned in the chapter.
2. What does Swami Vivekananda mean by the term 'Mukti'?
3. What are the two kinds of Truth?
4. Why had the students not to pay in *Guru Shishya* system?
5. Name the books authored by Swami Dayanand Saraswati and state the reason behind writing those books.
6. How does 'Vedic' include the whole path of knowledge from the knower to the known?
7. Write a short note on the life on Swami Dayanand Saraswati.



Read Aloud and Learn

- The Vedas teach us that creation is without beginning or end. Science is said to have proved that the sum total of cosmic energy is always the same.
- "The Vedas teach that the soul is divine, only held in the bondage of matter; perfection will be reached when this bond will burst, and the word they use for it is, therefore, *Mukti* — freedom, freedom from the bonds of imperfection, freedom from death and misery.
- Knowledge acquired by the first means is called science; and knowledge acquired by the second is called the Vedas. The whole body of super-sensuous truths, having no beginning or end, and called by the name of the Vedas, is ever-existent. The Creator Himself is creating, preserving, and destroying the universe with the help of these truths.
- The Vedantic teaching of the *Upanishads* we come across a conception of the Truth which is often expressed by formulas taken from the hymns of the Veda, such as the expression already quoted, *satyam, rtam, brhat*, - the truth, the right, the vast.
- Swami Dayanand Saraswati brought about a complete overhaul of the education system of India by introducing Anglo-Vedic schools to offer students an updated curriculum -- imparting both the content-knowledge of the Vedas and contemporary modern education.



Chapter - 5

Indian Civilization

- M.K. Gandhi

Theme of the Lesson

This chapter is based on the words by Mahatma Gandhi, where he speaks about the glorious Indian culture and how it's been impacted by the Westerners and inspires us to groom our own traditional values. "Indian Civilization and Culture", Gandhiji elaborates how Indian civilization is far more superior than Western Civilization as it has withstood the passage of time with its strong roots. Indian civilization has witnessed many civilizations grow and end because they worship materialism. Indian civilization, on the other hand, believes in morality and spirituality.

Answer the following

1. Where did the people of Europe learn their lessons from and what did they imagine while learning the lesson?
2. What is the charge against India?
3. Why is the mind a restless bird, according to Gandhiji?
4. Why did our ancestors set a limit to our indulgences?
5. Why did our ancestors hold the sovereigns of the earth to be inferior to the *Rishis* and the *fakirs*?
6. Why did our ancestor choose to be satisfied with small villages?
7. Draw the picture of the Swaraj in your own words that Gandhiji wished to see.
8. Should India adopt western changes or continue to follow its



traditional ways? Give reasons to support your answer.

Read Aloud and Learn

- A man is not necessarily happy because he is rich, or unhappy because he is poor. The rich are often seen to be unhappy, the poor to be happy. Millions will always remain poor.
- A nation with a constitution like this is fitter to teach others than to learn from others. This nation had courts, lawyers and doctors, but they were all within bounds.
- The Indian civilization as described by me, has been so described by its votaries. In no part of the world, and under no civilization have all men attained perfection. The tendency of the Indian civilization is to elevate the moral being, that of the Western civilization is to propagate immorality.
- We measure the universe by our own miserable foot-rule. When we are slaves, we think that the whole universe is enslaved. Because we are in an abject condition, we think that the whole of India is in that condition.



Chapter - 6

India –Her Past and Future

Speech given by Pandit Jawahar Lal Nehru

Theme of the Lesson

This chapter is based on the speech given by Pandit Jawahar Lal Nehru about India with reference to her history, her freedom struggle, and the vision for her better future with delicate steps towards achievement of those goals. Nehru's vision is of a prosperous India – material progress for her vast population. He also hopes that conflicts that take place in the name of religion, caste or region should stop. He wants India to be vibrant, its democracy on a socialist pattern – He wants a classless and casteless society.

Answer the following

1. According to Pt. Nehru, what made India lose her great vision?
2. How was India powerfully influenced by the coming of Islam and Muslim invasions ?
3. What were the kinds of impact Western Colonial powers had upon India?
4. “We stand facing both ways”. Explain.
5. What did Pt. Nehru say about Mahatma Gandhi?
6. What mixed picture of India can be seen in the speech by Pt. Nehru?
7. What was the hope expressed for India by Pt. Nehru?



Read the following lines and answer the following Questions:

Change is essential but continuity is also necessary. The future has to be built on the foundations laid in the past and in the present. To deny the past and break with it completely is to uproot ourselves and sapless, dry up. It was the virtue of Gandhiji to keep his feet firmly planted in the rich traditions of our race and our soil and, at the same time, to function on the revolutionary plane. Above all, he laid stress on truth and peaceful means. Thus, he built on old foundations, and at the same time, oriented the structure towards the future. Living is a continual adjustment to changing conditions. The rapidity of technological change in the last half-century has made the necessity of social change greater than ever, and there is a continual maladjustment. The advance of science and technology makes it definitely possible to solve most of the economic problems of the world and, in particular, to provide the primary necessities of life to everyone all over the world. The methods adopted will have to depend upon the background and cultural development of a country or a community.

- (a) Who has given this speech?
- (b) What is India?
- (c) Explain the following in your words

Change is essential but continuity is also necessary.

- (d) What did Pt. Nehru say about Mahatma Gandhi?
- (e) How science and technology is important?



Chapter - 7

Sanskrit; Key to Study the History of the Human Mind

- F. Max Muller

Theme of the Lesson

This chapter is based on a part of the lecture given by Friedrich Maximilian Müller. It speaks about the glory of Sanskrit as a language which has conveyed plethora of knowledge and wisdom to the world. This is an extract from the Lecture on What can India teach us? Delivered by Friedrich Maximilian Müller in 1882 in the University of Cambridge to the aspirants of Indian Civil Service. He said Sanskrit in his judgment constitutes an essential element of a liberal education. While heartily admiring the employment of some of the best talent and noblest genius of our age in the study of development in the outward world, from the first growth of the earth and the beginning of organic life to the highest stages, he pleads earnestly that there is an inward and intellectual world also to be studied in its historical development in strict analogy with the other, leading up to the beginning of rational thought in its steady progress from the lowest to the highest stages. In that study of the history of the human mind, in that study of ourselves, our true selves, India occupies a place which is second to no other country. Whatever sphere of the human mind may be selected for special study, whether language, religion, mythology, or philosophy, whether laws, customs, primitive art or primitive science, we must go to India, because some of the most valuable and most instructive materials in the history of man are treasured up there and there only.



Answer the following

1. Write the words mentioned in the chapter which are believed to be of Indian origin.
2. What according to Muller can be studied from Aryans?
3. According to Muller, what is the specialty of Sanskrit?
4. Why is Sanskrit the most wonderful language?
5. What is meant by finding 'true east'?
6. What did Mr. Jones write about his visit to India?
7. Summarize the chapter in your own words.

Most Popular Books written by Friedrich Maximilian Müller.

- Essays V3: Beitrage Zur Literaturgeschichte, Biographik Und Alterthumskunde (1872)
- The Second, Third, And Fourth Books of The Hitopadesa: Containing the Sanskrit Text (1865)
- Oxford Essays, 1856: Contributed by Members of The University



Chapter - 8

The Need of Guru

- Swami Vivekananda

Theme of the Lesson

The Guru is the conveyance in which the spiritual influence is brought to you. Anyone can teach, but the spirit must be passed on by the Guru to the Shishya (disciple), and that will fructify. The Guru is the means of realisation. “There is no knowledge without a teacher.”

Answer the following

1. How do our thoughts impact our present and future?
2. What happens when ‘help’ comes for the soul?
3. Why cannot the ‘quickening impulse’ be derived from the books?
4. Who is *Guru* and who is *Shishya*?
5. When does a ‘wonderful growth of genuine religion take place’?
6. What are the dangers in regard to the transmitter and the receiving soul?
7. Give a brief summary of the chapter.



Read Aloud and Learn

अविद्यायामन्तरे वर्तमानाः स्वयं धीराः पण्डितम्मन्यमानाः ।

दन्द्रम्यमाणाः परियन्ति मूढा अन्धेनैव नीयमाना यथान्धाः ॥

- "Fools dwelling in darkness, wise in their own conceit, and puffed up with vain knowledge, go round and round staggering to and fro, like blind men led by the blind."
- "The true preacher of religion has to be of wonderful capabilities, and clever shall his hearer be"

आश्चर्यो वक्ता कुशलोऽस्य लब्धा;



Chapter – 9

The Tempest

William Shakespeare

Theme of the Lesson

The chapter is an abridged story of the play The Tempest, written by Shakespeare. This classic plot shows some of the most powerful human emotions of pain and pleasure. The strong characters, stunning spectacles and the rich imagery with a hue of magic make it an interesting one with the message of the good ultimately winning over the evil.

Moral: Revenge and Forgiveness- Relinquishing revenge in favour of forgiveness would have been an appropriately moral story at the time The Tempest was first performed. Themes of reconciliation and forgiveness do appear more frequently in Shakespeare's later romances, and they seem to present a faith in future generations.

Answer the following

1. Who was Ariel? Why did he work for Prospero?
2. Why was Prospero banished?
3. Why did Caliban hate Prospero and Miranda?
4. How did Prospero manipulate Alonso and his company?
5. What do we learn about human life from this lesson?
6. How had Prospero and his infant daughter, Miranda reached the island?



7. What was unique about the island?

8. How did Prospero raise a storm in the sea? Why had he done so?

9. Answer with reference to the context.

‘She speaks my language! Where I come from, I am the highest-ranking person who speaks this language.’

Who is the speaker?

Whom is the speaker referring to?

Where does the speaker come from?

Is the speaker the highest-ranking person where he comes from?
Why/Why not?

10. Read the sentences and answer the questions

“Ariel had just appeared to tell his master what he had done with the passengers and crew of the ship.”

- a. Who was Ariel’s master?
- b. Who were the passengers of the ship?
- c. What had Ariel done?



Chapter - 10

Ajanta Caves

Theme of the Lesson

The chapter presents historical and architectural facts about Ajanta Caves. Here we can see the story and meaning of these caves becoming clear to us. Interesting and informative chapter indeed. The paintings in the Ajanta caves predominantly narrate the Jataka tales. These are Buddhist legends describing the previous births of the Buddha. These fables embed ancient morals and cultural lore's that are also found in the fables and legends of Hindu and Jain texts.

Answer the following

1. What are the phases in which Ajanta Caves are generally agreed to have been made?
2. Give a brief idea about the numbering of the Ajanta caves.
3. What are the numbers of the earliest group of caves and what are there on the walls of those caves?
4. What are differing opinions about the century in which the earliest caves were made?
5. What is the opinion of Walter M. Spink about the second phase of construction at Ajanta caves?
6. What is Spink's idea about the incomplete construction and the reconstruction of Ajanta caves?
7. What is the difference between the form of columns of the first period and the second period?



8. Describe the architecture of *Chaitya-griha*.

About Caves

The Hindu monuments: Caves 13–29

Early Hindu temples: Dhumar Lena, Cave 29

Rameshwar temple, Cave 21

The Kailāśa temple: Cave 16

The Dashavatara: Cave 15

Other Hindu caves - Other notable Hindu caves are the Ravan ki Khai (Cave 14) and the Nilkantha (Cave 22), both of which house numerous sculptures, Cave 25 in particular features a carving of Surya in its ceiling.

The Indra Sabha: Cave 32

The Buddhist monuments: Caves 1–12

The Vishvakarma Cave



Chapter - 11

Traditional Games of India

Theme of the Lesson

The history of traditional games in India is very ancient and in Vedic literature, we find many references to *Kreeda* (क्रीडा), which refer to Games and Sports. Games are very popular throughout the world and everyone, i.e., right from the children to adults prefers to participate in them. Various traditional games are part and parcel of Indian tradition. It is more likely that many of today's Olympic disciplines are modified versions of games of strength and speed that flourished in ancient India. *Chaupar*, *Pallankuzhi*, *Gutte*, *Kancha*, *Lattoo*, *Gilli danda*, *Kith Kith*, *Lagori*, *Antyakshari*, Chess (*shatranj*), wrestling, polo, archery (*Teerandaji*) *kabbadi*, *kho-kho*, and Martial Art and hockey (possibly a fall-out from polo) etc., are some of the games believed to have originated in India.

Answer the following

1. Where do you find reference to *Kreeda* ?
2. Name the games those are believed to be of Indian origin.
3. What are the components needed to play traditional games of India.
4. State the benefits of traditional games of India.
5. What is the main cause of the rising health issues in kids these days?
6. Describe *Antyakshari* in your own words.
7. Give a brief summary of the chapter.



Chapter - 12

Precious Words by Sarvepalli Radhakrishnan

Theme of the Lesson

Sarvepalli Radhakrishnan (5 September 1888 – 17 April 1975) was an Indian philosopher and statesman who served as the second president of India from 1962 to 1967. He was also the first Vice-President of India from 1952 to 1962. Radhakrishnan was awarded several high awards during his life, including a Knighthood in 1931, the **Bharat Ratna**, the highest civilian award in India, in 1954, and honorary membership of the British Royal **Order of Merit** in 1963. He was also one of the founders of Helpage India, a non-profit organisation for elderly underprivileged in India. Radhakrishnan was one of India's best and most influential twentieth-century scholars of comparative religion and philosophy.

Answer the following

1. Name the texts on which Dr. Radhakrishnan wrote commentaries.
2. What were the awards that he received?
3. How does the words of Dr. Radhakrishnan inspire us?
4. What are the suggestions that we can take from the lesson about the education system of our country.
5. Explain to grow mature and free, to flower in love and goodness.
6. Give a brief account of the life and works of Dr. Radhakrishnan.



7. Summarise the lesson in your own words.

Read the following lines and answer the following Questions:

Education in Social Sciences should help us ‘to grow mature and free, to flower in love and goodness’, to increase wisdom and virtue. We should work for a general renewal of humanity. If the knowledge derived from sciences gets into wrong hands, the world will be in peril. If enough men and women arise in each community who are free from the fanaticisms of race, religion and ideologies, who will oppose strenuously every kind of mental and moral tyranny, who will develop in place of an angular national spirit a rounded world view, we will get near the concept of one earth one family’.

- (a) Give suitable title for the following passage.
- (b) Write the importance of Social Science.
- (c) Explain ‘to grow mature and free, to flower in love and goodness’.



Poem - 1

An Elementary School Classroom in a Slum

- Stephen Spender

Theme of the Lesson

In this poem, Stephen Spender deals with the theme of social injustice and class inequalities. He presents the theme by talking of two different and incompatible worlds. The world of the rich and the civilized has nothing to do with the world of narrow lanes and cramped holes. The author describes the situation of the students of an elementary school. The school is in a slum area. The poet wants everybody's attention to these children. Poet wanted that the life of these students improves. He wanted them to get trained in order to become good citizens of our country and not criminals. An elementary school classroom in a slum summary gives a brief knowledge about the condition of the school as well as the students. The future of these kids is in dark. This poem also teaches us the value of education and the value of all the things that we have and many do not.

Answer the following

1. How do the children's faces look like?
2. How does the poet describe the physical appearance of the boy and the girl?
3. What does the poet mean by "On sour cream walls"?
4. Why does the poet refer 'the windows' as the world to those children?



-
5. Why has the poet again compared the windows with catacombs in the last stanza?
 6. How does the poet want the children to live their life?
 7. What does the poem suggest about the slums and their educational system?

Read the lines and answer the questions that following questions:

Far far from gusty waves these children's faces.

Like rootless weeds, the hair torn around their pallor:

The tall girl with her weighed-down head. The paper-seeming boy, with rat's eyes.

Questions:

- (a) Where, do you think, are these children sitting?
- (b) How do the faces and hair of these children look?
- (c) Why is the head of the tall girl 'weighed down'?
- (d) What do you understand by 'The paper-seeming boy, with rat's eyes'?



Poem- 2

A Thing of Beauty

- John Keats

Theme of the Lesson

The poem 'A Thing of Beauty' by John Keats delivers the concept that beauty can be discovered anywhere and at any time. He describes nature and the unexpected beauty that it brings. Any beautiful object is always kept in our minds since it brings us permanent and everlasting happiness. The enjoyment that a beautiful object brings never fades away, but multiplies many times over anytime. It returns to our mind. Furthermore, the poet explains that God's creations provide happiness as well as energy. The things present all around provide us with plenty of reasons to feel happy. Moreover, the brave soldiers' stories bring inspiration and enthusiasm to the love life. Beauty is a heavenly tonic. Furthermore, it is like an endless fountain of nectar. Also, beauty can come in various forms. Beauty gives us good health and removes sadness from our lives, resulting in everlasting joy.

Answer the following

1. Write the things mentioned in the poem that make our spirits dark.
2. What are the 'shapes of beauty' mentioned in the poem?
3. What do the 'clear rills' do?
4. What will 'a thing of beauty' give to us?
5. Why is the thing of beauty a 'joy forever'?



-
6. Why has the poet called the 'tales' as 'immortal drink'?
7. Explain the following;

“And such too is the grandeur of the dooms
We have imagined for the mighty dead”

Read the lines and answer the questions that following questions:

Some shape of beauty moves away the pall
From our dark spirits. Such the sun, the moon,
Trees old, and young, sprouting a shady boon
For simple sheep; and such are daffodils
With the green world they live in; and clear rills
That for themselves a cooling covert make
Gainst the hot season; the mid forest brake,
Rich with a sprinkling of fair musk-rose blooms;

Questions:

- (a) What removes the pall from our dark spirits?
- (b) What sprouts a shady boon for sheep and how?
- (c) How do 'daffodils' and 'rills' enrich the environment?
- (d) What makes the mid-forest brake rich?



Poem- 3

Mother Earth

The poem is based on the translations of the selected mantras of Bhumi Suktam from Atharvaveda which is dedicated to Earth praising her as ‘mother’ and the beings as child whom she nurtures. She is depicted as deity Mother earth. The poem portrays the greatness of earth bearing all elements of life. Personified as a mother her love and blessings are depicted in a beautiful words. The poetic quality of the Vedas is seen and the awareness towards nature is also understood.

Answer the following

1. What is the source of the poem and who is the ‘she’ mentioned here?
2. Who are bipeds and quadrupeds?
3. Name the birds mentioned in the poems.
4. What does ‘mortal’ means?
5. Why the earth is addressed as ‘golden – bossomed’?
6. In which lines do we find the reference to agriculture?
7. Describe the patience of ‘mother earth’ as portrayed in the poem.
8. Explain the meaning of the last stanza of the poem in your own words.



Questions for Practice

Chapter. 1 -

1. Name the Vedas from which the mantras have been taken.
2. How do learned men keep the speech?
3. What has been said about speech?
4. Who are Agni, Yama, Matarishvan?

Chapter. 2 -

5. Name the commentators of the Vedas mentioned in the chapter.
6. Who established 'Arya Samaj.' When was he born and when did he die?
7. What did Bal Gangadhar Tilak propound in his book 'The Arctic Home in the Vedas'?
8. Who was known as 'Veda Murti'? Why did he establish Swadhyaya Mandala?
9. Write few lines on Kapali Sastry.

Chapter. 3 -

10. Name the judges of Supreme Court who pronounced the judgement on Vedic knowledge.
11. Name the judges of MP High Court who pronounced the judgement on Vedic knowledge.
12. What was the judgement about?
13. What did the Division Bench state about the Atharvaveda?

Chapter. 4 -

14. Name the eminent thinkers mentioned in the chapter.
15. What does Swami Vivekananda mean by the term 'Mukti'?
16. What are the two kinds of Truth?



-
17. Why had the students not to pay in Guru Shishya system?
 18. Name the books authored by Swami Dayanand Saraswati and state the reason behind writing those books.

Chapter. 5 -

19. What is the charge against India?
20. Why is the mind a restless bird, according to Gandhiji?
21. Why did our ancestors hold the sovereigns of the earth to be inferior to the Rishis and the fakirs?
22. Why did our ancestor choose to be satisfied with small villages?

Chapter. 6 -

23. According to Pt. Nehru, what made India lose her great vision?
24. “We stand facing both ways”. Explain.
25. What did Pt. Nehru say about Mahatma Gandhi?
26. What was the hope expressed for India by Pt. Nehru?

Chapter. 7 -

27. What according to Max Muller can be studied from Aryans?
28. According to Max Muller, what is the specialty of Sanskrit?
29. Why is Sanskrit the most wonderful language?
30. What is meant by finding ‘true east’?

Chapter. 8 -

31. What happens when ‘help’ comes for the soul?
32. Who is Guru and who is Shishya?
33. When does a ‘wonderful growth of genuine religion take place’?
34. What are the dangers in regard to the transmitter and the receiving soul?



Chapter. 9 -

35. Who was Ariel? Why did he work for Prospero?
36. How had Prospero and his infant daughter, Miranda reached the island?
37. What was unique about the island?
38. Answer with reference to the context.

‘She speaks my language! Where I come from, I am the highest-ranking person who speaks this language.’

- a. Who is the speaker?
- b. Whom is the speaker referring to?
- c. Where does the speaker come from?
- d. Is the speaker the highest-ranking person where he comes from? Why/Why not?

Chapter. 10 -

39. Give a brief idea about the numbering of the Ajanta caves.
40. What are the numbers of the earliest group of caves and what are there on the walls of those caves?
41. What is the opinion of Walter M. Spink about the second phase of construction at Ajanta caves?
42. What is the difference between the form of columns of the first period and the second period?
43. Describe the architecture of Chaitya-griha.

Chapter. 11 -

44. Name the games those are believed to be of Indian origin.
45. State the benefits of traditional games of India.
46. What is the main cause of the rising health issues in kids these days?



47. Describe Antyakshari in your own words.

Chapter. 12 -

48. Name the texts on which Dr. Sarvepalli Radhakrishnan wrote commentaries.

49. What were the awards that he received?

50. What are the suggestions that we can take from the lesson about the education system of our country.

51. Give a brief account of the life and works of Dr. Sarvepalli Radhakrishnan.

Poem. 1 -

52. How do the children's faces look like?

53. How does the poet describe the physical appearance of the boy and the girl?

54. How does the poet want the children to live their life?

Poem. 2 -

55. Write the things mentioned in the poem that make our spirits dark.

56. What will 'a thing of beauty' give to us?

57. Explain the following;

“And such too is the grandeur of the dooms

We have imagined for the mighty dead”

Poem. 3 -

58. Who are bipeds and quadrupeds

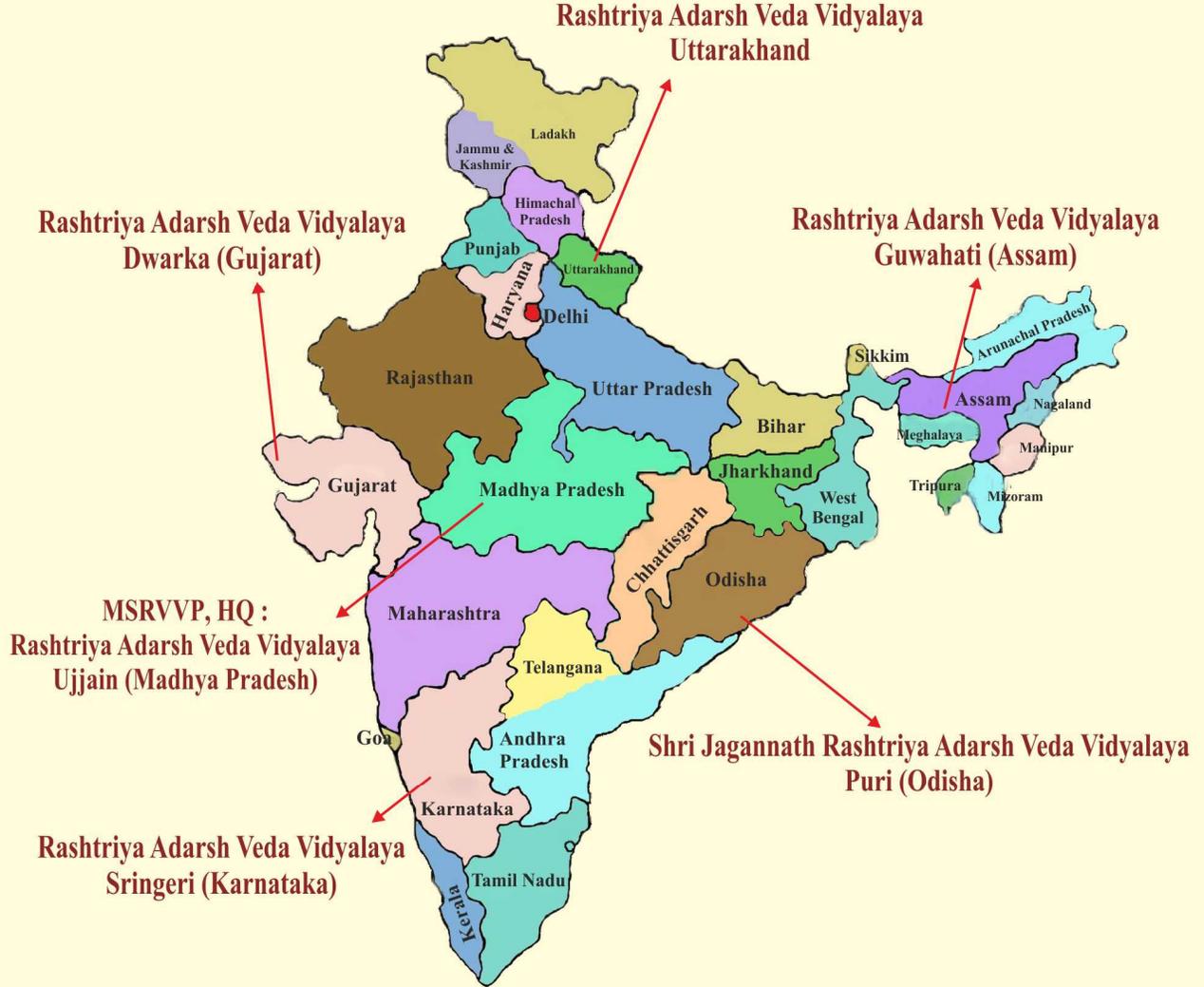
59. Name the birds mentioned in the poems.

60. Describe the patience of 'mother earth' as portrayed in the poem.



Rashtriya Adarsh Veda Vidyalaya Run and Proposed by MAHARSHI SANDIPANI RASHTRIYA VEDA VIDYA PRATISHTHAN, UJJAIN (M.P.)

(Ministry of Education, Government of India)



MAHARSHI SANDIPANI RASHTRIYA VEDA VIDYA PRATISHTHAN, UJJAIN (M.P.)

(Ministry of Education, Government of India)

Veda Vidya Marg, Chintaman, Jawasiya, Ujjain, Madhya Pradesh 456006

Phone : (0734) 2502266, 2502254, E-mail : msrvvpujn@gmail.com, website - www.msrvvp.ac.in