PM SHRI KENDRIYA VIDYALAYA, DHARMAPURI

HOLIDAY HOMEWORK **CLASS 12**

ENGLISH CORE

15/10/2026 **Day 1**

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

The Power of Small Choices in a Changing World

In an age characterised by rapid technological advancement, instant communication and growing consumerism, people often believe that meaningful change can occur only through large-scale reforms or extraordinary achievements. However, the experiences of communities across the world suggest that small, consistent actions can be equally powerful. Whether it is conserving water, reducing waste, supporting local businesses or helping a neighbour, individual choices can collectively influence the direction of society.

One of the most pressing challenges facing modern communities is environmental sustainability. Cities are expanding, natural resources are under increasing pressure, and the amount of waste generated by households continues to rise. Although governments and industries have a major responsibility to address these issues, citizens also play a crucial role. Simple practices such as carrying reusable bags, segregating household waste, using public transport and avoiding unnecessary consumption can significantly reduce environmental damage when adopted by large numbers of people.

Consider the example of a residential neighbourhood that decided to address its growing waste problem. Initially, most residents believed that waste management was the sole responsibility of municipal authorities. Garbage was often mixed, recyclable materials were discarded, and public spaces gradually became untidy. A group of students then initiated a community awareness campaign. They explained the importance of separating biodegradable and non-biodegradable waste, encouraged residents to compost kitchen scraps and organised weekend clean-up drives. Instead of criticising people for their habits, the students demonstrated practical alternatives and invited everyone to participate.

Within a few months, the neighbourhood began to change. The quantity of waste sent to landfills decreased, gardens benefited from the compost produced, and residents became more conscious of their consumption patterns. More importantly, the campaign strengthened relationships among neighbours. People who had rarely interacted began working together towards a common goal. The initiative demonstrated that environmental responsibility could also promote social cooperation and a sense of shared ownership.

This experience highlights an important principle: sustainable change depends not merely on awareness but also on participation. People are more likely to adopt new habits when they understand their purpose, observe positive results and feel that their contributions matter. Information alone may not transform behaviour; practical opportunities and collective encouragement are equally necessary. For instance, asking people to recycle without providing separate collection bins may lead to frustration rather than action.

Effective solutions must therefore consider both individual motivation and the availability of suitable infrastructure.

Small choices also influence economic and social well-being. Purchasing goods from local producers can support livelihoods, while volunteering can help address community needs. Similarly, listening respectfully to people with different opinions can reduce misunderstandings and encourage meaningful dialogue. Such actions may appear insignificant when viewed individually, but their cumulative effect can shape more inclusive and resilient communities.

Nevertheless, individual responsibility should not be confused with placing the entire burden of change on citizens. Environmental problems, social inequality and resource shortages often arise from complex systems that require policy reforms, institutional accountability and technological innovation. Personal action is most effective when supported by responsible governance, public awareness and accessible facilities. Citizens and institutions must therefore work together rather than treating their responsibilities as competing alternatives.

Ultimately, progress is not always the result of dramatic breakthroughs. It often emerges from ordinary people making thoughtful decisions repeatedly and inspiring others to do the same. A sustainable future requires both large-scale planning and everyday responsibility. When individuals recognise the connection between their choices and the common good, even modest efforts can become the foundation of lasting transformation.

Section A: Multiple-Choice Questions (3 × 1 = 3 marks)

1. What is the central idea of the passage?

A. Only governments can bring about meaningful social change.

B. Small, consistent individual actions can contribute to wider social transformation.

C. Technological development is the primary cause of environmental problems.

D. Community participation is less important than individual success.

2. Why did the students' waste-management campaign succeed?

A. They forced residents to follow strict rules.

B. They transferred the responsibility of waste management to private companies.

C. They combined practical demonstrations with community participation.

D. They focused exclusively on cleaning public spaces.

3. Which of the following best explains the relationship between individual action and institutional responsibility, as presented in the passage?

A. Individual action makes institutional reform unnecessary.

B. Institutional responsibility prevents citizens from contributing effectively.

C. Both are necessary and can complement each other.

D. Individual responsibility should be limited to environmental protection.

Section B: Assertion and Reasoning (2 × 1 = 2 marks)

For Questions 4 and 5, choose the correct option:
A. Both Assertion and Reason are true, and Reason is the correct explanation of Assertion.
B. Both Assertion and Reason are true, but Reason is not the correct explanation of Assertion.
C. Assertion is true, but Reason is false.
D. Assertion is false, but Reason is true.
4. Assertion (A): Providing practical facilities is important for encouraging sustainable behaviour.
Reason (R): People may find it difficult to practise recycling when separate collection facilities are unavailable.
5. Assertion (A): The passage suggests that individual efforts alone are sufficient to resolve all major environmental and social problems.
Reason (R): Complex problems also require policy reforms, institutional accountability and technological innovation.

Section C: Very Short-Answer Questions (4 × 2 = 8 marks)
Answer each question in approximately 30–40 words.
6. How did the students' waste-management initiative bring about both environmental and social improvements in the neighbourhood?
7. Why does the author believe that awareness alone may not be enough to change people's behaviour?
8. Explain how purchasing goods from local producers and volunteering can contribute to community well-being.
9. What does the author mean by stating that individual responsibility should not be confused with placing the entire burden of change on citizens?
Section D: Vocabulary-Based Questions (2 × 1 = 2 marks)
10. Find a word from the passage that means *"the ability to recover from difficulties and adapt to challenges."*
11. Find a word from the passage that means *"the total combined effect of many individual actions."*

Section E: Fill in the Blank (1 × 1 = 1 mark)
12. Complete the sentence using a suitable word from the passage.
People are more likely to adopt new habits when they understand their purpose, observe positive results and feel that their contributions _____.

SECTION B Revision -NOTICE from KVS Study Material

SECTION C Questions and answers Poets and Pancakes & My mother at sixty Six

16/10/2026 **Day 2**

Q2. The Art of Paying Attention

Read the passage carefully and answer the questions that follow.

Modern life has made information more accessible than at any other time in human history. A student can watch a lecture delivered on another continent, consult a digital library or learn a new skill through a short video. Yet this abundance of information has created an unexpected difficulty: the ability to pay sustained attention is becoming increasingly valuable and increasingly difficult to practise.

Many people believe that multitasking makes them more productive. They switch between messages, online videos, assignments and conversations, imagining that several activities are being completed simultaneously. However, the human brain generally does not perform demanding mental tasks in parallel with perfect efficiency. Instead, it shifts rapidly from one task to another. Each shift requires time and mental effort, and repeated interruptions can weaken concentration, increase errors and make complex information harder to retain.

The problem is not technology itself. Digital tools have transformed education, improved communication and opened opportunities for people who previously lacked access to quality resources. The difficulty arises when tools designed to serve human purposes begin to compete continuously for human attention. Notifications, autoplay features and endless scrolling encourage users to remain engaged, even when they originally intended to spend only a few minutes online.

Attention is more than the ability to look at something. It involves selecting relevant information, resisting distractions and maintaining mental effort long enough to understand relationships between ideas. A learner reading a challenging passage, for instance, must connect its central argument with supporting evidence, recognise assumptions and evaluate the writer's conclusions. Such activities require time for reflection. Merely scanning several summaries may provide familiarity with a topic without producing genuine understanding.

Schools and families can help young people develop healthier habits without treating technology as an enemy. Students may begin by dividing demanding tasks into manageable periods, keeping unnecessary notifications switched off and taking short breaks between sessions. Reading a printed page without checking a phone, discussing an idea after studying it and writing a brief summary from memory can strengthen active engagement. These practices are not magical solutions; their value lies in consistent application.

Institutions also have a responsibility. If every educational activity requires students to remain connected to several digital platforms, advising them to avoid distraction becomes contradictory. Teachers can design lessons that alternate between digital research, discussion, independent reading and practical application. Families can establish shared periods when devices are set aside, while employers can reconsider the expectation that every message deserves an immediate response.

Importantly, sustained attention should not be confused with constant work. Rest, recreation, physical movement and unstructured time contribute to well-being. A mind that is never allowed to recover may become tired rather than productive. The goal is not to eliminate entertainment or demand uninterrupted concentration throughout the day. It is to make deliberate choices about where attention is invested.

In a world where information is plentiful, the ability to examine it thoughtfully may become a defining advantage. Education should therefore teach not only how to find information but also how to question it, connect it and use it responsibly. The deepest learning often begins when a person stops collecting answers long enough to consider what those answers actually mean.

Questions

A. Multiple-choice questions (3 × 1 = 3 marks)

1. What is the central paradox presented in the passage?

A. Technology has made education more expensive despite increasing access.

B. Information is abundant, but sustained attention has become difficult.

C. Students have more free time but fewer educational resources.

D. Digital tools prevent people from learning independently.

2. Why does frequent switching between tasks reduce efficiency?

A. It makes every task intellectually simpler.

B. It eliminates the need for mental effort.

C. It requires additional time and effort to redirect attention.

D. It permanently damages the brain's ability to learn.

3. Which of the following best reflects the writer's attitude towards technology?

A. Completely opposed to its use in education.

B. Uncritically enthusiastic about every digital innovation.

C. Balanced, recognising both its benefits and its risks.

D. Indifferent to its influence on human behaviour.

B. Very short-answer questions (3 × 1 = 3 marks)

4. Why does scanning several summaries not necessarily lead to genuine understanding?

5. Mention one practical strategy that students can use to improve concentration.

6. How can educational institutions contradict their own advice about avoiding distraction?

C. Fill in the blanks (2 × 1 = 2 marks)

7. Repeated interruptions can weaken concentration and increase the likelihood of _____.
8. The goal is not to eliminate entertainment but to make _____ choices about the use of attention.

D. Vocabulary-based questions (2 × 1 = 2 marks)
9. Find a word from the passage that means *continuing for a long time without interruption*.
10. Find a word from the passage that means *the ability to recover or return to a normal state after difficulty or exertion*.

E. Assertion–Reasoning questions (2 × 1 = 2 marks)

For Questions 11 and 12, select the correct option:

- **A.** Both Assertion and Reason are true, and Reason correctly explains Assertion.
- **B.** Both Assertion and Reason are true, but Reason does not correctly explain Assertion.
- **C.** Assertion is true, but Reason is false.
- **D.** Assertion is false, but Reason is true.

11. Assertion: Constantly switching between demanding tasks may reduce productivity.
Reason: Every shift of attention can require additional mental effort and time.
12. Assertion: The writer recommends eliminating all digital technology from education.
Reason: Digital tools can improve access to educational resources and support learning.

SECTION B Revision Invitations & Replies (Formal and Informal) Questions From study material
SECTION C Questions and Answers Lesson –Indigo, Keeping Quiet (Poem) (Flamingo)

17/10/2026 DAY 3

Q3 Read the passage carefully and answer the questions that follow.

Cities are often associated with buildings, roads, transport networks and economic activity. Yet their long-term success also depends on the natural spaces woven into the urban environment. Parks, gardens, tree-lined streets, wetlands and small neighbourhood green spaces can improve the quality of urban life in ways that are not always reflected in conventional measures of economic growth.

One important benefit of urban vegetation is its influence on local temperatures. Concrete, asphalt and other built surfaces absorb and retain heat, contributing to the urban heat-island effect. Trees provide shade, while vegetation releases water vapour through a process known as transpiration. Together, these processes can help cool certain areas. The effect varies according to tree cover, weather, the design of the neighbourhood and the availability of water, so planting alone cannot solve every heat-related problem.

Green spaces also contribute to the management of rainwater. Hard surfaces prevent much rainfall from entering the soil, increasing surface runoff and placing pressure on drainage systems. Parks, planted areas and appropriately designed urban wetlands can absorb or temporarily store water, potentially reducing local flood risks. Healthy soils may also help

filter some pollutants before water enters nearby water bodies. However, these benefits depend on thoughtful planning, adequate space and regular maintenance.

The social value of green spaces is equally important. A well-designed public park can provide room for exercise, children's play, informal gatherings and quiet reflection. In crowded neighbourhoods, such places offer residents opportunities to spend time outdoors without having to pay for access. Green spaces can support social interaction by bringing together people who might otherwise have few opportunities to meet.

Access, however, is often unequal. Some neighbourhoods have large parks, safe walking routes and mature trees, while others have limited vegetation and heavily trafficked streets. When green improvements occur only in affluent districts, environmental benefits become another form of inequality. Urban planners should therefore consider not only the total area of green space in a city but also its distribution, accessibility, safety and suitability for different age groups and abilities.

There is also a need to understand the relationship between greenery and public health carefully. Access to pleasant outdoor environments can encourage physical activity and provide opportunities for relaxation. Some studies associate nearby green spaces with better mental well-being, although outcomes depend on several social and environmental factors. A park that is poorly lit, unsafe or difficult to reach may not deliver the benefits expected from its physical presence.

Successful urban greening requires community participation. Residents can help identify unused plots, suggest appropriate tree species and report maintenance problems. Native plants may be particularly valuable because they can support local wildlife and may be better adapted to regional conditions. At the same time, planners must consider water availability, root growth, underground utilities and long-term maintenance costs before choosing particular species.

Urban development sometimes presents buildings and nature as competing priorities. In reality, a well-planned city needs both. Housing, public transport, employment and essential services remain vital, but their design can incorporate green roofs, shaded pavements, connected parks and restored water bodies. Protecting existing mature trees is often important because newly planted trees may take years to provide comparable shade and ecological benefits.

The effectiveness of green infrastructure should be evaluated through evidence. Cities can measure tree-canopy coverage, temperatures, access to public parks, water absorption and residents' experiences. These indicators help authorities determine which interventions work and where investment is most needed.

Ultimately, urban green spaces should not be regarded as decorative extras to be added after construction is complete. They are part of the infrastructure that supports healthier, more resilient and more inclusive cities. Planning for nature is therefore not a rejection of urban progress; it is a recognition that the quality of development matters as much as its quantity.

Questions

A. Multiple-choice questions (3 × 1 = 3 marks)

1. How do trees help reduce the urban heat-island effect?

A. They increase the amount of asphalt in cities.

B. They provide shade and release water vapour through transpiration.

C. They prevent all forms of air pollution.

D. They eliminate the need for buildings and roads.

2. Why is the distribution of green spaces as important as their total area?

A. Every neighbourhood requires exactly the same number of trees.

B. Unequal access can prevent some communities from receiving environmental and social benefits.

C. Large parks are always less useful than small gardens.

D. Green spaces have no value unless they are privately owned.

3. What does the writer imply about urban development?

A. Construction should stop completely.

B. Nature should be considered only after economic growth has occurred.

C. Infrastructure and green spaces can be integrated through thoughtful planning.

D. Public parks can replace housing and public transport.

B. Very short-answer questions (3 × 1 = 3 marks)

4. Explain how green spaces can help manage rainwater in cities.

5. Mention one reason why the mere presence of a park may not improve public health.

6. Why may protecting mature trees be more beneficial in the short term than planting new trees alone?

C. Fill in the blanks (2 × 1 = 2 marks)

7. Concrete and asphalt contribute to the urban heat-island effect because they absorb and retain _____.

8. Urban green spaces can support healthier, more resilient and more _____ cities.

D. Vocabulary-based questions (2 × 1 = 2 marks)

9. Find a word from the passage that means *able to recover quickly from difficulties or environmental pressures*.

10. Find a word from the passage that means *the gradual release of water vapour from plants*.

E. Assertion–Reasoning questions (2 × 1 = 2 marks)

Use the same four options given in Passage 1.
11. Assertion: Urban green spaces should be considered part of essential city infrastructure.
Reason: They can contribute to temperature regulation, rainwater management and social well-being.
12. Assertion: Planting trees is sufficient to eliminate all urban flooding.
Reason: The effectiveness of green infrastructure depends on design, available space, maintenance and local conditions.

SECTION B Revision - Article Writing questions from KVS Study material
SECTION C Questions and Answers Lesson – A thing of Beauty (Flamingo), Enemy (Vistas)

18/10/2026 Day 4

Q4.Read the passage given below carefully and answer the questions that follow:

Preserving Languages in a Globalised World

Language is much more than a collection of words used to communicate information. It carries memories, humour, traditions, stories and ways of interpreting the world. Through language, communities transmit knowledge about local environments, family histories, customs and social relationships. When a language disappears, the loss may extend beyond vocabulary and grammar to include forms of knowledge that are difficult to express fully in another language.

Globalisation has created extraordinary opportunities for communication. International languages enable people from different backgrounds to study together, participate in scientific research and enter wider employment markets. Digital platforms have made it easier to exchange ideas across geographical boundaries. For many families, learning a widely used language represents a practical investment in their children's future.

However, the growing importance of dominant languages can create pressure on smaller linguistic communities. Parents may encourage children to use a language associated with economic opportunity while gradually abandoning the language spoken by older generations. Schools may provide limited opportunities for regional languages, and young people may find little online content in their mother tongues. Over time, a language may survive in ceremonial settings while disappearing from everyday conversation.

This process is not simply a matter of replacing an old communication system with a more efficient one. Languages contain culturally specific expressions, oral histories and distinctions that may not have direct equivalents elsewhere. Traditional ecological knowledge, for example, may include detailed names for local plants, seasonal patterns and agricultural practices. If the language through which such knowledge has been transmitted is neglected, recording the knowledge later may prove difficult.

Yet language preservation should not be interpreted as opposition to modernisation. People need not choose between learning an international language and maintaining their mother tongue. Multilingual education can help students develop competence in several languages,

provided that teaching methods and materials are thoughtfully designed. Early learning in a familiar language may support comprehension and participation, while additional languages can expand access to higher education and employment.

Technology can also support linguistic diversity. Digital dictionaries, recorded oral histories, online libraries and speech-recognition tools can help document and teach languages that receive limited commercial attention. Young creators can produce podcasts, films, music and educational videos in their own languages. These initiatives make language relevant to contemporary life rather than presenting it only as a remnant of the past.

Nevertheless, documentation alone cannot guarantee survival. A language remains vibrant when people use it naturally in homes, markets, schools, cultural activities and public discussion. Community members must be able to speak it without embarrassment, and younger generations need opportunities to use it for subjects beyond traditional songs or stories. Teachers, families, local organisations and public institutions can contribute by creating meaningful contexts for everyday use.

Governments also influence linguistic choices through education policy, public services and funding. Supporting minority-language publishing, teacher training and cultural archives can make preservation more sustainable. Such measures should involve the communities concerned rather than imposing outside assumptions about what their language or culture ought to become.

Linguistic diversity resembles biodiversity in one important respect: variety can strengthen the resilience of a larger system. Different languages offer distinct perspectives, expressions and bodies of experience. Preserving them does not require people to reject common languages or isolate themselves from the wider world. It requires recognising that global communication and local identity can reinforce each other.

A society that values linguistic diversity allows individuals to participate in wider opportunities without being forced to abandon their cultural inheritance. The objective is not to freeze languages in an imagined past but to give them the conditions in which they can continue to change, grow and serve future generations.

Questions

A. Multiple-choice questions (3 × 1 = 3 marks)

1. Why does the disappearance of a language potentially affect more than communication?

A. Every language contains identical information.

B. Languages may carry cultural memories and specialised local knowledge.

C. Language change prevents people from learning new skills.

D. Oral traditions cannot be recorded in any form.

2. Which approach does the writer support?

A. Replacing all regional languages with international languages.

B. Rejecting international languages to protect cultural identity.

C. Promoting multilingual learning while creating opportunities to use mother tongues.

D. Preserving languages only through written archives.

3. Why is everyday language use important for preservation?

A. It ensures that languages never change.

B. It allows a language to remain relevant across generations and contexts.

C. It removes the need for educational resources.

D. It prevents speakers from learning other languages.

B. Very short-answer questions (3 × 1 = 3 marks)

4. How can linguistic knowledge contribute to understanding the local environment?

5. Mention one way technology can help preserve a language.

6. Why should language-preservation initiatives involve the communities concerned?

C. Fill in the blanks (2 × 1 = 2 marks)

7. A language remains vibrant when it is used naturally in everyday _____.

8. Multilingual education can expand access to higher education and _____.

D. Vocabulary-based questions (2 × 1 = 2 marks)

9. Find a word from the passage that means *the ability to recover or adapt when facing change or difficulty*.

10. Find a word from the passage that means *the act of protecting something from loss or destruction*.

E. Assertion–Reasoning questions (2 × 1 = 2 marks)

Use the same four options given in Passage 1.

11. Assertion: Learning an international language necessarily requires abandoning one's mother tongue.

Reason: Multilingual education can enable learners to develop competence in several languages.

12. Assertion: Recording a language in a digital archive is sufficient to guarantee its survival.

Reason: A language also needs active use in homes, schools and other everyday settings.

SECTION B Revision – Letter to Editor- questions from KVS study material

SECTION C Questions and Answers Lesson Roadside Stand(Flamingo), On the Face of It (Vistas)

19/10/2026 **Day 5**

The Changing Meaning of Success

Success is one of the most frequently discussed goals in modern society, yet it remains difficult to define. For some, it means earning a high income; for others, it means achieving professional recognition, supporting a family, serving society or having the freedom to pursue meaningful interests. The difficulty begins when individuals adopt definitions of success without examining whether those definitions reflect their own values.

From an early age, many young people encounter visible measures of achievement. Examination scores, university admissions, salaries, promotions and awards provide convenient ways of comparing performance. These measures are not meaningless. Academic results can demonstrate knowledge, income can provide security, and professional recognition may reflect sustained effort. However, such indicators reveal only part of a person's experience. They rarely show the obstacles someone has overcome, the relationships they have maintained or the personal sacrifices associated with an achievement.

Social media has intensified the tendency to compare lives. People frequently encounter carefully selected images of others' holidays, possessions, celebrations and professional milestones. Because these images usually present exceptional moments rather than ordinary difficulties, viewers may mistakenly compare their own complete lives with somebody else's edited highlights. The result can be a sense of inadequacy even when they are making meaningful progress.

Comparison is not always harmful. Observing someone else's achievement can provide inspiration, introduce new possibilities and encourage people to improve. The distinction lies in how comparison is used. If another person's progress becomes evidence that one's own life is worthless, comparison damages confidence. If it becomes an opportunity to identify useful habits or set realistic goals, it can support development. The same information can therefore produce different outcomes depending on an individual's interpretation.

Another problem arises when achievement becomes the only acceptable source of self-worth. Students may begin to believe that a disappointing examination result defines their intelligence. Employees may interpret a rejected promotion as proof that they lack ability. In both situations, a temporary outcome becomes a permanent judgement about personal identity. Such thinking ignores the influence of circumstances, the possibility of improvement and the fact that human abilities are diverse.

A healthier understanding of success recognises the importance of progress. Learning a difficult skill, developing emotional maturity, recovering from failure or becoming more dependable may not attract public attention, yet these achievements can shape a person's future profoundly. Progress often occurs gradually, through repeated actions that seem unremarkable when considered individually.

This does not mean that ambition should be abandoned. Ambition encourages people to imagine possibilities beyond their present circumstances and work towards them. The challenge is to pursue goals without allowing them to consume every other aspect of life. Rest, friendship, physical health and family relationships are not necessarily obstacles to achievement; they can provide the stability that makes sustained effort possible.

Educational institutions have an important role in this process. Schools can celebrate curiosity, cooperation, perseverance and ethical conduct alongside examination performance. Teachers can help students analyse mistakes as sources of information rather than as evidence of permanent failure. Parents can acknowledge effort and improvement while maintaining realistic expectations. Such practices do not eliminate competition, but they can prevent competition from becoming the only measure of human value.

Ultimately, success is not a single destination reached at a particular age. It is a changing relationship between personal goals, available opportunities, responsibilities and values. People may revise their ambitions as they gain experience or encounter unexpected circumstances. The ability to reconsider a goal is not always a sign of weakness; sometimes it demonstrates wisdom. A meaningful life is built not merely by accumulating achievements but by understanding why those achievements matter and what they enable a person to contribute.

Questions

A. Multiple-choice questions (3 × 1 = 3 marks)

1. What is the principal limitation of using examination scores and salaries as measures of success?

A. They are never related to achievement.

B. They reveal only part of a person's overall experience.

C. They prevent people from setting goals.

D. They are useful only during childhood.

2. According to the passage, when can social comparison become constructive?

A. When it convinces individuals that they are superior to others.

B. When it encourages people to abandon their own ambitions.

C. When it helps people identify useful habits and realistic goals.

D. When it removes all uncertainty from decision-making.

3. What can be inferred from the writer's discussion of changing ambitions?

A. Changing goals always indicates a lack of discipline.

B. Personal values and circumstances may evolve over time.

C. Professional success is less important than every other goal.

D. People should avoid making long-term plans.

B. Very short-answer questions (3 × 1 = 3 marks)
4. Why might a disappointing examination result unfairly influence a student's self-image?
5. Mention one way schools can promote a healthier understanding of success.
6. How does the passage distinguish ambition from an unhealthy obsession with achievement?

C. Fill in the blanks (2 × 1 = 2 marks)
7. Social media often presents carefully selected images rather than people's _____ difficulties.
8. Mistakes should be treated as sources of _____ rather than proof of permanent failure.

D. Vocabulary-based questions (2 × 1 = 2 marks)
9. Find a word from the passage that means *insufficiency or a feeling of not being good enough*.
10. Find a word from the passage that means *the ability to continue making an effort despite difficulty*.

E. Assertion–Reasoning questions (2 × 1 = 2 marks)

Use the same four options given in Passage 1.
11. Assertion: Comparing oneself with others is always harmful.
Reason: Comparison can sometimes inspire improvement and help individuals identify useful habits.
12. Assertion: A person's self-worth should not depend entirely on one examination result.
Reason: A single result cannot represent every aspect of a person's abilities, experiences and potential for growth.

SECTION B Revision – Report Writing- questions from KVS study material
SECTION C Questions and Answers Lesson -Deep Water (Flamingo), Journey to the end of the Earth(Vistas)

20/10/2026 Day 6

Artificial Intelligence and Human Judgement

Artificial intelligence has moved from specialised research laboratories into ordinary life. It can recommend music, translate languages, identify patterns in medical images, assist with writing and help businesses analyse large quantities of information. These capabilities have created genuine opportunities, but they have also raised an important question: how should

society use systems that can produce impressive results without possessing human understanding in the ordinary sense?

AI systems identify patterns in data and use those patterns to generate predictions, classifications or responses. Their performance depends on factors such as the quality of training data, the design of the system and the conditions in which it is used. A system that performs well in one environment may become unreliable when applied to a different population or situation. Its apparent confidence should therefore not be confused with guaranteed accuracy.

One significant concern is bias. If a system is trained on historical records that reflect unequal treatment, it may reproduce those inequalities in its outputs. For example, an automated recruitment system may disadvantage qualified applicants if the information used to train it reflects past hiring practices that favoured a narrow group. The problem is not necessarily that the machine has independently developed prejudice; rather, patterns embedded in the data or decisions made during system design may influence its results.

Transparency is another challenge. Some AI systems are so complex that their developers cannot easily explain every factor behind an individual prediction. This creates difficulties when the output affects important decisions about education, employment, finance or public services. People who are denied an opportunity should have a meaningful way to question the decision, correct inaccurate information and seek human review.

At the same time, rejecting AI completely would mean overlooking its potential benefits. In healthcare, carefully evaluated systems can help specialists identify patterns that deserve further examination. In education, adaptive tools can provide additional practice to learners who need it. In environmental research, AI can assist in analysing weather patterns, monitoring forests and identifying changes across large datasets. In each case, the technology is most useful when it strengthens human capability rather than replacing responsibility.

Education must adapt accordingly. Students need more than the ability to operate digital tools. They must learn to verify information, recognise fabricated content, protect personal data and understand the limitations of automated answers. An AI-generated response may be fluent and persuasive while containing factual errors. Users should therefore examine evidence, compare reliable sources and remain willing to question outputs that appear convenient.

Responsible use also requires clear accountability. If an organisation relies on an automated system to make a consequential decision, it should not use the machine as an excuse to avoid responsibility. Human authorities must establish standards, monitor outcomes and provide channels for appeal. Developers, institutions and users have different responsibilities, but none should assume that technological complexity removes the need for ethical judgement.

The future of work illustrates the same principle. Some routine tasks may become automated, while new roles emerge in system supervision, data analysis, design and other fields. The effects will not be identical across occupations or communities. Workers may

need opportunities for retraining, and public policy may have to address unequal access to new skills. Merely celebrating innovation without considering its distributional effects would present an incomplete picture.

Ultimately, artificial intelligence is neither an automatic solution to human problems nor an inevitable threat to human progress. Its value depends on the purposes it serves, the safeguards surrounding it and the people who remain accountable for its use. Technological progress becomes genuine social progress only when efficiency is balanced with fairness, transparency and respect for human dignity.

Questions

A. Multiple-choice questions (3 × 1 = 3 marks)

1. Why should an AI system's confidence not be mistaken for guaranteed accuracy?

A. AI systems cannot analyse data.

B. Their performance depends on data, design and the conditions of use.

C. AI systems are designed only for entertainment.

D. Every AI-generated answer is deliberately misleading.

2. What is the main concern about bias in automated recruitment?

A. Automated systems always employ more people than necessary.

B. Historical inequalities in training data may be reproduced.

C. Human recruiters never make mistakes.

D. Recruitment systems cannot process written applications.

3. Which principle best summarises the writer's position on AI?

A. AI should replace human judgement wherever possible.

B. AI should be rejected regardless of its benefits.

C. AI should support human capabilities while remaining subject to accountability.

D. AI-generated information should be accepted when it sounds convincing.

B. Very short-answer questions (3 × 1 = 3 marks)

4. Why is transparency important when AI influences decisions about employment or education?

5. State one potential benefit of AI in environmental research.

6. What should students do before accepting an AI-generated answer as reliable?

C. Fill in the blanks (2 × 1 = 2 marks)

7. AI systems may reproduce inequalities present in historical _____ data.

8. Technological progress should be balanced with fairness, transparency and respect for human _____.

D. Vocabulary-based questions (2 × 1 = 2 marks)
9. Find a word from the passage that means *the obligation to explain or justify one's actions*.
10. Find a word from the passage that means *able to be understood or seen clearly*.

E. Assertion–Reasoning questions (2 × 1 = 2 marks)

Use the same four options given in Passage 1.
11. Assertion: An organisation can avoid responsibility for an unfair decision simply by stating that an AI system made it.
Reason: Human authorities must monitor consequential automated decisions and provide channels for appeal.
12. Assertion: AI can be useful in healthcare without replacing medical professionals.
Reason: AI can identify patterns that help specialists decide which findings require further examination.

SECTION B Revision – Job Application and Biodata- questions from KVS study material
SECTION C Questions and Answers Lesson Rattrap(Flamingo), Tiger King (Vistas)

21/10/2026 Day 7

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

The effective use of leisure time plays an important role in the physical, mental, and emotional development of students. To understand how senior secondary students, spend their free time, a survey was conducted among 500 students of Classes 11 and 12 in a reputed school. The survey aimed to identify their preferred leisure activities and examine the influence of digital technology on their daily routines. The findings were represented through a pie chart.
According to the survey, **35% of the students preferred using digital devices**, including watching videos, browsing social media, playing online games, and streaming entertainment content. This was the largest category, indicating the growing influence of technology on the leisure habits of adolescents. Although digital platforms provide opportunities for learning and recreation, excessive screen time may reduce physical activity and interfere with sleep patterns.

Reading books, newspapers, and magazines accounted for 20% of the students' leisure time preferences. This group demonstrated an interest in improving vocabulary, gaining knowledge, and developing imagination. Regular reading can enhance comprehension skills and expose students to different perspectives, which are particularly valuable for learners preparing for board examinations.

Sports and outdoor activities were preferred by 18% of the respondents. Activities such as cricket, football, badminton, cycling, and jogging help students maintain physical fitness and

develop teamwork. However, the relatively smaller proportion of students choosing outdoor recreation suggests that schools and families may need to encourage greater participation in physical activities.

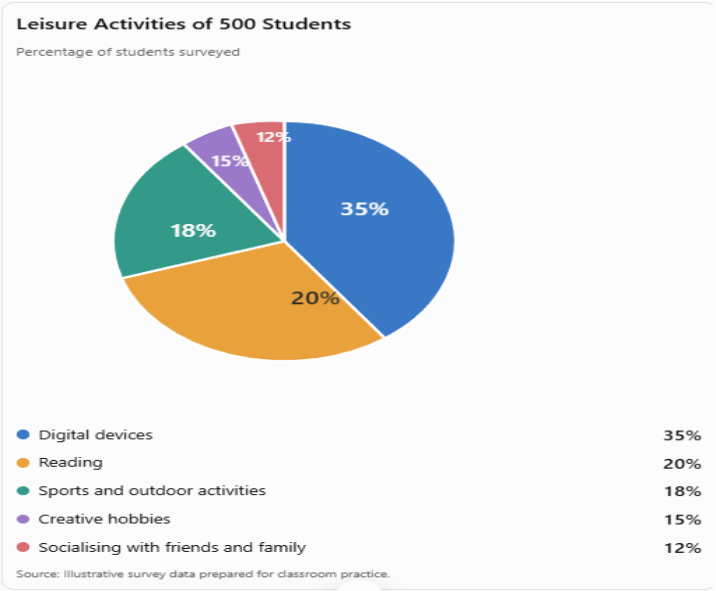
Another 15% of students preferred creative hobbies, including drawing, painting, music, dance, and photography. Such activities provide an outlet for self-expression and help students manage academic pressure. They also encourage patience, originality, and confidence.

The remaining 12% of students spent their leisure time socialising with friends and family members. Face-to-face interactions help develop communication skills, emotional intelligence, and stronger interpersonal relationships. Despite the popularity of digital communication, direct social interaction remains essential for building meaningful connections.

The survey highlights a noticeable preference for screen-based entertainment over physical and creative pursuits. However, the findings should not be interpreted as proof that all students spend excessive time on digital devices, since the survey records preferred leisure activities rather than the exact number of hours spent on each activity.

In conclusion, leisure time should be used in a balanced manner. Students can benefit from combining technology-based recreation with reading, physical exercise, creative hobbies, and meaningful social interaction. Schools and parents should guide adolescents towards healthy routines without unnecessarily restricting their freedom. A balanced lifestyle can improve concentration, reduce stress, and contribute to the overall development of young individuals.

Pie chart: Preferred leisure activities
Leisure Activities of 500 Students
Percentage of students surveyed



1. What was the primary objective of the survey? (1 mark)
2. Which leisure activity was the most popular among the students? (1 mark)

3. How many students preferred reading as their leisure activity? (1 mark)

A. 75 B. 90 C. 100 D. 125

4. What does the relatively low percentage of students choosing sports and outdoor activities suggest? (1 mark)

5. State whether the following statement is True or False, with reference to the passage: The survey proves that all students who use digital devices spend excessive time on screens. (1 mark)

6. Mention any two benefits of reading highlighted in the passage. (2 marks)

7. What percentage of students preferred creative hobbies, and give two examples of such hobbies. (2 marks)

8. Suggest one measure that schools and parents could adopt to promote a balanced use of leisure time. (1 mark)

SECTION B Revision – Report Writing- questions from KVS study material

SECTION C Questions and Answers -Aunt Jennifer's Tigers(Poem), Interview(Prose)

Projects submission 31st October 2026