



Brain International School

Vikas Puri, New Delhi

ASSIGNMENT NO. 3

SUBJECT: ENGLISH

CLASS-XII

MAY,2025

INDIGO

THEME: This chapter ignites patriotism in us and gives us a glimpse of the contribution of Mahatma Gandhi in the Champaran Movement. This chapter also highlights the power of unity and being self-sufficient and independent.

Questions:

1. Why is the Champaran episode considered as the beginning of the Indian struggle for Independence?
2. “The battle of Champaran is won”. When and why did Gandhi utter these words?
3. Rajkumar Shukla, a poor, unassuming peasant, became a catalyst for change by taking Gandhi to Champaran, an act which later culminated into the first successful instance of civil disobedience in India. What helped Shukla and Gandhi respectively to initiate one of the most powerful movements in the history of our national struggle.
4. What changes occurred in the lives of the farmers after Gandhi’s visit to Champaran?
5. How can you consider Gandhi as a great leader. What according to you are the qualities a leader must possess.

POETS AND PANCAKES

THEME: This chapter gives us an insight into the working of the Gemini Studio and how the makeup brand pancake was used. Here we are also acquainted with the hierarchy followed in the various departments of the studio. We also come across Subbu who is deemed to be the favourite of the boss.

Questions:

1. What role did the canteen play at the Gemini studios?
2. The boss of the Gemini studio had nothing to do with Spender’s poetry but not with his ‘God that Failed’. Bring out the significance of this line?
3. Why were the poets averse to Communism?
4. Why was Kothamangalam Subbu considered no. 2 in the Gemini studio?
5. Describe Stephen Spender’s visit to the Gemini studio?

A THING OF BEAUTY

THEME: This poem highlights the fact that some form of beauty always comes to our rescue in this world full of apprehensions, anxiety, hatred, animosity, envy and other vices. Nature provides a safe haven to us where we can forget our sorrows and live our lives despite all odds and problems.

Poetic Devices:

1. Alliteration: Use of consonant sound at the start of two words which are close in series (Sleep-Sweet)
Use of consonant sound at the start of two words which are close in series ('b' in Band Bind, 'n' in Noble nature, 's' in some shape).

Use of consonant sound at the start of two words which are close in series ('h' in have heard)

Use of consonant sound at the start of two words which are close in series ('s' in Sprouting Shady, Simple sheep, 'c' in cooling covert)

2. Anaphora: Use of same word in two consecutive lines (of noble natures- Of all the unhealthy)

3. Antithesis: opposite words placed together (old and young)

4. Metaphor: Immortal drinks (beautiful objects of nature are forever like a never-ending portion of a drink)

wreathing a flowery band (the beautiful things of our life bind us to the earth)

bower quiet (calmness of the bower is compared to the calming effect of a beautiful thing)

5. Inversion: normal order of words is reversed (Are we wreathing a flowery band)

6. Imagery: Bushes full of musk roses (sprinkling of fair musk rose blooms), books describing valour of fighters (grandeur-mighty dead), God providing us with best things (pouring from the heaven's brink)

Trees giving shade (sprouting shady boon), growing process of daffodils (daffodils with the green world they live in), clean river streams (Clear rills)

creating a sensory effect of beautiful things lined up in a string (A flowery band to bind us)

7. Rhyme scheme: aabbcc (forever, never, keep, sleep, breathing)

8. Rhyme: Rhyme scheme is used in every stanza of the poem (forever; never, keep; sleep, dead; read etc.)

Questions:

1. Who are the 'mighty dead' that are remembered for centuries?

2. Proximity to beautiful things can lead man to everlasting happiness. Discuss with reference to the poem.

3. What according to Keats are things of beauty? What is their significance in our lives?

MEMORIES OF CHILDHOOD

THEME: These two chapters highlight the different forms of the vicious evil called discrimination prevalent in various parts of the world. These victims are oppressed, suppressed, traumatized, humiliated and disgraced. They devise their own ways to retaliate and fight back this injustice as per their circumstances.

Questions:

1. What is the common link between Bama and Zitkala-Sa?

2. Analyse the psychological and emotional effects of oppression on children based on both the narratives.

3. How did Zitkala-Sa's actions represent resistance to forced assimilation? Give examples.

4. How does education emerge as a tool of empowerment for Bama in the story?

5. How does the narrative structure of the story of Bama reflect the naiveness and innocence of the young protagonist?

6. How does Zitkala-Sa's experience reflect the broader social issues of the time.