

NID 2026

Part B

b.des

Q1.

Once upon a time, there was a guru who was very famous. He had disciples in many parts of the country who visited him regularly and brought expensive gifts. Sometimes, the guru himself travelled to different regions in his costly and comfortable palanquin, followed by many disciples.

One day, as the procession was passing through a village, a man who looked like a simpleton suddenly cried, “Stop! Stop!” He stood in front of the procession and refused to let it move ahead.

The guru was extremely annoyed. The sudden halt had jolted the palanquin, and he had bumped his head.

“What do you want, you idiot?” he shouted, for although he was a guru, he had a bad temper.

“Talk to me. Teach me wisdom,” said the simpleton.

“What do you want to know?” asked the guru impatiently.

“I want to know how to go to heaven,” said the man.

“Easy,” replied the guru mockingly. “Stand where you are and raise your arms towards heaven. In no time at all, you will be there.”

As the procession moved on, the disciples laughed at the simpleton. They turned back to see whether he was doing what he had been told—and he was.

A few years later, when the procession passed through the same village again, the guru noticed a man standing in the middle of the road with his arms still raised. “Who is that idiot standing there with his arms lifted to heaven?” asked the guru.

The disciples approached the man, who now looked tired and tattered. “I was told by a guru that I would go to heaven this way. That is why I continue to stand here with my arms raised,” the man said simply.

The guru was deeply ashamed of himself. He was touched by the man’s simple and unwavering faith and had a sudden vision in which he saw the man rising to heaven. The guru stepped out of the palanquin and said, “My friend, you are a truly good man. Let me hold your feet. It is you who will take me to heaven.”

Q. Based on the passage given above, illustrate any three key scenes from the story.

For each illustration, briefly describe the key feature of the scene in not more than two lines. (20 Marks)

Q2. A school bus comes to a sudden stop due to emergency braking, increasing the risk of injury to children inside the bus.

Illustrate and explain three alternative safety measures (other than seat belts) that can help prevent children from getting injured in such a situation. (15 Marks)

Q3. A combination of two elements can be used to convey a symbolic meaning (for example, a human hand combined with a bird may symbolise “human freedom”).

Draw a human hand up to the wrist and combine it with any one of the following elements:

1. Plant
2. Hammer
3. Rope
4. Mouse

Your combined visual should clearly convey a meaningful concept or idea.

- Give a suitable caption to your illustration.
- Explain your concept in about 40–50 words. (20 Marks)

Q4. Bottles designed for different contexts require specific features.

Given below are three different situations:

- i) Near a patient in a hospital
- ii) In a restaurant
- iii) During a family get-together

For each situation, draw a bottle highlighting one key feature that makes it suitable for that context.

Explain the highlighted feature in not more than 30 words for each drawing. (15 Marks)

Q.5 The following statements relate to the advantages and challenges of solar energy:

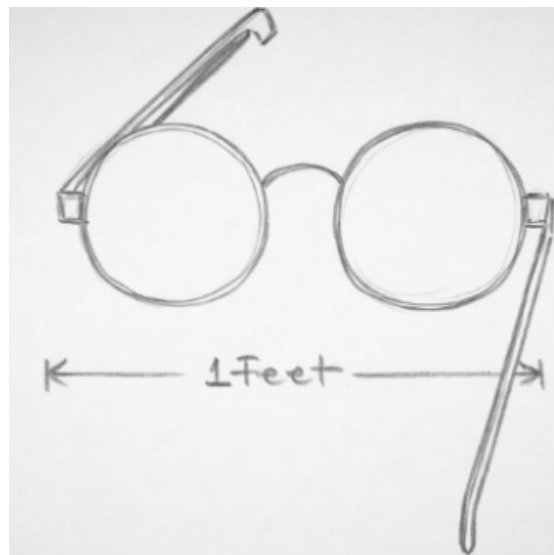
1. Solar energy helps reduce greenhouse gas emissions.
2. Solar panels require lithium as a key material.
3. Lithium mining leads to environmental degradation.

a) Based on the above statements, write a short paragraph (40–50 words) explaining your understanding of the issue.

(b) Using your understanding, design three social media posts that communicate the message effectively to the public. Write a caption for Each of them (15 Marks)

Q6. Suggest and draw three alternative uses for this object. Write a short explanation (up to 20 words) for each use. (15 Marks)

Q6.



Suggest and draw three alternative uses for this object. Write a short explanation (up to 20 words) for each use. (15 Marks)