

KERALA PUBLIC SCHOOLS
ACADEMIC YEAR 2020-21



CLASS : IX

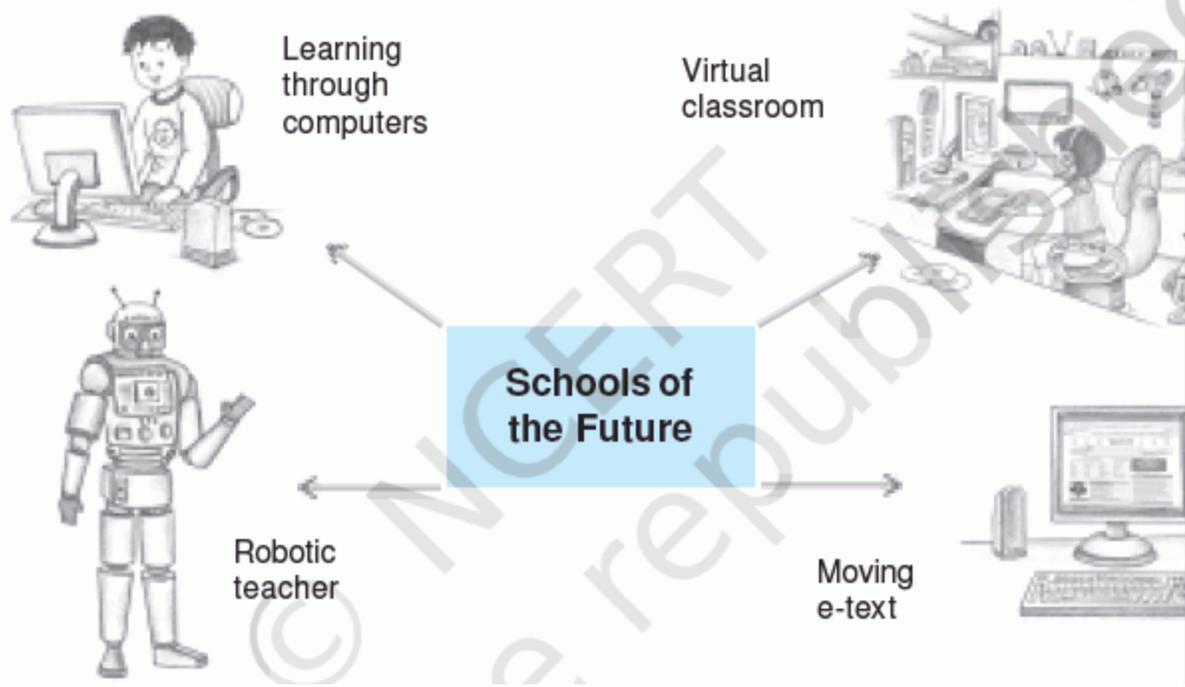
HOME ASSIGNMENT

DATE:20.04.2020 to 03.05.2020

SUBJECT	ASSIGNMENTS
HINDI	<p>(1) निम्न गद्यांश को पढ़कर नीचे दिए गए प्रश्नों के उत्तर दें। जहाँ भी दो नदियाँ आकर मिल जाती हैं, उस स्थान को अपने देश में तीर्थ कहने का रिवाज है। और यह केवल रिवाज की बात नहीं है; हम, सचमुच, मानते हैं कि अलग-अलग नदियों में स्नान करने से जितना पुण्य होता है, उससे कहीं अधिक पुण्य संगम स्नान में है। किन्तु, भारत आज जिस दौर से गुजर रहा है, उसमें असली संगम वे स्थान, वे सभाएँ तथा वे मंच हैं, जिन पर एक से अधिक भाषाएँ एकत्र होती हैं। नदियों की विशेषता यह है कि वे अपनी धाराओं में अनेक जनपदों का सौरभ, अनेक जनपदों के आँसू और उल्लास लिए चलती हैं और उनका पारम्परिक मिलन वास्तव में नाना जनपदों के मिलन का ही प्रतीक है। यही हाल भाषाओं का भी है। उनके भीतर भी नाना जनपदों में बसने वाली जनता के आँसू और उमंगें, भाव और विचार, आशाएँ और शंकाएँ समाहित होती हैं। अतः जहाँ भाषाओं का मिलन होता है, वहाँ वास्तव में, विभिन्न जनपदों के हृदय ही मिलते हैं, उनके भावों और विचारों का ही मिलन होता है तथा भिन्नताओं में छिपी हुई एकता वहाँ कुछ अधिक प्रत्यक्ष हो उठती है। इस दृष्टि से भाषाओं के संगम आज सबसे बड़े तीर्थ हैं और इन तीर्थों में जो भी भारतवासी श्रद्धा से स्नान करता है, वह भारतीय एकता का सबसे बड़ा सिपाही और संत है।</p> <p>(क) नदी स्नान के सम्बन्ध में हमारी क्या मान्यता है ? (ख) लेखक असली संगम किन्हीं मानता है ? इसकी क्या विशेषता है ? (ग) गद्यांश में सबसे बड़ा तीर्थ किसे कहा गया है? इनमें स्नान करने वाला किसके समान है (घ) नदियों की क्या विशेषता है ? (ङ) तीर्थ के सम्बन्ध में हमारे देश का क्या रिवाज है? (च) गद्यांश का उचित शीर्षक लिखिए।</p> <p>(2) निम्न उपसर्गों से दो-दो शब्द बनाएँ। ला , वि , अनु , सु , स्व</p> <p>(3) निम्न प्रत्ययों से दो-दो शब्द बनाएँ। अक्कड़ , आहट , ई , ता , त्व</p> <p>(4) उपसर्ग तथा मूल शब्द अलग कीजिए। अत्यधिक , नापसंद , आरक्षण , बेरहम , अधपका</p> <p style="text-align: right;">साहित्य</p> <p>(5) निम्न काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिये। मोकों कहाँ ढूँढे बंदे, मैं तो तेरे पास में। ना मैं देवल ना मैं मसजिद, ना काबे कैलास में। ना तो कौने क्रिया-कर्म में, नहीं योग बैराग में। खोजी होय तो तुरतै मिलिहों, पल भर की तलास में। कहैं कबीर सुनो भाई साधो, सब स्वाँसो की स्वाँस में।</p> <p>(क) मनुष्य ईश्वर को पाने के लिए क्या-क्या प्रयास करता है? (ख) इस पद के माध्यम से कबीर क्या कहना चाहते है? (ग) 'स्वाँसो की स्वाँस' से कवि का क्या तात्पर्य है?</p> <p>(6) निम्न प्रश्नों के उत्तर दे। (क) 'मानसरोवर' से कवि का क्या आशय है ?</p>

	<p>(ख) कवि ने सच्चे प्रेमी की क्या कसौटी बताई है?</p> <p>(ग) कवि के अनुसार सच्चा संत कौन है? मनुष्य ईश्वर को क्यों भूल गया है?</p> <p>(घ) कबीर ने हिंदू और मुस्लिमान दोनों को मृत क्यों कहा है?</p> <p>(ङ) कबीर के अनुसार कौन व्यक्ति जीवित है?</p> <p>(च) आपके अनुसार किसी व्यक्ति की पहचान का आधार क्या है? कबीर के पदों के आधर पर तर्क सहित उत्तर दीजिये?</p> <p>(छ) 'काबा ही कासी' तथा राम ही रहीम कह कर कवि क्या स्पष्ट करना चाहता है?</p>
MATHS	<p>Chapter – 1. Number System</p> <p>Please click on link below to learn about Number system</p> <p>https://www.youtube.com/watch?v=9PBYYIR-dIHI&t=149s</p> <p>Ex – 1.2 (continued),1.3,1.4,1.5,1.6</p> <p>Note: Please try different types of questions from R.S Aggarwal book.</p>
SCIENCE	<p><u>PHYSICS : Chapter 6 MOTION</u></p> <p><u>Click on the link below</u></p> <p>https://www.youtube.com/watch?v=gxWqEEJh2Cw&t=1263s</p> <p>Do question no. 1,2 of pg- 100, question no. 2,5 pg- 102. Exercise question- 1,2 and3 of pg-112.</p> <p>Draw different types of graphs with any practical data based on Distance-Time and Velocity-Time. Do intext question 1-4 of pg- 107 and EX-Questions- 5,6,8 of pg-112</p> <p>Derive first, second and third equation of motion by graphical method. Intext questions 2,,4,5 (pg-110) EX- questions- 4 and 7 pg-112 NCERT.</p> <p>Do VSQ and objective questions from Diksha app.</p> <p>Do EX-Questions pg-113 NCERT. Activity showing the direction of motion of a body in circular path is different at different positions of circular path.</p> <p><u>CHEMISTRY: Chapter 1 Matter in our surroundings</u></p> <p>https://www.youtube.com/watch?v=-9aGVrvPqzE&t=204s</p> <p>Write questions answers 1-4 (pg-3 NCERT).</p> <p>Complete question 1-4 (pg-6 NCERT)</p> <p>MCQs and Objective questions from Diksha app .</p> <p>Question no. 1-4 (pg- 9), Question no.1-5 (pg-10).</p> <p>Question no. 3,5,6,7and 9 (pg-13).</p> <p><u>BIOLOGY : Chapter 6 – Tissues (plant tissue)</u></p> <p>https://www.youtube.com/watch?v=P6fH9gs2km8&t=704s</p> <p>VSA - 1-5 and short answers from Diksha app.</p> <p>long question 1,2 from Diksha app. Intext questions 1 and 2 pg-72</p> <p>Question no. 1-4 (pg-73). Draw diagrams showing the location of Meristematic tissues in plant body.(pg-69)</p> <p>Draw fig.6.3 , 6.4, 6.7 from page no. 71 and 72.</p> <p>Answer Questions – 1,2,3,4,5,12 and 13 from page no. 79 NCERT</p>

ENGLISH	<p>Read about the characters in the story and chapter highlights</p> <p>BEEHIVE- THE FUN THEY HAD</p> <p style="text-align: right;">by Issac Asimov</p> <p><u>About the characters</u></p> <ol style="list-style-type: none">1. Margie- A girl of eleven years who wished to be a part of the schools of the past.2. Tommy-A boy of thirteen years who lives close to Margie’s house.3. Margie’s Mother- A lady who was very disciplined and was careful about the hours of study of her daughter.4. County Inspector- A round little man with a red face who comes to repair the mechanical teacher of Margie. <p><u>Chapter Highlights</u></p> <ol style="list-style-type: none">1. In her diary, Margie wrote about ‘Tommy finding a new book’ on the schools of the old days.2. The old kinds of paper books used to have pages unlike the e-books.3. Tommy and Margie considered such books to be nothing more than a waste as they were worthless after the first reading.4. Margie hated her mechanical teacher a lot because he was giving her test after test and she was not doing well.5. The County Inspector came to repair the mechanical teacher of Margie so that its level could match the level of Margie.6. Margie was disappointed when the mechanical teacher was not taken away by the County Inspector completely.7. Tommy and Margie both discussed the old schools and the teachers that were human beings.8. Tommy and Margie went to their schools to attend their lectures. The mechanical teacher flashed at their school time everyday except Saturday and Sunday.9. Margie, with a heavy heart, had to put the homework in the proper slot, which she hated.10. Even being in the classroom, she was thinking of the old kind of schools with the kids and the human teachers.11. The mechanical teacher was on but Margie was engrossed in thinking of the fun they had in old days.



Schools of the future don't have traditional books and schools. Here teacher was not a living being. He was an image that flashes on the screen in the study room of the children.



The mechanical teacher was flashing on the screen...



They had a teacher... It was a man.

The old kind of schools were building common to all with human teachers who would teach all the boys and girls the same thing if they were of the same age.

Summary

The story opens with Margie writing in her diary about an old book that Tommy had found. Margie was reminded of her grandfather who had once talked about his grandfather who went to an actual school where the students were taught by human teachers.

However, Margie and Tommy lived in the future world, in the year 2157 where education was completely computerized. They did not go to schools. Instead, they had a special study room where a computer taught them. The computer teacher was programmed and adjusted according to the needs of each child. Now and then the computer teacher developed faults which were fixed by a County Inspector.

Both Tommy and Margie wondered at the book found by Tommy in his attic. They wondered at it as they read books on the screen of their computer teacher. Margie felt that the computer teacher was boring; she disliked the mechanical teaching and learning. She also wondered how much fun it would be studying in a school. Studying in a fun way, with other children and that too from a human teacher.

(Write down question answers and reference to context in your English notebook)

Answer the following questions.

1. How old are Margie and Tommy?

A. Margie is eleven and Tommy is thirteen years old.

2. What did Margie write in her diary?

A. Margie entered in her diary, "Today Tommy had found a real book".

3. Had Margie ever seen a book before?

A. No, Margie had never seen a book before.

4. What things about the book did she find strange?

A. As Margie found many things strange about the book. The pages were yellow and crinkly. The words were stationary and didn't move. Also, when one read it the second time, everything was the same as earlier.

5. What do you think a telebook is?

A. A telebook is an electronic book also known as an e-book. It is stored in a computer and can be read by scrolling up or down the screen.

6. Where was Margie's school? Did she have any classmates?

A. Margie's school was in her house. It was a room next to her bedroom. No, she didn't have any classmates.

7. What subjects did Margie and Tommy learn?

A. Margie and Tommy learnt Geography, History and Mathematics in their school.

8. What kind of teachers did Margie and Tommy have?

A. Margie and Tommy had mechanical teachers. They were computers which had preloaded lessons on different subjects according to the learner's level. Whenever they malfunctioned, they were opened and repaired.

9. Why did Margie's mother send for the County Inspector?

A. Margie's mother called the County Inspector to check Margie's teacher. She thought that probably, Margie's teacher had a malfunction. Margie was failing the Geography tests repeatedly which could be due to a fault in the teacher.

10. What did he do?

A. The County Inspector was trained to repair the computer teacher. He opened the machine and checked it. The Geography sector was set on a higher level. He reset it to Margie's level and closed the teacher.

11. Why was Margie doing badly in geography? What did the County Inspector do to help her?

A. Margie was failing in the Geography tests as the teacher had developed a fault. The County Inspector told Margie's mother that Margie was not at fault. Her progress was good. He reset the teacher to Margie's level.

12. What had once happened to Tommy's teacher?

A. Once Tommy's teacher had developed a fault as the entire section on History had been deleted. His teacher had been taken for repairs and it took them a month to set it right.

13. Did Margie have regular days and hours for school? If so, why?

A. Margie studied at the same time everyday, except Saturdays and Sunday. Her mother was very particular and had told Margie that she would learn better if she studied at the same time every day.

14. How does Tommy describe the old kind of school?

A. Tommy said that in the old kind of schools, there was a man teacher who told a few things to the students, gave them home work and then asked them questions. The man teacher was as knowledgeable as the machine teacher.

15. How does he describe the old kind of teachers?

A. He says that the old teachers were not the regular kind they had. They were human beings

and not machine

Answer the following with reference to the story.

1. "I wouldn't throw *it* away."

(i) Who says these words?

A. Tommy says these words.

(ii) What does 'it' refer to?

A. 'It' refers to a real book.

(iii) What is it being compared with by the speaker?

A. The book has been compared with telebooks.

(iv) Who has found out 'it'?

A. Tommy has found out this book.

2. "Sure *they* had a teacher, but it wasn't a *regular* teacher. It was a man."

(i) Who does 'they' refer to?

A. 'They' refers to forefathers of Tommy's grandfather..

(ii) What does 'regular' mean here?

A. It refers to the mechanical teacher which teaches Margie and Tommy.

(iii) What is it contrasted with?

A. The mechanical teacher is contrasted with a human teacher.

(iv) Who is the speaker here?

A. The speaker here is Tommy.

(Write down long question answers in your English Notebook)

1. What are the main features of the mechanical teachers and the schoolrooms that Margie and Tommy have in the story?

A. Margie and Tommy were taught by mechanical teachers. They had large black screens on which the lessons appeared. The lessons were followed by questions. The students had to insert homework and test papers in the slots provided. They had to write down the work in a punch code which was a computing language. The mechanical teacher checked the papers and gave them marks within a few seconds. These classrooms were in the student's home itself. Every student studied from his respective mechanical teacher. Each teacher was adjusted according to the level of the learner. They did not have classmates. They studied various subjects like Geography, History and Mathematics. Margie studied everyday at the same time except Saturdays and Sundays. Her mother said that she would learn better if she studied that way. The learning process was mechanical, dull and boring for them.

2. Why did Margie hate school? Why did she think the old kind of school must have been fun?

A. Margie hated school because it was not fun. There was a mechanical teacher and the learning

process lacked life. It was like a machine carrying out the usual working, there was nothing new, no fun or laughter. Margie's mechanical teacher was giving her tests in Geography and she was performing bad at them. Later it was discovered that the teacher had developed a fault due to which it was giving her tests of a higher level. Margie's mother called the County Inspector. He opened the teacher, found the fault and rectified it. Margie disliked the teacher and hoped that he would not be able to repair it. She hated inserting the homework and test papers into the slot provided.

She thought that the children in the past must have had a lot of fun when they went to school with fellow children. She found it amazing that all the children studied together, the same things and could discuss studies and help each other with the homework too. As the teachers were people, they would not behave like machines. The human aspect of education in the past made her feel that the school of the past were fun.

3. Do you agree with Margie that schools today are more fun than the school in the story? Give reasons for your answer.

A. I totally agree with Margie that schools today are more fun than the school in the story. In the story, Margie had a school in her house. Her teacher was mechanical and she had no classmates. Moreover, the mechanical teacher gave test after test even if one wasn't performing well without understanding the student's level of understanding.

While, the old kind of schools had a human teacher to teach the children. There used to be a special building where all the children of the neighbourhood came. They had their interactions. They befriend one another. It was a lot of fun to be among the students of same age group. So, the two different schools have lot of differences and there used to be different things in the two schools.

WIND

By Subramanian Bharati

Summary

The poem "Wind" describes the power of the wind on nature and human life. It focuses on the violent aspect of wind that causes destruction. The fierce wind is also seen by the poet as a symbol of adversities in life. It ends with a suggestion that if we remain strong, we can overcome any obstacles.

The poem opens with a plea to the wind to blow gently and not to cause damage. It is urged not to break the shutters of the windows or scatter papers by blowing them away. Personifying the wind, the poet tells it not to throw down books on the shelf and draws its attention to the papers that it has torn and the rain that it has brought again. The poet is not happy with the wind's attitude here. He feels that wind takes advantage of weak people's helplessness and blows so hard that their houses get destroyed; they may get injured or even killed, their lives are shattered, trees get uprooted and people suffer great loss. They feel very low and crestfallen. Wind, who has been referred to as a god, has the potential of destroying anything or anybody that comes in his way or tries to oppose him. In fact, wind god is so mighty that he charts his own course. It is difficult to control him, once he runs out of control.

The surest way to deal with the onslaught of wind is to build strong, wind-resistant houses that can withstand powerful and speedy wind storms. Wind rattles all the doors and sometimes pulls them out of their hinges. It is important to fix the doors strongly so that they do not come off. People need to be physically strong to face any eventuality caused by wind. And if people are determined and make concerted and coordinated efforts, wind who is alleged to be the friend of the strong only can become an equally good friend of the weak, who are poor and helpless.

people.

The poem closes with the observation that the wind extinguishes weak fires only. The strong flames are flared up further by it. If we are weak, the wind will overpower us; if we are strong it will aid us. When we make ourselves capable of combating the wind, it becomes a good friend.

Poetic Devices

The poem contains four stanzas and each stanza contains five lines. This is called a quintain. Thus the poem contains four quintains.

1. Alliteration

Example:

Strong fires roar and flourish (repetition of F sound)

2. Metaphor

Example:

The whole poem is a metaphor as it ends on a note to humanity to stand against all ravages natural or man-made.

3. Personification

The wind has been personified and has been addressed as a destructive force of weak things.

Example:

“His friend is good”, “He won’t do what you tell him”.

4. Repetition

Example:

The word crumbling has been repeated.

Crumbling doors, crumbling windows and crumbling lives.

MULTIPLE CHOICE QUESTIONS

Choose the correct answer :

1. What does the wind do?

- (A) It throws down all the books on the shelf
- (B) It tears the pages of the books.
- (C) It brings the rain again.
- (D) All the above.

2. What does the wind poke fun at?

- (A) Weak houses and weak doors.
- (B) Weak rafters and weak wood.
- (C) Weak hearts and weak bodies.
- (D) Any living or non-living thing that is weak and crumbling.

3. The wind god winnows—

- (A) Anything that is big and strong.
- (B) Anything that is weak and crumbling.
- (C) Anything that is in this world.
- (D) Anything that is not natural.

4. We can make friends with the wind god if we are—

- (A) true.
- (B) honest.
- (C) strong.
- (D) respectful.

5. **What is the central idea of this poem?**

- (A) We should make friends with the wind god.
- (B) If we are strong, even gods will be on our side.
- (C) God helps the weak and the needy.
- (D) We should love all creatures of God.

6. **Name the poet of this poem.**

- (A) Robert Frost.
- (B) Subramania Bharati.
- (C) W.B. Yeats.
- (D) Phoebe Cary.

Answers: 1. D 2. D 3. B 4. C 5. B 6. B.

Reference to Context:

1. Wind, come softly.

Don't break the shutters of the windows.

Don't scatter the papers.

Don't throw down the books on the shelf.

(a) **How does a violent wind disturb and damage things?**

Ans: A violent wind breaks the window shutters and scatters the papers. It also throws down the books on the shelf.

(b) **What request does the poet make to the wind?**

Ans: The poet requests the wind to blow gently and not to cause any damage or destruction.

(c) **Which poetic device has been used in these lines?**

Ans: The poetic device used in these lines is 'anaphora' as the imperative 'Don't' is repeated in three consecutive lines.

(d) **What effect does this device create?**

Ans: The imperative repetition of the word 'Don't' at the beginning of three consecutive lines expresses the poet's strong urge to the wind to be gentle and kind. It also creates a unique rhythm in the poem.

2. Frail crumbling houses, crumbling doors, crumbling rafters,
crumbling wood, crumbling bodies, crumbling lives,
crumbling hearts-

the wind god winnows and crushes them all.

(a) **Why are the houses, doors, rafters etc. crumbling?**

Ans: The houses, doors, rafters etc. are crumbling because they are weak and cannot stand the onslaught of the destructive wind.

(b) **Explain the expression: "crumbling lives, crumbling hearts".**

Ans: Many lives are lost when wind wreaks havoc. The lives of the survivors are shattered too because their loved ones are dead and their homes and property are destroyed. They are left with no hope in life.

(c) **Why has the wind been called 'god'?**

Ans: Wind has been called 'god' because, like 'god', he uses his power to remove and crush the undesirable, weak things.

(d) **What does the wind god do?**

Ans: The wind god, using its force winnows and crushes everything and everybody that comes in its contact.

(e) **Which poetic device has been used in the first three lines?**

Ans: The poetic device used in these lines is anaphora i.e. the repetition of certain words. The word 'crumbling' has been repeatedly used to emphasise the destruction caused by the wind.

Short Answer Questions:-

1. **Why does the poet plead with the wind to blow softly?**

Ans: When the wind blows softly, it is harmless and enjoyable but when it blows fiercely, it wreaks havoc. Therefore, the poet wants the wind to be gentle and soft.

2. **What kind of destruction is caused by the violent wind?**

Ans: When the wind blows violently, it destroys everything. It breaks the window shutters, scatters papers around, makes the books fall down, tears their pages and brings about the heavy downpour.

3. **How does the wind make fun of the weaklings?**

Ans: The strong wind uses his destructive power to harm weak persons and delicate things. Without showing any mercy or sympathy, he crushes weak houses, crumbling doors, and even human lives and hearts. By moving violently and destroying the weak, he seems to make fun of their helplessness.

4. **What should people do to avoid the destruction caused by the strong winds?**

Ans: To avoid the destruction caused by the strong wind, it is essential that people construct solid, sturdy houses with firm strong doors. The buildings should be able to resist the attack of the violent wind.

Long Answer Questions:-

1. The wind is a symbol of power and strength. **How can we befriend it and survive in our struggle for existence?**

Ans. The wind symbolises the uncontrollable and raw power of nature. The wind god symbolises strength and steadfastness. Weaklings who are weak in the mind and body are swept away by the mighty power of the wind. Only those who are blessed with steadfast minds and hearts survive in the bitter struggle of life. The poet gives a broader message. Whatever we do or think must stand on the foundations of strength and power. Only strong minds and bodies can face the anger of the wind and challenges of life. We can befriend the god of wind by building strong homes and doors. We can also win his favour by firming the body and making the heart steadfast.

2. **What moral lesson do you get from the poem 'Wind'?**

Ans. The poem 'Wind' is full of moral lessons. The poet has poured out his heart in the present poem. He says that people must be strong at heart because only the weak at heart are troubled by difficulties. Here, wind symbolises difficulties which have the power to devastate life on the earth. But if the people are strong at heart, they face the challenges thrown out by difficulties. They struggle and at last, come out with flying colours.

GRAMMAR

I. **Complete the paragraph given below by filling in the blanks choosing the correct option from those that follow:-**

1. One of the (a) _____ advances in modern technology has been the invention (b) _____ computers. They are (c) _____ used in industries and universities.

Now, there is hardly (d) _____ sphere of human life left where they have not been pressed into service of man.

(A) (i) many (ii) few (iii) some (iv) any

(B) (i) for (ii) of (iii) to (iv) in

(C) (i) sharply (ii) fast (iii) widely (iv) strongly

(D) (i) little (ii) few (iii) any (iv) much

2. The soul of India (a) _____ in the unity of its diverse culture; (b) _____, the main inspiration behind the politics of coalition is to get easy access to the throne. The Indian culture aims at (c) _____ the demographic (d) _____ politics aims to divide them to create multiple vote banks.

- (A) (i) lies (ii) lay (iii) lied (iv) lie
 (B) (i) and (ii) but (iii) how (iv) that
 (C) (i) unity (ii) diversity (iii) unifying (iv) unify
 (D) (i) where (ii) while (iii) what (iv) that

II. The following passage has not been edited. There is an error in each line. **Write the incorrect word and the correction against the correct blank number.**

	Error	Correction
None is infallible on this world.	(a) _____	_____
Before criticizing other, we should first	(b) _____	_____
Look at ourself. To err is human,	(c) _____	_____
to forsake divine.	(d) _____	_____

III. The following passage has not been edited. **Write the missing word along with its predecessor and successor against the correct number :**

	Before	Missing word	After
The pleasure one derives reading	(a) _____	_____	_____
is indeed receptive instructive.	(b) _____	_____	_____
The mental effect reading is that it	(c) _____	_____	_____
Generates sense of pleasure.	(d) _____	_____	_____

**SOCIAL
SCIENCE**

**HISTORY
CHAPTER-THE FRENCH REVOLUTION**

<https://www.youtube.com/watch?v=o4FSq5Wq65Q>

&t=422s

Read unit 1page no.4

Answer the below mentioned questions

Who was the king of France in 1789?

In which year did he ascend the throne?

Name the queen of France.

Into how many estates was the French society divided?

What do you mean by old regime?

Define-clergy ,tithe ,taille Livre.

Read unit 1.1&1.2 pg no.5,6

answer the below mentioned questions

In 1715, what was the population of France?

	<p>In 1789, what was the population of France? What is subsistence crisis? How did the subsistence crisis occur in France? Fill in the blank boxes in Fig 4.</p> <p><u>Read unit 1.3 pg no.6,7</u> <u>answer the below mentioned questions</u></p> <p>Who were called the middle class people in France? What were the ideas of the three philosophers of France? How were the ideas of the philosophers spread through the society ?</p> <p><u>Read unit 2 pg no 8.</u> What is Estates General? When did king Louis XVI call an assembly? How many members from each estate join the assembly? What was the idea of the third estate regarding the voting system? Who was Mirabeau?</p> <p><u>Read unit 2,pg.no 9</u> Who was Abbe Sieyes? How did the Revolution break out on 14thJuly,1789? What were the changes brought in France after the National Assembly passed a decree on the night of 4 August ,1789?</p>
COMPUTER	<p><u>Ch.1 Basic Elements of Computer System</u></p> <ol style="list-style-type: none"> 1. Read the chapter Carefully. 2. Go through the Terminologies given at the back of the chapter. 3. Complete Application Based Questions in your notebook. <p><u>Ch.2 Computer Hardware and Software</u></p> <ol style="list-style-type: none"> 1. Read the chapter Carefully. 2. Go through the Terminologies given at the back of the chapter. 3. Complete Application Based Questions in your notebook.

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