

KERALA PUBLIC SCHOOLS
ACADEMIC YEAR 2021-22
HOME ASSIGNMENT



CLASS : IX
DATE:22.03.2021 to 06.04.2021

SUBJECT	ASSIGNMENT
MATHS	Chapter-1 Number System-To give the concept and discuss complete chapter from N.C.E.R.T and selected sums from R.S Aggarwal
SCIENCE	<p>PHYSICS Chapter 8 Motion</p> <ol style="list-style-type: none"> 1. Define Motion, types of motion, scalar quantity, vector quantity. Give examples. (Learn & Write) 2. Difference between distance & displacement? (Learn & Write) 3. Derivation of 1st, 2nd, 3rd of motion from velocity time graph. (Write) 4. Q/ans from NCERT text book –Pg 35, 36 (Write) 5. Q/ans from NCERT text book –Pg 37, 38 (Write) 6. Q/ans from NCERT text book –Pg 39 (Write) <p>CHEMISTRY Chapter 2 Is Matter Around Us Pure</p> <ol style="list-style-type: none"> 1. Write Q/ ans from NCERT text book Pg15- Q1,2 2. Write Q/ans from NCERT text book Pg18- Q1,2,3 3. Write question answer – pg-28 Q-2 , pg- 29 Q-4,5,6,7,8,9 <p>Refer NCERT Refer Science Together With & write down the question answers in your note book;</p> <p>BIOLOGY Chapter 5 Fundamental unit of life</p> <ol style="list-style-type: none"> 1 Go through the chapter thoroughly. 2.. Draw a neat labelled diagram of Plant cell & Animal cell. Labelling to be done only on the right hand side. Use only pencil & Scale for labeling.
HINDI	<p>हिंदी भाषा</p> <ol style="list-style-type: none"> 1. पाठ को ध्यान पूर्वक पढ़ें। 2. परिभाषा एवं उदाहरण को कंठस्थ करें। 3. सभी विद्यार्थी परिभाषा एवं उदाहरण को अपनी उ.-पुस्तिका में लिखेंगे। <div style="text-align: center;"> <p>उपसर्ग एवं प्रत्यय</p> <pre> graph TD A(उपसर्ग एवं प्रत्यय) --> B(उपसर्ग) A --> C(प्रत्यय) B --- D[जो शब्दांश मूल शब्द के पहले लगकर नए शब्द का निर्माण करते हैं, अर्थात् नए अर्थ का बोध कराते हैं, उन्हें उपसर्ग कहते हैं।] C --- E[प्रत्यय वे शब्द होते हैं जो मूल शब्द के अंत में जुड़कर, अपनी प्रकृति के अनुसार शब्द के अर्थ में परिवर्तन कर देते हैं।] E --- F(उदाहरण - दया + वान = दयावान लेख + नी = लेखनी) </pre> </div>

अभ्यास कार्य

1. नीचे दिये गए उपसर्गों से दो-दो शब्द बनाएँ।

अनु, सु, प्रति, आ, अप, नि

2. निम्न प्रत्यय से दो-दो शब्द बनाएँ।

आनी, इया, आरी, पन, वाला, इक

अपठित गद्यांश

अपठित का अर्थ होता है जो पहले पढ़ा न गया हो। इस तरह अपठित गद्यांश गद्य का ऐसा अंश होता जो पाठ्यक्रम में निर्धारित पुस्तकों से बाहर का होता है जिससे न सिर्फ भाषिक योग्यता में वृद्धि होती है बल्कि इससे अभिव्यक्ति कौशल में भी वृद्धि होती है।

निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दें।

. कैलाश को मृणालिनी की झेंपी हुई सूरत देखकर मालूम हुआ कि इस वक्त उसका इनकार वास्तव में उसे बुरा लगा है। ज्यों ही प्रीतिभोज समाप्त हुआ और गाना शुरू हुआ, उसने मृणालिनी और अन्य मित्रों को साँपों के दरबे के सामने ले जाकर महुअर बजाना शुरू किया। फिर एक-एक खाना खोलकर एक-एक साँप को निकालने लगा। वाह! क्या कमाल था। ऐसा जान पड़ता था कि ये कीड़े उसकी एक-एक बात, उसके मन का एक-एक भाव समझते हैं।

किसी को उठा लिया, किसी को गरदन में डाल लिया, किसी को हाथ में लपेट लिया। मृणालिनी बार-बार मना करती कि इन्हें गरदन में न डालो, दूर ही से दिखा दो। बस जरा नचा दो। कैलाश की गरदन में साँपों को लिपटते देखकर उसकी जान निकली जाती थी। पछता रही थी कि मैंने व्यर्थ ही इनसे साँप दिखाने को कहा मगर कैलाश एक न सुनता था। प्रेमिका के सम्मुख अपने सर्प-कला-प्रदर्शन को ऐसा अवसर पाकर वह कब चूकता! एक मित्र ने ठीक कहा कि – “दाँत-तोड़ डाले होंगे।”

1. मृणालिनी किससे और क्यों दुखी थी ?
2. कैलाश अपनी किस कला का प्रदर्शन कर रहा था ?
3. मृणालिनी की आंतरिक इच्छा क्या थी ?
4. अंत में कैलाश को अपनी किस भूल एहसास हुआ ? और क्यों ?

हिंदी साहित्य

दो बैलों की कथा (मुंशी प्रेमचंद)

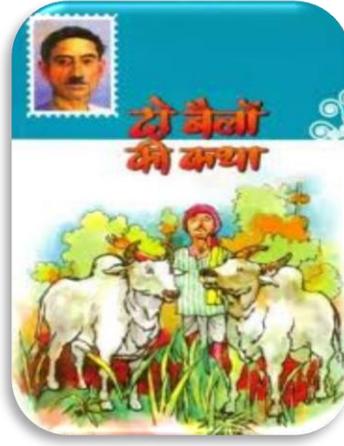
निम्न (concept map) अपनी उ।-पुस्तिका में बनाएँ

प्रस्तुत पाठ महान उपन्यास सम्राट मुंशी प्रेम चंद जी की कृति है। दो बैलों की कथा की गणना उनकी श्रेष्ठ कहानियों में की जाती है।

इस कहानी के माध्यम से लेखक ने कृषक समाज और पशुओं के भावनात्मक संबंध का वर्णन किया है। हीरा-मोती नामक बैल सीधे-सादे भारतीयों के प्रतीक हैं। जो आज़ादी के लिए लड़ते हैं और अंततः उसे पा ही लेते हैं।

झूरी के पास हीरा मोती नामक दो बैल थे। जिन्हें वह बहुत प्यार करता था। एक बार झूरी का साला गया उन्हें अपने घर ले जाता है किन्तु बैलों को वह अच्छा नहीं लगा।

अंततः बेंच दिए जाने के बाद जब मालिक उन्हें ले जाते समय डंडा मारता है तो उनकी चेतना जाग जाती है। वे दोनों भागने लगते हैं और सीधे जाकर अपने मालिक के पास रुकते हैं। झूरी बैलों को देखकर बहुत खुश हो जाता है।



वे अगले ही दिन रस्सी तोड़कर वापस आ जाते हैं। गया पुनः उन्हें लेकर जाता है। वहाँ उनसे बहुत काम लिया जाता और अनेक यातनाएं दी जातीं। छोटी बच्ची प्रतिदिन उन्हें रोटी खिलाती।

बैलों की दुर्दशा उससे नहीं देखी जाती और वह रस्सी खोल देती है। भागने के क्रम में उनकी लड़ाई साँड से होती तो कभी वे कांजीहौस में बंद कर दिए जाते हैं। जहाँ उनकी बोली लगाई जाती है।

प्रश्न-उत्तर

प्रश्न 1. कांजीहौस में कैद पशुओं की हाज़िरी क्यों ली जाती होगी?

उत्तर- कांजीहौस एक प्रकार से पशुओं की जेल थी। उसमें ऐसे आवारा पशु कैद होते थे जो दूसरों के खेतों में घुसकर फसलें नष्ट करते थे। अतः कांजीहौस के मालिक का यह दायित्व होता था कि वह उन्हें जेल में सुरक्षित रखे तथा भागने न दे। इस कारण हर रोज उनकी हाजिरी लेनी पड़ती होगी।

प्रश्न 2. छोटी बच्ची को बैलों के प्रति प्रेम क्यों उमड़ आया?

उत्तर- छोटी बच्ची की माँ मर चुकी थी। सौतेली माँ उसे मारती रहती थी। इधर बैलों की भी यही स्थिति थी। गया उन्हें दिनभर खेत में जोतता, मारता-पीटता और शाम को सूखा भूसा डाल देता। छोटी बच्ची महसूस कर रही थी कि उसकी स्थिति और बैलों की स्थिति एक जैसी है। उनके साथ अन्याय होता देखा उसे बैलों के प्रति प्रेम उमड़ आया।

प्रश्न 3. कहानी में बैलों के माध्यम से कौन-कौन से नीति-विषयक मूल्य उभर कर आए हैं?

उत्तर- इस कहानी के माध्यम से निम्नलिखित नीतिविषयक मूल्य उभरकर सामने आए हैं-

- सरल-सीधा और अत्यधिक सहनशील होना पाप है। बहुत सीधे इनसान को मूर्ख या 'गधा' कहा जाता है।
- इसलिए मनुष्य को अपने अधिकारों के लिए संघर्ष करना चाहिए।
- आजादी बहुत बड़ा मूल्य है। इसे पाने के लिए मनुष्य को बड़े-से-बड़ा कष्ट उठाने को तैयार रहना चाहिए।
- समाज के सुखी-संपन्न लोगों को भी आजादी की लड़ाई में योगदान देना चाहिए।

प्रश्न 4. प्रस्तुत कहानी में प्रेमचंद ने गधे की किन स्वभावगत विशेषताओं के आधार पर उसके प्रति रूढ़ अर्थ 'मूर्ख' प्रयोग न कर किस नए अर्थ की ओर संकेत किया है?

उत्तर- गधा सबसे बुद्धिहीन प्राणी माना जाता है। यदि किसी को मूर्ख कहना चाहते हैं तो हम उसे गधा कह देते हैं। गधा 'मूर्ख' के अर्थ में रूढ़ हो गया है परंतु लेखक ने इसे सही नहीं माना क्योंकि गधा अपने सीधेपन और सहनशीलता से किसी को हानि नहीं पहुँचाता है। गाय, कुत्ता और बैल जैसे जानवर कभी-कभी क्रोध कर देते हैं पर गधा ऐसा नहीं करता है। गुणों के विषय में वह ऋषियों-मुनियों से कम नहीं है।

प्रश्न 5. किन घटनाओं से पता चलता है कि हीरा और मोती में गहरी दोस्ती थी?

उत्तर- इस कहानी में अनेक घटनाएँ ऐसी हैं जिनसे पता चलता है कि मोती और हीरा में गहरी दोस्ती थी।

1. **पहली घटना-**

दोनों एक-साथ गाड़ी में जोते जाते थे तो यह कोशिश करते थे कि गाड़ी का अधिक भार दूसरे साथी के कंधे पर न आकर उसके अपने कंधे पर आए।

2. **दूसरी घटना-**

गया ने हीरा के नाक पर डंडा मारा तो मोती से सहा न गया। वह हल, रस्सी, जुआ, जोत सब लेकर भाग पड़ा। उससे हीरा का कष्ट देखा न गया।

3. **तीसरी घटना-**

जब मटर के खेत में मटर खाकर दोनों मस्त हो रहे तो वे सींग मिलाकर एक-दूसरे को ठेलने लगे। अचानक मोती को लगा कि हीरा क्रोध में आ गया है तो वह पीछे हट गया। उसने दोस्ती को दुश्मनी में बदलने से रोक लिया।

4. **चौथी घटना-**

जब उनके सामने विशालकाय साँड आ खड़ा हुआ तो उन्होंने योजनापूर्वक एक-दूसरे का साथ देते हुए उसका मुकाबला किया। साँड एक पर चोट करता तो दूसरा उसकी देह में अपने नुकीले सींग चुभा देता। आखिरकार साँड बेदम होकर गिर पड़ा।

5. **पाँचवीं घटना-**

मोती मटर के खेत में मटर खाते-खाते पकड़ा गया। हीरा उसे अकेला विपत्ति में देखकर वापस आ गया। वह भी मोती के साथ पकड़ा गया।

6. **छठी घटना-**

काँजीहौस में हीरा ने दीवार तोड़ डाली। उसे रस्सियों से बाँध दिया गया। इस पर मोती ने उसका साथ दिया। पहले तो उसने बाड़े की दीवार तोड़कर हीरा का अधूरा काम पूरा किया, फिर उसका साथ देने के लिए उसी के साथ बाँध गया।

प्रश्न 6.लेकिन औरत जात पर सींग चलाना मना है, यह भूल जाते हो।'-हीरा के इस कथन के माध्यम से स्त्री के प्रति प्रेमचंद के दृष्टिकोण को स्पष्ट कीजिए।

उत्तर. लेकिन औरत जात पर सींग चलाना मना है। हीरा के इस कथन के माध्यम से पता चलता है कि प्रेमचंद नारी जाति का अत्यधिक सम्मान करते थे। नारी विभिन्न रिश्ते बनाकर समाज में अपनी भूमिका का निर्वहन करती है। वह त्याग, दया, ममता, सहनशीलता का जीता जागता उदाहरण है। विपरीत परिस्थितियों में यदि नारी में क्रोध जैसे भाव आ भी जाते हैं तो इससे उसकी गरिमा कम नहीं हो जाती है और न उसके सम्मान में कमी आ जाती है। लेखक महिलाओं के प्रति अत्यधिक सम्मान रखता है। उसने यह भी कहना चाहा है कि जब पशु भी नारी जाति का सम्मान करते हैं तो मनुष्य को नारी जाति का सम्मान हर स्थिति में करना चाहिए।

प्रश्न 7. किसान जीवन वाले समाज में पशु और मनुष्य के आपसी संबंधों को कहानी में किस तरह व्यक्त किया गया है?

उत्तर-किसान जीवन में पशुओं और मनुष्यों के आपसी संबंध बहुत गहरे तथा आत्मीय रहे हैं। किसान पशुओं को घर के सदस्य की भाँति प्रेम करते रहे हैं और पशु अपने स्वामी के लिए जी-जान देने को तैयार रहे हैं। झूरी हीरा और मोती को बच्चों की तरह स्नेह करता था। तभी तो उसने उनके सुंदर-सुंदर नाम रखे-हीरा-मोती। वह उन्हें अपनी आँखों से दूर नहीं करना चाहता था। जब हीरा-मोती उसकी ससुराल से लौटकर वापस उसके थाने पर आ खड़े हुए तो उसका हृदय आनंद से भर गया। गाँव-भर के बच्चों ने भी बैलों की स्वामिभक्ति देखकर उनका अभिन्दन किया। इससे पता चलता है कि किसान अपने पशुओं से मानवीय व्यवहार करते हैं।

प्रश्न -8 इतना तो हो ही गया कि नौ दस प्राणियों की जान बच गई। वे सब तो आशीर्वाद देंगे'-मोती के इस कथन के आलोक में उसकी विशेषताएँ बताइए।

उत्तर- इतना तो हो ही गया कि नौ-दस प्राणियों की जान बच गई। वे सब तो आशीर्वाद देंगे। मोती के इस कथन से पता चलता है कि वह परोपकारी स्वभाव वाला प्राणी है। परोपकार की ऐसी भावना वह मन में ही नहीं रखता है बल्कि इसे व्यावहारिक रूप में दर्शाता भी है। वह बाड़े की कच्ची दीवार को तोड़कर नौ-दस प्राणियों को भगाता है ताकि उनकी जान बच जाए। मोती सच्चा मित्र भी है। वह कांजीहौस में हीरा को अकेला छोड़कर नहीं जाता है। वह आशावादी भी है। उसे विश्वास है कि ईश्वर उनकी जान अवश्य बचाएँगे।

ख) हीरा और मोती गया के घर बँधे हुए थे। गया ने उनके साथ अपमानपूर्ण व्यवहार किया था। इसलिए वे क्षुब्ध थे। परंतु तभी एक नन्हीं लड़की ने आकर उन्हें एक रोटी ला दी। उस रोटी से उनका पेट तो नहीं भर सकता था। परंतु उसे खाकर उनका हृदय जरूर तृप्त हो गया। उन्होंने बालिका के प्रेम का अनुभव कर लिया और प्रसन्न हो उठे।

प्रश्न 10.गया ने हीरा-मोती को दोनों बार सूखा भूसा खाने के लिए दिया क्योंकि-

- (क) गया पराये बैलों पर अधिक खर्च नहीं करना चाहता था।
- (ख) गरीबी के कारण खली आदि खरीदना उसके बस की बात न थी।
- (ग) वह हीरा-मोती के व्यवहार से बहुत दुखी था।
- (घ) उसे खली आदि सामग्री की जानकारी न थी।
- (सही उत्तर के आगे (✓) का निराश लगाइए।)

उत्तर-(ग) वह हीरा-मोती के व्यवहार से दुखी था।

साखियाँ एवं सबद

निम्न चित्र को बनाकर कबीरदास की जीवनी लिखें।

दिए गए प्रश्न-उत्तर को उत्तर-पुस्तिका में लिखें।

सभी प्रश्न -उत्तर अपनी उ.-पुस्तिका में लिखें।



कबीर हिंदी भाषा के भक्ति काल के प्रमुख कवि और समाज सुधारक थे। उनकी मुख्य भाषा सधुक्कड़ी थी लेकिन इनके दोहों और पदों में हिंदी भाषा की सभी मुख्य बोली की झलक दिखलाई पड़ती है। इनकी रचनाओं में ब्रज, राजस्थानी, पंजाबी, अवधी हरियाणवी और हिंदी खड़ी बोली की प्रचुरता थी। कबीर भक्तिकाल की निर्गुण भक्ति धारा से प्रभावित थे। कबीर का प्रभाव हिन्दू, इस्लाम और सिख तीनों धर्मों में मिलता है।

बिंदु	जानकारी
नाम	कबीर दास
जन्म	1440 ईस्वी
मृत्यु	1518 ईस्वी
जन्म स्थान	काशी (वाराणसी)
कार्यक्षेत्र	कवि, संत
पिता का नाम	नीरू जुलाहे
गुरु	गुरु रामानंद जी
पत्नी का नाम	नीमा
भाषा	सधुक्कड़ी (मूल भाषा) ब्रज, राजस्थानी, पंजाबी, अवधी (साहित्यिक भाषा)

साखियाँ

प्रश्न 1. 'मानसरोवर' से कवि का क्या आशय है?

उत्तर-मानसरोवर के दो अर्थ हैं-

- एक पवित्र सरोवर जिसमें हंस विहार करते हैं।
- पवित्र मन या मानस।
-

प्रश्न 2. कवि ने सच्चे प्रेमी की क्या कसौटी बताई है?

उत्तर-कवि ने सच्चे प्रेमी की यह कसौटी बताई है कि उसका मन विकारों से दूर तथा पवित्र होता है। इस पवित्रता का असर मिलने वाले पर पड़ता है। ऐसे प्रेमी से मिलने पर मन की पवित्रता और सारे पाप नष्ट हो जाते हैं।

प्रश्न 3. तीसरे दोहे में कवि ने किस प्रकार के ज्ञान को महत्त्व दिया है?

उत्तर-इस दोहे में अनुभव से प्राप्त आध्यात्मिक ज्ञान को महत्त्व दिया गया है।

प्रश्न 4. इस संसार में सच्चा संत कौन कहलाता है?

उत्तर- इस संसार में सच्चा संत वही है जो जाति-धर्म, संप्रदाय आदि के भेदभाव से दूर रहता है, तर्क-वितर्क, वैर-विरोध और राम-रहीम के चक्कर में पड़े बिना प्रभु की सच्ची भक्ति करता है। ऐसा व्यक्ति ही सच्चा संत होता है।

प्रश्न 5. अंतिम दो दोहों के माध्यम से कबीर ने किस तरह की संकीर्णताओं की ओर संकेत किया है?

उत्तर- अंतिम दो दोहों में कबीर ने निम्नलिखित संकीर्णताओं की ओर संकेत किया है-

1. अपने-अपने मत को श्रेष्ठ मानने की संकीर्णता और दूसरे के धर्म की निंदा करने की संकीर्णता।
2. ऊँचे कुल के अहंकार में जीने की संकीर्णता।

प्रश्न 6. किसी भी व्यक्ति की पहचान उसके कुल से होती है या उसके कर्मों से? तर्क सहित उत्तर दीजिए।

उत्तर- किसी व्यक्ति की पहचान उसके कर्म से होती है, कुल से नहीं। कोई व्यक्ति यदि ऊँचे कुल में जन्म लेकर बुरे कर्म करता है तो वह निंदनीय होता है। इसके विपरीत यदि साधारण परिवार में जन्म लेकर कोई व्यक्ति यदि अच्छे कर्म करता है तो समाज में आदरणीय बन जाता है सूर, कबीर, तुलसी और अनेकानेक ऋषि-मुनि साधारण से परिवार में जन्मे पर अपने अच्छे कर्मों से आदरणीय बन गए। इसके विपरीत कंस, दुर्योधन, रावण आदि बुरे कर्मों के कारण निंदनीय हो गए।

प्रश्न 7. काव्य सौंदर्य स्पष्ट कीजिए-

हस्ती चढ़िए ज्ञान कौ, सहज दुलीचा डारि।

स्वान रूप संसार है, भेकन दे झख मारि।

उत्तर-

- इसमें कवि ने एक सशक्त चित्र उपस्थित किया है। सहज साधक मस्ती से हाथी पर चढ़े हुए जा रहे हैं। और संसार-भर के कुत्ते भौंक-भौंककर शांत हो रहे हैं परंतु वे हाथी का कुछ बिगाड़ नहीं पा रहे। यह चित्र निंदकों पर व्यंग्य है और साधकों के लिए प्रेरणा है।
- सांगरूपक अलंकार का कुशलतापूर्वक प्रयोग किया गया है
ज्ञान रूपी हाथी
सहज साधना रूपी दुलीचा
निंदक संसार रूपी श्वान
निंदा रूपी भौंकना
- 'झख मारि' मुहावरे का सुंदर प्रयोग।
- 'स्वान रूप संसार है' एक सशक्त उपमा है।

सबद (पद)

प्रश्न 8. मनुष्य ईश्वर को कहाँ-कहाँ ढूँढ़ता फिरता है?

उत्तर- मनुष्य अपने धर्म-संप्रदाय और सोच-विचार के अनुसार ईश्वर को मंदिर, मस्जिद, काबा, कैलाश जैसे पूजा स्थलों और धार्मिक स्थानों पर खोजता है। ईश्वर को पाने के लिए कुछ लोग योग साधना करते हैं तो कुछ सांसारिकता से दूर होकर संन्यासी-बैरागी बन जाते हैं और इन क्रियाओं के माध्यम से ईश्वर को पाने का प्रयास करते हैं।

प्रश्न 9. कबीर ने ईश्वर-प्राप्ति के लिए किन प्रचलित विश्वासों का खंडन किया है?

उत्तर- कबीर ने ईश्वर प्राप्ति के प्रचलित विश्वासों का खंडन किया है। उनके अनुसार ईश्वर न मंदिर में है, न मसजिद में; न काबा में है, न कैलाश आदि तीर्थ यात्रा में; वह न कर्मकांड करने में मिलता है, न योग साधना से, न वैरागी बनने से। ये सब ऊपरी दिखावे हैं, ढोंग हैं। इनमें मन लगाना व्यर्थ है।

प्रश्न 10. कबीर ने ईश्वर को 'सब स्वाँसों की स्वाँस में क्यों कहा है?

उत्तर- कबीर का मानना था कि ईश्वर घट-घट में समाया है। वह प्राणी की हर साँस में समाया हुआ है। उसका वास प्राणी के मन में ही है।

प्रश्न 11. कबीर ने ज्ञान के आगमन की तुलना सामान्य हवा से न कर आँधी से क्यों की?

उत्तर- कबीर के अनुसार, जब प्रभु ज्ञान का आवेश होता है तो उसका प्रभाव चमत्कारी होता है। उससे पूरी जीवन शैली बदल जाती है। सांसारिक बंधन पूरी तरह कट जाते हैं। यह परिवर्तन धीरे-धीरे नहीं होता, बल्कि एकाएक और

पूरे वेग से होता है। इसलिए उसकी तुलना सामान्य हवा से न करके आँधी से की गई है।

प्रश्न 12. ज्ञान की आँधी का भक्त के जीवन पर क्या प्रभाव पड़ता है?

उत्तर-ज्ञान की आँधी आने से भक्त के जीवन पर अनेक प्रभाव पड़ते हैं-

- भक्त के मन पर छाया अज्ञानता का भ्रम दूर हो जाता है।
- भक्त के मन का कूड़ा-करकट (लोभ-लालच आदि) निकल जाता है।
- मन में प्रभु भक्ति का भाव जगता है।
- भक्त का जीवन भक्ति के आनंद में डूब जाता है।

प्रश्न 13. भाव स्पष्ट कीजिए-

(क) हिति चित्त की वै श्रृंखनी गिराँनी, मोह बलिंडा तूटा।

(ख) आँधी पीछे जो जल बूँटा, प्रेम हरि जन भीनाँ।

उत्तर-इसका भाव यह है कि ईश्वरीय ज्ञान हो जाने के बाद प्रभु-प्रेम के आनंद की वर्षा हुई। उस आनंद में भक्त का हृदय पूरी तरह सराबोर हो गया।

THE ROAD NOT TAKEN (poem)

-----ROBERT FROST

Summary of the poem

The speaker, walking through a forest whose leaves have turned yellow in autumn, comes to a fork in the road. The speaker, regretting that he or she is unable to travel by both roads (since he or she is, after all, just one person), stands at the fork in the road for a long time and tries to see where one of the paths leads. However, the speaker can't see very far because the forest is dense and the road is not straight.

The speaker takes the other path, judging it to be just as good a choice as the first, and supposing that it may even be the better option of the two, since it is grassy and looks less worn than the other path.

Though, now that the speaker has actually walked on the second road, he or she thinks that in reality the two roads must have been more or less equally worn-in.

Reinforcing this statement, the speaker recalls that both roads were covered in leaves, which had not yet been turned black by foot traffic. The speaker exclaims that he or she is in fact just saving the first road, and will travel it at a later date, but then immediately contradicts him or herself with the acknowledgement that, in life, one road tends to lead onward to another, so it's therefore unlikely that he or she will ever actually get a chance to return to that first road.

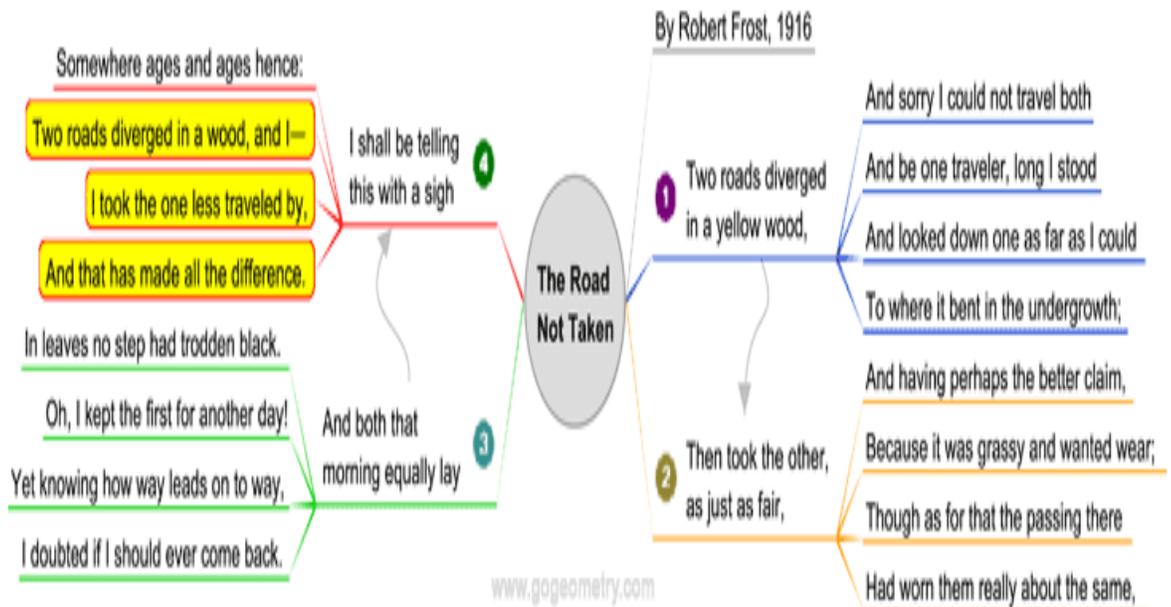
The speaker imagines him or herself in the distant future, recounting, with a sigh, the story of making the choice of which road to take. Speaking as though looking back on his or her life from the future, the speaker states that he or she was faced with a choice between two roads and chose to take the road that was less travelled, and the consequences of that decision have made all the difference in his or her life.

Poetic Devices used in the poem

Some poetic devices included in "The Road Not Taken" are the assonance in the poem's first line, emphasizing the "o" sound in "roads" and "yellow," the alliteration in the third line of the second stanza with "wanted wear," and, within this same line, the personification in the road "it was grassy and wanted wear." The poem, overall, is a metaphor for the different directions one takes in life.

ENGLISH

Mind Map on Road Not Taken
Answer the following questions:-



1. Where does the traveller find himself? What problem does he face?
2. Discuss what these phrases mean to you.
 - (i) A yellow wood
 - (ii) It was grassy and wanted wear
 - (iii) The passing there
 - (iv) Leaves no step had trodden black
 - (v) How way leads on to way
3. Is there any difference between the two roads as the poet describes them
 - (i) in stanzas two and three?
 - (ii) in the last two lines of the poem?
4. What do you think the last two lines of the poem mean? (Looking back, does the poet regret his choice or accept it?)

Additional Questions

5. What do the two roads represent?
6. "I took the one less travelled by, And that has made all the difference"
 What is the speaker saying here?

ANSWER:

1. The traveller finds himself at a forked road while travelling in a yellow wood. He faces the problem of choosing between the two roads as he could not travel both at the same time.
2.
 - (i) The phrase 'a yellow wood' signifies the autumnal setting of the poem.
 - (ii) The grass on the road that the poet decides to take was still afresh and the road seemed less worn out. This implies that not many people had walked on it. (iii) This refers to the people passing through that road. (iv) This means that there were no footmarks on the leaves strewn on the paths since nobody had walked on them. (v) Here, the poet refers to the fact that one road always leads on to another and so on.
3. (i) In stanzas two and three, the poet, vaguely expresses the similarities but at the same time, tries to determine the differences between the two roads. He says that although the second road seemed 'just as fair' and almost as same worn-out as the first yet it was somehow the 'better claim' since it was still afresh and less-trodden. That morning, both the roads were equally strewn with leaves that had not yet been trampled by the travellers.
 - (ii) According to the last two lines of the poem, one of the two road was 'less travelled by' than the other and the poet's decision to walk on this road made all the difference in his life.
4. In the last two lines, the poet says that he chose the less-trodden road and that this choice made all the difference in his life. Whether he regrets his choice or accepts it is ambiguous. The poet uses word 'difference', which does not clarify the implication, whether good or bad. However, the word 'sigh'

suggests that the decision was possibly more of regret than satisfaction.

5. The two roads represent the dilemma a person faces having to make a decision. The results of taking a decision one way or the other usually are different. The decision affects further events related to it.

6. The speaker is saying here that whatever choice we make in life influences what our life will be like, for better or for worse, as our choices influence our future life.

Question 2:

1. Have you ever had to make a difficult choice (or do you think you will have difficult choices to make)? How will you make the choice (for what decisions)?

2. After you have made a choice do you always think about what might have been, or do you accept the reality?

ANSWER:

1. No, I have never been in a situation in which I had to make a difficult choice. But I think the time will come when I will have to choose a stream, among science, commerce and humanities, after tenth grade. This decision will be a crucial one as it will determine my career prospects in future. I will make this decision on the basis of my interests as well as my aspirations and future goals in life.

(A model answer has been provided for students' reference. It is strongly recommended that students prepare the answer based on their own experience and understanding.)

2. Having made a choice, I accept the reality. Reconsidering a decision or contemplating over it is not a positive approach towards life. Such thoughts never allow us to be happy with what we have gained from our decision. Therefore, I believe in sticking to my decisions.

THE FUN THEY HAD (prose)

--- Issac Asimov

About the characters

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.

Chapter Highlights

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.

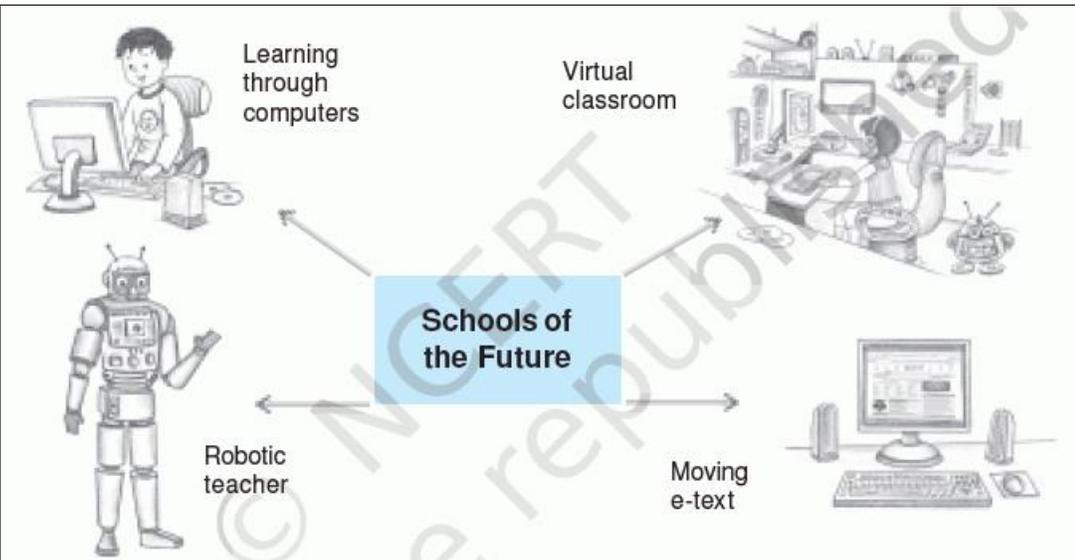
7. Tommy and Margie both discussed the old schools and the teachers that were human beings.

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.

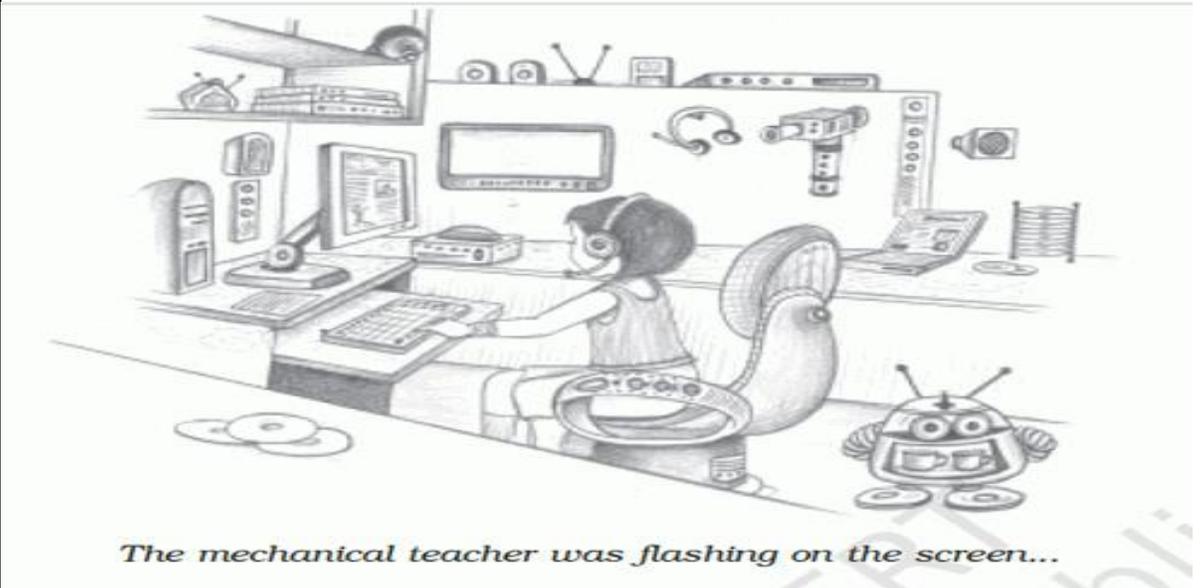
10. Even being in the classroom, she was thinking of the old kind of schools with the kids and the human teachers.

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 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

Additional Questions

16. For what has the phrase “special building” being used?

A. The phrase “special building” has been used for the old kind of schools where all the kids and the teachers came. In this futuristic age, Margie’s school is next to her bedroom. She mentions or imagines the school being held in a separate building.

17. Why was Margie’s mother particular about the regular study hours of kids?

A. Margie’s mother was particular about the regular study hours of kids because she believed that children learn better if they do it regularly. There should be no gap between the periods of study.

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 befriended one another. It was a lot of fun to be among the students of same age group. So, the two different schools have a lot of differences and there used to be different things in the two schools.

Language Diary Entry

Steps

- Write the date, day and time, then start with Dear **Diary** (as **diary** is like a friend).
- Begin the **entry** with general sentence describing the day or momentary feelings.
- In the body, you may discuss an event, your feelings towards it. ...
- Conclude with final remark and future course of action.

Diary entry format

Today you celebrate Independence Day at your school. But you are not satisfied with the attitude of people towards freedom. They consider that they are free to spoil the country and solid its image. Write a diary entry expressing your feelings.

Day, date	Friday 15th August, 20xx
Time	10.00 p.m.
Salutatio	Dear Diary
Body	Today I'm just pandering over the condition of India. We are about to complete 70 years of independence. But where have we reached? Every year we commemorate the sacrifices made by our freedom fighters on this pious national festival, wave flags, sing patriotic songs and show off our patriotism by posting patriotic images on social media and the very next day we discard those flags in the drains. When I see the heaps of garbage everywhere, small kids working as child labourers, people dying because of lack of food or medical treatment, discriminating against women, I feel ashamed of myself.
Signature, Name	Aditya

Question for homework

Make a diary entry stating your experience during COVID-19 pandemic..

Practice the format given above and do the homework.

SOCIAL STUDIES

Hist : ch.1 French Revolution

Read the chapter The French Revolution
Underline the difficult words and learn them.

Learn the KEYWORDS

Q 1.What was the slogan of the French revolutionaries?

Answer: Liberty, Fraternity and Equality.

Q 2.On what charges was Louis XVI of France sentenced to death?

Answer Treason.

Q3.What was feudal system?

Answer:It was a system under which land was granted to landlords in return for military or labour services

Q 4When did the French Revolution occur?

Answer: 14th July, 1789.

Q 5. What was tithes?

Answer: It was a tax levied by the church, comprising one-tenth of the agricultural produce.

Q 6. Name the most popular political club started by the French women.

Answer:

Society of Revolutionary Republican women.

Q 7 Which law was introduced by revolutionary government in France as help to improve the lives of women?

Answer: Schooling was made compulsory for girls.

Q 8. Who abolished slavery in France?

Answer The Jacobin Clubs.

Q 9 The National Assembly completed the draft of the Constitution in 1791'. Mention any two features of the Constitution.

Answer:

- It vested the power to make laws in the hands of National Assembly,
- It limited the powers of the monarch. Now powers were decentralised and assigned to different institutions.

Q 10 Who wrote the 'Two Treatises of Government'?

Answer: John Locke.

Q 11 What does the Red Cap worn by Sans-Culottes in France symbolize?

Answer:Liberty.

Q 12 Name the political body to which the three estates of the French society sent their representatives.

Answer: The Estates General was a political body to which the three estates sent their representatives.

Short Answer Type Questions

Question 1.

“Ideas of liberty and democratic rights were the most important legacy of the French Revolution”. Explain the statement in the light of French Revolution.

Answer:

- People of Third Estate demanded a society based on freedom and opportunities to all.
- The National Assembly was formed in 1791 with an object to limit the powers of the monarch.
- The Constitution framed in 1791 began with a Declaration of the Rights of Man and Citizens.
- Censorship was abolished in 1789.

Question 2.

Explain the impact of the French Revolution on the life of people of French.

Answer:

- Divorce was made legal, and could be applied by both women and men. Women could be now trained for jobs, could become artists or run small businesses.
- The Constitution of 1791 began with a Declaration of the Rights of Man and Citizen. It proclaimed that Freedom of speech and opinion and equality before law were natural rights of each human being by birth. These could not be taken away.
- Newspapers, pamphlets and printed pictures appeared steadily in the towns of French. From there, they travelled into the countryside. These publications described and discussed the events and changes taking place in the country.

Question 3.

What compelled Louis XVI to raise taxes in France?

Answer:

- Wars and Economic Crisis : In 1774, when Louis XVI ascended the throne, he found an empty treasury. The nation had gone into deep debt because of the fighting in the Seven Years War (1756-1763) and the Revolutionary War in America under Louis XVI. In this war, France helped the 13 American colonies to gain their independence from Britain. The war added more than a billion livres to a debt that had already risen to more than 2 billion livres.
- Debt Trap: Lenders who gave the state credit, now began to charge 10 per cent interest on loans. So the French government was obliged to spend an increasing percentage of its budget on interest payments alone. To meet its regular expenses, such as the cost of maintaining an army, the court, running government offices or universities the state was forced to increase taxes.
- Extravagant Court: France under various kings had an extravagant court at the immense palace of Versailles.

Question 4.

Describe the status of the nobles in France before the revolution.

Answer:

The clergy and the nobles led a life of luxury and enjoyed numerous privileges. On the other hand, the peasants and workers lived a wretched life. They groaned under heavy taxes and forced labour. The middle-class comprising of lawyers, doctors, teachers, etc also suffered humiliation at the hands of the clergy and the nobles. This state of social inequality was the chief cause of the French Revolution.

Question 5.

“The inequality that existed in the French Society in the Old Regime became the cause of French Revolution”. Justify the statement by giving three suitable examples.

Answer:

The examples are :

- French Society was divided into three Estates. The First Estate comprised of clergy, the Second

Estate comprised of nobility and the Third Estate comprised of businessmen, traders, merchants, artisans, peasants and servants.

- The members of Church and nobility enjoyed certain privileges by birth, the most important being the exemption from paying taxes to the State.
- Feudal dues were extracted by nobles from peasants and one-tenth of the agricultural produce of peasants, in the form of Tithes came to the share of clergy. All members of the Third Estate including peasants paid taxes, thus, the burden of financing activities of the the state through taxes was borne by the Third Estate alone creating heavy discontentment.

Question 6.

How did philosophers influence the thinking of the people of France?

Answer:

Philosophers influence the thinking of the people of France as :

- Major changes were introduced in the Russian economy and agriculture after the revolution. Private property was abolished and land became a state property. Peasants had the freedom to cultivate on state ” – controlled land.
- A proper system of centralized planning was introduced with the help of five year plans. It helped in bringing about technological improvements, economic growth and helped in removing the inequalities in the society.
- The revolution acknowledged right to work and identified dignity of labour. Socialist economy added a new dimension to democracy, by attributing it as a socio-economic system.

Question 7.

What was the role of philosophers and thinkers in the French Revolution? Explain by giving three examples.

Answer:

- The philosophers and thinkers believed that, no group in a society should be privileged by birth. They supported a society based on freedom and equal laws.
- In his Two Treatises of government, John Locke sought to refute the doctrine of the divine and absolute right of the monarch.
- Rousseau carried the idea forward, proposing a form of government based on a social contract between people and their representatives. In The Spirit of the Laws, Montesquieu proposed a division of power within the government between the legislative, the executive and the judiciary.

Question 8.

What measures were taken by Robespierre to bring equality in the French Society? HO

Answer:

Measures are :

- Robespierre government issued laws placing a maximum ceiling on wages and prices.
- Peasants were forced to transport their grain to the cities and sell it at prices fixed by the government.
- The use of more expensive white flour was forbidden; all citizens were required to eat the quality bread, a loaf made of whole wheat.
- Equality was also sought to be practised through forms of speech and address.
- Churches were shut down and their buildings converted into barracks or offices.
- Equality was also sought to be practised through forms of speech and address.

Sub: Geography

Ch. India size and location

Read the chapter

Underline the difficult words and learn them.

Learn the KEYWORDS

Answer the following question.

Q.1 Name the countries bigger than India.
 Ans. The six countries bigger than India are Russia, Canada, USA, China, Brazil and Australia.

Q.2 Write the extent of the coastline of India.
 Ans. The coastline of the mainland is about 6,100 kilometres long. The total length of the coastline, including that of the scattered islands, is about 7,516.6 kilometres.

Q.3 Name the neighbouring countries of India located to the north.
 Ans. Nepal, Bhutan and China are the neighbouring countries of India located to the north.

Q.3 Which two states share Chandigarh as their capital?
 Ans. Haryana and Punjab are the two states who share Chandigarh as their capital.

Q.4 Name the physical divisions of India.
 Ans.
 Following are the physical divisions of India:
 The Northern Mountains
 The Northern Plains
 The Great Indian Desert
 The Peninsular Plateau
 The Coastal Plains
 The Islands

Q.6 Why does the government create new states?
 Ans. In order to run our country smoothly and take better care of the people of nation the government create new states.

Q.7 What is the difference between political division and physical division?
 Ans. A political division focuses on boundaries between entities, like countries and states whereas a physical division focuses on the geography of the area and will often have shaded relief to show the mountain, river and valleys.

Q.8 Can you think of any two effects that different land forms have on the lives of people?
 Ans. Different land forms have given various effect on the lives of people such difference in shelter, water availability, crops, communication links etc.

COMPUTER

Chapter 1 – Application of IT- ITeS Industry.

1. Read the Chapter Carefully.
2. Go through the Tech terms
3. Do the objectives questions given at the back of the chapter.

Section 4 Application Based Questions:

Ans 1. Whatsapp, Facebook
 Ans 2.
 Ans 3. Cardiac Screening Machine, Electrocardiogram (ECG)

Section 5 Short Answer Type:

Ans 1. The services enabled by the use of Information Technology can be termed as ITeS. These services improve the efficiency of an organization and help in reducing cost.

Ans 2. The companies within the IT –BPM industry are classified on the basis of following parameters.

- The area to which the company is serving.
- The type of services the company is providing.
- The geographical reach of the company.
- Scope of operations and profit earned by the company.

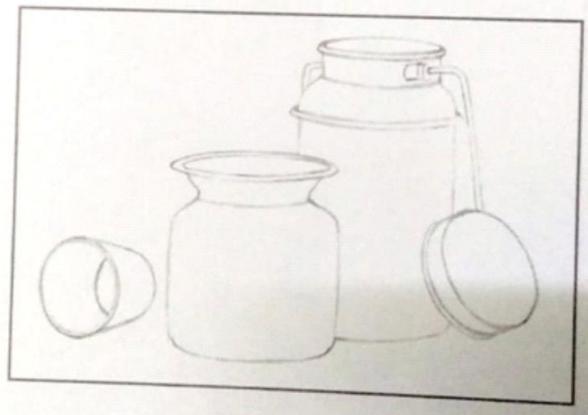
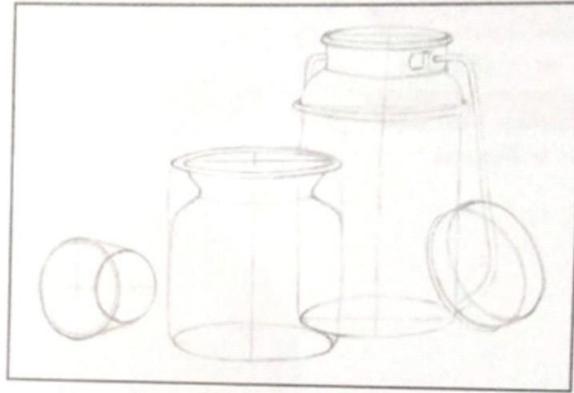
Ans 3.

SERVICE	EXAMPLE
Online Banking	ATM'S, Telebanking
E- learning	Kindle Books, Byjus
Library Management	Electronic Publication
Hospital Management System	MRI [magnetic Resonance Imaging]

Ans 4. A Learning Management System is a software application or web based learning technology used

to plan, implement, and assess a specific learning process.
Ans 5. The development of technology has led to so many mind blowing discoveries, better facilities and better luxuries, but at the same has dramatically changed our daily lives. Various highly developed gadgets, connected to the internet have changed the way to communicate, study, work, shop, pay and play.

Topic - STILL LIFE
Work to be done : **Complete page 27**
as per instruction given in your drawing book



DRAWING

