

EAST POINT SCHOOL
CLASS X ASSIGNMENT 7
ECONOMICS

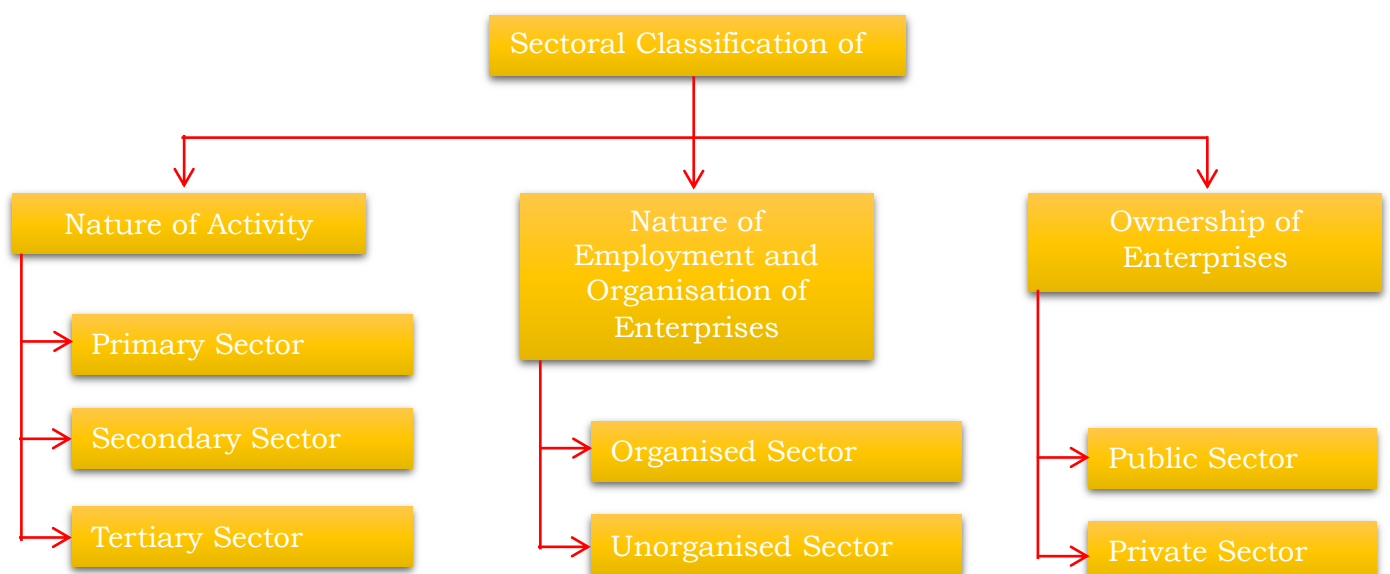
Class: Xth

Chapter 2: Sectors of the Indian Economy

Subject: Economics
1st May to 7th May 2020

IMPORTANT POINTS TO REMEMBER

- 1) **Sector:** A group of particular economic activities e.g. Primary, Secondary sectors.
- 2) **Service Sector:** All kinds of economic activities worth exchange in money, that cater to human needs and of public utility within and even outside a country through interstate and international trade.
- 3) **Occupation:** An economic activity known as job, profession, vocation, business etc.
- 4) **Double Counting:** It occurs when we count the value of the same commodity more than once. This creates a problem in the calculation of GDP.
- 5) **Intermediate Goods:** Those goods which are used up in production of another good e.g., cloth is used up in production of a pair of jeans.
- 6) **Primary Activity:** Primary activity includes those occupations which are closely related to man's natural environment. Gathering, hunting, fishing, lumbering, animal rearing, farming and mining are some of the important examples of primary activity.
- 7) **Secondary Activity:** The occupations which produce finished goods by using the products of primary activities as raw materials are included in the secondary activity. Manufacturing of cloth from cotton, sugar from sugarcane and steel from iron-ore are important examples of secondary activities.
- 8) **Tertiary Activity:** Tertiary activity consists of all service occupations. Transport, communication, trade, health, education and administration are important examples of tertiary activity.
- 9) **G.D.P.:** Gross Domestic Product-The total value of final goods and services produced in a year within a country or nation. It includes contribution of all sectors (Primary, Secondary and Tertiary) of economy.



Sectors of Economic Activities

1. Primary sector covers agriculture and allied activities; secondary sector covers manufacturing and construction activities, also known as industrial activities, and the tertiary sector covers services of different kinds like trade, transportation, travel, banking, insurances etc. Economic activities are classified into three different sectors. But the three sectors are interdependent.

Table 2.1: Examples of Economic Activities

Example	What does this show?
Imagine what would happen if farmers refuse to sell sugarcane to a particular sugar mill. The mill will have to shut down.	This is an example of the secondary or industrial sector being dependent on the primary.
Imagine what would happen to cotton cultivation if companies decide not to buy from the Indian market and import all cotton they need from other countries. Indian cotton cultivation will become less profitable and the farmers may even go bankrupt, if they cannot quickly switch to other crops. Cotton prices will fall.	This is an example of the primary or agricultural sector being dependent on the secondary sector.
Farmers buy many goods such as tractors, pump sets, electricity, pesticides and fertilisers. Imagine what would happen if the price of fertilisers or pump sets goes up. Cost of cultivation of the farmers will rise and their profits will be reduced.	This is an example of interdependence of primary and secondary sectors. Industries need to sell their products to agriculturists; agricultural prosperity depends upon the prices of industrial goods which are produced by the industry.
People working in industrial and service sector need food. Imagine what would happen if there is a strike by transporters and lorries refuse to take vegetables, milk, etc. from rural areas. Food will become scarce in urban areas whereas farmers will be unable to sell their products.	This is an example of interdependence of all the three sectors in the economy. Whatever happens in one sector of the economy effectively influences the other two sectors.

Comparing the Three Sectors

1. Each of the three sectors, viz., primary, secondary and tertiary, produces a number of goods. We may be interested to know the relative importance of each of these sectors in the economy. For this purpose, we look at the following two variables:

(i) Composition of national product, i.e., we divide the national product into three groups and find the percentage share of each group in the national product. In other words, we need to find out: percentage share of the primary, secondary and tertiary sector in the national product. These percentage shares reflect the relative importance of each of the sectors in the national product of a country.

(ii) Occupational Structure, i.e., the contribution of each of the three sectors in the generation of employment in the economy.

We find out the percentage of work force engaged in (a) primary, (b) secondary, and (c) tertiary sectors.

These percentage shares reveal the relative importance of each of the three sectors in the structure of employment in the country.

2. We compare the three sectors of the economy on the basis of the **size of production generated** in each of the sectors.

In calculating the size of production generated in each of the sectors, we take account only of the final goods and services produced in the economy. The money value of final goods and services produced in each sector in an economy during a year provides the value of the total production of that sector during the year.

The sum of the money value of production in the three sectors gives what is called the Gross Domestic Product (GDP).

3. It may be noted that we include only final goods and services in our estimates. We ignore all intermediate goods.

Intermediate goods are those goods which are used up in the production of final goods.

Final goods are those goods which are finally used by the final consumers to satisfy their wants and there is no further change in their form or shape.

For example:

Wheat → Flour → Bread → Sandwiches → To final consumer.

Cotton → Fabric → Readymade garment → To final consumer.

Iron ore → Steel → Air conditioner → To final consumer.

4. We include only final goods and not intermediate goods because, if we include intermediate goods, it will result in double and multiple counting. This will show an inflated estimate of national product, which may not be a true estimate.

Examples:

(i) Suppose the total value of cotton produced in an economy during a year is Rs. 100.

Q. What is the net value added by the producer of cotton?

Ans. Rs.100

(ii) The whole stock of cotton is sold to a mill which manufactures fabric. The mill sells the whole production of fabric during the year for Rs. 1,000.

Q. What is the net value added by the producer of fabric?

Ans. Rs. 1,000 - Rs. 100 =Rs. 900

(Because he made use of cotton worth Rs. 100 in production of the fabric.)

(iii) The whole stock of fabric is sold to a manufacturer of garments for Rs. 1,000.

The garment manufacturer uses up the whole stock and sells the readymade garments to consumers for Rs. 10,000.

Q. What is the net value added by the garment producer?

Ans. Rs. 10,000 - Rs. 1,000 = Rs. 9,000

(Because he made use of fabric worth Rs. 1,000 for the production of readymade garments.)

Q. What is the sum total of the value added by producers at different levels?

Ans. Rs. 100 + Rs. 900 + Rs. 9000 = Rs. 10,000

Q. What is the price paid by the final consumers?

Ans. Rs. 10,000.

Thus, the price paid by the consumers of the final produce equals the sum total of value added at different levels of the product.

Instead, if we had only added up the value of production at different levels, we would have reached a wrong estimate.

In our example, it would have been Rs. 100 + Rs. 1,000 + Rs. 10,000 = Rs. 11,100.
The correct answer is Rs. 10,000. This we get if we include the value of the final products only.

Assignment

Subject:- Social Science (Economics)
Chapter 2:- Sectors of the Indian Economy

Class:- X
Assignment No.:-1

- 1) *Explain the difference between primary, secondary and tertiary sectors using examples other than those mentioned in the text.*
- 2) *Compare and contrast the changes in India with the pattern that was observed for developed countries. What kind of changes between sectors were desired but did not happen in India?*
- 3) *Do you think the classification of economic activities into primary, secondary and tertiary is useful? Explain how.*
- 4) *For each of the sectors that we came across in this chapter why should one focus on employment and GDP? Could there be other issues which should be examined? Discuss.*
- 5) *Make a long list of all kinds of work that you find adults, around you doing for a living. In what way can you classify them? Explain your choice.*
- 6) *How is the tertiary sector different from other sectors? Illustrate 'with a few examples.*
- 7) *Explain any four points of importance of primary sector in the Indian economy.*

POLITICAL SCIENCE

Assignment

Gender religion and caste

- Q1 Name the countries where participation of Women in public life is very high.
- Q2 Who is a feminist?
- Q3 How are women discriminated in Indian societies?
- Q4 Explain the political representation of women in India.
- Q5 Discuss the principles of a secular state.
- Q6 Describe the Gandhian view on religion?
- Q7 What is Communalism? How communalism effects Indian Politics?
- Q8 “ Caste hierarchies are breaking down”.Throw some light on this statement by giving suitable reasons.
- Q9 “ Caste still persist in our country”.Give three reasons.
- Q10 How does caste affect politics?
- Q11 “It is not politics that get caste ridden “,it is the caste that gets politicized”. Give three reasons to support your answer.

HISTORY

Chapter-1

Write the Following Questions not more than 30 words (1 mark)

1. Which one of the Following types of government was functioning in France before the revolution of 1789?
A. Dictatorship
B. Military
C. Body of French Citizens
D. Monarchy
2. Frederic Sorrieu was -----.
3. Elle the measuring unit in Germany was used to measure:
a. Cloth. b. Thread. C. Land d.height
4. What do the saints, angels and Christ symbolise in the Utopian vision?
5. Who were junkers?
6. The Civi Code of 1804 was known as the -----.
7. The first clear expression of nationalism came with the-----.
8. Conservatives regimes set up in 1815 were democratic in nature. (True/ False)
9. Define nation ?
10. Define Plebiscite?

Write the Following Questions not more than 80 words (carry 3 marks)

11. What steps did the French Revolution take to create a sense of collective identity among the French people?
12. What were the main features of the powerful aristocratic class of the European continents?
13. Did any social transition occurs in Europe during eighteen-nineteenth centuries? If yes , how ?
14. What was the treaty of Vienna ?
15. What kind of policy was followed by Bismarck?

GEOGRAPHY

Class X

Study notes

Chapter 4 : Agriculture

social science: geography

Introduction

- India is an agriculturally important country as two-thirds of its population is engaged in agricultural activities.

Types of farming

1. **Primitive subsistence farming:** It is a 'slash & burn ' agriculture (shifting cultivation). It is done with the help of primitive tools like hoe, dao & digging sticks,& community labour. The farming depends upon monsoon, natural fertility of the soil & suitability of other environmental conditions to the crops grown.
2. **Intensive subsistence Farming:**
 - In this farming pressure of population on land is high .
 - It is labour intensive farming.
 - There is low capital investment.
 - In this farming farmers produce for their own consumptions.
 - In this farming processing Industries are not associated with farms.

- In this farming multiple cropping is practice & land holdings are small.

3. Commercial Farming:

- The population pressure is low in this farming.
- It is highly mechanized form of farming.
- In this farming high capital investment is seen.
- Production is mainly for the market.
- Single cropping is practice & land holding are large.
- Plantation is also a type of commercial farming.

Cropping pattern

India has three cropping seasons.

- **Rabi.**

- Rabi crops are sown in winter from october to dec & harvested in summer from April to June.
- Wheat, Barley, peas, grams & mustard are examples of rabi crops.
- During the winter months, the precipitation from western cyclone helps in the success of these crops.

- **Kharif.**

- These crops are sown during the monsoon (May & july) & harvested in September & October.
- Major kharif crops are Maddy, Maze, Jowar, Bajra, Tur, Moong, Urad etc.
- Kharif can be grown in both irrigated and rain fed areas.

- **Zaid.**

- In between the rabi & kharif seasons, there is a short season during the summer months known as the zaid season.
- Example muskmelon, cucumber, Watermelon, vegetables & fodder crops.

Major crops:

Food crops: Rice , wheat , Maze etc

Cash crops: sugarcane, oilseeds, Fruits & vegetables.

Plantation crops : Tea , coffee, rubber, Spices etc.

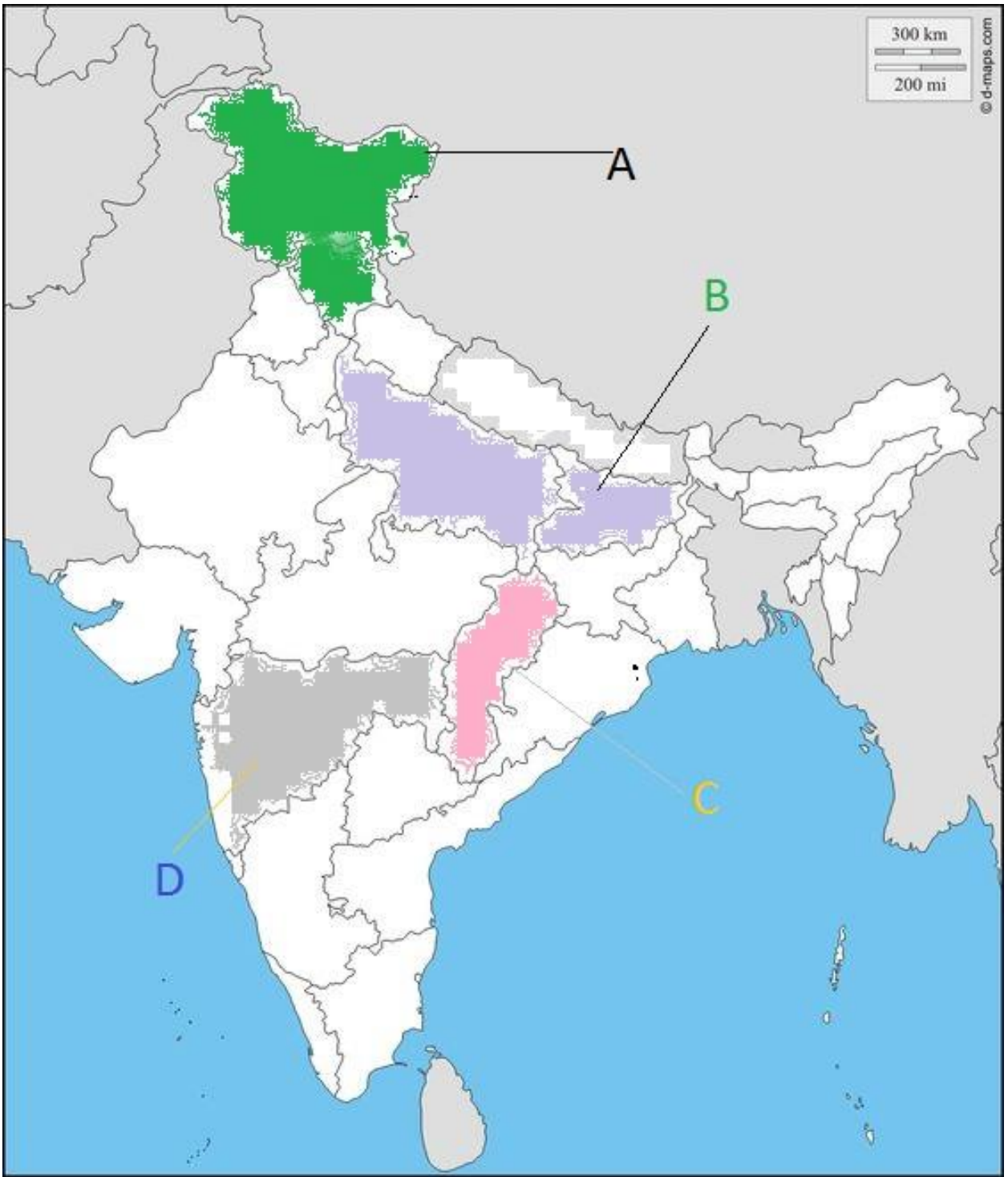
Fibre crops : cotton & Jute.

Assignment

Questions & Answers.

- 1) Define the term 'Agriculture'.
- 2) Name any four Rabi crops.
- 3) Name any four kharif crops.
- 4) Name any five plantation crops grown in India .
- 5) What is a system of agriculture where a single crop is grown on a large area called ?
- 6) What is plantation agriculture ?
- 7) Compare the features of primitive subsistence farming & intensive subsistence farming.
- 8) What is slash & burn agriculture.
- 9) Give the characteristics of commercial farming.
- 10) What are the cropping seasons found in india ? When are crops sown & harvested in each of these ? With examples.
- 11) Distinguish between Rabi crops & kharif crops .

Activity: Identify the following soils in India.



ENGLISH

FORMAT OF LETTER TO THE EDITOR

1. Sender's address: Include email and phone number, if required.

2. Date : Below address. Leave one space or line.

3. Receiving Editor's address

4. Subject of the letter

5. Salutation (Sir / Respected sir / Madam)

6. Body

Paragraph 1: Introduce yourself and the purpose of writing the letter

Paragraph 2: Detail of the topic

Paragraph 3: Conclude / end

7. Complimentary Closing

8. Sender's name, signature and designation

Sample Letter to the Editor

Q1. You are Radha G, member of NGO AWAAZ. Write a letter to the editor of a national daily for a public movement to clean the Yamuna river. (You must introduce yourself, describe how the people are to be blamed for polluting the river and suggest the need for installing water treatment plant to clean the river).

33, Jal Vihar
Wazirabad
New Delhi – 33

28 April, 2020

The Editor
The Hindustan Times
New Delhi

Subject: Need for people's movement for a clean Yamuna

Dear Editor

I am Radha G, member of NGO AWAAZ. I am writing to you in order to highlight the deteriorating condition of river Yamuna.

The city of Delhi is getting contaminated water from river Yamuna. The residents are to be blamed for this. They pollute the river with garbage, sewage and filth. The river water is full of bacteria, plastic, chemicals and other waste materials. It is unfit for consumption.

The people have been demanding a Water Treatment plant. The authorities have not yet responded to the repeated requests.

I request you to highlight the problem in your newspaper and arouse public interest. We all need to get together in order to get the plant set up in the area.

Thanking You
Yours sincerely

Radha G
Member AWAAZ.

PRACTICE QUESTION

Imagine you are Gurinder Saini. You live at Garhshankar, Distt. Hoshiarpur. Write a letter to the Editor of a newspaper commenting on modern fashions and its impact on student life.

BIOLOGY

Assignment

Topic : Excretion (C4)

1. What is meant by translocation of food in plants? Explain with the help of a flow chart.
2. What are the components of human excretory system? Name them.
3. Name the basic filtration unit of kidney. Draw a well labelled diagram for it.

4. With the help of a flow chart explain the process of urine formation in nephrons.
5. Compare alveoli and nephrons.
6. What are the differences between transport in Xylem and phloem?
7. What would be the effect of kidney failure on human body?
8. Is there a method to treat patients with kidney failure? Explain.
9. A person's blood report is showing excess ammonia, what could be the reason and effect on body?

CHEMISTRY

Class 10

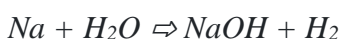
Reaction of metals with water:

Metals form respective metal hydroxide and hydrogen gas when they react with water.



Most of the metals do not react with water. However, alkali metals react vigorously with water.

Reaction of sodium metal with water: Sodium metal forms sodium hydroxide and liberates hydrogen gas along with lot of heat when it reacts with water.



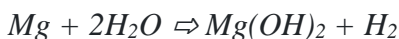
Reaction of potassium metal with water: Potassium metal forms potassium hydroxide and liberates hydrogen gas along with lot of heat when it reacts with water.



Reaction of calcium metal with water: Calcium forms calcium hydroxide along with hydrogen gas and heat when it reacts with water.



Reaction of magnesium metal with water: Magnesium metal reacts with water slowly and forms magnesium hydroxide and hydrogen gas.



When steam is passed over magnesium metal, magnesium oxide and hydrogen gas are formed.



Reaction of aluminium metal with water: Reaction of aluminium metal with cold water is too slow to come into notice. But when steam is passed over aluminium metal; aluminium oxide and hydrogen gas are produced.



Reaction of zinc metal with water: Zinc metal produces zinc oxide and hydrogen gas when steam is passed over it. Zinc does not react with cold water.



Reaction of Iron with water: Reaction of iron with cold water is very slow and come into notice after a long time. Iron forms rust (iron oxide) when reacts with moisture present in atmosphere.

Iron oxide and hydrogen gas are formed by passing of steam over iron metal.



Other metals usually do not react with water or react very slowly.

Questions:

1. Write the reaction of sodium and potassium with water.
2. Why does calcium floats on water when it reacts with water?
3. How is the reaction of iron with water different than reaction of sodium with water?
4. Name four metals which do not react with water.

PHYSICS

Short Answer Type Questions

1. Identify the device used as a spherical mirror or lens in following cases, when the image formed is virtual and erect in each case.
 - (a) Object is placed between device and its focus, image formed is enlarged and behind it.
 - (b) Object is placed between the focus and device, image formed is enlarged and on the same side as that of the object.
 - (c) Object is placed between infinity and device, image formed is diminished and between focus and optical centre on the same side as that of the object.
 - (d) Object is placed between infinity and device, image formed is diminished and between pole and focus, behind it.
2. Why does a light ray incident on a rectangular glass slab immersed in any medium emerges parallel to itself? Explain using a diagram.
3. A pencil when dipped in water in a glass tumbler appears to be bent at the interface of air and water. Will the pencil appear to be bent to the same extent, if instead of water we use liquids like, kerosene or turpentine. Support your answer with reason.
4. How is the refractive index of a medium related to the speed of light? Obtain an expression for refractive index of a medium with respect to another in terms of speed of light in these two media?
5. Refractive index of diamond with respect to glass is 1.6 and absolute refractive index of glass is 1.5. Find out the absolute refractive index of diamond.
6. A convex lens of focal length 20 cm can produce a magnified virtual as well as real image. Is this a correct statement? If yes, where shall the object be placed in each case for obtaining these images?
7. Sudha finds out that the sharp image of the window pane of her science laboratory is formed at a distance of 15 cm from the lens. She now tries to focus the building visible to her outside the window instead of the window pane without disturbing the lens. In which direction will she move the screen to obtain a sharp image of the

MATHEMATICS

SHORT ANSWER TYPE (I) QUESTIONS

11. Form a pair of linear equations: The sum of the numerator and denominator of the fraction is 3 less than twice the denominator. If the numerator and denominator both are decreased by 1, the numerator becomes half the denominator.
12. For what value of p pair of linear equations $(p + 2)x - (2p + 1)y = 3(2p - 1)$, $2x - 3y = 7$ has a unique solution.
13. Solve for x and y

$$x - \frac{y}{2} = 3; \frac{x}{2} - \frac{2y}{3} = \frac{2}{3}$$

14. Solve for x and y : $3x + 2y = 11$ and $2x + 3y = 4$ also find p if $p = 8x + 5y$.
15. Solve the pair of linear equations by substitution method $x - 7y + 42 = 0$ and $x - 3y - 6 = 0$
16. Ram is walking along the line joining (1,4) and (0,6). Rahim is walking along the line joining (3,4) and (1,0). Represent on graph and find the point where both of them cross each other.
17. Given the linear equation $2x + 3y - 12 = 0$, write another linear equation in these variables, such that geometrical representation of the pair so formed is (i) parallel lines; (ii) coincident lines.
18. The difference of two number is 66. If one number is four times the other, find the numbers.
19. For what values of k , the following system of equations will be inconsistent

$$kx + 3y = k - 3, 12x + ky = k$$

SHORT ANSWER TYPE (II) QUESTIONS

20. Solve graphically the pair of linear equations $5x - y = 5$ and $3x - 2y = -4$. Find the co-ordinates of the points where these lines intersect y-axis.
21. Solve for x and y :

$$\frac{5}{x+y} + \frac{1}{x-y} = 2; \frac{15}{x+y} - \frac{5}{x-y} = -2$$

22. Solve by cross-multiplication method

$$\frac{x}{a} + \frac{y}{b} = a + b; \frac{x}{a^2} + \frac{y}{b^2} = 2$$

23. For what values of a and b the following pair of linear equations have infinite number of solutions?

$$2x + 3y = 7; a(x + y) - b(x - y) = 3a + b - 2$$

24. Solve the pair of linear equations

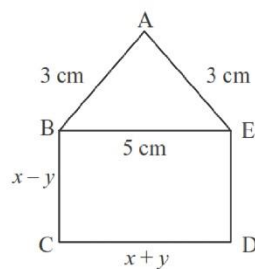
$$152x - 378y = -74; -378x + 152y = -604$$

25. Pinky scored 40 marks in a test getting 3 marks for each right answer and loosing 1 mark for each wrong answer. Had 4 marks been awarded for each correct answer and 2 marks were deducted for each wrong answer, then Pinky again would have scored 40 marks. How many questions were there in the test?
26. A two-digit number is obtained by either multiplying sum of digits by 8 and adding 1 or by multiplying the difference of digits by 13 and adding 2. Find the number.
27. Father's age is three times the sum of ages of his two children. After 5 years his age will be twice the sum of ages of two children. Find the ages of the father.

28. On selling a T.V. at 5% gain and a fridge at 10% gain, a shopkeeper gains ₹2000. But if he sells the T.V. at 10% gain and fridge at 5% less, he gains ₹1500 on the transaction. Find the actual price of the T.V. and the fridge.
29. Sunita has some ₹50 and ₹100 notes amounting to a total of ₹15500. If the total number of notes is 200. The find how many notes of ₹50 and ₹100 each, she has.

LONG ANSWER TYPE QUESTIONS

30. Solve graphically the pair of linear equations $3x - 4y + 3 = 0$ and $3x + 4y - 21 = 0$. Find the co-ordinates of vertices of triangular region formed by these lines and x -axis. Also calculate the area of this triangle.
31. Solve for x and y $\frac{1}{2(2x+3y)} + \frac{12}{7(3x-2y)} = \frac{1}{2}$; $\frac{7}{(2x+3y)} + \frac{12}{(3x-2y)} = 4$ for $2x + 3y \neq 0, 3x - 2y \neq 0$
32. Solve the pair of equations by reducing them to a pair of linear equations $\frac{3x+2y}{xy} = 1$; $\frac{4x-2y}{xy} = 13$; hence find a for which $y = ax - 4$.
33. A man travels 600 km to his home partly by train and partly by bus. He takes 8 hours, if he travels 120 km by train and rest by bus. Further, it takes 20 minutes longer, if he travels 200 km by train and rest by bus. Find the speeds of the train and the bus.
34. A and B are two points 150 km apart on a highway. Two cars start with different speeds from A and B at same time. If they move in same direction, they meet in 15 hours & if they move in opposite direction, they meet in one hour. Find their speeds.
35. A boat covers 32 km upstream and 36 km downstream in 7 hours. Also it covers 40 km upstream and 48 km downstream in 9 hours. Find the speed of boat in still water and that of the stream.
36. The sum of the numerator and denominator of a fraction is 4 more than twice the numerator. If the numerator and denominator are increased by 3, they are in the ratio 2:3. Determine the fraction.
37. Raju used 2 plastic bags and 1 paper bag in a day which cost him ₹35. While Ramesh used 3 plastic bags and 4 paper bags per day, which cost him ₹65. Find the cost of each bag.
38. 8 women and 12 men can complete a work in 10 days while 6 women and 8 men can complete the same work in 14 days. Find the time taken by one women alone and that one man alone to finish the work.
39. The ratio of incomes of two persons A and B is 3: 4 and the ratio of their expenditures is 5:7. If their savings are ₹15,000 annually, find their annual incomes.
40. ABCDE is a pentagon with $BE \parallel CD$ and $BC \parallel DE$, $BC \perp CD$, is perimeter of ABCDE is 21 cm, find x and y .



वाक्य

जब भी हमें अपने मन की बात दूसरों तक पहुँचानी होती है या किसी से बातचीत करनी होती है तो हम वाक्यों का सहारा लेकर ही बोलते हैं। यद्यपि वाक्य विभिन्न शब्दों (पदों) के योग से बनता है और हर शब्द का अपना अलग अर्थ भी होता है, पर वाक्य में आए सभी घटक परस्पर मिलकर एक पूरा विचार या संदेश प्रकट करते हैं। वाक्य छोटा हो या बड़ा, किसी-न-किसी विचार या भाव को पूर्णतः व्यक्त करने की क्षमता रखता है। अतः

ऐसा सार्थक शब्द-समूह, जो व्यवस्थित हो तथा पूरा आशय प्रकट कर सके, वाक्य कहलाता है।

'वाक्य' में निम्नलिखित बातें होती हैं :

1. वाक्य की रचना शब्दों (पदों) के योग से होती है।
2. वाक्य अपने में पूर्ण तथा स्वतंत्र होता है।
3. वाक्य किसी-न-किसी भाव या विचार को पूर्णतः प्रकट कर पाने में सक्षम होता है।

उदाहरण के लिए यदि कोई व्यक्ति कहता है 'सफ़ेद जूते' तो यह वाक्य नहीं कहा जा सकता, क्योंकि यहाँ पर किसी ऐसे विचार या संदेश का ज्ञान नहीं होता जिसे वक्ता बताना चाहता हो। जबकि 'मुझे सफ़ेद जूते खरीदने हैं' एक पूर्ण वाक्य है, क्योंकि यहाँ 'सफ़ेद जूतों' के विषय में बोलने वाले का भाव, स्पष्टतः प्रकट हो रहा है।

वाक्य के अंग

प्रत्येक वाक्य के दो खंड अथवा अंग होते हैं—कर्ता और क्रिया। कर्ता और क्रिया के विस्तार को 'उद्देश्य और विधेय' कहा जाता है।

1. **उद्देश्य** : वाक्य में कर्ता या उसके विस्तार या जिस व्यक्ति या वस्तु के बारे में कहा जाए, उसे 'उद्देश्य' कहते हैं। मुख्य रूप से कर्ता ही वाक्य में उद्देश्य कहलाता है।

'मोहन बाज़ार जा रहा है।'

इस वाक्य में जो कुछ भी लिखा गया है, वह मोहन के विषय में है। इसलिए इस वाक्य में मोहन ही वाक्य का उद्देश्य है।

2. **विधेय**—वाक्य में कर्ता या उद्देश्य के बारे में जो कुछ भी कहा जाए उसे 'विधेय' कहते हैं। साधारणतः कर्ता उद्देश्य होता है और क्रिया विधेय होती है।

'मोहन बाज़ार जा रहा है।'

इस वाक्य में 'मोहन' उद्देश्य है, इस बात को पहले ही स्पष्ट किया जा चुका है। वाक्य का शेष अंश 'बाज़ार जा रहा है' मोहन के बारे में कहा गया है, इसलिए यह इस वाक्य का विधेय है। कुछ अन्य उदाहरण :

उद्देश्य

शीला

महात्मा गांधी

हमारे प्रिय नेता राजीव गांधी

मैं

विधेय

गाना गा रही है।

हमारे प्रिय नेता थे।

की हत्या कर दी गई।

कल दिल्ली जाऊँगा।

रचना के आधार पर वाक्य-भेद

रचना के आधार पर वाक्य के मुख्य तीन भेद हैं :

1. सरल या साधारण वाक्य
2. जटिल या मिश्र वाक्य
3. संयुक्त वाक्य या यौगिक वाक्य।

1. **सरल या साधारण वाक्य (Simple Sentence)**—जिस वाक्य में एक उद्देश्य और एक ही विधेय हो, उसे 'सरल या साधारण वाक्य' कहा जाता है; जैसे :

(क) राम बाज़ार जा रहा है।

(ख) वह पुस्तक पढ़ रहा है।

उपर्युक्त वाक्यों में 'राम' तथा 'पुस्तक' कर्ता हैं तथा 'जा रहा है' तथा 'पढ़ रहा है' क्रिया हैं। एक ही कर्ता तथा एक ही क्रिया होने के कारण ये सरल वाक्य हैं।

सरल वाक्य में कर्ता और क्रिया के अलावा कर्म तथा उनके पूरक भी सम्मिलित किए जा सकते हैं।

1. राहुल पढ़ा।

(कर्ता-क्रिया)

2. राहुल पढ़ रहा है।

(कर्ता-क्रिया-विस्तार)

3. पढ़ोस में रहने वाला राहुल पढ़ रहा है।

(विस्तार कर्ता-क्रिया-विस्तार)

4. राहुल ने पुस्तक पढ़ी।

(कर्ता-कर्म-क्रिया)

5. राहुल ने मित्र को पुस्तक दी।

(कर्ता-कर्म-कर्म क्रिया)

6. राहुल ने अपने प्रिय मित्र को कहानी की पुस्तक दी। (कर्ता-कर्म का विस्तार, कर्म-कर्म का विस्तार-कर्म-क्रिया)

2. **जटिल या मिश्र वाक्य (Complex Sentence)**— जिस वाक्य में एक प्रधान उपवाक्य के साथ एक या एक से

अधिक आश्रित उपवाक्य जुड़े हों तो, उसे 'जटिल या मिश्र वाक्य' कहा जाता है; जैसे :

(क) वह कौन-सा क्षेत्र है जहाँ महिलाओं ने अपना कदम नहीं रखा?

(ख) गहन-से-गहन संकट हो फिर भी वह हँसता रहता है।

उपवाक्य

मिश्र वाक्य में आश्रित उपवाक्य मुख्यतः तीन प्रकार के होते हैं :

(क) संज्ञा उपवाक्य (ख) विशेषण उपवाक्य (ग) क्रियाविशेषण उपवाक्य।

(क) **संज्ञा उपवाक्य**—जिस आश्रित उपवाक्य का प्रयोग प्रधान उपवाक्य की क्रिया के कर्म या पूरक के रूप में प्रयुक्त होता है, उसे 'संज्ञा उपवाक्य' कहते हैं; जैसे :

नए शब्दाएँ आएंगी ताक आपस बात कर सक।

3. संयुक्त वाक्य या यौगिक वाक्य (Compound Sentence)– जिस वाक्य में दो या दो से अधिक सरल अथवा मिश्र वाक्य योजकों द्वारा जुड़े हों, उन्हें 'संयुक्त वाक्य या यौगिक वाक्य' कहते हैं। संयोजक द्वारा जुड़े रहने पर भी प्रत्येक वाक्य अपना स्वतंत्र अस्तित्व रखता है और एक-दूसरे पर आश्रित नहीं रहता। ये 'समानाधिकरण वाक्य' कहलाते हैं। इसमें समुच्चयबोधक अव्यय का प्रयोग संयोजक रूप में, विभाजक रूप में, विरोधदर्शक रूप में और परिणामबोधक रूप में होता है; जैसे :

- (क) कंडक्टर ने सीटी बजाई और बस चल पड़ी। (संयोजक)
(ख) आप पहले आराम करेंगे या आप के लिए खाना ले आऊँ। (विभाजक)
(ग) मैं आप का काम अवश्य कर देता लेकिन क्या करूँ व्यस्त हूँ। (विरोधदर्शक)
(घ) उसने बहुत मेहनत की थी इसलिए वह कक्षा में प्रथम आया। (परिणामबोधक)

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रावण के लिए यह आवश्यक नहीं हुआ कि वह अपने मालिक को होले से कुहनी लगाकर आगाह करे, क्योंकि ब्राऊन उसी समय समझ गया था कि वह क्षण आ पहुँचा है जिसकी वे बेताबी से प्रतीक्षा कर रहे थे। एक लंबी काली छाया चुपचाप से मृत भैंसे की ओर बढ़ी। अतिथि आ पहुँचा। धीरे से एक लंबा डग भरा। अब महाराज अपने खज पर खड़ा था। आज ही अथवा कभी नहीं, मुझे यह अवसर मिलना, ब्राऊन ने सोचा और धीरे से अपनी विश्वस्त राइफल को कंधे पर उठाई। प्रकाश जैसा वह चाहता था उतना ही अच्छा था, उस विशाल भारी भरकम सिर के ऊपर कान के पीछे एक मोती-सा चित्रित करते हुए उसने धीमे से ट्रिगर दबाया। उस घने मौन खड़े जंगल से जैसे ही राइफल के तीव्रतम शब्द का गुंजन समाप्त हुआ कि वह विशालकाय पशु चेतनाहीन पड़ा देखा गया। वह पत्थर के समान लुढ़क पड़ा था। अतः दूसरा शॉट बिल्कुल अनावश्यक जान पड़ा। विख्यात महाराज अपनी अंतिम बलि पा गया।

दोनों व्यक्ति और थोड़ी देर को मचान पर निश्चल बैठे रहे ताकि आश्वस्त हो लें कि उनकी विजय को कोई छीन नहीं सकता। काफ़ी देर बाद ब्राऊन अपने साथी की ओर मुड़ा और उससे पूछा कि क्या वह संतुष्ट नहीं है कि आखिरकार महाराज गिरा दिया गया? “रावण, तुम और तुम्हारे गाँव वालों की कल रात बड़ी भारी दावत होगी। जैसा कि मैंने वचन दिया था कि तुम्हें दावत मिलेगी जैसे ही मैं इस जानवर का शिकार कर लूँगा। आओ हम नीचे उतरकर गाँव चलें और वहाँ से आदमियों को भेजें जो इसे उठा लाएँ।”

“अवश्य जैसा आप कहें हजूर, परंतु मचान इतना कष्टप्रद नहीं है कि इस पर रात न बिताई जा सके, कैप पर लौटने से कोई लाभ नहीं है, महाराज को कल तक तो रखना ही है।”

“ताज्जुब है रावण कि तुम अँधेरे से डर रहे हो। हमें क्या नुकसान पहुँच सकता है?”

“हाँ हजूर सच कहते हैं आप, यहाँ कोई चीज़ जीवित तो नहीं है जो हमें नुकसान पहुँचाए। मैं अँधेरे से तो नहीं डरता। फिर भी जाने क्यूँ मृत महाराज के निकट से होकर गुजरने का विचार मुझे जँच नहीं रहा है। आपने अवश्य ही उसे मार डाला परंतु मुझे विश्वास है कि जंगल का देवता जो आज रात उसके साथ नहीं रहा, वह अपना वाहन खोजने इधर आ जाएगा और वह हमें हानि पहुँचा सकता है। आज रात यहीं रह जाएँ साहब।”

- (क) रावण किस बात को आवश्यक नहीं समझ रहा था? 2
- (ख) ब्राऊन क्या समझ गया था? 2
- (ग) दूसरा शॉट बिल्कुल अनावश्यक क्यों जान पड़ रहा था? 2
- (घ) दोनों व्यक्ति मचान पर निश्चल क्यों बैठे रहे? 2
- (ङ) ब्राऊन ने रावण से किस वचन के बारे में कहा? 2
- (च) परिच्छेद से वर्तमान काल के दो उदाहरण छाँटकर लिखिए। 1
- (छ) परिच्छेद का उचित शीर्षक दीजिए। 1

SANSKRIT

अभ्यासप्रश्नाः

बहुविकल्पीयाः/सैद्धान्तिक-प्रश्नाः

कोष्ठकेषु प्रदत्तानां पदानां वाचानुसारम् उचितं पदं विकल्पेभ्यः चित्वा रिक्तस्थानानि पूर्यत-

1. तेन कथाः (श्रु)।
 (क) श्रूयते (ख) श्रूयन्ते (ग) श्रूयसे (घ) श्रूयेते
2. जनाः (ग्राम) गच्छन्ति।
 (क) ग्रामम् (ख) ग्रामात् (ग) ग्रामेण (घ) ग्रामाय
3. योगिराजेन (कृष्ण) कथ्यते।
 (क) कृष्णम् (ख) कृष्णम् (ग) कृष्णः (घ) कृष्णेन
4. तेन (छात्र) कथा लिख्यते।
 (क) छात्राय (ख) छात्रेण (ग) छात्रैः (घ) छात्रः
5. बालकेन स्वस्येन (भू)।
 (क) भूयते (ख) भवति (ग) अस्ति (घ) वर्तते
6. जनाः किमर्थम् इतस्ततः (धाव्)।
 (क) धावन्ति (ख) धावति (ग) धावसि (घ) धावामि
7. (सीता) रामेण सह वनं गच्छति।
 (क) सीताम् (ख) सीतया (ग) सीता (घ) सीताः
8. (छात्र) अनुकरणं न क्रियते।
 (क) छात्रे (ख) छात्रेण (ग) छात्राय (घ) छात्रया
9. शिक्षकाः छात्रान् (संस्कृत) पाठयन्ति।
 (क) संस्कृतम् (ख) संस्कृतः (ग) संस्कृतिः (घ) संस्कृतिम्
10. तत्र केचित् दुष्टाः अपि (अस्)।
 (क) सन्ति (ख) वसन्ति (ग) भवन्ति (घ) असन्ति
11. मृगैः शावकैः सह (धाव्)।
 (क) धावन्ते (ख) धावन्ति (ग) धाव्यते (घ) धाव्यन्ते
12. श्यामस्य (पुत्र) तत्र न सुप्यते।
 (क) पुत्रः (ख) पुत्रेण (ग) पुत्रम् (घ) पुत्राय
13. (छात्रा) पाठाः पठ्यन्ते।
 (क) छात्राभिः (ख) छात्रभिः (ग) छात्रैः (घ) छात्राः
14. वानरैः वृक्षेषु (स्था)।
 (क) स्थीयन्ते (ख) तिष्ठन्ति (ग) स्थियते (घ) स्थीयते
15. इतिहासः सर्वान् (शिक्ष)।
 (क) शिक्षयति (ख) शिक्षयते (ग) शिक्षयन्ति (घ) शिक्षयन्ते

VIDEO LINKS OF ALL THE SUBJECTS

ENGLISH – <https://youtu.be/Ozbeme311hM>

SANSKRIT - <https://youtu.be/hBLDDyhn7YE>

HINDI – <https://youtu.be/vOO9sQTBnrA>

POLITICAL SCIENCE - <https://youtu.be/-LIB58kpjnc>

ECONOMICS - <https://youtu.be/eDPcTNVEd-U>

<https://youtu.be/jxgVI9Mur-M>

<https://youtu.be/CXWKHUcHT9g>

GEOGRAPHY - <https://www.youtube.com/watch?v=J1D9vWZrYxE&feature=youtu.be>

<https://www.youtube.com/watch?v=k3qAwFXF5fk&feature=youtu.be>

<https://www.youtube.com/watch?v=aPDKI8tStWA&feature=youtu.be>

<https://www.youtube.com/watch?v=gpgvhjF4Hco&feature=youtu.be>

<https://www.youtube.com/watch?v=dHHTztypax8&feature=youtu.be>

HISTORY - <https://www.youtube.com/watch?v=TSO4NAkH5e4>

PHYSICS - https://youtu.be/Mc--Yz_YrsU

CHEMISTRY - <https://youtu.be/9wPp-WoLfg4>

BIOLOGY - <https://www.youtube.com/watch?v=K5ck3ZnJy1U>

<https://www.youtube.com/watch?v=J6LogR5xI-s>

MATHS- Optional Exercise 3.7 Videos link

Q.1 <https://youtu.be/fnKz26g9Q7U>

Q.2 <https://youtu.be/DtU9qghXmtc>

Q.3 https://youtu.be/dY_d2PquxBY

Q.4 <https://youtu.be/Qw7ji8uwcso>

Q.5 https://youtu.be/kfmCZKGg_vQ

Q.6 <https://youtu.be/oiTskvYUYKk>

Q.7 (i) <https://youtu.be/hlLH44G5kkc>

Q.7 (ii) <https://youtu.be/LsH8DdUzlkW>

Q.7 (iii) <https://youtu.be/kvolQdU1tfw>

Q.7 (iv) <https://youtu.be/Q2scN3JntIQ>

Q.7 (v) <https://youtu.be/4YsAXv3Q0vY>

Q.8 https://youtu.be/MCw8_nzLNPg

